

Forest Hills Public Schools

Established 1956

2015 – 2016 Course Description Guide

Central High School



Eastern High School



Northern High School



GUIDING PRINCIPLES FOR FOREST HILLS PUBLIC SCHOOLS

Vision

Forest Hills Public Schools...all learners achieving individual potential.

Mission

In partnership with our community, Forest Hills Public Schools will provide all learners with opportunities to acquire the knowledge, skills, and experience necessary to build meaningful and productive lives.

Guiding Principals

We believe Forest Hills Public Schools is a learning organization, built upon integrity, and to this end:

We are committed to the principle of **Caring**.

We believe in:

- maintaining a family atmosphere
- supporting each other
- being warm, sincere and genuine
- accepting and including everyone
- confronting the tough issues
- keeping each other safe and secure

We are committed to the principle of **Collaboration**.

We believe in:

- solving problems together
- working toward win/win
- building partnerships
- sharing best practices
- volunteering
- being generous
- engaging parents as full partners

We are committed to the principle of **Open Communication**.

We believe in:

- listening
- sharing
- promoting trust
- building community through dialogue
- encouraging participation from all

We are committed to the principle of **Diversity and Inclusiveness**.

We believe in:

- helping students value their unique talents and gifts
- knowing, understanding and appreciating each other
- valuing individual differences
- celebrating our heritage
- healing racism
- embracing differences to enrich, strengthen, and connect our community
- striving for equity
- considering all viewpoints to arrive at better decisions

We are committed to the principle of **High Expectations**.

We believe in:

- expecting all children to learn
- requiring all to give their best
- providing opportunities for all to contribute
- assuming parents want what's best for their child
- maintaining high academic standards
- offering challenging opportunities
- helping students make healthy choices
- contributing to the development of good character

We are committed to the principle of **Learning**.

We believe in:

- learning for its own sake
- offering a range of educational opportunities
- providing diverse experiences
- individualizing learning programs
- accommodating multiple intelligences and learning styles
- preparing students for lifelong learning
- providing quality resources
- accessing the world beyond our classrooms

We are committed to the principle of **Respect**.

We believe in:

- fostering high regard for self and others
- modeling civility
- appreciating differences
- adhering to our code of conduct
- having zero tolerance for inappropriate behaviors

We are committed to the principle of **Trust**.

We believe in:

- being honest
- being consistent
- being loyal
- assuming others' intentions are good
- keeping promises
- demonstrating good stewardship

FOREST HILLS PUBLIC SCHOOLS

Daniel Behm, Superintendent

*We are institutional members
of the College Board and
the National Association for
College Admission Counselors
and subscribe to the
NACAC Statement of Principles of Good Practice*

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Forest Hills Graduation Requirements

--Aligned with the Michigan Merit Curriculum approved by the Michigan Legislature in 2014, and designed so that students will have taken the appropriate courses in preparation for the Michigan Merit Exam.

| SUBJECT AREA | DESCRIPTION | Personal Curriculum (PC) Modifications <i>Sequence and delivery up to district.</i> |
|---|---|---|
| English Language Arts (4 credits) | <ul style="list-style-type: none"> 1 credit in 9th, 10th, 11th, and 12th grade All credits aligned to state content expectations | <ul style="list-style-type: none"> ✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school |
| Mathematics (4 credits) | <ul style="list-style-type: none"> Algebra I Geometry Algebra II (<i>Algebra II may be taken over a 2 yr. period for 2 credits or 1.5 yrs. for 1.5 credits</i>) Algebra II can be substituted with a Career Technical Education (CTE) program or curriculum, such as electronics, machining, construction, welding, engineering, computer science, or renewable energy and in that program or curriculum successfully completing the same content as the algebra II benchmarks assessed on the Department prescribed state high school assessment as determined by the Department 1 additional math or math-related credit or a course in financial literacy | <ul style="list-style-type: none"> ✓ Complete at least 3.5 math or math-related credits ✓ Complete a math or math-related credit in the final 2 years ✓ Algebra II may be modified if: <ul style="list-style-type: none"> Student completes the same content as 1 semester of algebra II OR Student “enrolls” in a formal CTE program OR curriculum and completes the same content as algebra II benchmarks assessed on the Department prescribed state high school assessment, as determined by the Department OR Completes 1 semester of statistics, functions and data analysis or technical math |
| Science (3 credits) | <ul style="list-style-type: none"> Biology Chemistry, Physics, Anatomy or Agricultural Science OR curriculum that provides the same content as the Chemistry or Physics benchmarks, as determined by the Department Third credit may be fulfilled by completing a Department approved Computer Science program or curriculum or CTE program or curriculum (regardless of content) The legislature “strongly encourages” pupils to complete a 4th credit (i.e. Forensics, Astronomy, Earth Science, Agricultural Science, Environmental Science, Geology, Physics, Chemistry, Physiology or Microbiology) | <ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school |
| Social Studies (3 credits) | <ul style="list-style-type: none"> ½ Civics credit ½ Economics credit 1 U.S. History and Geography credit 1 World History and Geography credit All credits aligned to state content expectations | <ul style="list-style-type: none"> ✓ No modification of Civics ✓ Minimum of 2 social studies credits prior to modification ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school |
| Physical Education and Health (1 credit) | <ul style="list-style-type: none"> Credit aligned to state guidelines | <ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school |
| Visual, Performing, Applied Arts (1 credit) | <ul style="list-style-type: none"> Credit aligned to state guidelines | <ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school |
| World Language (2 credits) | <ul style="list-style-type: none"> Credits are earned in grades K-12 (course content must be age appropriate – not H.S. equivalent) OR An equivalent learning experience in grades K-12 Pupils graduating in 2015-16 through 2019-20 may substitute 1 credit in CTE or Visual Performing Arts | <ul style="list-style-type: none"> ✓ No modification except for transfer students who have completed 2 years of high school |
| Online Learning Experience | <ul style="list-style-type: none"> Online course, learning experience, or experience is incorporated into one or more required credits | <ul style="list-style-type: none"> ✓ No modification except for transfer students who have completed 2 years of high school |
| Electives (4.5 credits) | | |

EARNING CREDIT

Students may earn credit if they successfully demonstrate mastery of subject area content expectations or guidelines for the credit. The assignment of credit must be based, at least in part, on student performance on subject area assessments, which measure the extent to which they meet the credit expectations and guidelines. Credit can be granted in a variety of ways (e.g., end-of-course exams with a passing score; dual enrollment; testing out with a minimum score of 77% per state law, accelerated, honors and/or advanced placement (AP) courses; summer school expanded learning or makeup classes). Students who are enrolled in a course but have failed either or both quarters may earn credit for the course by taking and passing a comprehensive final exam.

Middle school students who successfully complete one or more high school credits before entering high school and meet the same expectations and proficiency level as high school students will receive a letter grade and high school graduation credit.

Students wishing to enroll in on line courses outside the school environment should see their counselor to make sure that upon completion, the course can be included on the Forest Hills transcript.

Once a student registers for and attends a class, he or she agrees to the district's requirements for earning a grade in the class. If a student fails a required course for graduation, credit is not granted and the class must be made up. Since there is little room in a student's schedule each year for makeup classes, the failed credit can be recovered in various ways, such as summer school, taking an online class, repeating the course, testing out, or other credit recovery options.

Students are encouraged to repeat a course in which he/she has not demonstrated a satisfactory level of achievement. Beginning Summer 2011, Center for Educational Performance and Information (CEPI), requires every grade for every class be listed on the student's transcript. The following policy will apply for courses repeated at Forest Hills schools, including Summer Academy:

- If a student repeats a course, an asterisk will be placed after the grade of the new course on the transcript to indicate the course has been repeated. The repeated course name will be changed, adding "/R" to the end of the name. Only the higher grade will be included in the grade point average (GPA). Note: both grades for the course will remain on the transcript.
- A student will receive credit only once for each semester passed.
- Prior credit earned from accredited schools is transferable, with the following exceptions: doctrinal

religion courses; driver's education; service activities such as teacher, office, or library assistant.

- When transfer students enter Forest Hills from another high school, prior course work will be converted to the Forest Hills credit equivalency.
- Prior grades will be converted to the Forest Hills grading system, and both the original transcript and the Forest Hills transcript will be part of the student's permanent record.
- Students transferring from home school will receive Forest Hills credit only if the credits come from an accredited home school program.
- Students transferring from a school outside the United States will receive elective credit with grades of CR, and must be able to show proficiency to earn credit in core courses.

GRADUATING FROM FOREST HILLS PUBLIC SCHOOLS

Twenty-two and one half (22.5) credits, with specific departmental requirements, are needed to receive a diploma from Forest Hills Public Schools.

- Students who wish to complete high school in less than four years **MUST** apply to the principal for approval no later than the spring of their junior year so that a program is designed for early high school completion that is in the student's best interest. An official diploma will not be issued or graduation ceremonies held until June.
- Students lacking not more than one credit at graduation time will be permitted to participate in commencement exercises, provided they are enrolled in summer school for the necessary credit. The diploma will be withheld until all graduation requirements have been filled. Only approved courses will be accepted for graduation.
- Course work taken anywhere but Forest Hills Public Schools **must be approved in advance by the principal** to prevent loss of credit through misunderstanding. Examples: a) summer school may satisfy Michigan Merit Curriculum; b) tutoring sessions do not earn credit.
- Courses taken through correspondence or distance learning may be allowed for credit if they meet the related Michigan High School Content Expectations and provided such arrangements **have been approved in writing, in advance** of enrollment in such courses, by the student's counselor and the principal. A limited number of such credits may be approved.
- Students should see their counselor or building principal for clarification on graduation requirements outside these parameters.

TESTING OUT GUIDELINES

PA 451, passed in 1993, allows students to test out of courses. PA 123 and PA 124, passed in 2006, add to existing law by providing students the option to demonstrate that they meet or exceed the Michigan Merit Curriculum (MMC) content expectations associated with the subject areas. In the MMC, the instruction needed to test out does not necessarily have to be delivered in a traditional “course sequence”. **Forest Hills will establish reasonable times for testing out to occur. Please check your school for specific dates.**

- All interested students (including middle school students) must have the opportunity to test out.
- The law allows students to test out of **any and all** of the credit areas required for graduation.
- All content expectations need to be reasonably covered in whatever assessment or assessments are used for testing out.
- A student is granted credit if the student earns 77% or better on one or more assessments developed or selected by the district that measure a student's understanding of the subject area content expectations for guidelines that apply to the credit.
- This could include a series of smaller tests, used by the teacher over the course of the class, which taken together, cover all the content expectations.
- An assessment consisting of the end-of-marking-period exams used by the teacher.
- If a final exam is used to measure proficiency, a student must attain a grade of not less than 77%.
- If there is no final exam, the student needs to exhibit mastery through the basic assessment used in the course, which may consist of a portfolio, performance, paper, projects, or presentation.
- Credits earned through testing out may not be included in computation of the grade point average (GPA).
- Credits earned through testing out shall be counted toward graduation.

THE PERSONAL CURRICULUM

Purpose of the Personal Curriculum

The PC is a process to modify specific credit requirements and/or content expectations based on the Educational Development Plan (EDP) and individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

The personal curriculum option allows the board of a school district or public school academy to award a regular high school diploma providing the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable. For more information, please visit www.1.usa.gov/rPMdch

Providing Flexibility

A PC allows several flexible learning options, including:

- For any student, earning additional credit in specific subject areas and counting these credits toward meeting the state requirements.
- For students challenged with meeting Algebra II expectations, adjusting mathematics requirements.
- For students with an IEP, allowing modifications of the MMC necessary to demonstrate proficiency.
- For students transferring to a district from out of state or from a nonpublic school, modifications of requirements under limited conditions.

When is a Personal Curriculum Modification Appropriate?

A personal curriculum may be appropriate for a student who has demonstrate one or more of the following:

- The ability or desire to access advanced or specialized content that cannot be met through electives (e.g., district lacks the resources to provide the course/content, or schedule does not allow student to access district offering).
- The ability to succeed in accelerated or advanced math, science, English language arts or world languages.
- The academic need to modify the Algebra II credit requirement.

For a student with an IEP:

- A documented need to make modifications because the student's disability affects access to and/or demonstration of proficiency in the curriculum.
- Lack of progress on the MMC despite documented interventions, supports, and accommodations.

For a transfer student:

- Transferring from out of state or from a nonpublic school after successful completion of the equivalent of two years of high school credit.

Please see your counselor if you feel you qualify for a Personal Curriculum.

ADVANCED PLACEMENT (AP) COURSE OPPORTUNITIES AND GPA INFORMATION

A weighted grading system is in effect for Advanced Placement (AP) courses to recognize the added rigor of these courses and provide incentive for students to undertake challenging courses. Students who have taken AP courses will have 0.021 added to the **cumulative grade point average** for each semester of each course. At the end of each semester, when final grades are reported, the adjustment will be made to the GPA.

BLENDED LEARNING

Some courses will be taught using a blended, or hybrid format. Students will be given the opportunity to participate in an online learning environment, coupled with a traditional classroom experience.

SPANISH IMMERSION ENDORSEMENT ON TRANSCRIPT

Students graduating from Northern High School will have a Spanish Immersion endorsement on their transcript and diploma if they have been enrolled in a Spanish Immersion program since kindergarten, or by the second semester of their first grade year. Exceptions to this guideline will be evaluated and determined by the Northern High School principal.

ALTERNATIVE EDUCATION

Alternative Education programming information is available through the counseling offices.

REGISTRATION PROCESS

The counselors are available for personal and academic counseling, educational program planning, test interpretation, and information about postsecondary education, financial aid, and careers. Students are encouraged to make an appointment with their counselor for assistance in any of these areas.

Counselors meet with all students individually or in small groups to help them with course selections. Students should consult with their present language arts, math, and science teachers to ensure appropriate course selections in those areas. Students should also discuss course selections with their parents. The initial course requests submitted by students are very important because they determine which courses and the number of sections of each course will be offered. If courses are not scheduled because of low demand, students who requested them will be scheduled into their alternate choices or will be asked to make another selection.

Once the scheduling process is completed, students may request schedule changes for legitimate educational reasons, upon approval of the student's counselor and provided space is available. Students requesting a change are to complete the appropriate form in the Counseling Office, and counselors will assist students in changing schedules when a change is necessary.

- The student's grade at the time of the change will be transferred to the new class.
- Course level changes recommended by the teacher and counselor, and approved by the parent or guardian, may be made any time during the semester if space allows.
- Classes dropped during the first five (5) school days of the semester will be dropped with no record on the student's transcript.
- Courses dropped after five (5) school days of the semester will be dropped with a grade of E on the student's transcript.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment before August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment before August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I

Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016

Qualifier Requirements

**Athletics aid, practice, and competition*

- 16 core courses
 - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
 - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

DIVISION I – 2016

Academic Redshirt Requirements

**Athletics aid and practice (no competition)*

- 16 core courses
 - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

| Sliding Scale A | | |
|---|-----------------------------|---------|
| Use for Division I <i>prior to August 1, 2016</i> | | |
| NCAA DIVISION I SLIDING SCALE | | |
| Core GPA | SAT Verbal and Math ONLY | ACT Sum |
| 3.550 & above | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |
| 2.750 | 720 | 59 |
| 2.725 | 730 | 59 |
| 2.700 | 730 | 60 |
| 2.675 | 740-750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840-850 | 70 |
| 2.425 | 860 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 80 |
| 2.125 | 960 | 81 |
| 2.100 | 970 | 82 |
| 2.075 | 980 | 83 |
| 2.050 | 990 | 84 |
| 2.025 | 1000 | 85 |
| 2.000 | 1010 | 86 |

| Sliding Scale B | | |
|--|-----------------------------|---------|
| Use for Division I <i>beginning August 1, 2016</i> | | |
| NCAA DIVISION I SLIDING SCALE | | |
| Core GPA | SAT Verbal and Math ONLY | ACT Sum |
| 3.550 | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |
| 2.750 | 720 | 59 |
| 2.725 | 730 | 60 |
| 2.700 | 740 | 61 |
| 2.675 | 750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840 | 70 |
| 2.425 | 850 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.299 | 910 | 76 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 81 |
| 2.125 | 970 | 82 |
| 2.100 | 980 | 83 |
| 2.075 | 990 | 84 |
| 2.050 | 1000 | 85 |
| 2.025 | 1010 | 86 |
| 2.000 | 1020 | 86 |

For more information, visit www.eligibilitycenter.org or www.2point3.org.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. **The writing section of the SAT is not used.**
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for **competition on or after August 1, 2018**, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive **athletics aid and practice as a partial qualifier on or after August 1, 2018**, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

| DIVISION II COMPETITION SLIDING SCALE | | |
|---|-----------------------------|------------|
| <i>Use for Division II beginning August 1, 2018</i> | | |
| Core GPA | SAT Verbal and Math ONLY | ACT Sum |
| 3.300 & above | 400 | 37 |
| 3.275 | 410 | 38 |
| 3.250 | 420 | 39 |
| 3.225 | 430 | 40 |
| 3.200 | 440 | 41 |
| 3.175 | 450 | 41 |
| 3.150 | 460 | 42 |
| 3.125 | 470 | 42 |
| 3.100 | 480 | 43 |
| 3.075 | 490 | 44 |
| 3.050 | 500 | 44 |
| 3.025 | 510 | 45 |
| 3.000 | 520 | 46 |
| 2.975 | 530 | 46 |
| 2.950 | 540 | 47 |
| 2.925 | 550 | 47 |
| 2.900 | 560 | 48 |
| 2.875 | 570 | 49 |
| 2.850 | 580 | 49 |
| 2.825 | 590 | 50 |
| 2.800 | 600 | 50 |
| 2.775 | 610 | 51 |
| 2.750 | 620 | 52 |
| 2.725 | 630 | 52 |
| 2.700 | 640 | 53 |
| 2.675 | 650 | 53 |
| 2.650 | 660 | 54 |
| 2.625 | 670 | 55 |
| 2.600 | 680 | 56 |
| 2.575 | 690 | 56 |
| 2.550 | 700 | 57 |
| 2.525 | 710 | 58 |
| 2.500 | 720 | 59 |
| 2.475 | 730 | 60 |
| 2.450 | 740 | 61 |
| 2.425 | 750 | 61 |
| 2.400 | 760 | 62 |
| 2.375 | 770 | 63 |
| 2.350 | 780 | 64 |
| 2.325 | 790 | 65 |
| 2.300 | 800 | 66 |
| 2.275 | 810 | 67 |
| 2.250 | 820 | 68 |
| 2.225 | 830 | 69 |
| 2.200 | 840 & above | 70 & above |

| DIVISION II PARTIAL QUALIFIER SLIDING SCALE | | |
|---|-----------------------------|------------|
| <i>Use for Division II beginning August 1, 2018</i> | | |
| Core GPA | SAT Verbal and Math ONLY | ACT Sum |
| 3.050 & above | 400 | 37 |
| 3.025 | 410 | 38 |
| 3.000 | 420 | 39 |
| 2.975 | 430 | 40 |
| 2.950 | 440 | 41 |
| 2.925 | 450 | 41 |
| 2.900 | 460 | 42 |
| 2.875 | 470 | 42 |
| 2.850 | 480 | 43 |
| 2.825 | 490 | 44 |
| 2.800 | 500 | 44 |
| 2.775 | 510 | 45 |
| 2.750 | 520 | 46 |
| 2.725 | 530 | 46 |
| 2.700 | 540 | 47 |
| 2.675 | 550 | 47 |
| 2.650 | 560 | 48 |
| 2.625 | 570 | 49 |
| 2.600 | 580 | 49 |
| 2.575 | 590 | 50 |
| 2.550 | 600 | 50 |
| 2.525 | 610 | 51 |
| 2.500 | 620 | 52 |
| 2.475 | 630 | 52 |
| 2.450 | 640 | 53 |
| 2.425 | 650 | 53 |
| 2.400 | 660 | 54 |
| 2.375 | 670 | 55 |
| 2.350 | 680 | 56 |
| 2.325 | 690 | 56 |
| 2.300 | 700 | 57 |
| 2.275 | 710 | 58 |
| 2.250 | 720 | 59 |
| 2.225 | 730 | 60 |
| 2.200 | 740 | 61 |
| 2.175 | 750 | 61 |
| 2.150 | 760 | 62 |
| 2.125 | 770 | 63 |
| 2.100 | 780 | 64 |
| 2.075 | 790 | 65 |
| 2.050 | 800 | 66 |
| 2.025 | 810 | 67 |
| 2.000 | 820 & above | 68 & above |

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

ART DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|----------|--|------|----------------------------|----------------|----------------|--|
| L100 | Introduction to Art | 1.00 | 9, 10, 11, 12 | CH. EH. NH | VPAA | |
| L200 | Art Survey | .50 | 9, 10, 11, 12 | CH. EH. NH | VPAA | |
| L211 | Crafts 1 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | PreReq for CHS only: Introduction to Art or Art Survey with Teacher Recommendation. No prereq for NHS or EHS |
| L212 | Crafts 2 | .50 | 10, 11, 12 | CH. NH | VPAA | Crafts 1 |
| L221 | Drawing & Painting 1 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | Introduction to Art or Art Survey with teacher recommendation |
| L222 | Drawing & Painting 2 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | Drawing and Painting 1 |
| L223 | Drawing & Painting 3 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | Drawing and Painting 2 |
| L224 | Drawing & Painting 4 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | Drawing and Painting 3 |
| L231 | Sculpture & Ceramics 1 | .50 | 9 (EHS only) 10, 11, 12 | CH. EH. NH | VPAA | Introduction to Art or Art Survey with Teacher Recommendation. |
| L232 | Sculpture & Ceramics 2 | .50 | 9 (EHS only) 10, 11, 12 | CH. EH. NH | VPAA | Sculpture & Ceramics 1 |
| L241 | Photography & Graphic Design 1 | .50 | 10, 11, 12 | CH. NH | VPAA | Introduction to Art or Art Survey |
| L242 | Photography & Graphic Design 2 | .50 | 10, 11, 12 | CH. NH | VPAA | Photography & Graphic Design 1 |
| L243 | Photography & Graphic Design 3 | .50 | 11, 12 | CH. NH | VPAA | Photography & Graphic Design 2 |
| L244 | Photography & Graphic Design4 | .50 | 11, 12 | CH. NH | VPAA | Photography & Graphic Design 3 |
| L245 | Digital Photography & Graphic Design 1 | .50 | 10, 11, 12 | EH | VPAA | Introduction to Art or Art Survey |
| L246 | Digital Photography & Graphic Design 2 | .50 | 10, 11, 12 | EH | VPAA | Digital Photography & Graphic Design 1 |
| L247 | Digital Photography & Graphic Design 3 | .50 | 10, 11, 12 | EH | VPAA | Digital Photography & Graphic Design 2 |
| L250 | Introduction to Digital Media | .5 | 9, 10, 11, 12 | EH | VPAA | |
| L600 | AP Studio Art | 1.00 | 12 | CH. EH. NH | VPAA | Introduction to Art or Art Survey required; Drawing & Painting recommended |

VPAA – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

INTRODUCTION TO ART – L100

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Introduction to Art is a foundation course with exploration in multiple materials. This full-year course becomes a prerequisite for advanced art courses offered in the art department. It is designed to study 2-D and 3-D art in drawing, painting, collage, photography, art history, color theory, printmaking, ceramics, and sculpture. Basic concepts, vocabulary, and art periods will be explored. Grading will be based on completion of all assigned work in and outside of class, weekly sketchbooks, writing on art, project deadlines, quizzes and exams. **Basic materials are supplied. Individual projects may incur additional costs.**

ART SURVEY – L200

CHS, EHS, NHS9, Fmarketin10, 11, 12 .5 Credit

Art Survey is designed for students who want an introductory art class. This course is a semester course designed to study 2-D and 3-D art in drawing, design, color theory, perspective, portraiture, ceramics and sculpture. Art history and art criticism will be explored. Grading will be based on completion of all assigned work in and outside of class, weekly sketchbooks, writings on art, project deadlines, quizzes and exams. This course may be used as a prerequisite for more advanced art courses. **Basic materials are supplied. Individual projects may incur additional costs.**

CRAFTS 1 – L211

CHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Introduction to Art or Art Survey with teacher recommendation for CHS only; No prerequisite for NHS or EHS.

