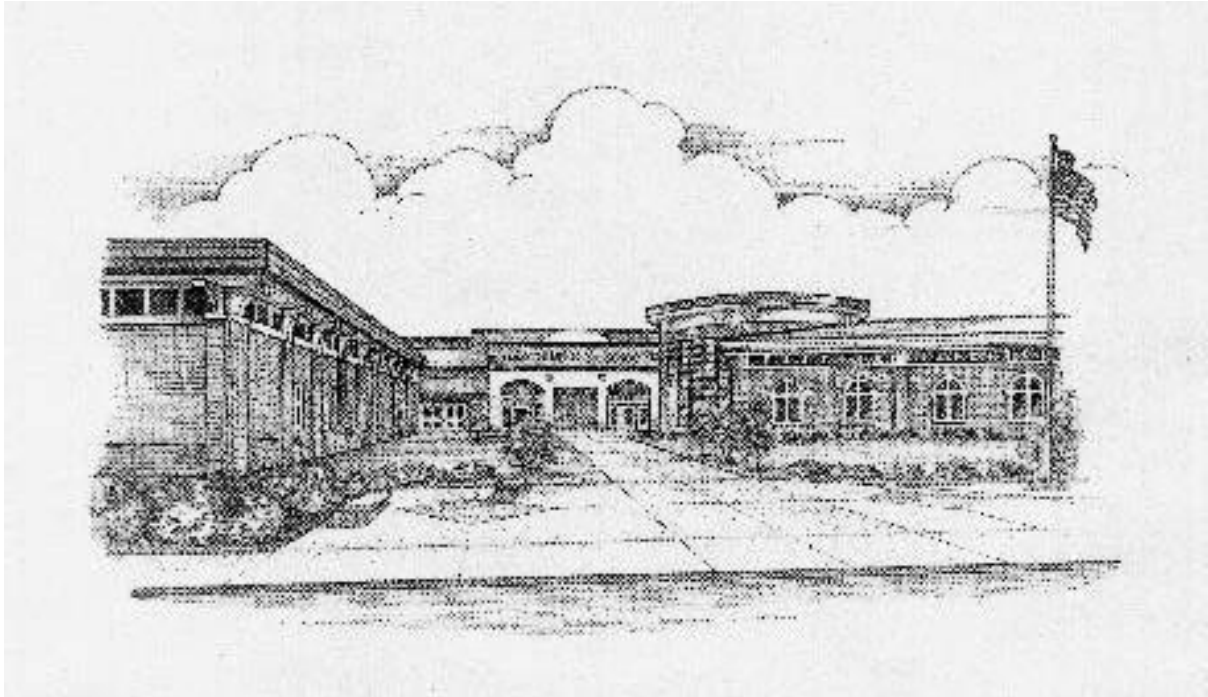


# **HARTLAND HIGH SCHOOL**



**AdvancED Accredited**

**2019-2020**

## **Career Guide & Course Offerings**

Dream Freely

Envision excellence

Cherish your creations

Exude enthusiasm

Be inspired

Inspire others

Take pride in you

Recognize inner beauty

Draw on inner strength

Look inside your soul

Create peace

Seek truth

Spread joy

Embark on adventure

Launce new ideas

Think big

Invoke positives

Live fully

Reach out

Aim high

Find happiness

Expect the best

Be the best

*Believe*

*in*

*Your*

*Self*

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## STATEMENT OF COMPLIANCE WITH FEDERAL LAW

### NOTICE OF NONDISCRIMINATION

The Hartland Consolidated School District complies with all Federal Laws, Michigan Laws, and regulations of the U.S. Department of Education. The Board of Education does not discriminate on the basis of race, color, national origin, ancestry, religion, sex (including sexual orientation or transgender identity), genetic information, disability, age, height, weight, marital status, military status, English speaking status, or any other legally protected category, in all general education, special education, career & technical education programs and activities (co-curricular and extra-curricular, including employment opportunities).