Crafts is a foundation course. Students will explore the many traditions of crafts techniques by creating projects that may include finer arts, jewelry making, glass, and wood work. Grading will be based on completion of all assigned work in and outside of class, writings on art, project deadlines, quizzes, and a final project. **Basic materials are supplied. Individual projects may incur additional costs.**

CRAFTS 2 – L212

CHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Crafts 1

Students who have successfully completed Crafts I may wish to continue the exploration of advanced techniques in traditional crafts. Grading will be based on completion of all assigned work in and outside of class, writings on art, project deadlines, quizzes and a final project. Basic materials will be supplied; individual project may incur additional costs. **Basic materials are supplied. Individual projects may incur additional costs.**

DRAWING AND PAINTING 1 – L221

CHS, EHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Introduction to Art or Art Survey

Drawing and Painting I is a foundation course. Students will study different styles and techniques of drawing and painting and will use many new materials to explore figure drawing, portraiture, advanced color theory, and composition. Pastels, acrylic paints, charcoal, colored pencils, watercolor, and ink washes are among the many materials being used. Grading will be based on completion of all assigned work in and outside of class, weekly sketchbooks, writings on art, project deadlines, quizzes and exams. **Basic materials are supplied. Individual projects may incur additional costs.**

DRAWING AND PAINTING 2 – L222

CHS, EHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Drawing and Painting 1

Students who have successfully completed the first course in Drawing and Painting may wish to continue with more advanced studio work. Students may create advanced work in pastels, acrylic paints, oil paints, watercolor, charcoal, colored pencils, collage, mixed media, and ink washes. Advanced sketchbook assignments and portfolio development is expected. Grading will be based on completion of all assigned work in and outside of class, weekly sketchbooks, writings on art, project deadlines, quizzes and exams. **Basic materials are supplied. Individual projects may incur additional costs.**

DRAWING AND PAINTING 3 – L223

CHS, EHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Drawing and Painting 2

Students who have successfully completed Drawing and Painting II may wish to continue with more advanced studio work. Students will experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques and problem solving. Advanced sketchbook assignments and portfolio development is expected. Grading will be based on completion of all assigned work in and outside of class, weekly sketchbooks, writings on art, project deadlines, and a final project. **Basic materials are supplied. Individual projects may incur additional costs.**

DRAWING AND PAINTING 4 – L224

CHS, EHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Drawing and Painting 3

Students who have successfully completed Drawing and Painting III may wish to continue with more advanced studio work. Students will experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities and well as their versatility with techniques and problem solving while developing their own voice. Advanced sketchbook assignments and portfolio development is expected. Grading will be based on completion of all assigned work in and outside of class, weekly sketchbooks, writings on art, project deadlines and a final project. **Basic materials are supplied. Individual projects may incur additional costs.**

SCULPTURE AND CERAMICS 1 – L231

CHS, EHS, NHS 9 (EHS only), 10, 11, 12 .5 Credit

Prerequisite: Introduction to Art or Art Survey with teacher recommendation.

Sculpture and Ceramics I is a foundation course. This course is designed for hands on learning through the exploration of various forms and techniques in clay and a variety of sculptural materials such as paper mache, plaster, wire and recycled materials to form three dimensional works of art. Grading will be based on completion of all assigned work in and outside of class, writings on art, project deadlines, quizzes and an exam.

Basic materials are supplied. Individual projects may incur additional costs.

SCULPTURE AND CERAMICS 2 – L232

CHS, EHS, NHS 9 (EHS only), 10, 11, 12 .5 Credit

Prerequisite: Sculpture and Ceramics 1

This course is an advanced course designed for hands on learning through manipulation of clay, wood, paper mache, wire, plaster, recycled materials, paper, and other sculptural materials. Students will continue to pursue ideas in 3-D art forms and work within a set of defined criteria designed by student and teacher to meet their educational goals. The work will constitute an imaginative approach to engineering skills with 3-D modeling to art, creative responses to one's own work and the work of others, and building of a 3-D portfolio for future representation in AP Studio Art or college portfolio development. This course is offered through successful completion of Sculpture and Ceramics I and teacher approval. Grading is based upon self-evaluation assessments, reflective essays, and a final project/exam.

Basic materials are supplied. Individual projects may incur additional costs.

PHOTOGRAPHY AND GRAPHIC DESIGN 1 – L241

CHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Introduction to Art or Art Survey

Photography and Graphic Design 1 is a foundation course. Students will explore the history of photography, learn the parts of a SLR manual camera, shoot several photo assignments, understand the chemical processes of developing film and processing prints, mounting photos and evaluating their own work. Digital photography will also be explored. Graphics projects will be executed both by hand and digitally through Photoshop or Illustrator. This course may be used as a prerequisite for more advanced photography courses. Grading will be based on completion of all assigned work in and outside of class, writings on photography, project deadlines, quizzes and an exam. **Basic materials are supplied. Individual projects may incur additional costs.**

PHOTOGRAPHY AND GRAPHIC DESIGN 2 – L242

CHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Photography and Graphic Design 1.

Students will explore black & white photography techniques, advanced darkroom techniques as well as digital photography techniques enhanced by Photoshop or Illustrator. Students may explore sepia toning, etched printmaking based on a photograph, photo silk-screening, photo transfers, hand tinting of photographs, and solarization. Grading will be based on completion of all assigned work in and outside of class, writings on photography, project deadlines, quizzes and an exam.

Basic materials are supplied. Individual projects may incur additional costs.

PHOTOGRAPHY AND GRAPHIC DESIGN 3 – L243

CHS, NHS 11, 12 .5 Credit

Prerequisite: Photo and Graphic Design 2

Students will explore both film based and digital photography projects. Students will experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques and problem solving. Grading will be based on completion of all assigned work in and outside of class, writings on photography, project deadlines and a final project. **Basic materials are supplied. Individual projects may incur additional costs.**

PHOTOGRAPHY AND GRAPHIC DESIGN 4 – L244

CHS, NHS 11, 12 .5 Credit

Prerequisite: Photography and Graphic Design 3

Students will explore both film based and digital photography projects. Students will experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques and problem solving. Students will develop their own voice. Grading will be based on completion of all assigned work in and outside of class, writings on photography, project deadlines, and a final project. **Basic materials are supplied. Individual projects may incur additional costs.**

DIGITAL PHOTOGRAPHY AND GRAPHIC DESIGN 1 – L245

EHS 10, 11, 12 .5 Credit

Prerequisite: Introduction to Art or Art Survey

This course is an introductory level course on the processes and techniques using computer manipulation for photography along with hands-on graphic design projects. Students will learn tools, techniques and manipulation of photos and designs with Adobe Photoshop, InDesign and Adobe Illustrator on the Adobe Suite CS6. The students will explore the history of photography, graphic design layout and editing, bookmaking techniques, printing, and learn to present to an audience. Grading will be based on tests, writings, projects on and off the computer, homework and completion of assignments according to strict deadlines along with a final exam. **Basic materials are supplied. Individual projects may incur additional costs.**

DIGITAL PHOTOGRAPHY AND GRAPHIC DESIGN 2 – L246

EHS 10, 11, 12 .5 Credit

Prerequisite: Digital Photography and Graphic Design 1.

Digital photography and technology will be used to create various forms of creative expressions in art. Students will learn advance tools, techniques and manipulation of photos and designs with Adobe Photoshop, InDesign and Adobe Illustrator on the Adobe Suite CS6. Emphasis on computer rendering tools, illustration techniques, printing and presentations are an expected part of the technology portfolio. Grading is based on strict deadlines, homework assignments, essays and a final exam project. **Basic materials are supplied. Individual projects may incur additional costs.**

DIGITAL PHOTOGRAPHY AND GRAPHIC DESIGN 3 – L247

EHS 10, 11, 12 .5 Credit

Prerequisite: Digital Photography and Graphic Design 2.

This course is an advanced course for serious independent students who wish to create a portfolio using the Adobe Photo Suite. The student should be able to explore many options using Photoshop, Illustrator, and InDesign along with scanning in work to manipulate on the computer. Grades are based on successful completion of deadlines, homework, essays and presentations. A final portfolio is required for the final exam in the class. **Basic materials are supplied. Individual projects may incur additional costs.**

AP STUDIO ART – L600

CHS, EHS, NHS 12 1.0 Credit

Prerequisite: Introduction to Art or Art Survey; Drawing and Painting recommended.

Advanced Placement Studio Art is a college level course that is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. In building a portfolio, students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and ideation. Students will also develop a body of work for the Concentration section of their portfolio that investigates an idea of personal interest to them. Prerequisites of Introduction to Art or Art Survey; Drawing and Painting is also recommended. Grading follows the AP Rubric for all projects and a final portfolio are required for the exam. **Basic materials are supplied. Individual projects may incur additional costs.**

INTRODUCTION TO DIGITAL – L250 MEDIA

EHS 9, 10, 11, 12 .5 Credit

Introduction to Digital Media is a foundation course that gives students the opportunity to explore visual art using computers. The course helps prepare students for more advanced and focused courses using digital media like Digital Photography and AP Art Studio. Students will learn basics about computer navigation, formats, and data transfer while using a number of computer programs, including Adobe Creative Suite. Projects will be heavily involved with graphic design and could include a number of design applications involving infographics, advertising, packaging, and storyboarding. The relationship of digital art to fine art will be stressed and there will be opportunities to incorporate the fine arts, as necessary. Grading will be based on completion of all assigned work in- and outside of class, sketchbooks, writings, quizzes, and exams. **Basic materials are supplied. Individual projects may incur additional costs.**

BUSINESS DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|--|---------------------------------|------------------|-----------------|----------------|----------------|--|
| BUSINESS MANAGEMENT COURSES | | | | | | |
| G100 | Introduction to Business | .50 | 9, 10, 11 | CH. EH. NH | | |
| G140 | Accounting | .50/sm 1.0/yr | 9, 10, 11, 12 | CH. EH. NH | | |
| G145 | Accounting 2 | 1.00 | 10, 11, 12 | CH. EH. NH | | Accounting |
| G170 | Personal Finance | .50/sm 1.0/yr | 9, 10, 11, 12 | CH. EH. NH | | |
| COMPUTER INFORMATION SYSTEM COURSES | | | | | | |
| G120 | Computer Info Systems 1 | .50 | 9, 10, 11, 12 | CH. EH. NH | | |
| G125 | Computer Info Systems 2 | .50 | 9, 10, 11, 12 | CH. EH. NH | | |
| G510 | Personal Computing | .50 | 10, 11, 12 | CH | | |
| G520 | Computer Science Pgm | .50 | 9, 10, 11, 12 | CH. NH | | |
| G530 | Information Technology | .50/sm 1.0/yr | 10, 11, 12 | EH | VPAA | |
| G540 | Computer Graphics/Game Design | .50/sm 1.0/yr | 10, 11, 12 | EH | VPAA | Computer Info Systems 1 and teacher approval |
| G620 | AP Computer Science Programming | 1.00 | 11, 12 | CH | | Computer Science Programming & Algebra 1 |
| BUSINESS MARKETING COURSES | | | | | | |
| G210 | Marketing 1 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | |
| G215 | Marketing 2 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | Marketing 1 |
| G217 | Sports Marketing | .50 | 11, 12 | CH, EH, NH | | Intro to Business |
| G220 | Advanced Marketing | 1.00 | 11, 12 | CH. EH. NH | VPAA | Marketing 1 & 2 |
| V310 | Work Experience | .50 | 11, 12 | CH. EH. NH | | |
| V410 | Cooperative Education | 1.00 | 11, 12 | CH. EH. NH | | |

VPAA – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

BUSINESS MANAGEMENT COURSES

INTRODUCTION TO BUSINESS/ENTREPRENEURSHIP– G100

CHS, NHS, EHS 9, 10, 11 .5 Credit

This introductory class explores the basic fundamentals of business including principles and practices that form the groundwork for all business operations. Students will learn how business impacts their daily life and the important role teenage consumers play in our society. College credit available through Davenport and GRCC. May fulfill the cooperative education/work experience requirement.

ACCOUNTING – G140

CHS, EHS, NHS 9, 10, 11, 12 1.0/year .5/sem Credit

This course involves recording, analyzing, and interpreting financial information. Those who know basic accounting principles and concepts are better able to plan and keep adequate personal budgets and business records. Accounting is the language of business. Many students graduating from Forest Hills go into some type of business-related study. Students will study accounting procedures for a sole proprietorship, a partnership, and a corporation as it relates to our global economy. This course may fulfill the cooperative education/work experience requirement. May qualify as a 4th-year math-related course. College credit available through Davenport and GRCC. This course may be taken 2 semesters for 1.0 credit.

ACCOUNTING 2 – G145

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Accounting

U.S.A. Today reports that the number of individuals owning their own businesses and becoming entrepreneurs is skyrocketing. To develop a business plan successfully, students need to understand financial concepts and statements. Creative problem-solving skills will enable students to make better decisions. Students will learn computerized accounting and sharpen existing knowledge and skills. May fulfill the cooperative education/work experience requirement. May qualify as a 4th-year math-related course. College credit available through Davenport and GRCC.

PERSONAL FINANCE – G170

CHS, EHS, NHS 9, 10, 11, 12 1.0/year .5/sem Credit

This course is designed to teach personal money management as well as reinforce basic math skills. Students will discuss fundamentals of finance, solve business math problems, and deal with “real-life” financial situations. Concepts that are covered include banking, investing, budgeting, taxes, insurance, and credit. May fulfill the cooperative education/work experience requirement. **May qualify as a 4th-year math-related course.** College credit available through Davenport and GRCC. Personal Finance is offered for one semester at CHS and is a full-year course at NHS and EHS.

PERSONAL COMPUTING – G510

CHS 10, 11, 12 .5 Credits

This course is a self-directed study of various software applications. Students are expected to complete a certain number of units and are then given personal choice of other software. Applications include, but are not limited to, Microsoft Visual Studio, ASP.NET, web design, hardware component purchasing and assembly, graphics design, and other publicly available software.

COMPUTER SCIENCE PROGRAMMING – G520

CHS, NHS 9, 10, 11, 12 .5 Credit

This introductory computer programming course teaches students to design, document, write, and de-bug programs to solve business and scientific problems, utilizing algorithms, logical analysis, and flow charts to aide in the development of top-down computer programs. May qualify as a 4th-year math-related course.

COMPUTER INFORMATION SYSTEM COURSES

COMPUTER INFORMATION SYSTEMS 1 (CIS I) – G120

CHS, EHS, NH 9, 10, 11, 12 .5 Credit

Self paced assignments and projects will further develop computer skills students already possess to the level demanded by colleges and employers. A variety of software applications will be used as well as the Microsoft Office Suite to allow students to enhance their skills. May fulfill the cooperative education/work experience requirement. College credit available through Davenport and GRCC if you take both CIS 1 & 2.

COMPUTER INFORMATION SYSTEMS 2 (CIS II) – G125

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

This sampler course covers more advanced software applications. Students will be using freeware, Expression Studio, Fireworks, as well as 3-D graphics software for web or game development. Design elements, desktop publishing, customized reports, advanced presentation techniques are some topics that may be covered. May fulfill the cooperative education/work experience requirement.

INFORMATION TECHNOLOGY (IT) – G530

EHS 10, 11, 12 1.0/yr 5/sem Credit

Prerequisite: Successful completion of CIS 1 and 2 / Teacher Approval

This course provides students with the opportunity to explore in the world of web design. In this course students will learn to format images and pictures as well as create their own images and logos using Macromedia FIREWORKS. They will also be learning the basics of FLASH ANIMATION, and then use these skills to design, create and maintain their own websites. Students will also spend time learning the business side and career opportunities available in the web design world. This course may be taken 2 semesters for 1.0 credit.

COMPUTER GRAPHICS/GAME DESIGN – G540

EHS 10, 11, 12 1.0/yr .5/sem Credit

Prerequisites: Successful completion of CIS 1/Teacher approval.

This course provides students the opportunity to discover new ideas, new solutions, and new ways to approach real-world problems through the creation of video games. Students will analyze, brainstorm, and create solutions using a step-by-step design process while applying skills learned from math, language, science, art, and technology classes. Web simulations are being used not only in the entertainment industry, but also as valuable simulations in medical, military, and aerospace fields. College credit available through Davenport and GRCC. May fulfill the cooperative education/work experience requirement. May qualify as a 4th-year math-related course. This course may be taken 2 semesters for 1.0 credit.

AP COMPUTER SCIENCE – G620

CHS 11, 12 1.0 Credit

Prerequisite: Computer Science Programming and Algebra 1

This college entry-level computer science course, currently taught in JAVA, includes problem solving skills, algorithm development and analysis, programming design, data structures, case studies and hardware and software technologies. Students are encouraged to take the AP Computer Science exam offered in May.

BUSINESS MARKETING COURSES

All marketing classes are related courses for Cooperative Education.

MARKETING 1 – G210

CHS, EHS, NHS 10, 11, 12 .5 Credit

This course introduces students to the various functions of marketing, free enterprise, sales and explores employability skills for those interested in marketing as a career option. Students will be involved in group work and hands-on activities including a sales presentation. May fulfill the cooperative education/work experience requirement. May qualify as a 4th-year math-related course. College credit available through Davenport (if both Mktg I and II are taken) and GRCC

MARKETING 2 – G215

CHS, EHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Marketing 1.

The course allows students to continue studying marketing, business, economics, free enterprise, and entrepreneurship. Project and group learning is utilized to gain competencies in entrepreneurship including, merchandising, advertising, promotion, and human relations. Students participate in "hands-on" activities such as a stock market and/or small business simulation. May fulfill the cooperative education/work experience requirement. May qualify as a 4th-year math-related course. College credit available through Davenport (if both Mktg I and II are taken) and GRCC.

SPORTS MARKETING – G217

CHS, EHS, NHS 11, 12 .5 Credit

Prerequisite: Intro to Business

Sports Marketing will cover such topics as promotion, pricing, event planning, apparel/merchandising, and other marketing-related concepts related to the sports industry. Students who are enrolled in this course will be working in tandem with their school's Athletic Department during after-school sporting events. Come learn about one of the up-and-coming fields in marketing, while participating in a hands-on, project-based class!

WORK EXPERIENCE – V310

CHS, EHS, NHS 11, 12 .5/sem Credit

This course is an opportunity to earn credit while you are employed on a part-time basis. Your related class is determined by your career pathway goals and your current job.

Student Requirements:

- Updated Educational Development Plan (EDP) with Career Pathway indicated.
- Enrollment in a class that connects to your career pathway on the EDP and the work you do on your job. The class must have been taken prior to or scheduled concurrently with Work Experience, and not only scheduled the following semester.
- Employment that provides an average of 10 hours per week, for a total of 125 hours per semester.
- Required meetings with the assigned coordinator and employer.
- Signed time sheets must be submitted every two weeks.
- All forms required by the State must be completed and on file to earn credit.
- All jobs must be approved by the individual school's work based education coordinator.

ADVANCED MARKETING – G220

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Marketing 1 and 2.

Students will apply management/marketing skills in a retail setting through operating the school store. Problem-based learning is utilized to gain competencies in management and entrepreneurship including inventory control, purchasing, cash management, merchandising, advertising, promotion, and human relations. This course fulfills the cooperative education/work experience requirement. May qualify as a 4th-year math-related course.

COOPERATIVE EDUCATION (CO-OP) – V410

CHS, EHS, NHS 11, 12 1.0/sem Credits

The unique relationship between school and the community gives students experiences in job-related areas that could define a college/career pathway of their choice. Students work closely with a school coordinator to develop a learning/training agreement with the employer who supervises the student at work.

Student Requirements:

- Updated Educational Development Plan (EDP) with Career Pathway indicated.
- Enrollment in a class that connects to your career pathway and the work you do on your job. This course must be taken concurrently with Co-op.
- Employment that provides an average of 15 hours per week, for a total of 270 hours for the semester.
- Required meetings with your assigned coordinator and employer.
- Signed time sheets must be submitted every two weeks.
- All forms required by the State must be completed and on file to earn credit.
- All jobs must be approved by the individual school's work based education coordinator.

COMMUNICATION DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQ | PREREQUISITE |
|----------|-------------------------------------|------|-----------------|----------------|---------------|--|
| A100 | Communication | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | |
| A120 | Media Communication | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | |
| A130 | Competitive Speech/Drama | .50 | 9, 10, 11, 12 | CH, NH | VPAA | |
| A140 | Strategic Debate | .50 | 9, 10, 11, 12 | CH, NH | VPAA | |
| A150 | Theatre Arts 1 | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | |
| A155 | Theatre Arts 2 | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | Theatre Arts I |
| A210 | Musical Theatre | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | Theatre Arts I or Instructor approval |
| A215 | Summer Stock | .50 | 9, 10, 11, 12 | CH, EH, NH | | |
| A250 | Technical Theatre | .50 | 10, 11, 12 | CH, EH, NH | | |
| A310 | TV Broadcast Lab | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | Media Communication, application and instructor approval |
| A330 | Film Projects | .50 | 11, 12 | CH, EH | VPAA | |
| A700 | Communication for Spanish Immersion | .50 | 9, 10, 11, 12 | NH | | |

VPAA – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

COMMUNICATION – A100

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

This project-based course provides students with the opportunity to improve their ability to effectively communicate by practicing personal and professional communication skills. Specifically designed for the success of both the student who fears public speaking as well as the confident speaker who is interested in developing his/her skills, students engage in projects intended to foster critical thinking, collaboration and creativity. Studies will include every day communication, public speaking, and intercultural communication through on-line media exchanges.

COMPETITIVE SPEECH & DRAMA – A 130

CHS, NHS 9, 10, 11, 12 .5 Credit

Students are introduced to a competitive public speaking curriculum focusing on oratory skills. The basic principles of composition, delivery, and criticism are introduced and practiced. Individual events include manuscripts, extemporaneous and impromptu speaking, poetry, prose and storytelling, individual and ensemble dramatic interpretation. Students who are interested in intramural as well as extra-curricular competition will be given opportunities to compete against students from other area high schools. Students are required to participate in the extracurricular Individual Events league-level tournaments.

MEDIA COMM/VIDEO PROJECTS – A120

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

In this multi-media lab course, students will complete a series of projects that will engage them in the process of becoming literate in communication technology. The role of emerging technology resources and their impact on the etiquette of individual communication, personal perception, and society will be studied through the application of video production and multi-media projects. Students will identify the capabilities and limitations of emerging communication resources and understand the importance of the impacts of technology on human communication. This course is designed to encourage students to become media-literate consumers.

STRATEGIC DEBATE – A140

CHS, NHS 9, 10, 11, 12 .5 Credit

In this course, students will focus primarily on legislative debate. Students will research and write bills, and debate them under the guidelines of the Michigan Interscholastic Forensics Association (MIFA). Students will also learn parliamentary procedure and have the opportunity to presiding officers. Any student wishing to compete in MIFA-sponsored legislative debate tournaments may do so but will have to pay for travel and lodging if applicable. A portion of the course will also be dedicated to cross-examination policy debate, although students wishing to compete in this format will meet after school twice per week and also will be responsible for travel and lodging costs if applicable. Students may take this course for more than one semester.