If a person believes that s/he has been discriminated/retaliated against or denied equal opportunity or access to the District's programs, activities or services, including employment, the person may contact the District's Compliance Officers located at 9525 Highland Road, Howell, Michigan, 48843:

Mr. Scott VanEpps  
Assistant Superintendent of Personnel  
and Student Services  
810.626.2111  
[scottvanepps@hartlandschools.us](mailto:scottvanepps@hartlandschools.us)

Mrs. Michelle Otis  
Director of Community Education  
810.626.2150  
[michelleotis@hartlandschools.us](mailto:michelleotis@hartlandschools.us)

#### Applicable Legislation:

- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Title II of the Americans with Disabilities Act of 1990 (ADA) as amended
- State of Michigan Civil Rights Legislation
- Elliott-Larsen Civil Rights Act
- Persons with Disabilities Act 220 of 1976

#### Applicable Board Policies:

- 1422 & 1422.02
- 1623
- 2260 & 2260.01
- 1662
- 5517

## **HARTLAND HIGH SCHOOL'S MISSION**

The mission of Hartland High School is to provide the opportunity and the encouragement for each student to become a caring, productive, and successful member of the global community.

### **OUR BELIEF STATEMENTS**

We believe that...

- All students can learn.
- All individuals are equally worthy.
- A good self-concept is essential for success.
- A safe, clean, supportive, and orderly environment is essential for effective learning.
- High expectations that are clearly stated promote success.
- Teachers should provide a varied and challenging learning environment.
- Students should accept responsibility for their own learning.
- Success is best achieved when home, school, business, and community work together.
- It is important for students to develop attitudes and skills that promote lifelong learning.
- It is important that educators help students become caring, responsible members of the global community.

### **MESSAGE TO THE STUDENTS**

This guide is prepared to provide you with information concerning your high school program of study. We encourage parents and students to work cooperatively in determining the best possible course selections. Students should consider their career paths and plan wisely. The master schedule is built based on student requests, thus, schedule changes will be limited. As you proceed in your planning, please seek guidance from teachers, counselors and administrators. It is our goal to assist every student to achieve the following:

### **GRADUATE OUTCOMES**

Graduates of Hartland High School...

- will be able to communicate effectively in written and spoken language.
- will be able to work with others to reach agreement, resolve conflict, and/or accomplish goals.
- will be self-motivated lifelong learners.
- will exhibit behaviors that demonstrate self-esteem.
- will use higher order thinking skills and appropriate strategies to solve problems.
- will understand and value cultural diversity.

## SCHEDULING PROCESS

### **Availability of Courses Described in the Program of Studies**

Our curriculum contains a wide variety of courses. Staffing decisions are made in light of course enrollment and available resources. Low enrollment or staffing constraints may result in the cancellation of some courses and/or sections of courses. Because the master scheduling of the classes and the teachers is based on students' requests, it is very important that students carefully consider selections. Granting schedule changes becomes more difficult as student enrollment continues to climb.

### **Student Schedule Change Requests**

Schedule change requests must be initiated through the counseling office. Student schedules are built based upon student requests. Schedule change requests will be made only if a student attends summer school, does not meet a prerequisite, or as a result of a course having been cancelled. Changes will be honored within the realistic boundaries of class size, time periods and the student's overall program. Students must be sure that all school requirements are met when considering their overall schedule. Additionally when scheduling, students need to pay particular attention to prerequisites of courses.

### **Dropping or Adding Classes**

Dropping or adding classes after the school year begins is very disruptive to the educational process. Therefore, it is important that the following reasons for change be adhered to:

1. Failing performance or teacher recommendation
2. Inappropriate class placement, such as:
  - Lacks course prerequisite
  - Clerical error
  - Incomplete schedule

### **Reasons for Schedule Changes May Also Include:**

1. Counselor backlog of students to be scheduled.
2. Adjustment to the level of class placement upon recommendation of sending teacher and counselor.
3. Administrative recommendation based upon results of communication between the administrator, teacher, parents, and student. If this communication results in a schedule change and a new course is added after the ninth week of the course, the student will receive a Satisfactory/Unsatisfactory grade in the new class but will receive no credit. In addition current grades will always transfer with a change. (NOTE: If students are successful in the class in question, it is not likely that permission will be granted to drop the course.)

**A REQUEST TO CHANGE TEACHERS WILL BE HONORED ONLY WHEN THE BASIS FOR CHANGE IS A PREVIOUS COURSE EXPERIENCE WITH THE TEACHER.**

Students are required to take seven classes each semester.

NOTE: Students must be enrolled in a class prior to the ninth week to receive credit for the semester. (Exception: change of level, e.g., Honors Chemistry to Chemistry, or new transfer into the district (grades from previous district transfer in.)