THEATRE ARTS 1 – A150

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

Theatre allows students an opportunity to explore the world of creativity through the eyes and experience of an actor's perspective. Students will study acting through the use of improvisation, monologue, and scene work as well as activities designed to enhance everyday participation skills and self-confidence. Students will apply their learning in a performance based, active setting which will allow them to build criteria to critically evaluate the theatre experience.

THEATRE ARTS 2 – A155

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

Prerequisite: Theatre Arts 1.

An in-depth study and application of skills learned in Theatre Arts I. Activity projects such as scene cutting, one-act plays, and development of original work are aimed at performance level for a class-selected audience. This course may be repeated for additional credit depending upon the student's intent and interest in selected areas of theatre.

MUSICAL THEATRE – A210

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

Prerequisite: Theatre Arts 1 or Instructor approval.

This course utilizes a direct approach to producing a musical. It introduces students to the world of musical theatre by guiding them through first hand experiences in a number of areas: music preparation, choreography, auditions process, musical history, and performance. All students taking the course will be involved in the production/showcase to be performed at the end of the semester.

SUMMER STOCK – A215

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

Summer Stock is a summer musical theatre course for students from CHS, EHS, NHS and surrounding communities. This course is a tuition-based experience for incoming 9th graders through out going seniors. Students enrolled in the course will be responsible for mounting a Broadway-style show to be performed in July. Registration for auditions are generally held in February. More information is available through the community services office web site www.enjoylearning.com or by calling 493-8950.

TECHNICAL THEATRE – A250

CHS, EHS, NHS 10, 11, 12 .5 Credit

This is a beginning course in technical theatre production. Students will survey the aspects of technical theatre including lighting, sound, costume and makeup, set construction, props, and stage management in this project-based class. Projects for the class are designed to support students' areas of interest and school productions. Students will be required to complete a technical internship on a school production. Working at the Forest Hills Fine Arts Center will fill this requirement.

TV BROADCAST LAB – A310

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Media Comm., application, and Instructor approval.

The primary goals of the class will be determined by the production of the daily, live broadcast of a magazine-style school news show. The responsibility of the class is to become an effective voice for the student body. Students will apply the elements of television production in an advanced studio/lab setting. The students assume the roles and responsibilities of producer, technical director, floor director, audio and camera operator, production assistant, scriptwriter, and on-air personality. Upon completion of this course the student should understand the power, effect, and influence of television and video production as a communication medium within our culture. This course may be repeated for additional credit depending upon the student's intent and interest in the broadcast media.

FILM PROJECTS – A330

CHS, EHS 11, 12 .5 Credit

This is an advanced course in which students study and critique films as well as create them in the format of film short features. Students will direct and edit original productions in a variety of genres. Practical experience in various aspects of direction, cinematography, and production will be explored through small group projects and discussion of history, directors, actors, filmmaking process as well as the social, cultural, and personal connections presented through film. Instruction will emphasize continuity, composition, and the art of effectively communicating media messages. Evaluation will focus on the student's ability to meet creative, ethical, and technical requirements. Projects will be developed for public audiences and academic competition.

COMMUNICATIONS FOR SPANISH

IMMERSION – A700

NHS 9, 10, 11, 12 .5 Credit

Students will explore avenues to expand and improve their reading, writing, and speaking skills with the Spanish language using various medias and technology. Students will work on multi-media projects both individually and in small groups to present key ideas and associated activities to improve their communication capacities in Spanish. This course does not fulfill the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

ENGINEERING, MANUFACTURING, AND INDUSTRIAL TECHNOLOGY DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|--|----------------------------------|------|-----------------|----------------|----------------|-------------------------------------|
| ENGINEERING COURSES | | | | | | |
| I120 | Architectural Rendering & Design | .50 | 9, 10, 11, 12 | CH. EH. NH | VPAA | |
| I125 | Advanced Architecture | 1.00 | 9, 10, 11, 12 | CH. EH, NH | VPAA | |
| I130 | Engineering Graphics 1 | .50 | 9, 10, 11, 12 | CH. EH. NH | VPAA | |
| I132 | Engineering Graphics 2 | 1.00 | 10, 11, 12 | CH. EH. NH | VPAA | Engineering Graphics 1 |
| I133 | Engineering Graphics 3 | 1.00 | 10, 11, 12 | CH. EH. NH | VPAA | Engineering Graphics 2 or Arch Rend |
| MANUFACTURING COURSES | | | | | | |
| I100 | Bench Woodworking | .50 | 9, 10, 11, 12 | CH. EH. NH | VPAA | |
| I200 | Advanced Woodworking | 1.00 | 10, 11, 12 | CH. EH. NH | VPAA | Bench Woodworking |
| M250 | Gone Boarding | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | Fitness for Life 1 |
| ADDITIONAL ENGINEERING, MANUFACTURING AND INDUSTRIAL TECHNOLOGY COURSE | | | | | | |
| I500 | Robotics | .50 | 9, 10, 11, 12 | CH, EH, NH | Senior Math | |
| I500ROV | Robotics for ROVs | .50 | 10,11, 12 | NH | Senior Math | |

Senior Math – Meets the Senior Math Requirement based on the Michigan Merit Curriculum if taken during senior year
VPAA – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

ENGINEERING COURSES

ARCHITECTURAL RENDERING AND DESIGN – I120

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

This course is designed to teach students to communicate architecture design through manual drafting and Computer Aided Drafting. They will learn fundamentals of construction and elements of architecture by developing a full set of house plans using CAD software. They also will learn architectural standards through manual drafting and rendering. Most of the semester will be focused on learning the details of floor plan layout and presentation drawings with elevations. The last quarter of the semester will focus on applying knowledge of architecture design to computer-aided 3D modeling. This course is an excellent introduction for students interested in the field of architecture. May qualify as a 4th-year math-related course.

ADVANCED ARCHITECTURE – I125

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit
 (.5 credit w/instructor permission)

Advanced Architecture provides an opportunity for students to further their study in the field of architecture. Students will be encouraged to explore residential and commercial design by comparing and contrasting exciting styles and practices as well as re-thinking how homes function and how the form reflects and enhances that function. Architecture projects will involve research and analysis of well-known architects, exploration of the theory of design and more advanced drafting techniques. Projects will be presented as hand drawings, physical models, computer-aided drawings, and computer-aided 3D models. May qualify as a 4th-year math-related course.

ENGINEERING GRAPHICS 1 – I130

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

This course is the essential prerequisite for any student interested in engineering. It involves careful examination of drafting as a tool of technical communication and engineering for solving graphical problems. While taking the course, students will develop manual and Computer Aided Design (CAD) techniques and its applications to the field of engineering and industrial design. The students will use CAD software for 2D drafting and 3D modeling. May qualify as a 4th-year math-related course.

ENGINEERING GRAPHICS 2 – I132

CHS, EHS, NHS 10, 11, 12 1.0 Credit
(.5 credit w/instructor permission)

Prerequisite: Engineering Graphics 1

Engineering Graphics II is a full year, follow-up course to Engineering Graphics I that provides students with an opportunity to extend their knowledge of engineering

graphics and procedures used in developing technical drawing and 3D models. Students will continue to develop the spatial skills necessary for the field of engineering and design. CAD software will be used for this class. May qualify as a 4th-year math-related course.

ENGINEERING GRAPHICS 3 – I133

CHS, EHS, NHS 10, 11, 12 1.0 Credit
(.5 credit w/instructor permission)

Prerequisite: Architectural Rendering and Design or Engineering Graphics 2

This advanced class will utilize the "DBA" (Design, Build, and Analyze) style of learning using multiple areas of common engineering methods and materials in order to solve real-world problems in project based construction applications. Students will work independently while applying engineering solutions to graphical projects. May qualify as a 4th-year math-related course.

MANUFACTURING COURSES

BENCH WOODWORKING – I100

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

This course is designed to give students an understanding and appreciation of the methods and materials used in basic woodworking. Students will learn the appropriate skills needed to complete a variety of wood projects. Following safety guidelines, students will strive for strong work habits and quality craftsmanship. **Basic materials are supplied. Individual projects may incur additional costs.**

ADVANCED WOODWORKING TECHNOLOGY – I200

CHS, EHS, NHS 10, 11, 12 1.0 Credit
(.5 credit w/instructor permission)

Prerequisite: Bench Woodworking

This course increases the student's skill in the use of hand tools, portable power tools, and machinery. Topics include tool technology and joinery as it pertains to project construction. Focus is on the design and fabrication of a solid wood furniture type project. Students are required to complete the assigned project and a project of their choice with instructor approval to develop advanced woodworking skills for two semesters. **Basic materials are supplied. Individual projects may incur additional costs.**

GONE BOARDING – M250

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Fitness for Life I.

This cross-curricular class (Physical Education and Industrial Arts) will run as a 2-hour block with a portion of the time spent collaboratively designing and producing a snowboard, long-board, and surfboard/stand up paddleboard. The other portion will engage students in learning and developing the physical skills involved in snowboarding, long-boarding, and surfing/stand up paddling. Through this course, students will participate in the product development process as well as develop an approach to lifelong wellness.

ADDITIONAL COURSES

ROBOTICS – I500

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

The objective of this course is to use a **hands-on** approach to introduce the basic concepts in robotics. Course information will be tied to lab experiments; students will work in teams to build robots, culminating in an end-of-semester *robot contest*. This course introduces fundamental concepts in Robotics. In this course, basic concepts will be discussed, including coordinate transformations, sensors, path planning, kinematics, feedback and feed forward control, stressing the importance of integrating sensors, effectors and control. These topics will be exemplified with labs. This course is intended for students with interests in Science, Technology, Engineering and Mathematics. There are no prerequisites.

ROBOTICS FOR ROVs – I500ROV

NHS 10, 11, 12 .5 Credit

This class will provide an extension to the existing Physics ROV by marrying the problem-solving and programming skills taught in the Robotics class with the existing ROV structure to produce a more versatile and customized vehicle. Students will enhance the ROVs created in the Physics class by adding features that require computer programming. Add-ons may include underwater servos, joystick, sensors (i.e. temperature) and microcontrollers.

ENGLISH AND LANGUAGE ARTS DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|--|-----------------------------------|-----------------|-----------------|----------------|----------------|--|
| B110 | English 9 | 1.00 | 9 | CH, EH, NH | ELA | |
| B112 | Bio/Lit Block | 2.00 | 9 | EH, NH | Biology/ELA | |
| B115 | Honors English 9 | 1.00 | 9 | CH, EH, NH | ELA | Selection Process |
| B210 | English 10 | 1.00 | 10 | CH, EH, NH | ELA | |
| B212 | English 10/US History Block | 2.00 | 10 | CH, EH | ELA/US Hist | |
| B215 | Honors English 10 | 1.00 | 10 | CH, EH, NH | ELA | Selection Process |
| B310 | English 11 | 1.00 | 11 | CH, EH, NH | ELA | |
| B312 | English 11/World Hist Block | 2.00 | 11 | CH, EH | ELA/Wld Hist | |
| B611 | AP English Language & Composition | 1.00 | 11 | CH, EH, NH | ELA | Summer reading before the course begins in the fall is required |
| 12th GRADE ENGLISH OFFERINGS | | | | | | |
| B402 | Senior Classical Literature | .50 | 12 | CH, EH, NH | ELA | |
| B404 | Senior Composition | .50 | 12 | CH, EH, NH | ELA | |
| B406 | Senior Creative Writing | .50 | 12 | CH, EH, NH | ELA | |
| B407 | Sn English Contemp Lit | .50 | 12 | EH | ELA | |
| B409 | Senior Literature | .50 | 12 | CH, EH, NH | ELA | |
| B410 | Senior Reading & Writing | .50 | 12 | CH, EH, NH | ELA | |
| B412 | Writing for Digital Media | .50 | 12 | EH | ELA | |
| B414 | Senior English Seminar | .50 | 12 | CH, EH, NH | ELA | |
| B612 | AP Literature & Composition | 1.00 | 12 | CH, EH, NH | ELA | Summer reading assignments required and due when class begins |
| B532 | Literature & Cinema | .5 | 12 | CH | ELA | |
| ADDITIONAL ENGLISH ELECTIVES | | | | | | |
| B510 | Yearbook | 1.00 | 11, 12 | CH, EH, NH | VPAA | Application and instructor approval |
| B520 | Writing for Publication | .50 | 9, 10, 11, 12 | CH, EH, NH | | |
| B525 | Advanced Writing for Publication | NH- .50 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | Journalism, application, writing sample, and instructor approval |
| B800 | English Language Learners (ELL) | 1.00 | 9, 10, 11, 12 | CH, EH, NH | ELA CH only | English Language Learners and instructor recommendation |

ELA – Meets the English Language Arts Requirement based on the Michigan Merit Curriculum.

Biology – Meets the Biology Requirement based on the Michigan Merit Curriculum.

9TH GRADE ENGLISH OFFERINGS

ENGLISH 9 – B110

CHS, EHS, NHS 9 1.0 Credit

This course fulfills the graduation requirement for English 9 as outlined in the Michigan Merit Curriculum. The overarching focus of the journey will be analyzed throughout the year. All students will read narrative and informational text, write in various genres, study grammar and Greek and Latin roots in vocabulary to develop their own writing, and improve their communication skills. The writing process is emphasized as a tool for advancing composition proficiency. Students will apply the research skills of synthesis, MLA documentation, and parenthetical citations in a research paper.

BIOLOGY/LITERATURE – B112

EHS, NHS 9 1.0 Cr ELA & 1.0 Cr Bio

The Biology/Literature Block is a project based, collaborative course based on laboratory investigations and a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. This will include a study of the structures and functions of living organisms and their interactions with the environment. Students will use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical, cultural, and scientific significance. They will explore the structure and function of populations, communities, ecosystems, and the biosphere. Students will write short stories, responses to literature, expository and persuasive compositions, research reports, and technical documents. Students will deliver grade-appropriate oral presentations and access, analyze, and evaluate online information that will touch on various careers, personal needs, and societal issues. This is a 2 hour block course in which students will receive credit for English 9 and Biology.

HONORS ENGLISH 9 – B115

CHS, EHS, NHS 9 1.0 Credit

Students interested in taking Honors English 9 need to complete an Intent to Apply form found in the counseling office and meet certain qualifications for course entrance. Please see your counselor or current English teacher for additional information.

This course is designed for those students who wish to challenge themselves with a higher level of rigor in the areas of reading and writing. The basic content areas covered include those of the regular English 9 curriculum; however students will also read and analyze additional texts and write more in-depth responses. The completion of a summer reading assignment is suggested.

10TH GRADE ENGLISH OFFERINGS

ENGLISH 10 – B210

CHS, EHS, NHS 10 1.0 Credit

This course fulfills the graduation requirement for English 10 as outlined in the Michigan Merit Curriculum. The American Dream is the overarching focus that students will analyze all year through the lens of various time periods. The thematic and chronological organization creates connections for students with their U.S. History class. Various types of creative, formal, and timed writings will be taught and assessed, including the research process. Reading, writing, communication, standardized vocabulary, and grammar will be emphasized as students mature in their skills of dealing with language.

ENGLISH 10/US HISTORY BLOCK – B212

CHS, EHS 10 1.0 Cr ELA & 1.0 Cr US Hist

This exciting 2-hour block class brings together American History and American Literature in a cooperative atmosphere that enhances the experience for all students. Thematic units on the Industrial Revolution, Progressive Era, WWI, Roaring 20's and the Great Depression, WWII, the Cold War and American Hegemony are taught through reading, writing, discussion, hands on activities, cinema, simulations and thematic projects. By bringing both American history and American Literature together for two consecutive hours powerful connections between the two can be made and the educational experience is greatly enhanced. Students successfully completing this course will receive 1.0 social studies credit and 1.0 English credit.

HONORS ENGLISH 10 – B215

CHS, EHS, NHS 10 1.0 Credit

Students should see their current English 9 or Honors English 9 teacher for information on Honors English 10 qualifications.

This pre-AP class is a rigorous survey of American Literature encompassing works from the Native Americans to contemporary authors. Students will respond to many varied texts employing the skills of research and inquiry as well as literary analysis. The course content will consistently connect with the concepts being taught in US History. Vocabulary and grammar are taught to improve success on standardized college exams. The completion of a summer reading assignment is required.

11TH GRADE ENGLISH OFFERINGS

ENGLISH 11 – B310

CHS, EHS, NHS 11 1.0 Credit

This course fulfills the graduation requirement for English 11 as outlined in the Michigan Merit Curriculum. The development of language is the focus throughout the year as the origins of writing and literature are traced from Europe throughout the world. A global perspective is taught, coordinating with the concurrent World History class. Essential to this class is the continual development of students' skills in reading, grammar, vocabulary, writing, and communication.

ENGLISH 11/WORLD HISTORY BLOCK

– B312 CHS, EHS 10 1.0 Cr ELA & 1.0 Cr Wld Hist

The World History and World Literature (English 11) block provides students with challenges to their thinking and the opportunity to actively learn and study the common themes of these two complementary courses. Thematic units will revolve around historical eras such as Age of Empires, The Renaissance, The Age of Exploration, Revolution, World Wars, and the 21st century. Historical units are greatly enhanced by the application and analysis of authors, novels, poetry, and essays found in corresponding and complementary World Literature. Students will engage in critical reading and writing, simulations, cinema analysis, and project based learning as they examine both World History and World Literature from varying cultural perspectives. This is a two-credit course scheduled for two consecutive hours: Social Studies 1.0 credit, English 1.0 credit.

AP ENGLISH LANGUAGE AND COMPOSITION – B611

CHS, EHS, NHS 11 1.0 Credit

Summer reading assignments required and due when class begins

This college-level course teaches students to become skilled readers of informational and fictional texts from a variety of time periods, disciplines and rhetorical contexts. The emphasis is on expository, analytical and argumentative writing, but students will have the opportunity to write reflective and personal essays as well. There is an analytical emphasis on the rhetorical choices made by an author to convey meaning, create voice, tone and style. Vocabulary improvement is a concentrated and continual focus. Students are encouraged to take the AP English Language and Composition Exam in May. A high score may earn the student a semester of credit for freshman English in college. The completion of a summer reading assignment is suggested.

12TH GRADE ENGLISH OFFERINGS

SENIOR CLASSICAL LITERATURE – B402

CHS, EHS, NHS 12 .5 Credit

This course explores literature, art, and music from a variety of cultural time periods. Through project-based learning, students will develop an awareness of the influence of the arts on community and the world. Students will examine texts from multiple genres and produce written, aesthetic, and verbal expressions. Students will critically analyze art and literature, making connections across cultures. By studying the leaders of the artistic movements and their impact on society, students will further realize their own potential.

SENIOR COMPOSITION – B404

CHS, EHS, NHS 12 .5 Credit

This course is for students who wish to refine their writing through the study of a variety of essay styles and revision techniques through expository writing. Critical examination of their writing and the writing of others will be key to the advancement of their writing abilities. A leadership theme will guide the course as students study not only how their own writing evolves and influences others, but also how others' writing directly influences them.

SENIOR CREATIVE WRITING – B406

CHS, EHS, NHS 12 .5 Credit

This class is for students who sincerely enjoy writing and would like to explore it further in a writing-intensive, workshop structured setting. They will explore different types of genres through selective readings and class discussions and will take that knowledge into the writing they will produce throughout the semester. Students will be experimenting with writing in specific styles such as prose, short stories, essays, and poetry. This course will help prepare students for the next step of their lives with the understanding of where they fit in the world and how their writing can influence their futures.

SENIOR CONTEMPORARY LITERATURE – B407

EHS 12 .5 Credit

This course will offer students the opportunity to explore several works of contemporary literature. Students will develop critical skills through interpretation, collaboration, discussion, essay writing, and evaluation of how cultural and historical contexts affect literary content. Participation will be an integral component of this class as well as a rigorous reading schedule. This is not an NCAA approved course.

SENIOR LITERATURE – B409

CHS, EHS, NHS 12 .5 Credit

This course will deepen students' knowledge of both literature and nonfiction. A leadership focus connects themes of power, hope, courage, change, and truth in multiple genres. Students will respond through essay writing, critical interpretations, and dramatic analyses. Participation and discussion will be an integral component of this learning experience.

SENIOR READING & WRITING – B410

CHS EHS, NHS 12 .5 Credit

In this course, students will engage in a variety of reading and writing styles. Students will assess these styles and will demonstrate leadership by determining the most appropriate applications of them. Through the evolution of this course, students will make connections between their experiences and their futures in post-secondary and professional worlds.

WRITING FOR DIGITAL MEDIA – B412

EHS 12 .5 Credit

Prerequisite: Application/Instructor approval.

This project-based class focuses primarily on script writing and production in a variety of electronic formats. From simple messaging to multi-media productions, students will learn the strategies that will equip them to effectively communicate through writing in creative media environments. Working on projects both individually and in collaborative teams, students will develop their writing skills by authoring scripts and adapting literature in a variety of genres. Students will apply their work by producing projects in a variety of media formats intended for specific audiences. Students will learn to give and receive credible criticism by sharing projects on-line. Instruction will focus on developing creativity and innovation, audience analysis, appropriate and ethical use of copyrighted materials, and the critical evaluation of popular media productions. Projects will emphasize script writing, and production limitations. Evaluation will include the student's ability to meet deadlines as well as creativity, organizational skills, reliability and leadership styles.

SENIOR ENGLISH SEMINAR – B414

CHS, EHS, NHS 12 .5 Credit

This course offers students an opportunity to explore individual talents and skills through the study of interpersonal communication strategies in a face-to-face environment as well as a Web 2.0 interactive world. It will assist students to assume a leadership role in decision making related to their own future directions. Key questions of who am I, where am I going, and what will I need to get there, will lead this study. These questions will be explored through literature, film, writing, small group dynamics, projects, presentations, and research.

Please note: Senior English Seminar is not an NCAA approved course.

LITERATURE & CINEMA – B532

CHS 12 .5 Credit

This class is a one semester course designed to analyze the literary devices used in both literature and cinema. Which is better – the book or the movie? Students will read classical and modern literature, comparing and contrasting the written word and the cinema version. The goal in this class is for students to learn how to evaluate plot, characterization, and literary devices while reading and viewing English expression. This class will require consistent attendance as discussions, viewing, assignments, and analysis will all take place in the classroom.

ADDITIONAL ENGLISH ELECTIVES (these are credits but do not count toward the four English graduation credits required.)

YEARBOOK – B510

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Application and instructor approval

Students will learn to use desktop publishing to produce the annual school yearbook. Aspects such as theme and content development, layout and page design, feature writing, proofreading, editing, photography, and time management will be covered. Each student will be encouraged to sell a specific number of advertisements to help fund the yearbook. Students are expected to attend extra-curricular events.

WRITING FOR PUBLICATION – B520

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

This course serves as an introduction to all aspects of newspaper journalism. Students will learn about reporting, feature writing, copyediting, layout, design, and distribution. The focus of the class will be writing in journalistic style for news, feature, editorial, sports, and arts and entertainment. Students will be expected to write extensively and will be required to meet deadlines. Students will be expected to sell advertising to help pay for the newspaper's publishing costs, meet deadlines, accept constructive criticism and work with, for, and under the direction of other students.

AP LITERATURE AND COMPOSITION –

B612

CHS, EHS, NHS 12 1.0 Credit

In this college level course, students will analyze and interpret text by making careful observations of textual details, establishing connections, and drawing inferences about meaning and value. Students will polish active reading skills with several novels and anthologized selections. Students will write for a variety of purposes employing the skills of analytical reasoning, literary analysis and poetry interpretation. In addition, vocabulary improvement is a concentrated and continual focus. Students are encouraged to take the AP English Literature and Composition Exam in May. A high score may earn them a semester of credit for freshman college English.

ADVANCED WRITING FOR PUBLICATION

– B525

CHS, EHS, NHS 10, 11, 12 NH-.5, CH&EH-1.0 Credit

Prerequisite: Successful completion of Journalism, application, writing sample, and letter of recommendation required.

Members of this challenging and fast-paced course create the school newspaper, utilizing reporting, writing, editing, photography, layout, and design skills to create a top-notch publication. The class is organized into editors and writers and relies heavily on group work, self-motivation, and self-discipline. Students will be expected to sell advertising to help pay for the newspaper's publishing costs, meet deadlines, accept constructive criticism, and work with, for, and under the direction of other students.

ENGLISH LANGUAGE LEARNERS (ELL) –

B800

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: English Language Learners students with teacher recommendation required.

Oral and written communications are taught as well as reading, listening, and pronunciation skills. Spelling, punctuation, grammar, vocabulary, basic sentence structure, paragraph organization, and essay skills are developed. An introduction to literature is given through poetry, short story, and drama. American culture is emphasized through readings, discussions, and current events. Study skills and support for other classes are also included.

LIFE MANAGEMENT EDUCATION DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQ | PREREQUISITE |
|----------|--|-----|-----------------|----------------|---------------|-------------------------------|
| K100 | Introduction to Culinary Arts | .50 | 9, 10, 11, 12 | NH | VPAA | |
| K105 | Advanced Culinary Arts | .50 | 9, 10, 11, 12 | NH | VPAA | Introduction to Culinary Arts |
| K120 | Interior Design | .50 | 9, 10, 11, 12 | NH | VPAA | |
| K125 | Advanced Interior Design | .50 | 9, 10, 11, 12 | NH | VPAA | Interior Design |
| K210 | Child Development & Parenting | .50 | 10, 11, 12 | NH | VPAA | |
| K215 | Advanced Child Development & Parenting | .50 | 11, 12 | NH | VPAA | Child Development & Parenting |

VPAA – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

INTRODUCTION TO CULINARY ARTS –

K100

NHS 9, 10, 11, 12 .5 Credit

Culinary principles will be introduced enabling students to explore and expand their culinary creations. Students will learn the basic principles of food and nutrition and how to prepare and cook food through lab experiences. The class will also help students understand the effect of certain foods on the body. Students will have the opportunity to demonstrate and to enjoy foods from other countries around the world. **Basic materials are supplied. Individual projects may incur additional costs.**

ADVANCED CULINARY – K105

NHS 9, 10, 11, 12 .5 Credit

Prerequisite: Introduction to Culinary Arts

This course is designed for students desiring a deeper knowledge of how food affects all aspects of different environments: personal interest, culinary careers, entertainment, and cultural influences. Study areas will include entertainment, garnishing, multi-cultural foods, and careers, providing an excellent base to secure jobs, or pursue further training and degrees in the food industry. **Basic materials are supplied. Individual projects may incur additional costs.**

INTERIOR DESIGN – K120

NHS 9, 10, 11, 12 .5 Credit

Students interested in art or interior design careers will learn principles of color, line, and design as well as ergonomics. Students engage in hands on learning by textbook application and design projects. Guest speakers and video presentations are also included. Students also will learn about careers in the design field. **Basic materials are supplied. Individual projects may incur additional costs.**

ADVANCED INTERIOR DESIGN – K125

NHS 9, 10, 11, 12 .5 Credit

Prerequisite: Interior Design

Students will study Interior Design at a more advanced level using principles learned in Interior Design (K-120). Students will experience hands on learning creating design projects. This class is recommended for students interested in art and/or a career in Interior Design – **Industrial projects may incur additional costs.**

CHILD DEVELOPMENT & PARENTING –

K210

NHS 10, 11, 12 .5 Credit

This course studies children from birth to age five. Students will learn physical and mental development patterns of children, as well as positive parenting skills. They also will have the option of experiencing the responsibility of parenthood by assuming care of a life-like simulation “Baby.” This class is articulated with GRCC. Successful completion of Child Development & Parenting will result in college credit at GRCC.

ADVANCED CHILD DEVELOPMENT & PARENTING – K215

NHS 11, 12 .5 Credit

Prerequisite: Child Development and Parenting

Students will experience a more advanced level of Child Development. The class will focus on physical, emotional, social, and intellectual development of children through age twelve. Special needs and challenges will also be covered. There will be opportunities for hands-on learning in related projects. **Individual projects may incur additional costs.**

MATHEMATICS DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|----------|-------------------------|------|-----------------|----------------|----------------|---|
| E100 | Pre-Algebra | 1.00 | 9 | NH | | Teacher recommendation |
| EC100 | Algebra/Geometry 1 | 1.00 | 9 | CH | .5 Alg/.5 Geo | Teacher recommendation |
| E105 | Concepts of Algebra 1 A | 1.00 | 9 | EH | .5 Algebra 1 | Teacher recommendation |
| E110 | Algebra 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | Algebra 1 | |
| E150 | Acc Algebra/Geometry | 2.00 | 9 | NH | Alg 1 & Geom | Teacher recommendation |
| E205 | Concepts of Algebra 1 B | 1.00 | 10 | EH | .5 Algebra 1 | Teacher recommendation |
| E200 | Algebra/Geometry 2 | 1.00 | 10 | CH | .5 Alg/.5 Geo | Teacher recommendation |
| E210 | Geometry | 1.00 | 9, 10, 11, 12 | CH, EH, NH | Geometry | Successful completion of Algebra 1 |
| E300 | Concepts of Algebra 2 | 1.00 | 11, 12 | CH, EH, NH | Algebra 2 | Teacher recommendation - C or lower in Algebra 1 |
| E310 | Algebra 2 | 1.00 | 10, 11, 12 | CH, EH, NH | Algebra 2 | C or better in Algebra 1 & Geometry recommended |
| E400 | Concepts of Algebra 3 | 1.00 | 12 | CH, EH | Senior Math | Teacher recommendation - Concepts of Algebra 2 |
| E405 | Algebra 3 | 1.00 | 12 | NH | Senior Math | Successful completion of Concepts Algebra 2 or Algebra 2+ |
| E410 | College Algebra | 1.00 | 12 | CH, EH, NH | Senior Math | Teacher Recommendation |
| E415 | Precalculus | 1.00 | 11, 12 | CH, EH, NH | Senior Math | Algebra 2 |
| E600 | AP Calculus AB | 1.00 | 11, 12 | EH, NH | Senior Math | Precalculus |
| E610 | AP Calculus BC | 1.00 | 11, 12 | CH, EH, NH | Senior Math | Precalculus |
| E620 | AP Statistics | 1.00 | 11, 12 | CH, EH, NH | Senior Math | Precalculus or Algebra 2 with Teacher Recommendation |

.5 Alg/.5 Geo – Meets .5 of the Algebra I and .5 of the Geometry Requirement based on the Michigan Merit Curriculum

Algebra I – Meets the Algebra I Requirement based on the Michigan Merit Curriculum

Geometry – Meets the Geometry Requirement based on the Michigan Merit Curriculum

Algebra II – Meets the Algebra II Requirement based on the Michigan Merit Curriculum

Senior Math – Meets the Senior Math Requirement based on the Michigan Merit Curriculum if taken during senior year

PRE-ALGEBRA – E100

NHS 9 1.0 Credit

Prerequisite: Teacher recommendation

This course is a link between Middle School math and Algebra for those students who need additional preparation for Algebra. The student will be exposed to hands-on and supplemental materials designed to develop algebraic concepts. After successful completion of this course, the student will be ready to enter Algebra the following year.

ALGEBRA/GEOMETRY 1 – EC100

CHS 9 1.0 Credit

Prerequisite: Teacher recommendation

This is the first year of a **two-year** course, which fulfills the graduation requirements for Algebra 1 and Geometry as outlined in the Michigan Merit Curriculum. Students will study linear, quadratic, exponential, and logarithmic functions along with right triangle trigonometry, transformations geometry measurement formulas, and 3-dimensional figures in an integrated approach to

mastering content expectations for Algebra and Geometry. Students must complete Algebra/Geometry 1 and Algebra/Geometry 2 to meet the graduation requirements under the Michigan Merit Curriculum (MMC). A scientific calculator is recommended for this course.

CONCEPTS ALGEBRA 1 A – E105

EHS 9 1.0 Credit

CONCEPTS ALGEBRA 1 B – E205

EHS 10 1.0 Credit

Prerequisite: Teacher recommendation

Concepts Algebra A and B is a 2 year course beginning the Freshman year. Year 1 will cover basic number sense and chapters 1-6 in the Algebra 1 book. Year 2 will cover chapters 7-12. During both years, we will work on basic math skills, consumer math, and personal finances. Completion, with a passing grade, of the 2 year course fulfills the State of MI Algebra I requirement as well as the 4th year math course requirement. Pre-requisite: 8th grade math teacher recommendation.

ALGEBRA 1 – E110

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

This course fulfills the graduation requirement for Algebra as outlined in the Michigan Merit Curriculum. Students will study linear, quadratic, and exponential functions and their applications. Methods for solving equations, inequalities, and systems will be emphasized. A scientific calculator is recommended for this course.

ACCELERATED ALGEBRA/GEOMETRY –

E150

NHS 9 2.0 Credit

Prerequisite: Teacher recommendation

This class is for students that excel in math. The course is a very fast paced course where students are exposed to all of the High School Content Expectations for both Algebra 1 and Geometry in one year. Students signing up for this course should have very strong math scores in both the Explore test and MEAP test from middle school. Students should also have a love for math and a very strong work ethic.

ALGEBRA/GEOMETRY 2 – E205

CHS 10 1.0 Credit

Prerequisite: Teacher recommendation

This is the second year of a **two-year** course, which fulfills the graduation requirements for Algebra 1 and Geometry as outlined in the Michigan Merit Curriculum. Students will study linear, quadratic, exponential, and logarithmic functions along with right triangle trigonometry, transformations geometry measurement formulas, and 3-dimensional figures in an integrated approach to mastering content expectations for Algebra and Geometry. Students must complete Algebra/Geometry I and Algebra/Geometry II to meet the graduation requirements under the Michigan Merit Curriculum (MMC). A scientific calculator is recommended for this course.

GEOMETRY– E210

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of Algebra 1

This course fulfills the graduation requirement for Geometry as outlined in the Michigan Merit Curriculum. Students will develop skills in logic and proof, study right triangle trigonometry, and expand their knowledge of transformations, coordinate geometry, measurement formulas, and 3-dimensional figures. A scientific calculator is recommended for this course.

CONCEPTS OF ALGEBRA 2 – E300

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Completion of Algebra 1 and Geometry with a C or below and teacher recommendation

This course will meet the minimum state requirements for earning algebra II credit. However, this course is not recommended for college-bound students who will major or minor in a subject requiring a strong background in mathematics. A graphing calculator is recommended for this course.

ALGEBRA 2 – E310

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: C or better in Algebra 1 and Geometry recommended

This course fulfills the graduation requirement for Algebra 2 as outlined in the Michigan Merit Curriculum. This course emphasizes facility with algebraic expressions and forms, both with and without a calculator. Students will study linear, exponential, logarithmic, trigonometric, polynomial, and other special functions for their abstract properties and as tools in modeling real world situations. A graphing calculator is recommended for this course.

CONCEPTS OF ALGEBRA 3 – E400

CHS, EHS 12 1.0 Credit

Prerequisite: Completion of Concepts of Algebra 2 and teacher recommendation

This course will follow the algebra topics covered in Concepts of Algebra 2, and will reinforce and extend the knowledge for students. This class is NOT open to students that took regular Algebra 2. This course will help prepare students to take a beginning college algebra course upon entering college. A graphing calculator is recommended for this course.

ALGEBRA 3 – E405

NHS 12 1.0 Credit

Prerequisite: Completion of Concepts of Algebra 2 or Algebra 2 and teacher recommendation

This course is for 12th grade students who want to continue in math but may find difficulty with the pace and level of College Algebra. Designed to reinforce Algebra 2 topics and introduce College Algebra topics, this course will help prepare students for their math experience in college. Students who completed Concepts of Algebra 2 with a C or better and those who struggled in regular Algebra 2 are encouraged to take this course. Algebra 3 is not recommended for college-bound students who will major or minor in a subject requiring a strong background in mathematics. A graphing calculator is recommended for this course.

COLLEGE ALGEBRA – E410

CHS, EHS, NHS 12 1.0 Credit

Prerequisite: Teacher Recommendation

This course is intended for seniors planning to attend college but are not planning to study in a math-related field. Students will strengthen their knowledge and understanding of algebra and trigonometry through graphic, numeric, and symbolic methods, and with emphasis on applications and problem solving. The course covers the algebraic topics needed to satisfy the minimum graduation requirements for math at many colleges. College Algebra is not recommended for college-bound students who will major or minor in a subject requiring a strong background in mathematics. A graphing calculator is recommended for this course.

PRECALCULUS – E415

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Algebra 2

This course introduces students to polar and parametric functions, vectors, conic sections, and logistic modeling. Linear, exponential, logarithmic, trigonometric, and polynomial functions, as well as matrices will also be studied in depth. A graphing calculator is recommended for this course.

AP CALCULUS AB – E600

EHS, NHS 11, 12 1.0 Credit

Prerequisite: Pre-calculus

Calculus AB is a college level course that includes the topics and applications of calculus traditionally taught in one semester of college calculus. This course requires extensive work by the student. Students are encouraged to take the AP Calculus AB test in May, for which a passing grade can earn the student **one** semester of college credit. Students are encouraged to choose between AP Calculus AB or AP Calculus BC based on their post-secondary plans and career goals; students may not receive high school credit for both classes. A graphing calculator is recommended.

AP CALCULUS BC – E610

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Precalculus

Calculus BC is a college level course that includes the topics and applications of calculus traditionally taught in one full year of college calculus. This course requires extensive work by the student. Students are encouraged to take the AP Calculus BC test in May, for which a passing grade can earn the student two semesters of college credit. Students are encouraged to choose between AP Calculus AB or AP Calculus BC based on their post-secondary plans and career goals; students may not receive high school credit for both classes. A graphing calculator is recommended.

AP STATISTICS – E-620

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Precalculus or Algebra II with Teacher Recommendation

AP Statistics is a college-level course that introduces students to the concepts and tools used to collect, analyze and draw conclusions from data. This course requires extensive work by the student. Students are encouraged to take the AP Statistics exam in May for which a passing grade can earn one semester of college credit. A graphing calculator is recommended. This course is traditionally a one semester college course. It may also be taken concurrently with another math course.

4th-year Math-Related Courses (For purposes of satisfying the Michigan Merit Curriculum)

A math-related science course taken in the senior year qualifies as a 4th-year math-related course if taken after the MMC Science requirement has been fulfilled.

D215 Chemistry (1.0 credit)

D225 Physics (1.0 credit)

D620 AP Chemistry (1.0 credit)

D640 AP Physics 1 (1.0 credit, NHS)

D642 AP Physics 2 (1.0 credit, NHS for 2014-2015 school year)

D645 AP Physics C (1.0 credit, CHS, EHS)

G110 Fundamentals of Computing (.5 credit)

G140 Accounting (.5 – 1.0 credit)

G145 Accounting 2 (1.0 credit)

G170 Personal Finance (.5 – 1.0 credit)

G210 Marketing 1 (.5 credit)

G215 Marketing 2 (.5 credit)

G220 Advanced Marketing (1.0 credit)

G520 Computer Science Programming (.5 credit)

G540 Computer Graphics/Game Design (.5 credit, EHS only)

G620 AP Computer Science (1.0 credit, CHS, NHS)

I120 Architectural Rendering and Design (.5 credit)

I125 Advanced Architecture (1.0 credit)

I130 Engineering Graphics 1 (.5 credit)

I132 Engineering Graphics 2 (1.0 credit)

I133 Engineering Graphics 3 (1.0 credit)

I500 Robotics (.5 credit)

I500ROV Robotics for ROVs (.5 credit)

College courses, independent studies, or cooperative employment experiences that include math-related elements (to be approved by the district)

FHPS Course Description Guide (p. 65) shows math credit that can be earned through KCTC Business Technology, Marketing, and Information Technology courses.

MUSIC DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|--------------------------------------|---------------------------------------|------|-----------------|----------------|----------------|---|
| CHOIR | | | | | | |
| J210 | Concert Choir | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | |
| J220 | Women's Chorus | 1.00 | 10, 11, 12 | CH, NH | VPAA | Successful completion of Concert Choir and audition |
| J230 | Chorale | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | Audition |
| J240 | Central, Eastern, or Northern Singers | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | Audition & concurrent membership in another vocal ensemble |
| ORCHESTRA | | | | | | |
| J310 | Concert Orchestra | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | Completion of 8th grade orchestra or by audition for new students |
| J320 | Symphony Orchestra | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | Audition |
| BAND | | | | | | |
| J110 | Concert Band | 1.00 | 9, 10, 11, 12 | CH | VPAA | Completion of 8th grade band or by audition for new students |
| J120 | Symphonic Band | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | Audition |
| J130 | Wind Ensemble | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | Audition |
| JAZZ AND OTHER ENSEMBLES AND COURSES | | | | | | |
| J112 | Jazz Lab/Jazz Ensemble | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | Audition & concurrent membership in another instrumental ensemble |
| J122 | Jazz Ensemble 2 | 1.00 | 10, 11, 12 | CH | VPAA | Completion of Jazz Lab/Jazz Ensemble, audition & concurrent membership in another instrumental ensemble |
| J132 | Advanced Jazz Ensemble | 1.00 | 10, 11, 12 | CH | VPAA | Completion of Jazz Ensemble 2, Audition & concurrent membership in another instrumental ensemble |
| J410 | Percussion Ensemble/Steel Band | 1.00 | 9, 10, 11, 12 | CH | VPAA | Audition & concurrent membership in another instrumental ensemble |
| J600 | AP Literature & Structure of Music | 1.00 | 9, 10, 11, 12 | CH, EH, NH | | Music background strongly recommended |

VPAA – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

CHOIR

CONCERT CHOIR – J210

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

This course is open to any student interested in singing and is a prerequisite for all other vocal ensembles. Students focus on learning correct choral techniques, i.e., tone production, ear training, music sight-reading, etc. Music history and theory are studied through a wide variety of music, including sacred, classical, and jazz. Choir students will perform at school concerts and additional outside performances; attendance is required.

WOMEN'S CHORUS – J220

CHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of Concert Choir and audition

Students are taught the fundamentals of breathing and producing tone, sight-reading music, music theory, and how to blend in a group of similar vocal ranges. A wide variety of literature is studied and performed, from the Renaissance through the twentieth century, including jazz, sacred, and secular music from the great choral traditions. Emphasis is placed on the unique challenges inherent in treble vocal music. Students will perform at school concerts and additional outside performances; attendance is required.

CHORALE – J230

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Audition

This is a mixed choir of advanced musicians who study music history, theory, and more difficult music from the great choral tradition, as well as spirituals and vocal jazz. In addition to the spring, fall, and winter concerts, the Chorale performs for festivals, and commencement; attendance is required.

CENTRAL, EASTERN, OR NORTHERN SINGERS – J240

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Audition and concurrent membership in another vocal ensemble

This small choral ensemble is open to only the most advanced vocal students. Members are expected to be proficient sight-readers, mature, motivated, and able to carry their own part. This ensemble will explore the tradition of vocal jazz in depth. A'capella and accompanied music will be studied and performed, with an emphasis on musical excellence and professionalism. In addition, jazz forms will be studied and students will be exposed in detail to great jazz performers of the past and present. Students will perform at school concerts and additional outside performances; attendance is required.

ORCHESTRA

CONCERT ORCHESTRA – J310

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Completion of eighth grade orchestra or by audition for new students

Primarily a string orchestra with some full orchestra experience, this course is intended to enhance individualized instruction. Emphasize will include musicianship, listening and performance skills, theory, the study of two octave major and minor scales, and performing music which contains shifting, advanced bowing techniques, and vibrato. Attendance is required at concert performances, which include school programs and orchestra festivals.

SYMPHONY ORCHESTRA – J320

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Audition

This course is for advanced string players who are ready for more difficult literature, both string and full orchestra. In addition to playing a wide variety of difficult literature from differing periods, music history and theory are studied. Attendance is required at performances, which include school concerts and festivals. This group is also invited to perform for many organizations throughout the year both during and outside the school day.

BAND

CONCERT BAND – J110

CHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Completion of eighth grade band or by audition for new students

This course focuses on developing individual performance proficiency and strengthening overall musicianship skills including knowledge of music theory and it's application to playing; performance of literature suited to the ability of the group; and listening and creative thinking activities, including musical composition. Included in Concert Band is membership in the high-energy Marching Band during the varsity football season. Attendance is required at performances, which include school concerts, athletic events, and festivals. Students are encouraged to participate in chamber music ensembles to solidify musicianship skills during the appropriate season.

SYMPHONIC BAND – J120

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Audition

This is a performance-based group for the advanced instrumentalist with emphasis on aesthetic education through strengthening of individual musicianship and performance skills; knowledge of music theory and its application to playing; performing a wide variety of literature including marches, popular music, orchestral transcriptions and works conceived for wind band; and listening and creative thinking activities. Students are encouraged to participate in chamber music ensembles to solidify musicianship skills during the appropriate season. Included in Symphonic Band is membership in the high-energy Marching Band during the varsity football season. Attendance is required for performances at concerts, athletic events, District Festival, and various other school functions.

WIND ENSEMBLE – J130

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Audition

This performance-based ensemble will focus on studies of various forms of music literature, including marches, popular music, orchestral transcriptions, works conceived for wind band and music theory, history, and music listening. Included in Wind Ensemble is membership in the high-energy Marching Band during the varsity football season. Through audition and director placement, players may elect participation in Symphonic Orchestra. Participation in chamber music ensembles and solo performance occurs during the appropriate season.

JAZZ, OTHER ENSEMBLES AND COURSES

JAZZ LAB/JAZZ ENSEMBLE – J112

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Audition and concurrent membership in another instrumental ensemble

This course emphasizes aesthetic education through improvisation and performance of suitable literature; harmonic, rhythmic and structural complexities of jazz, jazz history, and solo transcriptions. Attendance is required at all curricular and extra-curricular events including several jazz festivals from January to March of each year.

JAZZ ENSEMBLE 2 – J122

CHS 10, 11, 12 1.0 Credit

Prerequisite: Completion of Jazz Lab, audition and concurrent membership in another instrumental ensemble

This course is for intermediate instrumentalists interested in the study and performance of the jazz idiom. Major emphasis will be on proper tone, technique, improvisation, interpretation, and listening skills needed for excellent jazz performance. Attendance is required for performances at fall, holiday, and spring concerts, school assemblies, jazz festivals, and occasional sporting events.

ADVANCED JAZZ ENSEMBLE – J132

CHS 10, 11, 12 1.0 Credit

Prerequisite: Completion of Jazz Ensemble II, audition and concurrent membership in another instrumental ensemble

This is a performance-based group for the advanced jazz instrumentalist. Emphasis is on aesthetic education through improvisation and performance of suitable literature; harmonic, rhythmic and structural complexities of jazz, jazz history, and solo transcriptions. This ensemble will participate in several jazz festivals from January to March of each year. Attendance is required at all curricular and extra-curricular events.

PERCUSSION ENSEMBLE/STEEL BAND –

J410 CHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Audition and concurrent membership in another instrumental ensemble

This course focuses on developing individual performance proficiency and overall musicianship and is open to all students with a serious interest in becoming well versed in percussion. Emphasis is aesthetic education through strengthening of individual musicianship and performance skills, knowledge of music theory and its application to playing, performance of literature suited to the ability of the group, and listening and creative thinking activities including musical composition. Included in Percussion Ensemble is membership in the high-energy Marching Band during the varsity football season. This ensemble has several curricular and extra-curricular performances throughout the year where attendance is required.