## GRADING SYSTEM

Hartland uses a 4.0, non-weighted grading system for non-Advanced Placement courses:

A	=	4.0	B	=	3.0	C	=	2.0	D	=	1.0
A-	=	3.7	B-	=	2.7	C-	=	1.7	D-	=	0.7
B+	=	3.3	C+	=	2.3	D+	=	1.3	E	=	0.0

Hartland uses a 5.0, weighted grading system for Advanced Placement courses:

A	=	5.0	B	=	4.0	C	=	3.0	D	=	2.0
A-	=	4.7	B-	=	3.7	C-	=	2.7	D-	=	1.7
B+	=	4.3	C+	=	3.3	D+	=	2.3	E	=	0.0

I = Incomplete, No Credit, \*NPV

NC = No Credit, \*NPV

S = Pass, No Credit, \*NPV (pre-req. credit)

P = Pass, Credit, \*NPV

F = Fail, No Credit, \*NPV

W = Withdrawl, No Credit, \*NPV

\*NPV = No Point Value

There are no numerical values for I, S, F, NC, P or W, therefore, the G.P.A. is not changed.

Students earn the above numerical values for each grade given. The total of the grade points is then divided by the total number of grades to give a grade point average (G.P.A.)

EXAMPLE:

<u>Hour</u>	<u>Class</u>	<u>Grade</u>	<u>Honor Points</u>
1	AP Psychology	A	5.0
2	English 11 A	B	3.0
3	American Government	B-	2.7
4	Art I	A	4.0
5	Honors Chemistry A	C+	2.3
6	Algebra II A	E	0.0
7	Marketing	B+	3.3

20.3 honors points divided by 7 classes = 2.9 or a B- GPA

### Class Ranking

Semester grades are used for class ranking. Numerical values are assigned to semester grades, divided by number of grades, and cumulative G.P.A. is determined. Student's approximate ranking will be visible in their online account at the end of each semester. This will be used for college applications during the fall of the senior year. Class rank for seniors will be determined at the end of the eighth semester.

### Graduating with Honors

On Honors Night, at the graduation ceremony, and in any news releases students who have achieved an overall 3.5 G.P.A. or higher will be formally recognized and honored for their academic achievement. Students will be recognized as Summa Cum Laude (3.8-4.0+) and Magna Cum Laude (3.5-3.799).

### Early Completion of High School

Hartland High School is an eight-semester high school. However, we understand that circumstances come up which may require early completion. The Early Completion Form should be filled out prior to the last day of junior year.

## Promotion Procedures

Students must have accumulated the following credits:

	<u>Class of 2020</u>	<u>Class of 2021</u>	<u>Class of 2022</u>	<u>Class of 2023</u>
9 <sup>th</sup> to 10 <sup>th</sup> Grade:	4 credits	4 credits	4 credits	5 credits
10 <sup>th</sup> to 11 <sup>th</sup> Grade:	11 credits	11 credits	11 credits	12 credits
11 <sup>th</sup> to 12 <sup>th</sup> Grade:	18 credits	18 credits	18 credits	19 credits
To graduate:	25 credits	25 credits	25 credits	26 credits

Students will be notified at the end of the school year if there is a credit deficiency. Students may make up that credit deficiency in summer school or through online classes as approved by their guidance counselor.

### NCAA INITIAL – ELIGIBILITY CLEARINGHOUSE

There are specific high school course requirements for students who are considering participating in intercollegiate athletics at a college or university. Students for whom this may be an option should consult with their counselor each year and review the listing of NCAA approved courses for Hartland High School. It is very important that students and counselors work closely to complete all necessary steps to ensure eligibility. Students that plan to play NCAA sports should register with NCAA by the second semester of their junior year. Please refer to the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) for specific information regarding approved Core-Courses, GPA, and ACT/SAT requirements. There are several resources available on their website, including the Guide for the College-Bound Student-Athlete, eligibility requirements, & registration information.

**\*Please note:** Meeting the NCAA academic rules does not guarantee your admission into a college.

### How Your Core-Course Grade Point Average is Calculated

The NCAA Clearinghouse will calculate the grade-point average of your core courses on a 4.0 scale. If your high school uses plus and minus grades (such as B+ or B -), the plus or minus will not be used to calculate your core-course grade-point average. The Clearinghouse will assign the following values to each letter grade:

A - 4 points    B - 3 points    C - 2 points    D - 1 point

### Test-Score Requirements

You must achieve the required score on an ACT or SAT test before your full-time college enrollment. Your test score will continue to be calculated using the math, science, English and reading subsections of the ACT and the math and verbal/critical reading subsections of the SAT. The writing component of the ACT or SAT will not be used to determine your qualifier status.



## GRADUATION REQUIREMENTS

Graduation requirements for Hartland High School students shall be established by the Board of Education. The Class of 2011 and beyond are required to meet the Rigorous Curriculum Graduation Requirements that have been adopted by the State of Michigan.

To be eligible for graduation from Hartland High School, a regular day student must:

1. attend eight (8) semesters of high school or arrange for early completion with your counselor
2. be enrolled for a full complement of credits each semester
3. meet the minimum attendance requirements
4. successfully meet alternative requirements as established by the Hartland Board of Education
5. successfully complete the required number of credits while in grades 9-12 (see Promotion Procedures page 5)
6. participate in the MME/MI Access testing during eleventh grade. (In extreme cases students may petition for the re-testing period in their senior year to count for this requirement.)
7. successfully complete the required credits, with a grade of D- or better, in the following areas:

ENGLISH – 8 semesters, to include:

- A. English 9 A & B or Honors English 9 (2 semesters)
- B. English 10 A & B or Honors English 10 (2 semesters)
- C. English 11 A & B or A.P. Language & Composition (2 semesters)
- D. English 12 A & B or A.P. Literature & Composition (2 semesters)

SOCIAL STUDIES – 6 semesters, to include:

- A. Global Studies A & B (2 semesters)
- B. American History A & B or AP United States History (2 semesters)
- C. American Government (1 semester) or AP United States Government & Politics (2 semesters)
- D. Economics (1 semester) or Marketing 1 (2 semesters) or Personal Finance (1 semester)

SCIENCE – 6 semesters, to include:

- A. Biology A & B (2 semesters)
- B. Earth Science A & B (2 semesters) \*if taken in 8<sup>th</sup> grade, must take a 3<sup>rd</sup> year of science in high school
- C. Chemistry A & B/Honors Chemistry A & B or Physics A & B/AP Physics I (2 semesters of either)

MATH – 8 semesters, to include:

- A. Algebra I A & B (2 semesters)
- B. Geometry A & B or Honors Geometry (2 semesters)
- C. Algebra II A & B or Honors Algebra II/Trigonometry (2 semesters)
- D. Math Course in 12th grade (2 semesters)

PHYSICAL EDUCATION/HEALTH – 2 semesters, to include:

- A. Health: 1 semester, recommended in ninth or tenth grade
- B. Personal Fitness\*: 1 semester, recommended in ninth or tenth grade

ONLINE LEARNING EXPERIENCE (OLE):

- A. 1 semester of an OLE course or other approved online learning experience

VISUAL, PERFORMING, OR APPLIED ARTS (VPA) – 2 semesters:

- A. Two semesters of a course/courses that qualify as a VPA credit (art, music, career tech, etc.)

WORLD LANGUAGE – 4 semesters:

- A. Two full years of a world language – must be of the same language

\*Three consecutive years of high school marching band and passing grades in six consecutive semesters of band class meet this requirement. Revised School Code 380.1502 (2)

NOTE: Students must be careful not to lose credit due to attendance issues as found in the parent-student handbook.

## **TESTING OUT OF A CLASS**

Testing Out gives a student the opportunity to skip a course if they can demonstrate proficiency in the course material. Each class has a different set of requirements to demonstrate proficiency. In all cases, students must earn a 2.3 (C+) or better to pass the class. Students who successfully pass will receive graduation credit in that course, only if it is a Michigan Merit Curriculum course, and be able to move on to the next course in the sequence. For non-Michigan Merit elective classes, students will receive credit, but not graduation credit, and will be able to move on to the next course in the sequence. Please check with your counselor to verify if you will receive graduation credit for testing out.

Hartland High School will offer two test out dates per academic year, one at the end of 1<sup>st</sup> semester (typically in January) and one at the end of 2<sup>nd</sup> semester (typically in June). Registration for testing out must be completed on the counseling website prior to the posted deadline.