AP LITERATURE AND STRUCTURE OF MUSIC – J600

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Music background strongly recommended

This course is a non-performance, academic music course aimed at giving students greater understanding and appreciation of music theory and history. All the major historical periods will be studied in detail, focusing on composers and major works. Western European music theory, history, and culture will be studied through representative literature. In addition, the class will explore the richness of music from other cultures. Students enrolling in this course should have a strong interest and some background in music history and theory and are encouraged to take the AP Music Theory Examination in May. **This course may be taught at the Fine Arts Center in the evening, day(s) of the week to be determined.**

PHYSICAL EDUCATION DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQ | PREREQUISITE |
|---|---------------------------------|------|-----------------|----------------|---------------|--------------------------------------|
| Physical Education Courses that fulfill MMC Graduation Requirements | | | | | | |
| M100 | Fitness for Life 1 | .50 | 9, 10 | CH, EH, NH | Phys Ed | |
| M300 | Fitness Activities | .50 | 11, 12 | CH, EH, NH | Phys Ed | |
| M230 | Strength & Conditioning 1 | .50 | 9, 10, 11, 12 | CH, EH, NH | Phys Ed | |
| M200 | Health | .50 | 9, 10, 11, 12 | CH, EH, NH | Health | |
| Elective Physical Education Courses | | | | | | |
| M110 | Fitness for Life 2 | .50 | 9 | CH, NH | | Fitness for Life 1 or Strength//Cond |
| M220 | Lifetime/Team Sports | .50 | 10, 11, 12 | CH, EH, NH | | Fitness for Life 1 |
| M235 | Strength & Conditioning 2 | .50 | 10, 11, 12 | CH, EH, NH | | Strength/Cond 1 |
| M240 | Introduction to Sports Medicine | .50 | 10, 11, 12 | NH | | Fitness for Life 1 or Strength//Cond |
| M245 | Advanced Sports Medicine | .50 | 10, 11, 12 | NH | | Introduction to Sports Medicine |
| M250 | Gone Boarding | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | Fitness for Life 1 or Strength//Cond |
| M260 | Yoga 1 | .50 | 10, 11, 12 | CH, EH | | Fitness for Life 1 or Strength//Cond |
| M265 | Yoga 2/Pilates | .50 | 10, 11, 12 | CH | | Yoga 1 |
| M270 | Movement Fitness | .50 | 10, 11, 12 | NH | | Fitness for Life 1 or Strength//Cond |
| M280 | Global Games | .50 | 10, 11, 12 | CH, EH, NH | | Fitness for Life 1 or Strength//Cond |

Phys Ed – Meets the Physical Education Requirement based on the Michigan Merit Curriculum.

Health – Meets the Health Requirement based on the Michigan Merit Curriculum.

VPAA – Meets the VPAA Requirement based on the Michigan Merit Curriculum.

REQUIRED PHYSICAL EDUCATION COURSES

FITNESS FOR LIFE 1 - M100

CHS, EHS, NHS 9, 10 .5 Credit

Students will enjoy daily physical activity while learning lifetime fitness skills; a variety of individual and team sport activities such as flag football, volleyball, pickle ball, racket sports; information to become their own personal trainer; and fun ways to take a break and reduce stress.

STRENGTH AND CONDITIONING 1 – M230

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

This course focuses primarily on a structured routine of weight training, stretching, and plyometrics while teaching students the proper form, discipline, and intensity of workouts necessary to improve their level of physical fitness. Individual programs will be offered to accommodate students of various abilities and interest levels within the same class.

FITNESS ACTIVITIES– M300

CHS, EHS, NHS 11, 12 .5 Credit

Students will utilize fitness activities and nutritional components to make healthy lifestyle choices as they enter adulthood. Students will participate in daily exercise and chart heart rates and nutritional choices to analyze their overall fitness and well-being. This course is for upperclassmen who have not fulfilled their physical education requirement.

HEALTH – M200

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

Students will explore principals of wellness including: emotional, social and physical well being; goal setting for success; positive stress management skills; decision-making techniques for positive lifestyle choices; first aid; safety in disease prevention; and the importance of healthy relationships.

ELECTIVE PHYSICAL EDUCATION COURSES

FITNESS FOR LIFE 2 – M110

CHS, NHS 9 .5 Credit

Prerequisite: Fitness for Life I or Strength & Conditioning

This is a second semester course for ninth grade students. It is designed for the student who enjoys physical activity as a break in their strenuous school day. Students will participate in a wide variety of activities such as: team handball, eclipse ball, pickle ball, table tennis, badminton, floor hockey, speedball, Ultimate Frisbee, and tennis.

LIFETIME/TEAM SPORTS – M220

CHS, EHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Fitness for Life I or Strength & Conditioning

Students will learn a variety of lifetime activities and team sports. Activities include football, basketball, softball, volleyball, floor hockey, Ultimate Frisbee, badminton, tennis, table tennis, and pickle ball. This course may be taken for a maximum of two semesters (1.0 credit).

STRENGTH AND CONDITIONING 2 – M235

CHS, EHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Strength and Conditioning 1

Strength and Conditioning II is an intense strength class for students interested in furthering their knowledge of proper conditioning activities/programs.

INTRO TO SPORTS MEDICINE - M240

NHS 10, 11, 12 .5 Credit

Prerequisite: Fitness for Life I or Strength & Conditioning

Study human anatomy and movement in relation to injury prevention, evaluation, treatment, and rehabilitation. Analyze injuries and investigate treatment options. Hear speakers and experience hands-on activities. Explore careers related to the medical/health field. CPR and first aid training will be included.

ADVANCED SPORTS MEDICINE – M245

NHS 10, 11, 12 .5 Credit

Prerequisite: Fitness for Life I or Strength & Conditioning

Students will learn to apply knowledge of anatomy and physiology to prevent, evaluate, and manage sports injuries, develop an understanding of medical procedures, appropriate use of modalities and therapeutic exercise and tour the Physical Therapy and Athletic Training department in area hospitals and colleges. This class will provide a great learning experience for anyone interested in pursuing medical or coaching careers.

GONE BOARDING – M250

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Fitness for Life I or Strength & Conditioning

This cross-curricular class (Physical Education and Industrial Arts) will run as a 2-hour block with a portion of the time spent collaboratively designing and producing a snowboard, long-board, and surfboard/stand up paddleboard. The other portion will engage students in learning and developing the physical skills involved in snowboarding, long-boarding, and surfing/stand up paddling. Through this course, students will participate in the product development process as well as develop an approach to lifelong wellness.

YOGA 1 – M260

CHS, EHS 10, 11, 12 .5 Credit

Prerequisite: Fitness for Life I or Strength & Conditioning

Yoga is a non-competitive exercise form that focuses on increasing flexibility, balance, strength, and 40% improved posture through a series of gentle “poses” called “asanas.” It is also a great way to reduce the negative affects of stress and to increase mental alertness. Yoga classes are generally conducted in a quiet, focused atmosphere. Fitness walking will be included in this class when weather permits. If you enjoy exercising in a quiet, gentle way, this class is for you. This course may be taken for a maximum of two semesters (1.0 credit).

YOGA 2/PILATES – M265

CHS 10, 11, 12 .5 Credit

Prerequisite: Yoga 1

This class offers “vinyasa-style” yoga sessions (a series of poses that flow one into the other) to increase flexibility, muscle tone and strength, aerobic capacity, balance, and mental alertness. Classes in Pilates mat work, and classes with “therapy ball” exercises will emphasize strengthening core muscle groups. Weather permitting; fitness walking will also be included. This course may be taken for a maximum of two semesters (1.0 credit).

MOVEMENT FITNESS – M270

NHS 10, 11, 12 .5 Credit

Prerequisite: Fitness for Life I or Strength & Conditioning

This class features a variety of activities that focus on stretching, lightweight training techniques and techniques to improve relaxation while participating in fitness activities. Find out for yourself how to prepare for activity, prevent injury, and rehabilitate those injuries that do occur. Exercise regimes will be designed to increase your knowledge and understanding of the importance of core strength and flexibility. Endurance and movement activities may include aerobics, yoga, Tae Bo, Tai Chi, Pilates, biking, walking, and running. Related skill components such as agility, balance, reaction time, and proprioception will be addressed.

GLOBAL GAMES – M280

CHS, EHS, NHS 10, 11, 12 .5 Credit

Prerequisite: Fitness for Life I or Strength & Conditioning

This class is for open-minded, creative students who enjoy trying new things! Games and activities from around the world are included in a friendly, co-educational atmosphere. Some of the activities may include field hockey, lacrosse, cricket, team handball, sepak takraw, bocce, table tennis, kinball, doubleball, and broomball. Nordic skiing/snowshoeing may be included weather permitting. This course may be taken for a maximum of two semesters (1.0 credit).

SCIENCE DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|----------|---------------------------------------|------------------|-----------------|----------------|----------------|--|
| D105 | Environmental Impacts | 1.00 | 9, 10 | CH, EH, NH | Sci Elective | |
| D110 | Biology | 1.00 | 9, 10, 11, 12 | CH, EH, NH | Biology | |
| D112 | Bio/Lit Block | 2.00 | 9 | EH, NH | Biology/ELA | |
| D115 | Honors Biology | 1.00 | 9 | CH, EH, NH | Biology | Selection process |
| D210 | Chemistry | 1.00 | 10, 11, 12 | CH, EH, NH | Chem/Physic | Successful completion of Biology |
| D215 | Chemistry | 1.00 | 10, 11, 12 | CH, EH, NH | Chem/Physic | Algebra 1 completed or concurrent, and completion of Biology |
| D220 | Physics | 1.00 | 10, 11, 12 | CH, EH, NH | Chem/Physic | Successful completion of Algebra 1 and Biology strongly recommended |
| D225 | Physics | 1.00 | 10, 11, 12 | CH, EH, NH | Chem/Physic | Algebra 2 completed or concurrent, and successful completion of Biology strongly recommended |
| D420 | Human Anatomy & Physiology | 1.00 | 11, 12 | CH, EH, NH | Sci Elective | Successful completion Biology and Chemistry |
| D510 | Forensic Science | .50/sm 1.0/yr | 10, 11, 12 | CH, EH, NH | Sci Elective | Successful completion of Biology |
| D530 | Environmental Science | .50 | 11, 12 | CH, EH, NH | Sci Elective | Successful completion of Environmental Impacts or Biology |
| D551 | Intro to Scientific Research | 1.00 | 10 | CH, EH | Sci Elective | Successful completion of Biology, application and instructor approval |
| D552 | Scientific Research in Practice | .50/sm 1.0/yr | 11 | CH | Sci Elective | Intro to Scientific Research |
| D553 | Independent Scientific Research Study | 1.00 | 12 | CH | Sci Elective | Scientific Research in Practice |
| D610 | AP Biology | 2.00 | 11, 12 | CH, EH, NH | Sci Elective | Successful completion of Biology required and Chemistry 215 recommended |
| D620 | AP Chemistry | 2.00 | 11, 12 | CH, EH, NH | Sci Elective | Algebra 2 completed or concurrent, and successful completion of Chemistry 215 strongly recommended |
| D630 | AP Environmental Science | 1.00 | 11, 12 | CH, EH, NH | Sci Elective | Chemistry 215 |
| D640 | AP Physics 1 | 1.00 | 11, 12 | NH | Sci Elective | Successful completion of Chemistry and Algebra 2 |
| D642 | AP Physics 2 | 1.00 | 12 | NH | Sci Elective | Successful completion of AP Physics 1 |
| D645 | AP Physics C | 1.00 | 11, 12 | CH, EH | Sci Elective | AP Calculus completed or concurrent |

Biology – Meets the Biology requirement based on the Michigan Merit Curriculum

Chem/Physics – Meets the Chem/Physics requirement based on the Michigan Merit Curriculum

Sci Elective – Meets the Science Elective requirement based on the Michigan Merit Curriculum

ENVIRONMENTAL IMPACTS – D105

CHS, EHS, NHS 9, 10 1.0 Credit

Students will focus on natural and man-made disasters that impact the environment, utilizing relevant case studies. Through the study of environmental science students will understand complex interactions between humans and their environments. Students will seek answers to such questions as: How can we balance our own needs and interests with the health of the

environment? How does the environment influence how and where we can live? How can we use Earth's finite resources sustainably? The lessons students learn today will define our environment tomorrow. Study emphasis will be on relationships that exist between biology, chemistry, earth and physical sciences and the impact humans have on their environment, and the environment on humans.

BIOLOGY – D110

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Biology is a study of the living world. In this course, an introduction to biochemistry and cellular structure/activity leads to learning the essential and core concepts related to such topics as DNA, genetics, heredity, and the diversity of life.

BIOLOGY/LITERATURE – D112

EHS, NHS 9 1.0 Cr Biology & 1.0 ELA

The Biology/Literature Block is a project based, collaborative course based on laboratory investigations and a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. This will include a study of the structures and functions of living organisms and their interactions with the environment. Students will use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical, cultural, and scientific significance. They will explore the structure and function of populations, communities, ecosystems, and the biosphere. Students will write short stories, responses to literature, expository and persuasive compositions, research reports, and technical documents. Students will deliver grade-appropriate oral presentations and access, analyze, and evaluate online information that will touch on various careers, personal needs, and societal issues. This is a 2 hour block course in which students will receive credit for English 9 and Biology.

HONORS BIOLOGY – D115

CHS, EHS, NHS 9 1.0 Credit

Students interested in taking Honors Biology need to complete an Intent to Apply form found in the counseling office and meet certain qualifications for course entrance. Please see your counselor or current science teacher for additional information.

Honors biology provides an opportunity for students who are deeply interested in the life sciences to pursue biological topics in-depth. Course work will be challenging and rigorous and will include content expectations beyond those required for state credit.

CHEMISTRY – D210

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of Biology

This course provides a conceptually based exposure to the fundamental principles and laws of chemistry. Topics include forms of energy, energy transfer and conservation, properties of matter, and changes in matter. Emphasis is placed on comprehension before computation. Upon completion, students should be able to demonstrate a basic understanding of chemistry and how it relates to other fields. This course meets the requirements of the Michigan Merit Curriculum and is recommended for students who do not intend to enter scientific or mathematical fields such as medicine or engineering.

CHEMISTRY – D215

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Algebra 1 completed or concurrent, and successful completion of Biology

This course provides an analytically based exposure to the fundamental principles and laws of chemistry. Topics include forms of energy, energy transfer and conservation, properties of matter, and changes in matter. Mathematical applications will be required. Students should have completed or be concurrently enrolled in Algebra I. This course meets the requirements of the Michigan Merit Curriculum. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue **further study in science, math, medical, and engineering related fields**. May qualify as a 4th-year math-related course if taken after the MMC Science requirement has been fulfilled.

PHYSICS – D220

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of Algebra 1 and Biology strongly recommended

This course provides a conceptual approach to the fundamental principles and laws of physics. Topics include the motion of objects, forces and motion, forms of energy, and energy transformations. Practical experience is used to create a framework for learning physics concepts, and emphasis is placed on comprehension before computation. Upon completion, students should be able to demonstrate a basic understanding of physics and how it relates to other fields. This course meets the requirements of the Michigan Merit Curriculum, and is recommended for students who do not intend to enter scientific or mathematical fields such as medicine, or engineering.

PHYSICS – D225

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Algebra 2 completed or concurrent, and successful completion of Biology strongly recommended

This course provides an analytically based exposure to the fundamental principles and laws of physics, and uses algebra and trigonometry-based models to explore the fundamental concepts that describe the physical world. Topics include the motion of objects, forces and motion, forms of energy, and energy transformations. This course meets the requirements of the Michigan Merit Curriculum. Upon completion, students should be able to demonstrate an understanding of the physics concepts that are foundational **for further study of advanced science, medicine, or engineering.**

May qualify as a 4th-year math-related course if taken after the MMC Science requirement has been fulfilled.

HUMAN ANATOMY & PHYSIOLOGY – D420

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisites: Successful completion of Biology and Chemistry

This course is designed to prepare students for college classes in human or health science and is valuable for those who envision a career in medicine, dentistry, veterinary care, physical therapy, nursing, coaching, research, or teaching. The class emphasizes human form (anatomy) and function (physiology) as students study 13 different human systems. The course concludes with a comprehensive dissection laboratory exercise.

FORENSIC SCIENCE – D510

CHS, EHS, NHS 10, 11, 12 1.0/year .5/sem Credit

Prerequisites: Successful completion of Biology

In this course, students will learn about forensic science, the application of science to law. Major topics of study include fingerprinting, blood spatter evidence collection and analysis, DNA evidence analysis, trace evidence collection and analysis, proper crime scene procedures, and the legal issues involved with evidence collection and storage. This course may be taken 2 semesters, with a different emphasis in each semester for 1.0 credit (CHS and NHS).

ENVIRONMENTAL SCIENCE – D530

CHS, EHS, NHS 11, 12 .5 Credit

Prerequisite: Successful completion of Environmental Impacts or Biology

Students will investigate fundamental environmental issues through scientific inquiry and experience the basics of ecology and sustainable living through labs, activities, current articles from the media, and discussion. Study emphasizes the application of topics from earth science, biology, and chemistry. Students will acquire the insight and knowledge to better understand the complexities of environmental issues.

SCIENTIFIC RESEARCH PROGRAM

The Scientific Research Program is a research-based class where students who are passionate about science have an opportunity to conduct scientific research at a college level. It will give students the opportunity to take a specific issue or question and become an expert on that topic, then actually conduct research in a real world setting with a mentor scientist. It is a 3-year program beginning in 10th grade with Introduction to Scientific Research, then continuing in 11 grade with Scientific Research in Practice, and finally in 12th grade with Independent Scientific Research Study.

INTRODUCTION TO SCIENTIFIC RESEARCH

D551 CHS, EHS 1.0 Credit

Prerequisite: Successful completion of Biology, application and instructor approval

This introduction to research class enables students to perform authentic and original scientific research in an independent manner. This program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. This course encourages students to work with relevant research topics within life sciences, physical sciences, Earth sciences and mathematics. With successful completion of this course additional credit may be earned in the Research in Practice class as well as potential credit in the Independent Research Study.

SCIENTIFIC RESEARCH IN PRACTICE

D552 CHS 1.0/year .5/sem Credit

Prerequisite: Successful completion of Introduction to Research

This research in practice class is a continuation of the student's research topic as well as a continuation of work with their mentor scientist. Students will work on a hypothesis and developing a successful testing method for that hypothesis. During this year the student will conduct research based on their specific topic of study working with their mentor scientist.

INDEPENDENT SCIENTIFIC RESEARCH

STUDY - D553 CHS 1.0 Credit

Prerequisite: Scientific Research in Practice

This independent Research Study course will involve students that have successfully completed their research with their mentor scientist in the previous Research in Practice course. The students will perform statistical analysis on the data that they have collected and complete a publishable ready paper for possible journal submission. These students will get a chance to present their research at a symposium open to local scientists and the public. They may also have the opportunity to enter their research into competitions for high school science research.

AP BIOLOGY – D610

CHS, EHS, NHS 11, 12 2.0 Credit*

Prerequisite: Successful completion of Biology required and Chemistry 215 recommended

This is a challenging college equivalent course and students must be exceptionally motivated and able to perform at a high level. Most enrollees envision a career in biological science or in the human/health sciences. The curriculum is rigorous and demanding and students are expected to commit significant amounts of time to master the breadth of biology topics described by The College Board. The class is offered to help students achieve success on the AP Biology Exam administered in May. Students earning a 4 or 5 on the AP Biology Exam can earn 5-8 semester credits in biological/life science. The course includes all topics covered in a freshman-level college course for biology majors and utilizes a college textbook. Particular points of emphasis include evolution and the role of DNA in living organisms. Twelve comprehensive labs are conducted to serve as a lab class equivalent in a one-semester college biology class. ***This is a two-hour course; one credit will be given a letter grade while the accompanying lab credit will be graded Credit/No Credit.**

AP CHEMISTRY – D620

CHS, EHS, NHS 11, 12 2.0 Credit*

Prerequisite: Algebra 2 completed or concurrent, and successful completion of Chemistry 215 strongly recommended

This is a challenging course that is the college equivalent of first year inorganic chemistry. The class is designed to prepare students for engineering or medical/health careers as well as for Inorganic and Organic Chemistry in college. It is offered to help students find success on the AP Chemistry exam given

by the College Board in May. Students may earn college credit (depending on the college they attend). The course utilizes a college textbook and requires a significant time commitment to accomplish. Laboratory activities are performed both to help prepare students for the AP Exam and to further their knowledge and experience in Chemistry. ***This is a two hour course; one credit will be given a letter grade while the accompanying lab credit will be graded Credit/No Credit.** May qualify as a 4th-year math-related course if taken after the MMC Science requirement has been fulfilled.

AP ENVIRONMENTAL SCIENCE– D630

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Successful completion of Chemistry 215

Equivalent of a one-semester introductory college course in environmental science, this class provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is unique because it is multidisciplinary, drawing its content from geology, biology, earth science, chemistry, meteorology, geography, and social issues. Attendance at fieldwork experiences is mandatory. Students are encouraged to take the AP Environmental Science exam in May.

AP PHYSICS 1 AND 2: Algebra-Based – D640 & D642

NHS 11, 12 1.0 credit each

College Board split AP Physics B into 2 full-year courses, AP Physics 1 and 2. Splitting the AP Physics B course into two separate, full-year courses allows students to achieve in-depth understanding. They will have more time for hands-on explorations of physics content and inquiry labs. The full year also allows time for inclusion of physics content specified by state standards. Northern High School will offer AP Physics 1 for 2014-2015 school year and then add AP Physics 2 for 2015-2016. Central and Eastern High will continue to offer AP Physics C.

AP PHYSICS 1: Algebra-Based – D640

NHS 11, 12 1.0 Credit

Prerequisites: Chemistry, Algebra 2

AP Physics 1: Algebra-based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Students are encouraged to take the AP Physics 1 exam in May for possible college credit.

AP PHYSICS 2: Algebra-Based – D642

NHS 12 1.0 Credit

Prerequisites: AP Physics 1: Algebra-Based

AP Physics 2: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Students are encouraged to take the AP Physics 2 exam in May for possible college credit.

AP PHYSICS C – D645

CHS, EHS

11, 12

1.0 Credit

Prerequisite: AP Calculus completed or concurrent

Physics is a science in which we learn more about the details of natural phenomena through reasoning, experimentation and mathematical analysis. This course prepares students for engineering or other science majors and provides the opportunity to study a college level calculus-based mechanics course in physics. Students should anticipate that the course will involve intense study that will occupy a significant amount of time. The final outcome of the course is student preparation to take the AP Physics C Mechanics test in May. May qualify as a 4th-year math-related course if taken after the MMC Science requirement has been fulfilled.

FHPS STEM ACADEMY

NHS

9, 10, 11, 12

The FHPS STEM Academy is a half-day program designed for the student with a strong interest in the areas of Science, Technology, Engineering, and Mathematics (STEM). Entrance into the Academy is through application only. Students admitted to the STEM Academy will spend half of their day with the general population and spend the other half of the day with their STEM cohort. STEM Academy students will receive exposure and experience to the field of engineering, receive training in computer programming, and receive instruction in math and science through a thematic approach that will form a more direct link between the classroom and contemporary issues. One major facet of the STEM Academy is the Senior Design Project where students will work in teams, along-side professionals from our community, to design and synthesize a tangible product that will address a current societal need. Teams will be tasked with presenting these products back to the sponsoring party. The Academy is a four-year program beginning in the 9th grade. Below is a course map for students enrolled in the Academy:

STEM Academy (Hours 4-6)

| | 1 | 2 | 3 | 4 | 5 | 6 | |
|------------------------|---|---|---|------------------------|------------------------|-------------------------------|----------------|
| 9 th Grade | | | | Intro to Engineering | Geometry thru CAD | Honors Biology | Algebra 2 |
| 10 th Grade | | | | Computer Programming 1 | Chemistry 215 | Pre-Calculus | |
| 11 th Grade | | | | Engineering Systems | Computer Programming 2 | AP Physics 1 or C (Mechanics) | AP Calculus BC |
| 12 th Grade | | | | Senior Design Workshop | | | |

SOCIAL STUDIES DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|-------------------------------------|---|------|-----------------|----------------|-------------------------|--|
| C100 | Civics | .50 | 9 | CH, EH, NH | Civics | |
| C110 | Economics | .50 | 9 | CH, EH, NH | Economics | |
| C101/C111 | Civics & Economics for Spanish Immersion Program | 1.00 | 9 | NH | Civics & Economics | Successful completion of 8 th grade Spanish Immersion Program or teacher permission |
| C210 | U.S. History | 1.00 | 10 | CH, EH, NH | US Hist/Geog | |
| C211 | US History for Spanish Immersion Program | 1.00 | 10 | NH | US Hist/Geog | Successful completion of 9 th grade Spanish Immersion Program |
| C212 | US History/English 10 Block | 2.00 | 10 | CH, EH | US Hist/ELA | |
| C310 | World History | 1.00 | 11, 12 | CH, EH, NH | Wld Hist/Geog | |
| C311 | World History for Spanish Immersion | 1.00 | 9, 10, 11, 12 | NH | Wld Hist/Geog | Spanish Immersion Program or teacher permission |
| C312 | World Hist/English 11 Block | 2.00 | 11 | CH, EH | Wld Hist/ELA | |
| C660 | AP Macroeconomics | .50 | 11, 12 | EH, NH | Senior Math & Economics | |
| C610 | AP U.S. History | 1.00 | 10, 11, 12 | CH, EH, NH | US Hist/Geog | |
| C620 | AP U.S. Gov't & Politics | .50 | 11, 12 | CH, EH, NH | Civics | |
| C640 | AP U.S. Gov't & Politics/ AP Comparative Gov't & Politics | 1.00 | 11, 12 | NH | Civics | |
| C630 | AP World History | 1.00 | 11, 12 | CH, EH, NH | Wld Hist/Geog | US History |
| ADDITIONAL SOCIAL STUDIES ELECTIVES | | | | | | |
| C420 | Honors International Relations/ Model UN | .50 | 9, 10, 11, 12 | CH, EH, NH | | Teacher recommendation and department head approval |
| C510 | Social Psychology | .50 | 9, 10, 11, 12 | CH | | |
| C514 | Psychology | .50 | 11, 12 | CH, EH, NH | | |
| C515 | Advanced Psychology | .50 | 11, 12 | CH, NH | | Successful completion of Psychology |
| C518 | Sociology | .50 | 11, 12 | CH, EH, NH | | |
| C520 | History of Thought | .50 | 11, 12 | CH, EH, NH | | |
| C532 | History V. Hollywood | .50 | 11, 12 | CH, EH, NH | | Successful completion of U.S. History |
| C534 | Comparative World Religions | .50 | 11, 12 | CH, EH, NH | | |
| C614 | AP Psychology | .50 | 11, 12 | EH, NH | | |
| C665 | AP Microeconomics | .50 | 11, 12 | EH, NH | Senior Math | |

Civics – Meets the Civics Requirement based on the Michigan Merit Curriculum

Economics – Meets the Economics Requirement based on the Michigan Merit Curriculum

US Hist/Geog – Meets the US History/Geography Requirement based on the Michigan Merit Curriculum

Wld Hist/Geog – Meets the World History/Geography Requirement based on the Michigan Merit Curriculum

CIVICS – C100

CHS, EHS, NHS 9 .5 Credit

This semester course has three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions. The knowledge component focuses on questions that should engage every thoughtful citizen. In the intellectual/participatory component, students learn how, when, and where to apply civic knowledge in their role as citizens. The civic disposition component reflects the core democratic values and civic principles essential to the preservation and improvement of American constitutional democracy.

ECONOMICS – C110

CHS, EHS, NHS 9 .5 Credit

In this semester course, students analyze and study economic concepts and principles in three contextual areas: individual and household, business, and government/public. In addition, students focus on four content areas: the market economy (microeconomics), the national economy (macroeconomics), the international economy, and personal finance. Through understanding economics, students will attain the “economic literacy” vital in today’s world economy.

CIVICS/ECONOMICS FOR SPANISH IMMERSION PROGRAM – C101/CivicsC111/Econ

NHS 9 1.0 Credit

Prerequisite: Successful completion of 8th grade Spanish Immersion Program or teacher permission

This course, taught entirely in Spanish, will continue to perfect speaking, listening, writing, and comprehension skills for students who have participated in the Spanish Immersion Program. It will cover the same High School Content Expectations as the regular Civics/Economics courses (see descriptions above), however students also will focus on the economics, geography, culture, and governmental functions of a variety of Spanish-speaking countries.

U.S. HISTORY – C210

CHS, EHS, NHS 10 1.0 Credit

This comprehensive yearlong study of United States history, with special emphasis on the 20th century, will stress political, economic, social, diplomatic, and cultural developments during the last 100 years. Students will be required to read several historical works and to become acquainted with historical research techniques and basic historical writing.

US HISTORY FOR SPANISH IMMERSION**PROGRAM – C211 NHS 10 1.0 Credit****Prerequisite: Successful completion of 9th grade Spanish Immersion Program**

This course is taught entirely in Spanish and is intended for students who have participated in the Spanish Immersion Program. It will cover the same High School Course Content Expectations as the regular US History course (see description above).

U.S. HISTORY/ENGLISH 10 BLOCK – C212

CHS, EHS 10 1.0 Cr US Hist & 1.0 Cr ELA

This exciting 2-hour block class brings together American History and American Literature in a cooperative atmosphere that enhances the experience for all students. Thematic units on the Industrial Revolution, Progressive Era, WWI, Roaring 20's and the Great Depression, WWII, the Cold War and American Hegemony are taught through reading, writing, discussion, hands on activities, cinema, simulations and thematic projects. By bringing both American history and American Literature together for two consecutive hours powerful connections between the two can be made and the educational experience is greatly enhanced. Students successfully completing this course will receive 1.0 social studies credit and 1.0 English credit.

WORLD HISTORY - C310

CHS, EHS, NHS 11, 12 1.0 Credit

This yearlong course takes a global and comparative approach to studying the world and its past to develop greater understanding of the development of worldwide events, processes, and interactions among the world's people, cultures, societies, and environment. The course engages students in cross-temporal and cross-regional studies; within historical eras, students work at three interconnected spatial scales: the global, interregional, and regional. Five historical eras are covered: 1) Hemispheric Interactions (300 to 1500 C.E.); 2) Emergence of the 1st Global Age (15th to 18th centuries); 3) Global Revolutions (18th century to 1914); 4) Global Crisis & Achievement (1900-1945); and 5) The Cold War & Its Aftermath (20th century since 1945).

WORLD HISTORY FOR**SPANISH IMMERSION PROGRAM – C311**

NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of eighth grade Spanish Immersion Program or teacher permission

This course, taught entirely in Spanish, will continue to perfect speaking, listening, writing and comprehension skills for students who have participated in the Spanish Immersion Program. It will cover the same High School Content Expectations as the regular World History courses (see descriptions above), however students also will focus on the economics, geography, culture, and governmental functions of a variety of Spanish-speaking countries.

WORLD HISTORY/ENGLISH 11 BLOCK – C312

CHS, EHS 11 1.0 Cr Wld Hist & 1.0 Cr ELA

The World History and World Literature (English 11) block provides students with challenges to their thinking and the opportunity to actively learn and study the common themes of these two complementary courses. Thematic units will revolve around historical eras such as Age of Empires, The Renaissance, The Age of Exploration, Revolution, World Wars, and the 21st century. Historical units are greatly enhanced by the application and analysis of authors, novels, poetry, and essays found in corresponding and complementary World Literature. Students will engage in critical reading and writing, simulations, cinema analysis, and project based learning as they examine both World History and World Literature from varying cultural perspectives. This is a two-credit course scheduled for two consecutive hours: Social Studies 1.0 credit, English 1.0 credit.

AP MACROECONOMICS – C660

EHS, NHS 11, 12 .5 Credit

The purpose of this college level course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students are encouraged to take the AP Test in May to potentially earn college credit.

AP U.S. HISTORY – C610

CHS, EHS, NHS 10, 11, 12 1.0 Credit

This course is a comprehensive, accelerated, college level survey course encompassing North American and United States history and geography from the colonial era to the present. It is designed for students who have a serious interest in history and who have excellent language arts skills, as extensive content area reading and writing are required. Students enrolled in this course are encouraged to take the AP U.S. History examination, which is offered in May. A research project will also be assigned during the final marking period.

AP UNITED STATES GOVERNMENT AND POLITICS – C620

CHS, EHS, NHS 11, 12 .5 Credit

(This is a 2nd semester course)

This intense and demanding course studies the structures and functions of the American political and national governmental systems. The text is a detailed and extensive 23 chapter college-level book; exceptional reading and writing skills are a must. Additional readings will include journal, newspaper, and magazine articles. Students will average a multiple-choice test and one graded essay assignment a week related to chapter topics. Testing in the course will model the form and style of the actual Advanced Placement exam. A number of political videos and other political television programming will be used. Students in the course are encouraged to take the AP U.S. Government exam in May. This course may be taken in sequence with AP Comparative Government and Politics.

AP UNITED STATES GOVERNMENT AND POLITICS/AP COMPARATIVE GOVERNMENT AND POLITICS – C640

NHS 11, 12 1.0 Credit

(This is a year-long, evening course)

This course is an integrated combination of AP United States Government/Politics and AP Comparative Government/Politics. Along with AP US Government and Politics (see description above), AP Comparative Government and Politics examines the world's diverse political structures and practices. AP Comparative Government and Politics encompasses the study both of specific countries and of general concepts used to interpret the key political relationships found in all national polities. Exceptional reading and writing skills are a must. Testing in the course will model the form and rigor of the actual Advanced Placement exams.

AP WORLD HISTORY – C630

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: U.S. History

This yearlong course develops greater understanding of the evolution of global processes and contacts in different types of human societies. The course has as its chronological frame the period from approximately 8000 B.C.E. to the present, with the period 8000B.C.E. to 600 C.E. serving as the foundation for the balance of the course. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. It is equivalent to an introductory college course in world history and students are eligible to take the AP World History exam in May, which presumes at least one year of college-level preparation.

ADDITIONAL SOCIAL STUDIES ELECTIVES

HONORS INTERNATIONAL RELATIONS/ MODEL UN – C420

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

Prerequisite: Teacher recommendation and department head approval

(This is a 1st semester course and may be scheduled as an evening class for some buildings.)

Students will learn the basic rules of parliamentary procedure. The structures and functions of United Nations Committees and agencies, how to conduct international policy research, how to write position papers and U.N. resolutions, how to formulate and present reasoned arguments in extemporaneous oral debate, and participate in a number of other engaging activities. Students are expected to compete at one of two Model United Nations conferences held off-site during the semester at their own expense. Students may take the course four times, once in each grade level, for grade and credit.

SOCIAL PSYCHOLOGY – C510

CHS 9, 10, 11, 12 .5 Credit

This course is designed to help prepare students for adult life. Students will learn how to cope more effectively with feelings about themselves and others, establish satisfying relationships, and make decisions about personal values that affect their lives. Personal awareness and self-concept, changing roles, building relationships, dating, mate selection, marriage customs/laws, and marital adjustments will be studied. Social issues such as abuse/neglect, eating disorders, suicide, teen pregnancy, and substance abuse are also addressed.

PSYCHOLOGY – C514

CHS, EHS, NHS 11, 12 .5 Credit

This introductory course encompasses topics such as conditioning, learning, personality theory and development, abnormal behavior, personality assessment, stress, frustration, treatment of personality disorders, authority, and obedience. Critical thinking, role-playing, and large and small group discussion are activities required in this course.

ADVANCED PSYCHOLOGY – C515

CHS, NHS 11, 12 .5 Credit

Prerequisite: Successful completion of Psychology

The emphasis of the course is on topics of social psychology, such as: social behavior, individuality and conformity, domestic violence, racism, crime and punishment. The course will expose students to readings and discussion of theorists in the field.

SOCIOLOGY – C518

CHS, EHS, NHS 11, 12 .5 Credit

This is an introductory survey course that examines the principles of sociology and the methodology of the sociologist. The course will examine groups, the group process, and institutions and how they operate. Current controversial social issues may be discussed, such as substance abuse, crime, and death and dying. Critical thinking, role-playing, and group discussion are activities required in the course.

HISTORY OF THOUGHT – C520

CHS, EHS, NHS 11, 12 .5 Credit

This course seeks not only to acquaint students with the basics of Western thought, but also seeks the outcome of the application of those basics to personal experience. Through lectures, readings, movies, discussion, and essays, students will explore the answers philosophers have given to the foundational questions inherited from the Greeks, as well as examine, develop, and refine their own philosophy of life.

HISTORY V. HOLLYWOOD – C532

CHS, EHS, NHS 11, 12 .5 Credit

Prerequisite: Successful completion of U.S. History.

Students will examine the critical study of film versus historical accuracy. Formal, economic, social, and historical aspects of films and reception in the U.S. will also be studied. This course will develop an understanding of relationships between cinema and American culture and involves close textual analysis of historically important and/or exemplary films.

COMPARATIVE WORLD RELIGIONS – C534

CHS, EHS, NHS 11, 12 .5 Credit

This is a survey course of the world's primary eastern and western religions. Religion is a significant force behind national and international culture, behavior, and politics. This course starts by defining religion and searching its origins. The western religions of Judaism, Christianity, and Islam are explored in their origins, features, doctrine and significance. Next the eastern religions of Hinduism, Buddhism, Taoism, Confucianism, and Shinto are examined. Several speakers and a field trip will be incorporated in the curriculum. *This course is being offered following the guidelines of the Interfaith Dialogue Association, which is composed of a world recognized ecumenical group of religious leaders. These guidelines focus on facts – not advocating for or indoctrinating about a particular religion.*

AP PSYCHOLOGY – C614

EHS, NHS 11, 12 .5 Credit

Prerequisite: Advanced Psychology recommended

The primary purpose of this introductory college-level course is to prepare students for the AP Psychology exam offered in May. Students will learn methods, approaches, and history of psychology; biological bases of behavior; sensation and perceptions; learning, cognition; developmental psychology, testing and individual differences; and treatment of psychological disorders.

AP MICROECONOMICS – C665

EHS, NHS 11, 12 .5 Credit

The purpose of this college level course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students are encouraged to take the AP test in May to potentially earn college credit.

WORLD LANGUAGE DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|---------------------------|--------------------------|------|-----------------|----------------|----------------|--|
| F110 | French 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | |
| F210 | French 2 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | Successful completion of French 1 |
| F310 | French 3 | 1.00 | 10, 11, 12 | CH, EH, NH | | Successful completion of French 2 |
| F410 | French 4 | 1.00 | 11, 12 | CH, EH, | | Successful completion of French 3 |
| F610 | AP French | 1.00 | 11, 12 | CH, EH, NH | | Successful completion of French 4 or equivalent |
| F120 | Spanish 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | |
| F220 | Spanish 2 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | Successful completion of Spanish 1 |
| F320 | Spanish 3 | 1.00 | 10, 11, 12 | CH, EH, NH | | Successful completion of Spanish 2 |
| F420 | Spanish 4 | 1.00 | 11, 12 | CH, EH, NH | | Successful completion of Spanish 3 |
| F620 | AP Spanish | 1.00 | 11, 12 | CH, EH, NH | | Successful completion of Spanish 4 or equivalent |
| F130 | American Sign Language 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | |
| F230 | American Sign Language 2 | 1.00 | 10, 11, 12 | CH, EH, NH | World Lang | Successful completion of ASL 1 |
| F330 | American Sign Language 3 | 1.00 | 11, 12 | CH, EH, NH | World Lang | Successful completion of ASL 2 |
| F430 | American Sign Language 4 | 1.00 | 12 | NH | World Lang | Successful completion of ASL 3 |
| F140 | Chinese 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | |
| F240 | Chinese 2 | 1.00 | 10, 11, 12 | CH, EH, NH | World Lang | Successful completion of Chinese 1 |
| F340 | Chinese 3 | 1.00 | 11, 12 | CH, EH, NH | | Successful completion of Chinese 2 |
| F440 | Chinese 4 | 1.00 | 11, 12 | CH, EH, NH | | Successful completion of Chinese 3 |
| Spanish Immersion Courses | | | | | | |
| F221 | Spanish Immersion 9 | 1.00 | 9 | NH | | Spanish Immersion Program |
| F321 | Spanish Immersion 10 | 1.00 | 10 | NH | | Spanish Immersion Program |
| F421 | Spanish Immersion 11 | 1.00 | 11 | NH | | Spanish Immersion Program |
| F521 | Spanish Immersion 12 | 1.00 | 12 | NH | | Spanish Immersion Program |

World Language – Meets the World Language Requirement based on the Michigan Merit Curriculum, beginning with the class of 2016

FRENCH 1 – F110

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit
During the first year of French, students will experience the cultures of French-speaking peoples around the world through vocabulary units using cultural backgrounds. Students will develop skills in listening, speaking, reading, and writing, as well as common vocabulary and grammar patterns. The *Bien Dit* series that we use offers many varied opportunities for students to practice all aspects of language acquisition through audio, video, CD, text, and workbook components. This class is very important in forming a strong base for future study in the language.

FRENCH 2 – F210

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of French 1

This course is a continuation of French I. Using the series *Bien Dit*, students will continue to develop the skills of listening, reading, and writing begun in the first year. Knowledge of the Francophone world will be expanded as well as the students' vocabulary base and cultural awareness. Students will continue to practice language acquisition through audio, video, CD, text, and workbook components. They will also be expected to do some journal writing as well as use the target language in the classroom.

FRENCH 3 – F310

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of French 2

This course also uses the series *Bien Dit* and continues the traditions started in the first two years. A goal of this course is to switch to the teacher and students using mostly French in the classroom setting. Along with the continued expansion of all the skills from the first two years, the French book *Le Petit Prince* will be studied.

FRENCH 4 – F410

CHS, EHS 11, 12 1.0 Credit

Prerequisite: Successful completion of French 3

French 4 continues to perfect speaking, comprehension, reading, and writing skills with a survey of French history and literature as the main focus. The course is conducted in French. Grammar and vocabulary review is also stressed.

AP FRENCH – F610

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Successful completion of French 4 or equivalent

This class is geared toward the serious student who loves French and wants to continue its study at the university level. Using the series *Interaction*, students will study many aspects of modern life in the Francophone world. They will continue to practice reading, speaking, listening, and writing as well as do some class presentations. This class will be conducted entirely in French. Students will also prepare for the AP test and may choose to take this exam at the end of the year.

SPANISH 1 – F120

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

During the first year of Spanish, students will experience the cultures of Spanish-speaking people both abroad and in the US. Students will develop skills in listening, speaking, reading and writing, as well as study common vocabulary and grammar patterns. The *Realidades* series that we use offers many varied opportunities for students to practice all aspects of language acquisition through audio, video, CD, text and workbook components. This class is very important in forming a strong base for future study in the language.

SPANISH 2 – F220

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of Spanish 1

Spanish II students will further develop skills acquired in Spanish I. They will increase their knowledge of vocabulary and grammar, as well as of culture and geography using the *Realidades* textbook series.

SPANISH 3 – F320

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of Spanish 2

Students enrolled in this course will be expected to do most course work in the Spanish language. In order to foment the study of culture, geography and civilization, there will be various learning opportunities that are project-based. Students will demonstrate accumulated reading strategies by reading a novel in the target language.

SPANISH 4 – F420

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Successful completion of Spanish 3

Fourth year of Spanish provides the opportunity for students to concentrate on perfecting skills introduced in the first three years of Spanish; namely speaking, listening, reading and writing. Grammar is intensively reviewed and students will continue to show mastery of these concepts in both their speaking and writing. As they explore the vast world of Hispanic culture and literature, students will learn and apply vocabulary and key expressions relating to literary criticism as well as "essay writing". Students will demonstrate mastery through written, oral and aural tests, presentations, conversation groups, as well as journal and essay writing.

AP SPANISH – F620

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Successful completion of Spanish 4 or the equivalent.

Students will concentrate on creating precise, advanced essays and other writings. Students will produce authentic, fluid dialogues, and oral essays. Student also will use various authentic reading materials to strengthen their reading comprehension.

AMERICAN SIGN LANGUAGE 1 – F130

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

This course introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, finger spelling, and grammatical non-manual signals. It focuses on communicative competence and develops gestural skills as a foundation for ASL enhancement. ASL introduces cultural knowledge and increases understanding of the Deaf Community. Students will leave with an understanding of basic sentences as well. This course is intended for all students.

AMERICAN SIGN LANGUAGE 2 – F230

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Pre-requisite: Successful completion of ASL 1

This course is a continuation of basic aspects of American Sign Language (ASL) 1 – vocabulary, structure, syntax, and grammar will continue to be expanded. Students will have a further understanding and practice with fingerspelling, numbers, facial grammar and sentence structure. Students will spend time in expressive and receptive language interactions. Cultural topics will be shared to increase understanding of the language and Deaf Community.

AMERICAN SIGN LANGUAGE 3 – F330

CHS, EHS, NHS 11, 12 1.0 Credit

Pre-requisite: Successful completion of ASL 2

This course builds on skills learned in American Sign Language (ASL) 2, adding more complex ASL grammatical features and vocabulary. Students will also learn more short stories, narratives, and dialogues. The course will include further description of general surroundings, appropriate sequencing, temporal aspects and conditionals. Information about the Deaf Community and Deaf Culture will be included.

AMERICAN SIGN LANGUAGE 4 – F430

NHS 12 1.0 Credit

Pre-requisite: Successful completion of ASL 3

This course applies knowledge of American Sign Language (ASL) grammar and vocabulary from levels 1, 2 and 3. Students will expand their knowledge of vocabulary and grammar through describing settings, step-by-step processes, cause and effect, and culturally significant topics relating to the Deaf community. Students will also develop their use of character role shifting from use of 2-3 character roles to multiple characters and discussion of hypothetical issues. Emphasis is also placed on greater fluency in idiomatic language. Linguistics competence is enhanced through interactive discourse with native language users. Students should be allowed to attend and create events in the community during the school day as part of the class.

CHINESE 1 – F140

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

This course introduces students to Mandarin Chinese language and culture. Students will utilize an e-textbook as one of the learning tools.

CHINESE 2 – F240

CHS, EHS, NHS 10, 11, 12 1.0 Credit

Prerequisite: Successful completion of Chinese 1

Students will further develop skills acquired in Chinese 1. Language and culture will continue to be emphasized as students learn more sophisticated language structures for speaking, listening, writing, and comprehension.

CHINESE 3 – F340

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Successful completion of Chinese 2

Students will continue where Chinese 2 left off with a continued emphasis on speaking, reading, writing, and culture lessons. Students will learn increasingly sophisticated structures and become more adept at handling themselves in varied situations using Chinese entirely.

CHINESE 4 – F440

CHS, EHS, NHS 11, 12 1.0 Credit

Prerequisite: Successful completion of Chinese 3

Chinese 4 provides students the opportunity to perfect speaking, comprehension, reading, and writing. Students will be further immersed in both the Chinese language and culture.