Note: Test out should not be considered a self-study course. By signing up for test out, the student believes they possess the necessary knowledge to pass the course without instruction. Some classes will provide students with limited review materials, but not all.

## **HIGH SCHOOL CREDITS EARNED WHILE IN MIDDLE SCHOOL**

High School credits earned by a middle school student will be recorded on the students' transcript, but will not be counted into the students' high school G.P.A. The cumulative high school GPA will begin when a student enters the ninth grade. Credits earned during middle school will count toward the rigorous curriculum requirements; however, students will still be required to earn 25 credits (Class of 2017 & beyond) while in high school.

## **PERSONAL CURRICULUM**

The Personal Curriculum option is available to students who are eligible for special education services and have a current Individual Educational Plan (IEP) or a general education student who has completed Algebra and Geometry and has an Educational Development Plan (EDP) in place. The law allows certain modifications to the Michigan Merit Curriculum graduation requirements through the development of a Personal Curriculum. A Request for Personal Curriculum form may be obtained from the student's counselor at anytime in which the parent feels that their child meets the guidelines for requesting one.

## **ONLINE CLASSES**

Students interested in taking a class in an online format may be eligible to take up to two online classes per semester. Students may see their counselor for more information and an application.

Students wishing to take three or more classes online may meet with their counselor to determine the best educational programming options. Students may choose to apply for Hartland Virtual Academy among other options.

## **ONLINE LEARNING EXPERIENCE OPTIONS**

Students are required to earn an Online Learning Experience (OLE) credit to be eligible to graduate. Students may accomplish this by doing any of the following:

1. Take any course found in the Career Guide & Course Offerings book which indicates that it is approved as a course which meets the OLE requirement.
2. Take an online course through Michigan Virtual High School for the purpose of credit acceleration or remediation. All courses must have prior approval from a high school guidance counselor or administrator.
3. Become an Educational Development Plan “completer.” This is done by engaging in the use of the software program called Career Cruising (or similar program) and following the process through the senior year. Completion status is obtained by working with the Career Resource Specialist to complete all of the components within the career exploration software package, all independent assignments and by obtaining appropriate signatures. All pertinent work must be on file in the Career Center prior to the end of the first semester of a student’s senior year.

## **ACADEMIC LETTER**

The intent of the academic letter program is to honor those students who have demonstrated academic achievements during their high school career.

Students receiving these awards display sustained dedication to academic studies. To earn an:

- “Academic Certificate” the student must maintain a GPA of 3.5 or higher for two consecutive semesters.
- “Academic Letter” the student must maintain a GPA of 3.5 or higher for three consecutive semesters.
- “Academic Pin” the student must maintain a GPA of 3.5 or higher for five consecutive semesters.

The type of classes taken will not be considered when determining eligibility for the awards. The letter and/or bars should be displayed in a respectful manner as determined by the administration. The style of the letter will be distinctive, differing from letters awarded for other high school activities.

## **ACADEMIC TEAMS LETTER**

Hartland High School shall award an Academic Team letter. The following are the guidelines for letter award:

- A. The letter can be granted only through participation on an academic team.
- B. The team for which the letter is being given must compete in interscholastic competitions.
- C. The letter may only be awarded to a second year participant on the academic team with rare exception made by the academic letter committee.
- D. For academic teams such as Science Olympiad, Social Studies Olympiad, DECA and Citizen Bee which do not have a whole series of events, the following rules apply for the academic teams letter: A first year student may earn a letter if they are a national delegate or a starter on a team that competes at the State or National level.
- E. Academic teams which have a long season such as Quiz Bowl, Debate, Drama, and Forensics may award the letter based on A, B, C, above and on a set number of points achieved.
- F. Each team wishing to award a letter must establish a written set of guidelines and requirements which include all of the above as well as any additional requirements deemed necessary by the coach.
- G. The written guidelines and requirements must be submitted to the principal and the director of academic competitions for approval.

## **CAREER ENDORSED CERTIFICATE REQUIREMENTS**

To qualify, the student must meet the minimum graduation requirements plus any additions listed in the endorsement and earn an overall grade point average of 2.5 or better. The student must earn a grade point average of 3.3 or better in indicated courses in order to qualify for the certificate. Courses offered through the Livingston Applied Technology Education Consortium may be taken in place of some local offerings. Please contact the Vocational Educational Department Chairperson for additional information. It is the responsibility of the student seeking the Career Certificate to complete an application and submit it to their vocational instructor no later than the end of April of the graduating year.