SPANISH IMMERSION PROGRAM

Ada Vista, Northern Trails, Northern Hills Middle, Northern High

The Forest Hills Spanish Immersion Program began twelve years ago through the combined efforts of a committed group of staff, students, and parents who believed in the importance of early acquisition of a second language. Originally housed at Ada Elementary School, the program grew from one section of students, who are now entering eleventh grade at NHS, to over 650 students. The K-4 Spanish Immersion Program was moved to its own facility, Ada Vista Elementary School, in 2002. Northern Trails 5/6, Northern Hills Middle School, and Northern High School were selected as the sites to host the Spanish Immersion Program in the higher grade levels.

Students who participate in the Spanish Immersion Program are taught primarily in Spanish through second grade. While they cover the same curriculum content as their peers in all the other schools in Forest Hills, they learn, speak, and write in Spanish. In third grade, some classroom instruction begins to occur in English, to ensure students can also read, write, and speak correctly in both Spanish and English. In 5th and 6th grade, students are taught in Spanish for core classes, while elective classes are taught in English. By middle school, students are scoring at a fluency and comprehension level comparable to college graduates who have majored in Spanish. They participate in two classes, taught entirely in Spanish, each day, and join their classmates at Northern Hills Middle for other classes for the remainder of their schedule. The high school component of the Spanish Immersion program also will offer students the opportunity to take two classes each year taught entirely in Spanish, along with Advanced Placement and dual-enrollment opportunities.

SPANISH IMMERSION ENDORSEMENT ON TRANSCRIPT

Students graduating from Northern High School will have a Spanish Immersion endorsement on their transcript and diploma if they have been enrolled in a Spanish Immersion program since kindergarten, or by the second semester of their first grade year. Exceptions to this guideline will be evaluated and determined by the Northern High School principal.

SPANISH IMMERSION LANGUAGE COURSES

Prerequisites for all Spanish Immersion courses:
Successful completion of eighth grade Spanish Immersion Program or teacher permission

Students will increase their proficiency with interpersonal listening and speaking, interpretive reading, and writing, and presentational writing with a focus on accurate grammatical structures and paragraph length(s) for writing and discourse according to the National Standards for Foreign Language learning. Students will be exploring various disciplines and cultures to promote language study for living and working in a Spanish speaking country or using the target language here in the States in their chosen careers. Immersion classes are leveled for steadily increasing proficiency or language use and need to be taken in sequence for full 1.0 credit for optimum language learning. Skipping years or semesters in the sequence is highly discouraged.

SPANISH IMMERSION 9 – F221

| | | |
|-----|---|------------|
| NHS | 9 | 1.0 Credit |
|-----|---|------------|

Discovery of Spanish language and cultures globally

SPANISH IMMERSION 10 – F321

| | | |
|-----|----|------------|
| NHS | 10 | 1.0 Credit |
|-----|----|------------|

European Focus for language and cultures

SPANISH IMMERSION 11 – F421

| | | |
|-----|----|------------|
| NHS | 11 | 1.0 Credit |
|-----|----|------------|

Central America Focus for language and cultures

SPANISH IMMERSION 12 – F521

| | | |
|-----|----|------------|
| NHS | 12 | 1.0 Credit |
|-----|----|------------|

Inclusive of Other Spanish speaking language and cultures in the US

SPECIAL EDUCATION DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | PREREQUISITE |
|----------|------------------------|------|-----------------|----------------|---|
| N900 | Academic Strategies | 1.00 | 9, 10, 11, 12 | CH, EH, NH | Current Individualized Education Plan (I.E.P) |
| B910 | Reading Strategies | 1.00 | 9, 10, 11, 12 | CH, EH, NH | Current Individualized Education Plan (I.E.P) |
| V330 | Kent Transition Center | 3.00 | 11, 12 | CH, EH, NH | Current Individualized Education Plan (I.E.P) |

The prerequisite for all classes is teacher recommendation and current Individualized Education Program (I.E.P.).

RESOURCE ROOM AND TEACHER CONSULTANT SERVICES

Resource room and teacher consultant services enhance rather than replace the regular education curriculum. The resource program is not divided by disabilities and accommodates all students. Students are expected to meet the Michigan Merit Curriculum expectations in order to receive a diploma. (See page 7)

ALTERNATE CURRICULUM

The major determining factor for placement in these classes is based on the degree the disability affects the students' ability to succeed in regular education settings. Typically all students are mainstreamed wherever they can be successful. If students need more support they may be placed in classes, which replace many regular education classes. It is possible for a student to take all of his/her classes in a special education setting, but he/she may not be eligible for a diploma. (See page 7)

ACADEMIC STRATEGIES - N900

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Current Individualized Education Plan (I.E.P)

This course is designed to assist students in improving academic performance and meeting IEP goals and objectives. Focus areas include: work completion, time management, organization, grade improvement, extended time for test completion, and academic support in the core curriculum. Students will be evaluated through progress on grades in PowerSchool. Students will be graded CR or NC for this course based upon assignment completion in all classes and student handbook attendance guidelines.

READING STRATEGIES - B910

CHS, EHS, NHS 9, 10, 11, 12 1.0 Credit

Prerequisite: Current Individualized Education Plan (I.E.P)

Student learning will focus on English Language Arts skills. Students will read a variety of reading genres including but not limited to narrative, expository, and informational text. Students will focus on and use a variety of reading comprehension strategies to aide in

their understanding of various genres. Students will also focus on understanding and learning vocabulary using word part meanings as well as decoding unknown words using prefixes, roots, and suffixes. Students will also improve their writing skills by learning how to write coherent paragraphs and essays using organizers to record their prewriting thinking as well as developing thesis statements, topic sentences, and detail sentences. Many topics will be aligned to the Common Core Curriculum.

KENT TRANSITION CENTER (KTC) – V330

CHS, EHS, NHS 11, 12 3.0 Credits

Prerequisite: Current Individualized Education Plan (I.E.P)

Kent Transition Center (KTC) offers adaptive vocational and career services for special education students. The following career clusters are available: Agriscience, Building Maintenance, Construction, Hospitality, Manufacturing, Nurse Aide, Retail, and Transportation.

SPECIAL OPPORTUNITIES

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | MEETS MMC REQS | PREREQUISITE |
|----------|--|------------------|-----------------|----------------|--------------------------|---|
| N100 | Tools for Success | .50 | 9, 10, 11, 12 | CH, EH, NH | | Counselor/Teacher approval |
| N430 | Teacher Cadet | .50/sm 1.0/yr | 11, 12 | CH, EH, NH | | EDP with career-goal of teaching |
| N460 | Peer-to-Peer | .50 | 9, 10, 11, 12 | EH | | |
| N435 | Educational Experience Opportunity | .50/sm 1.0/yr | 11, 12 | NH | | EDP with career-goal of teaching |
| N450 | Senior Projects | .50 | 12 | EH, NH | | |
| N700 | Independent Study | .50 | 12 | CH, EH, NH | | Pre-approval by principal, counselor, appropriate teacher, and parent |
| N200 | On-Line Courses, including Michigan Virtual School | .50 | 9, 10, 11, 12 | CH, EH, NH | | Written approval from counselor and principal |
| N299-300 | Dual Enrollment Courses | | 9, 10, 11, 12 | CH, EH, NH | | |
| V310 | Work Experience | .50 | 11, 12 | CH, EH, NH | | |
| V410 | Cooperative Education | 1.00 | 11, 12 | CH, EH, NH | | |
| V340 | Kent Career Technical Center | 3.00 | 11, 12 | CH, EH, NH | | |
| R100 | Kent Innovations High | 4.00 | 9, 10 | CH, EH, NH | ELA, Math, Sci, Soc Stdy | |

TOOLS FOR SUCCESS – N100

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

Prerequisite: Counselor or teacher approval

This class will offer students an opportunity to develop the organizational skills that are important to academic success. Students will be shown tools and strategies that will enable them to increase their work completion rate, meet assignment deadlines, and become more proactive in the school setting.

TEACHER CADET – N430

CHS, EHS, NHS 11, 12 .5/sem Credit

Prerequisite: Students must have an EDP indicating a specific interest in teaching

This course will provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers in education. Students may need to find their own placement for Teacher Cadet. This course may be taken 2 semesters for 1.0 credit.

PEER-TO-PEER –

EHS 9, 10, 11, 12 .5/sem Credit

The Peer-to-Peer Program represents a model of 21st Century instructional design that incorporates applied (experiential) learning in a non-traditional manner. The Peer-to-Peer course incorporates a strategy for providing ongoing support and modeling from one non-disabled pupil to a pupil with an Individualized Education Program (IEP). It encompasses both the academic and social domains. Benefits are derived by both pupils.

EDUCATIONAL EXPERIENCE

OPPORTUNITY – N435

NHS 11, 12 .5/sem Credit

Prerequisite: Students must have an EDP indicating a specific interest in teaching

This class would be for students interested in working as a special education educator. Students would be placed in our adaptive education courses (physical education, computers, art, culinary arts) and would work cooperatively with the teacher of the course with our special education students. This course is a semester-long course.

SENIOR PROJECTS – N450

EHS, NHS 12 .5 Credit

Seniors Projects is a class designated for seniors in order to develop a project outside the scope of offered courses or for career exploration. Students will work independently and determine their own projects. Weekly coursework is required online, as well as a final portfolio, research paper, and presentation. Students are required to complete 10 hours of job shadowing, internship, and/or interviews with experts in the field of choice. This course occurs over one semester.

INDEPENDENT STUDY – N700

CHS, EHS, NHS 12 .5 Credit/sem

Prerequisite: Pre-approval by principal, counselor, appropriate teacher, and parent

Independent study is for the self-motivated student who has the ability to work without a great deal of direction in a course of study outside the formal curriculum. This experience is under the direct supervision of one teacher who is willing to work with a student in an area specifically suited to the student's needs and interests. The student must attend class with the teacher during the hour scheduled on a daily basis. A student wishing to pursue an independent study must have a written proposal signed by the principal, counselor, and appropriate teacher. The student is responsible for writing the independent study proposal and finding a teacher willing to supervise the student. All Independent Studies will be graded Credit/No Credit. No letter grades will be issued.

ONLINE COURSES, including Michigan Virtual School – N200

CHS, EHS, NHS 9, 10, 11, 12 .5 Credit

Prerequisite: Prior written approval from counselor and principal

The *Michigan Virtual School (MVS)* is an accredited school that provides online courses taught by certified teachers. It is funded by the Michigan Legislature and operated by the *Michigan Virtual University® (MVU)*, a private, not-for-profit Michigan corporation. MVS works in cooperation with individual school districts to grant course credit. High school students can take a variety of online courses through MVS and learn any place there is a computer and Internet connection. These online courses help prepare students for a lifetime of integrating technology into their workplace and daily lives. To view classes offered or for more information, visit the website at www.mivhs.org.

Students may be required to pay the cost of the MIVHS course depending on course offering and the student's schedule. Grades are issued by the online course instructor and are accepted by Forest Hills Public Schools. Letter grades and .5 credits per semester will be issued for each MIVHS course. Percentage grades will be translated to a letter grade using the FHPS Common Grading Scale. All grades issued by any on-line school, including Michigan Virtual School Are final and will not be adjusted by FHPS.

Students interested in taking online courses through other sources **must** demonstrate that the coursework is aligned with the Michigan Merit Curriculum and related High School Content Expectations. Students must complete the on-line application and agree to the rules and practices included in that application.

Students wishing to enroll in on line courses outside the school environment should see their counselor to make sure that upon completion, the course can be included on the Forest Hills transcript.

ELIGIBLE DUAL ENROLLMENT COURSES –

N299/300 CHS, EHS, NHS 9,10,11, 12

Students who meet certain eligibility requirements may be permitted to take approved college courses, with the school district paying part of the expenses. Students and parents should consider carefully, with the help of a counselor, the benefits and risks of early college enrollment.

The District will pay a portion of the student's tuition based on a formula determined by the State. Families are responsible for paying the differences in cost between the amount allotted by the State and the tuition of the institution. Books, transportation, parking costs, and most activity fees are not eligible charges under the law.

More information is available through the counseling offices.

WORK EXPERIENCE – V310

CHS, EHS, NHS 11, 12 .5/sem Credit

See page 20 in the Business Department for course description.

COOPERATIVE EDUCATION (CO-OP) – V410

CHS, EHS, NHS 11, 12 1.0 Credits/sem

See page 20 in the Business Department for course description.

KENT INNOVATIONS HIGH SCHOOL – R100

CHS, EHS, NHS 9, 10, 11

3.0 Credits

Kent Innovation High (KIH), located at 1655 East Beltline NE, is a project-based learning environment with a focus on technology. Students work in collaborative groups to solve real life problems, often with the involvement of community partners. A critical part of the KIH culture is student engagement and interaction. Students attend Kent Innovation High for core classes and then return to Forest Hills for their electives. Students attending KIH still participate in extra-curricular activities in Forest Hills. Kent Innovation High enrolls 100 students in each grade level, 9-12, from across Kent County. Generally, students enter KIH beginning 9th grade and remain through their Senior year.

The student we feel will most benefit from such an environment will display the following attributes:

- The bright student who is just turned off
- Students who want more challenge, not more work
- The student who usually asks “why”?
- Students who are inquisitive, inclusive, and collaborative, they would work well in a team
- Students who have a hard time sitting still in a traditional class
- Students who demonstrate their knowledge by showing what they know, not reciting it on a traditional assessment
- Kinesthetic learners
- Students who are open-minded and willing to try new things

Students interested in attending Kent Innovation High should contact their counselor. KIH will arrange a family visit and a half-day shadow for students to experience the learning environment. For additional information, you may contact Cindy Urban, district liaison for students attending KIH at 493-8831 or Tracy Olsen at Kent Innovation High, 363-8010.

KENT ISD Health Career Internship Program

CHS, EHS, NHS 11,12

.5 Credit/Semester

An internship through Kent ISD allows high school juniors and seniors to explore a wide variety of health careers by observing health professionals while they work. Through observation, the students gain knowledge of health care fields and an understanding of the wide range of skills needed to work in health care.

Placement opportunities include Mercy Health - Saint Mary's Campus, Spectrum Health, Pennock Health Care, private office and freestanding clinic settings. Rehabilitation, long term care, dental and orthodontic placements are also included within internship opportunities.

Students may apply for either the Fall session or the Winter/Spring session which will coincide with high school semesters or trimesters. The internship is typically two afternoons per week for 2- 1/2 to 3 hours per afternoon. Weekend and evening placements may be available upon request.

For program information and application requirements, go to: www.careerready.kentisd.org
Click on “Students”

The Fall application deadline is May 1, and the Winter/Spring deadline is December 1.

Questions: Contact Cindy Urban, Counselor, Eastern High School, 493-8831 or curban@fhps.net

Prerequisite: Application and interview; see counselor for details.

The Kent Career Tech Center, located at 1655 East Beltline NE, is an educational service of the Kent Intermediate School District. KCTC enrolls more than 2,500 students from over 60 public and private high schools each year. The Center provides student with the quality training in over 30 career and technical programs including core technical training, academic integration and alignment with post-secondary education. Upon completion of their training, students are assisted by counselors and work-based learning coordinators in finding employment and in exploring further educational opportunities.

Programs within KCTC are grouped together in clusters of common occupational groups in order to maximize interaction and develop a core of common skills. Clustering serves the functions of a career exploration experience, multiple occupational preparations, job entry preparation and/or a prelude to higher education. Classes are designed around work environments and emulate real-world applications. Lab instruction emphasizes computers and technology.

Students interested in attending the Center should see their high school counselor or call the KCTC Enrollment Office at 616.365.2315, for additional information. We encourage prospective students and their parents to call and make arrangements for a visit to KCTC.

- Classes meet 5 days per week throughout the school year.
 - **1st session:** **6:55 a.m. – 9:10 a.m.**
 - **2nd session:** **9:15 a.m. – 11:30 a.m.**
 - **3rd session:** **12:00 a.m. – 2:15 p.m.**
- Students earn three credits per year for successful completion of course requirements. Most programs offer articulated and direct college credit as well.
- No tuition is charged.
- Round trip bus transportation between the high school and KCTC will be available, barring unforeseen circumstances, for sessions 2 and 3.
- Students who attend KCTC during the first session will **need to provide their own transportation** between their home and KCTC.
- Main campus is located at 1655 East Beltline, Grand Rapids Michigan, with satellite campuses for specific programs at Gerald R Ford International Airport, VanSingle Fine Arts Center in Byron, GRCC's Applied Technology Center and Byron Center Learning Center/Metro Health Hospital including GVSU's Cook-DeVos Center, and Metro Health Hospital.
- For more information go to: www.thetechcenter.org

Information taken from the 2014-2015 KCTC Program Catalog.

Arts and Communications Pathway

- ☐ Graphic Design
- ☐ 3-D Animation/Game Design
- ☐ Theatre Technology

Business, Management, marketing & Technology Pathway

- ☐ Accounting Online
- ☐ Entrepreneurship and Marketing
- ☐ Information Technology

Engineering/Manufacturing & Industrial Technology Pathway

- ☐ Sustainable Energy Systems
- ☐ Applied Construction
- ☐ Engineering CAD/Site Design Management
- ☐ Exploration of Mechatronics
- ☐ Heating, Ventilation, Air Conditioning and Refrigeration (HVACR)
- ☐ Full Mechatronics
- ☐ Precision Machining Technology

Transportation

- ☐ Auto Collision
- ☐ Automotive Technology
- ☐ Aviation Electronics
- ☐ Aviation Maintenance Technology
- ☐ Diesel and Equipment Technology

Health Sciences

- ☐ Certified Nursing Assistant (CNA)
- ☐ Rehabilitation
- ☐ Exploring Health Careers
- ☐ Pharmacy Technician
- ☐ Health Sciences Early College Academy

Human Services Pathway

- ☐ Hospitality
- ☐ Criminal Justice

Agriscience

- ☐ Sustainable Agriscience

High School Credit Equivalency by Tech Center Program

Arts & Communications

| | Math | | ELA | | Science | | World Language | |
|--------------------------|-----------|--------|-----------|--------|-----------|--------|----------------|--------|
| | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit |
| Graphic Communications | 1 | .5 | 2 | .5 | 1 | 1 | 1 | 1 |
| 3D Animation/Game Design | 1 | .5 | 1 | 1 | 1 | 1 | 1 | 1 |
| Theatre Technology | | | | | 2 | 1 | 2 | 1 |

Business, Management, Marketing

| | Math | | ELA | | Science | | World Language | |
|------------------------------|-----------|--------|-----------|--------|-----------|--------|----------------|--------|
| | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit |
| Accounting | 1 | 1 | 1 | .5 | 1 | 1 | 1 | 1 |
| Information Technology | 1 | .5 | 1 | .5 | 1 | 1 | 1 | 1 |
| Entrepreneurship & Marketing | 1 | .5 | 1 | .5 | 2 | 1 | 2 | 1 |

Engineering, Manufacturing, Industrial Technology

| | Math | | ELA | | Science | | World Language | |
|--|-----------|-----------|-----------|--------|-----------|-----------|----------------|--------|
| | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit |
| Applied Construction | 2 | 1 | | | 2 | 1 | 2 | 1 |
| Engineering CAD/Site Design Management | 2 | 1 | 1 | .5 | 2 | 1 | 2 | 1 |
| Exploration of Mechatronics* | 1 | 1* | | | 1 | 1* | | |
| HVACR | 1 | .5 | | | 2 | 1 | 2 | 1 |
| Full Mechatronics | 1 | 1 | | | 1 | 1 | 1 | 1 |
| Precision Machining | 2 | 1 | | | 2 | 1 | 2 | 1 |
| Sustainable Energy Systems | 1 | .5 | 1 | .5 | 1 | 1 | | |

* May receive science OR math credit, but not both.

Transportation

| | Math | | ELA | | Science | | World Language | |
|---------------------------------|-----------|--------|-----------|--------|-----------|--------|----------------|--------|
| | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit |
| Auto Collision | 2 | 1 | | | 2 | 1 | 2 | 1 |
| Automotive Technology | 2 | 1 | 2 | .5 | 2 | 1 | 2 | 1 |
| Aviation Electronics | 1 | .5 | 2 | .5 | 2 | 1 | 2 | 1 |
| Aviation Maintenance Technology | 1 | .5 | 2 | .5 | 2 | 1 | 2 | 1 |
| Diesel & Equipment Technology | 1 | .5 | | | 2 | 1 | 2 | 1 |

Health Sciences

| | Math | | ELA | | Science | | World Language | |
|---------------------------------------|-----------|--------|-----------|--------|-----------|--------|----------------|--------|
| | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit |
| Certified Nursing Assistant (CNA) | 1 | .5 | 1 | .5 | 1 | 1 | 1 | 1 |
| Rehabilitation | 1 | .5 | 1 | .5 | 1 | 1 | 1 | 1 |
| Exploring Health Careers | 1 | .5 | 1 | .5 | 1 | 1 | 1 | 1 |
| Pharmacy Technician | 1 | .5 | 1 | .5 | 1 | 1 | 1 | 1 |
| Health Sciences Early College Academy | 1 | .5 | 1 | .5 | 1 | 1 | 1 | 1 |

Human Services

| | Math | | ELA | | Science | | World Language | |
|------------------|-----------|--------|-----------|--------|-----------|--------|----------------|--------|
| | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit |
| Criminal Justice | 1 | .5 | 1 | .5 | 2 | 1 | 2 | 1 |
| Hospitality | 1 | .5 | 2 | .5 | 1 | 1 | 1 | 1 |

Agriscience

| | Math | | ELA | | Science | | World Language | |
|-------------------------|-----------|--------|-----------|--------|-----------|--------|----------------|--------|
| | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit | Yrs @KCTC | Credit |
| Sustainable Agriscience | 2 | 1 | 2 | .5 | 2 | 1 | 2 | 1 |

Note: All the programs listed meet MMC VPAA and OLE requirements. Students completing these programs over the number of years indicated for Science and World Language may use this credit to replace the MMC required 2nd credit of World Language (with the exception of Exploration of Mechatronics and Sustainable Energy as indicated above) and the 3rd Science credit requirement, per MCL 380.1278a and MCL 380.1278b. **Contact KCTC counselors Gary Moline or Lara Roessler for more information.**