NOTE: Earning a career endorsed certificate will be available through the 2019-2020 school year. Beginning with the 2020-2021 school year, students will be acknowledged with an opportunity to earn honor cords.

### **CAREER ENDORSEMENTS**

In all areas, students are required to complete 15 hours of community service, 10 of which should be related to their career field.

### **MARKETING EDUCATION**

Complete five semesters of Marketing Education with a minimum GPA of 3.3. These courses will be chosen from the following:

- Principles of Business (1 semester)
- Intro to Marketing & Business Economics (2 semesters)
- Advanced Marketing (2 semesters)
- Retailing (2 semesters)
- Advanced Finance/Building Wealth (1 semester)
- Entrepreneurship (1 semester)

### **AUTOMOTIVE TECHNOLOGY**

Complete five semesters of Automotive Education with a minimum GPA of 3.3. Successfully complete at least two (2) of the eight Michigan State Mechanic Certification Tests. These courses will be chosen from the following:

- Automotive Technology I (1 semester)
- Automotive Technology II (4 semesters – 2 hour block/year long)
- Automotive Technology III (4 semesters – 2 hour block/year long)

Other course work:

- CAD Design Elements (1 semester)
- Construction Technology (1 semester)

### **CAD/DRAFTING EDUCATION**

Complete four semesters of CAD/Drafting Education with a minimum GPA of 3.3. These courses will be chosen from the following:

- CAD Design Elements (1 semester)
- CAD Digital Animation (1 semester)
- CAD Architectural Drafting (1 semester)
- CAD Mechanical Drafting (1 semester)

## CONSTRUCTION TECHNOLOGY

Complete four semesters of Construction Technology with a minimum GPA of 3.3. These courses will be chosen from the following:

- Construction Technology I (1 semester)
- Construction Trades (4 semesters – 2 hour block/year long)
- Alternative Energy Technology (1 semester)
- Sustainable Building (2 semesters – 1 hour/year long)
- CAD Design Elements (1 semester)

## HUMAN SERVICES CERTIFICATION

Complete four semesters of Human Services with a minimum GPA of 3.3. These courses will be chosen from the following:

- Fashion, Fabrics, & Construction (1 semester)
- Advanced Fashion & Clothing Construction (1 semester)
- Fashion Merchandising & Retailing (1 semester)
- Housing and Interior Design (1 semester)
- Nutrition Education (1 semester)
- Parenting I (1 semester)
- Personal Living (1 semester)

NOTE: Approved Cooperative Education program, if available, may be used as an alternative to the third year of any three year vocational program. On Honors Night, at the graduation ceremony students who have achieved a Career Certificate will be honored for their accomplishments.

## **ARTICULATION**

Students who participate in high school applied technology classes offered at Hartland High School or at other county schools through the Livingston Applied Technology Education Consortium (L.A.T.E.C.), may receive college credit through articulation agreements with various Higher Education Institutions. Students enrolled in an Applied Technology Program at any of the local high schools in the areas of Agriculture Science; Alternative Energy Technology; Automotive Technology; Aviation; Business, Management, Marketing, & Technology; CAD Engineering; Computer Networking; Construction Technology; Computer Programming; Cosmetology; Culinary Arts; Early Childhood Education; Emergency Medical Technician; Engineering & Robotics; Graphics Communications; Fire Science; Health Occupations; Manufacturing Engineering Technology; and Welding may be eligible for articulated credit.

## **SUGGESTIONS FOR STUDENTS PLANNING TO ENTER THE WORLD OF WORK**

Students who are planning on seeking a job or on-the-job training immediately after high school should consider the following suggestions when planning a high school program.

- Plan to take classes that will provide you with skills you will need in your chosen field of work.
- Plan to take other classes that will give you a broad background of skills regardless of your career choice.
- Take as many exploratory type courses as possible.
- Take at least one semester of computer technology.
- Investigate the applied technology programs offered by other districts.
- Become familiar with the career center and the services provided in resume writing, letters of application, interviewing techniques, job searches, and placement. The career center also processes applications for working permits.
- Use the Career Cruising program to help discover career possibilities.