INDEX BY DEPARTMENT

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | REQ MET | PAGE |
|----------------------------------|--|------------------|----------------------------|----------------|---------|------|
| ART DEPARTMENT | | | | | | |
| L100 | Introduction to Art | 1.00 | 9, 10, 11, 12 | CH. EH. NH | VPAA | 15 |
| L200 | Art Survey | .50 | 9, 10, 11, 12 | CH. EH. NH | VPAA | 15 |
| L211 | Crafts 1 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | 16 |
| L212 | Crafts 2 | .50 | 10, 11, 12 | CH. NH | VPAA | 16 |
| L221 | Drawing & Painting 1 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | 16 |
| L222 | Drawing & Painting 2 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | 16 |
| L223 | Drawing & Painting 3 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | 16 |
| L224 | Drawing & Painting 4 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | 16 |
| L231 | Sculpture & Ceramics 1 | .50 | 9 (EHS only) 10, 11, 12 | CH. EH. NH | VPAA | 17 |
| L232 | Sculpture & Ceramics 2 | .50 | 9 (EHS only) 10, 11, 12 | CH. EH. NH | VPAA | 17 |
| L241 | Photography & Graphic Design 1 | .50 | 10, 11, 12 | CH. NH | VPAA | 17 |
| L242 | Photography & Graphic Design 2 | .50 | 10, 11, 12 | CH. NH | VPAA | 17 |
| L243 | Photography & Graphic Design 3 | .50 | 11, 12 | CH. NH | VPAA | 17 |
| L244 | Photography & Graphic Design 4 | .50 | 11, 12 | CH. NH | VPAA | 17 |
| L245 | Digital Photography & Graphic Design 1 | .50 | 10, 11, 12 | EH | VPAA | 18 |
| L246 | Digital Photography & Graphic Design 2 | .50 | 10, 11, 12 | EH | VPAA | 18 |
| L247 | Digital Photography & Graphic Design 3 | .50 | 10, 11, 12 | EH | VPAA | 18 |
| L250 | Introduction to Digital Media | .50 | 9, 10, 11, 12 | EH | VPAA | 18 |
| L600 | AP Studio Art | 1.00 | 12 | CH. EH. NH | VPAA | 18 |
| BUSINESS DEPARTMENT | | | | | | |
| G100 | Introduction to Business | .50 | 9, 10, 11 | CH. EH. NH | | 19 |
| G140 | Accounting | .50/sm 1.0/yr | 9, 10, 11, 12 | CH. EH. NH | | 19 |
| G145 | Accounting 2 | 1.00 | 10, 11, 12 | CH. EH. NH | | 20 |
| G170 | Personal Finance | .50/sm 1.0/yr | 9, 10, 11, 12 | CH. EH. NH | | 20 |
| G120 | Computer Info Systems 1 | .50 | 9, 10, 11, 12 | CH. EH. NH | | 20 |
| G125 | Computer Info Systems 2 | .50 | 9, 10, 11, 12 | CH. EH. NH | | 20 |
| G510 | Personal Computing | .50 | 10, 11, 12 | CH | | 20 |
| G520 | Computer Science Pgm | .50 | 9, 10, 11, 12 | CH. NH | | 20 |
| G530 | Information Technology | .50/sm 1.0/yr | 10, 11, 12 | EH | VPAA | 21 |
| G540 | Computer Graphics/Game Design | .50/sm 1.0/yr | 10, 11, 12 | EH | VPAA | 21 |
| G620 | AP Computer Science Programming | 1.00 | 11, 12 | CH | | 21 |
| G210 | Marketing 1 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | 21 |
| G215 | Marketing 2 | .50 | 10, 11, 12 | CH. EH. NH | VPAA | 21 |
| G217 | Sports Marketing | .50 | 11, 12 | CH, EH, NH | | 22 |
| G220 | Advanced Marketing | 1.00 | 11, 12 | CH. EH. NH | VPAA | 22 |
| V310 | Work Experience | .50 | 11, 12 | CH. EH. NH | | 22 |
| V410 | Cooperative Education | 1.00 | 11, 12 | CH. EH. NH | | 22 |
| COMMUNICATIONS DEPARTMENT | | | | | | |
| A100 | Communication | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 23 |
| A120 | Media Communication | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 23 |
| A130 | Competitive Speech/Drama | .50 | 9, 10, 11, 12 | CH, NH | VPAA | 23 |
| A140 | Strategic Debate | .50 | 9, 10, 11, 12 | CH, NH | VPAA | 23 |
| A150 | Theatre Arts 1 | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 24 |

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | REQ MET | PAGE |
|---|--|-----------------|------------------------|-----------------------|----------------|-------------|
| A155 | Theatre Arts 2 | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 24 |
| A210 | Musical Theatre | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 24 |
| A215 | Summer Stock | .50 | 9, 10, 11, 12 | CH, EH, NH | | 24 |
| A250 | Technical Theatre | .50 | 10, 11, 12 | CH, EH, NH | | 24 |
| A310 | TV Broadcast Lab | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | 24 |
| A330 | Film Projects | .50 | 11, 12 | CH, EH | VPAA | 24 |
| A700 | Communication for Spanish Immersion | .50 | 9, 10, 11, 12 | NH | | 25 |
| ENGINEERING, MANUFACTURING, AND INDUSTRIAL TECHNOLOGY DEPARTMENT | | | | | | |
| I120 | Architectural Rendering & Design | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 26 |
| I125 | Advanced Architecture | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 26 |
| I130 | Engineering Graphics 1 | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 27 |
| I132 | Engineering Graphics 2 | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | 27 |
| I133 | Engineering Graphics 3 | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | 27 |
| I100 | Bench Woodworking | .50 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 27 |
| I200 | Advanced Woodworking | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | 27 |
| M250 | Gone Boarding | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | 27 |
| I500 | Robotics | .50 | 9, 10, 11, 12 | CH, EH, NH | Senior Math | 27 |
| I500ROV | Robotics for ROVs | .50 | 10, 11, 12 | NH | Senior Math | 28 |
| ENGLISH LANGUAGE ARTS DEPARTMENT16 | | | | | | |
| B110 | English 9 | 1.00 | 9 | CH, EH, NH | ELA | 30 |
| B112 | Bio/Lit Block | 2.00 | 9 | EH, NH | Biology/ELA | 30 |
| B115 | Honors English 9 | 1.00 | 9 | CH, EH, NH | ELA | 30 |
| B210 | English 10 | 1.00 | 10 | CH, EH, NH | ELA | 30 |
| B212 | English 10/US History Block | 2.00 | 10 | CH, EH | ELA/US Hist | 30 |
| B215 | Honors English 10 | 1.00 | 10 | CH, EH, NH | ELA | 30 |
| B310 | English 11 | 1.00 | 11 | CH, EH, NH | ELA | 31 |
| B312 | English 11/World Hist Block | 2.00 | 11 | CH, EH | ELA/Wld Hist | 31 |
| B611 | AP English Language & Composition | 1.00 | 11 | CH, EH, NH | ELA | 31 |
| B402 | Senior Classical Literature | .50 | 12 | CH, EH, NH | ELA | 31 |
| B404 | Senior Composition | .50 | 12 | CH, EH, NH | ELA | 31 |
| B406 | Senior Creative Writing | .50 | 12 | CH, EH, NH | ELA | 31 |
| B407 | Sn English Contemp Lit | .50 | 12 | EH | ELA | 31 |
| B409 | Senior Literature | .50 | 12 | CH, EH, NH | ELA | 32 |
| B410 | Senior Reading & Writing | .50 | 12 | CH, EH, NH | ELA | 32 |
| B412 | Writing for Digital Media | .50 | 12 | EH | ELA | 32 |
| B414 | Senior English Seminar | .50 | 12 | CH, EH, NH | ELA | 32 |
| B532 | Literature & Cinema | .50 | 12 | CH | ELA | 32 |
| B510 | Yearbook | 1.00 | 11, 12 | CH, EH, NH | VPAA | 32 |
| B520 | Writing for Publication | .50 | 9, 10, 11, 12 | CH, EH, NH | | 32 |
| B612 | AP Literature & Composition | 1.00 | 12 | CH, EH, NH | | 33 |
| B525 | Advanced Writing for Publication | NH- .50 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | 33 |
| B800 | English Language Learners (ELL) | 1.00 | 9, 10, 11, 12 | CH, EH, NH | ELA CH only | 33 |
| LIFE MANAGEMENT EDUCATION DEPARTMENT | | | | | | |
| K100 | Introduction to Culinary Arts | .50 | 9, 10, 11, 12 | NH | VPAA | 34 |
| K105 | Advanced Culinary Arts | .50 | 9, 10, 11, 12 | NH | VPAA | 34 |
| K120 | Interior Design | .50 | 9, 10, 11, 12 | EH, NH | VPAA | 34 |
| K125 | Advanced Interior Design | .50 | 9, 10, 11, 12 | EH, NH | VPAA | 34 |
| K210 | Child Development & Parenting | .50 | 10, 11, 12 | EH, NH | VPAA | 34 |
| K215 | Advanced Child Development & Parenting | .50 | 11, 12 | EH, NH | VPAA | 34 |
| MATHEMATICS DEPARTMENT | | | | | | |
| E100 | Pre-Algebra | 1.00 | 9 | NH | | 35 |
| EC100 | Algebra/Geometry 1 | 1.00 | 9 | CH | .5 Alg/.5 Geo | 35 |
| E105 | Concepts of Algebra 1 A | 1.00 | 9 | EH | .5 Algebra 1 | 35 |
| E205 | Concepts of Algebra 1 B | 1.00 | 10 | EH | .5 Algebra 1 | 35 |
| E110 | Algebra 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | Algebra 1 | 36 |

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | REQ MET | PAGE |
|--------------------------------------|---------------------------------------|------------------|------------------------|-----------------------|----------------|-------------|
| E150 | Acc Algebra/Geometry | 2.00 | 9 | NH | Alg 1 & Geom | 36 |
| E200 | Algebra/Geometry 2 | 1.00 | 10 | CH | .5 Alg/.5 Geo | 36 |
| E210 | Geometry | 1.00 | 9, 10, 11, 12 | CH, EH, NH | Geometry | 36 |
| E300 | Concepts of Algebra 2 | 1.00 | 11, 12 | CH, EH, NH | Algebra 2 | 36 |
| E310 | Algebra 2 | 1.00 | 10, 11, 12 | CH, EH, NH | Algebra 2 | 36 |
| E400 | Concepts of Algebra 3 | 1.00 | 12 | CH, EH | Senior Math | 36 |
| E405 | Algebra 3 | 1.00 | 12 | NH | Senior Math | 36 |
| E410 | College Algebra | 1.00 | 12 | CH, EH, NH | Senior Math | 37 |
| E415 | Precalculus | 1.00 | 11, 12 | CH, EH, NH | Senior Math | 37 |
| E600 | AP Calculus AB | 1.00 | 11, 12 | EH, NH | Senior Math | 37 |
| E610 | AP Calculus BC | 1.00 | 11, 12 | CH, EH, NH | Senior Math | 37 |
| E620 | AP Statistics | 1.00 | 11, 12 | CH, EH, NH | Senior Math | 37 |
| MUSIC DEPARTMENT | | | | | | |
| J210 | Concert Choir | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 39 |
| J220 | Women's Chorus | 1.00 | 10, 11, 12 | CH, NH | VPAA | 39 |
| J230 | Chorale | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | 40 |
| J240 | Central, Eastern, or Northern Singers | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | 40 |
| J310 | Concert Orchestra | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 40 |
| J320 | Symphony Orchestra | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 40 |
| J110 | Concert Band | 1.00 | 9, 10, 11, 12 | CH | VPAA | 40 |
| J120 | Symphonic Band | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 40 |
| J130 | Wind Ensemble | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 40 |
| J112 | Jazz Lab/Jazz Ensemble | 1.00 | 9, 10, 11, 12 | CH, EH, NH | VPAA | 41 |
| J122 | Jazz Ensemble 2 | 1.00 | 10, 11, 12 | CH | VPAA | 41 |
| J132 | Advanced Jazz Ensemble | 1.00 | 10, 11, 12 | CH | VPAA | 41 |
| J410 | Percussion Ensemble/Steel Band | 1.00 | 9, 10, 11, 12 | CH | VPAA | 41 |
| J600 | AP Literature & Structure of Music | 1.00 | 9, 10, 11, 12 | CH, EH, NH | | 41 |
| PHYSICAL EDUCATION DEPARTMENT | | | | | | |
| M100 | Fitness for Life 1 | .50 | 9, 10 | CH, EH, NH | Phys Ed | 42 |
| M300 | Fitness Activities | .50 | 11, 12 | CH, EH, NH | Phys Ed | 42 |
| M230 | Strength & Conditioning 1 | .50 | 10, 11, 12 | CH, EH, NH | Phys Ed | 42 |
| M200 | Health | .50 | 9, 10, 11, 12 | CH, EH, NH | Health | 42 |
| M110 | Fitness for Life 2 | .50 | 9 | CH, NH | | 43 |
| M220 | Lifetime/Team Sports | .50 | 10, 11, 12 | CH, EH, NH | | 43 |
| M235 | Strength & Conditioning 2 | .50 | 10, 11, 12 | CH, EH, NH | | 43 |
| M240 | Introduction to Sports Medicine | .50 | 10, 11, 12 | NH | | 43 |
| M245 | Advanced Sports Medicine | .50 | 10, 11, 12 | NH | | 43 |
| M250 | Gone Boarding | 1.00 | 10, 11, 12 | CH, EH, NH | VPAA | 43 |
| M260 | Yoga 1 | .50 | 10, 11, 12 | CH, EH | | 44 |
| M265 | Yoga 2/Pilates | .50 | 10, 11, 12 | CH | | 44 |
| M270 | Movement Fitness | .50 | 10, 11, 12 | NH | | 44 |
| M280 | Global Games | .50 | 10, 11, 12 | CH, EH, NH | | 44 |
| SCIENCE DEPARTMENT | | | | | | |
| D105 | Environmental Impacts | 1.00 | 9, 10 | CH, EH, NH | Sci Elective | 45 |
| D110 | Biology | 1.00 | 9, 10, 11, 12 | CH, EH, NH | Biology | 46 |
| D112 | Bio/Lit Block | 2.00 | 9 | EH, NH | Biology/ELA | 46 |
| D115 | Honors Biology | 1.00 | 9 | CH, EH, NH | Biology | 46 |
| D210 | Chemistry | 1.00 | 10, 11, 12 | CH, EH, NH | Chem/Physic | 46 |
| D215 | Chemistry | 1.00 | 10, 11, 12 | CH, EH, NH | Chem/Physic | 46 |
| D220 | Physics | 1.00 | 10, 11, 12 | CH, EH, NH | Chem/Physic | 46 |
| D225 | Physics | 1.00 | 10, 11, 12 | CH, EH, NH | Chem/Physic | 47 |
| D420 | Human Anatomy & Physiology | 1.00 | 11, 12 | CH, EH, NH | Sci Elective | 47 |
| D510 | Forensic Science | .50/sm 1.0/yr | 10, 11, 12 | CH, EH, NH | Sci Elective | 47 |
| D530 | Environmental Science | .50 | 11, 12 | CH, EH, NH | Sci Elective | 47 |

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | REQ MET | PAGE |
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| D551 | Intro to Scientific Research | 1.00 | 10 | CH, EH | Sci Elective | 47 |
| D552 | Scientific Research in Practice | .50/sm 1.0/yr | 11 | CH | Sci Elective | 47 |
| D553 | Independent Scientific Research Study | 1.00 | 12 | CH | Sci Elective | 47 |
| D610 | AP Biology | 2.00 | 11, 12 | CH, EH, NH | Sci Elective | 48 |
| D620 | AP Chemistry | 2.00 | 11, 12 | CH, EH, NH | Sci Elective | 48 |
| D630 | AP Environmental Science | 1.00 | 11, 12 | CH, EH, NH | Sci Elective | 48 |
| D640 | AP Physics 1 | 1.00 | 11, 12 | NH | Sci Elective | 48 |
| D642 | AP Physics 2 | 1.00 | 12 | NH | Sci Elective | 48 |
| D645 | AP Physics C | 1.00 | 11, 12 | CH, EH | Sci Elective | 49 |
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| C100 | Civics | .50 | 9 | CH, EH, NH | Civics | 51 |
| C110 | Economics | .50 | 9 | CH, EH, NH | Economics | 51 |
| C101/C111 | Civics & Economics for Spanish Immersion Program | 1.00 | 9 | NH | Civics & Economics | 52 |
| C210 | U.S. History | 1.00 | 10 | CH, EH, NH | US Hist/Geog | 52 |
| C211 | US History for Spanish Immersion Program | 1.00 | 10 | NH | US Hist/Geog | 52 |
| C212 | US History/English 10 Block | 2.00 | 10 | CH, EH | US Hist/ELA | 52 |
| C310 | World History | 1.00 | 11, 12 | CH, EH, NH | Wld Hist/Geog | 52 |
| C311 | World History for Spanish Immersion | 1.00 | 9, 10, 11, 12 | NH | Wld Hist/Geog | 52 |
| C312 | World Hist/English 11 Block | 2.00 | 11 | CH, EH | Wld Hist/ELA | 52 |
| C660 | AP Macroeconomics | .50 | 11, 12 | EH, NH | Senior Math & Economics | 53 |
| C610 | AP U.S. History | 1.00 | 10, 11, 12 | CH, EH, NH | US Hist/Geog | 53 |
| C620 | AP U.S. Gov't & Politics | .50 | 11, 12 | CH, EH, NH | Civics | 53 |
| C640 | AP U.S. Gov't & Politics/ AP Comparative Gov't & Politics | 1.00 | 11, 12 | NH | Civics | 53 |
| C630 | AP World History | 1.00 | 11, 12 | CH, EH, NH | Wld Hist/Geog | 53 |
| C420 | Honors International Relations/ Model UN | .50 | 9, 10, 11, 12 | CH, EH, NH | | 54 |
| C510 | Social Psychology | .50 | 9, 10, 11, 12 | CH | | 54 |
| C514 | Psychology | .50 | 11, 12 | CH, EH, NH | | 54 |
| C515 | Advanced Psychology | .50 | 11, 12 | CH, NH | | 54 |
| C518 | Sociology | .50 | 11, 12 | CH, EH, NH | | 54 |
| C520 | History of Thought | .50 | 11, 12 | CH, EH, NH | | 54 |
| C532 | History v. Hollywood | .50 | 11, 12 | CH, EH, NH | | 54 |
| C534 | Comparative World Religions | .50 | 11, 12 | CH, EH, NH | | 55 |
| C614 | AP Psychology | .50 | 11, 12 | EH, NH | | 55 |
| C665 | AP Microeconomics | .50 | 11, 12 | EH, NH | Senior Math | 55 |
| WORLD LANGUAGES DEPARTMENT | | | | | | |
| F110 | French 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | 56 |
| F210 | French 2 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | 56 |
| F310 | French 3 | 1.00 | 10, 11, 12 | CH, EH, NH | | 57 |
| F410 | French 4 | 1.00 | 11, 12 | CH, EH, | | 57 |
| F610 | AP French | 1.00 | 11, 12 | CH, EH, NH | | 57 |
| F120 | Spanish 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | 57 |
| F220 | Spanish 2 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | 57 |
| F320 | Spanish 3 | 1.00 | 10, 11, 12 | CH, EH, NH | | 57 |
| F420 | Spanish 4 | 1.00 | 11, 12 | CH, EH, NH | | 57 |
| F620 | AP Spanish | 1.00 | 11, 12 | CH, EH, NH | | 57 |
| F130 | American Sign Language 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | 57 |
| F230 | American Sign Language 2 | 1.00 | 10, 11, 12 | CH, EH, NH | World Lang | 58 |
| F330 | American Sign Language 3 | 1.00 | 11, 12 | CH, EH, NH | World Lang | 58 |
| F430 | American Sign Language 4 | 1.00 | 12 | NH | World Lang | 58 |
| F140 | Chinese 1 | 1.00 | 9, 10, 11, 12 | CH, EH, NH | World Lang | 58 |
| F240 | Chinese 2 | 1.00 | 10, 11, 12 | CH, EH, NH | World Lang | 58 |
| F340 | Chinese 3 | 1.00 | 11, 12 | CH, EH, NH | | 58 |
| F440 | Chinese 4 | 1.00 | 11, 12 | CH, EH, NH | | 58 |
| F221 | Spanish Immersion 9 | 1.00 | 9 | NH | | 59 |

| COURSE # | TITLE | CR | LEVEL AVAILABLE | SCHOOL OFFERED | REQ MET | PAGE |
|---|--|------------------|------------------------|-----------------------|----------------|-------------|
| F321 | Spanish Immersion 10 | 1.00 | 10 | NH | | 59 |
| F421 | Spanish Immersion 11 | 1.00 | 11 | NH | | 59 |
| F521 | Spanish Immersion 12 | 1.00 | 12 | NH | | 59 |
| SPECIAL EDUCATION DEPARTMENT | | | | | | |
| N900 | Academic Strategies | 1.00 | 9, 10, 11, 12 | CH, EH, NH | | 60 |
| B910 | Reading Strategies | 1.00 | 9, 10, 11, 12 | CH, EH, NH | | 60 |
| V330 | Kent Transition Center | 3.00 | 11, 12 | CH, EH, NH | | 60 |
| SPECIAL OPPORTUNITIES DEPARTMENT | | | | | | |
| N100 | Tools for Success | .50 | 9, 10, 11, 12 | CH, EH, NH | | 61 |
| N430 | Teacher Cadet | .50/sm 1.0/yr | 11, 12 | CH, EH, NH | | 61 |
| N435 | Educational Experience Opportunity | .50/sm 1.0/yr | 11, 12 | NH | | 61 |
| N450 | Senior Projects | .50 | 12 | EH, NH | | 61 |
| N460 | Peer-to-Peer | .50 | 9, 10, 11, 12 | EH | | 61 |
| N700 | Independent Study | .50 | 12 | CH, EH, NH | | 62 |
| N200 | On-Line Courses, including Michigan Virtual School | .50 | 9, 10, 11, 12 | CH, EH, NH | | 62 |
| N299-300 | Dual Enrollment Courses | | 9, 10, 11, 12 | CH, EH, NH | | 62 |
| V310 | Work Experience | .50 | 11, 12 | CH, EH, NH | | 62 |
| V410 | Cooperative Education | 1.00 | 11, 12 | CH, EH, NH | | 62 |
| | Kent ISD Programs | | | CH, EH, NH | | 63-65 |

FIVE-YEAR COURSE SELECTION PLAN

The Five-Year Course Selection Plan should reflect career goals and post-secondary plans as indicated on the student's Educational Developmental Plan (EDP).

8TH GRADE

1st Semester

- (1) Language Arts
- (2) Mathematics
- (3) Foundations of Science*
- (4) Social Studies
- (5) _____
- (6) _____

2nd Semester

- (1) Language Arts
- (2) Mathematics
- (3) Foundations of Science*
- (4) Social Studies
- (5) _____
- (6) _____

Elective credit choices: See Middle School Course Description Book

* High school credit course

9TH GRADE

1st Semester

- (1) English 9
- (2) Mathematics
- (3) Science
- (4) Civics
- (5) _____
- (6) _____

2nd Semester

- (1) English 9
- (2) Mathematics
- (3) Science
- (4) Economics
- (5) _____
- (6) _____

Required credit choices: Phys Ed, Health, Visual, Performing and Applied Arts

Elective credit choices: See pages 25-68

10TH GRADE

1st Semester

- (1) English 10
- (2) Mathematics
- (3) Science
- (4) U.S. History/Geography
- (5) _____
- (6) _____

2nd Semester

- (1) English 10
- (2) Mathematics
- (3) Science
- (4) U.S. History/Geography
- (5) _____
- (6) _____

Required credit choices: Phys Ed, Health, Visual, Performing and Applied Arts

Elective credit choices: See pages 25-68

11TH GRADE

1st Semester

- (1) English 11
- (2) Mathematics
- (3) Science (unless earned HS credit in 8th grade)
- (4) World History/Geography
- (5) _____
- (6) _____
- (7) _____
- (optional)

2nd Semester

- (1) English 11
- (2) Mathematics
- (3) Science (unless earned HS credit in 8th grade)
- (4) World History/Geography
- (5) _____
- (6) _____
- (7) _____
- (optional)

Required credit choices: Phys Ed, Health, Visual, Performing and Applied Arts, Elective credit choices: See pages 25-68

12TH GRADE

1st Semester

- (1) English 12 Electives
- (2) Mathematics
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (optional)

2nd Semester

- (1) English 12 Electives
- (2) Mathematics
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (optional)

Required credit choices: Phys Ed, Health, Visual, Performing and Applied Arts,

Elective credit choices: See pages 25-68

Student name _____ DATE _____

Parent signature _____ DATE _____

NOTICE OF NONDISCRIMINATION POLICY

It is the policy of the Forest Hills Public School District that no person shall on the basis of race, age, color, religion, national origin, sex or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the District, including employment.

Any questions concerning Title IX of the Educational Amendments of 1972, including athletic issues, which prohibits discrimination on the basis of sex, or inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

Mrs. Christine Annese
Assistant Superintendent of Human Resources
Forest Hills Public Schools
6590 Cascade Road, SE
Grand Rapids, Michigan 49546
Telephone: (616) 493-8805