## SUGGESTIONS FOR THE COLLEGE BOUND STUDENT

College bound students should consult websites and online catalogs of the colleges to which they intend to apply. This is especially recommended with regard to out-of-state colleges as their admission requirements often differ remarkably from those of Michigan colleges. Some colleges are quite specific as to the subjects and college admissions tests they require a student to take in high school, while others are more flexible.

The President's Council of State Colleges and Universities in Michigan strongly recommends the following high school background:

English:	4 years with emphasis on writing skills
Mathematics:	4 years to include Algebra I, Geometry, and Algebra II
Science:	3 or more years including Biology, and additional lab courses
Social Studies:	3 or more years including World History, American History, Government, and Economics
World Language:	2 years or more if possible
Health/PE:	1 year
Electives:	2 years of electives in the arts and 1 year of hands on computer experience are strongly recommended. Particular attention should be paid to electives which may relate to college majors or that will enhance leisure time activities and/or job skills

### ADVANCED PLACEMENT PROGRAM (with weighted grades)

AP is a program of college level courses and exams that gives secondary school students an opportunity to gain advanced placement and/or credit in college while still in high school. Hartland High School offers Advanced Placement courses in the following major curricular disciplines, which include the following:

Language Arts:	AP Language & Composition, AP Literature & Composition
Mathematics:	AP Calculus AB, AP Calculus BC, AP Statistics
Science:	AP Biology, AP Chemistry, AP Physics I, AP Physics C–Mechanics
Social Studies:	AP European History, AP United States History, AP United States Government & Politics, AP Comparative Government & Politics, AP Psychology
World Languages:	AP Spanish
Computer Science:	AP Computer Science Principles, AP Computer Science A

Each of these courses takes more time, requires more work, and explores subjects in greater depth just as any college course does. Therefore, the prerequisite listed for each in this guide generally asks for a “B” or better grade point average, the successful completion of other honors type courses, the recommendation of department members, and the approval of an admittance application. These requirements are all outlined under the individual course titles. Students, may and often do, prepare themselves with the help of a teacher for AP examinations other than in the five formal subjects listed above.

## ADVANCED PLACEMENT STUDENT/PARENT AGREEMENT

- I understand by signing up for an AP class/classes I am making the commitment to complete this/these classes.
- I understand that I have only until the last day of school to request to drop an AP class for the upcoming school year.
- I understand that I will NOT be allowed to drop an AP class due to not completing the summer reading/assignments, though my grade may be affected.
- I understand that if I have an extenuating circumstance that would require me to drop an AP class, I can request to drop, however, I may be required to stay in the class until the end of the 1st marking period.\*

\*NOTE: I understand a change will ONLY be made if the request to drop due to an extenuating circumstance is approved and if there is space available in the class I am requesting to change into. I also understand that my 1st marking period grade in the AP class may be averaged in with my 2nd & 3rd marking period grades and final exam grade to determine my overall semester grade for the class I changed into.

## DUAL ENROLLMENT

Hartland High School Juniors and Seniors can take college level courses that may count for both high school and college credit(s). State Law (Public Act 160) created the Post-Secondary Enrollment Options Act B (PSEO) which mandates that tuition, mandatory materials, and registration fees be paid if the criteria below are met. Note: Hartland Consolidated Schools may not cover the entire cost of tuition, and in some cases will cover none of the cost. For more information, please see the student's counselor.

- Eligible courses need to meet the following criteria: a) the course is not offered at HHS, b) the course is offered at HHS but is not available to the student because of a scheduling conflict beyond the student's control, c) the student has exhausted the related curriculum at HHS, d) the course is not hobby, craft or recreation-based, and is not in the areas of physical education, theology, divinity, or religious education.
- The student must be a Junior or Senior enrolled at Hartland High School during the time of Dual Enrollment.
- The student must be enrolled in the post-secondary institution during the academic school year.
- The student must be enrolled in at least one course at HHS and be carrying a combination of at least seven classes between the two institutions.
- Juniors must have achieved the following scores on the PLAN or PSAT test in order to dual enroll:
  - PLAN (Mathematics: 18, Reading: 17, Science: 19, English: 21)
  - PSAT (Critical Reading: 44, Writing Skills: 49, Mathematics: 45).
- Seniors must have scored at levels 1 or 2 (Exceeded the Standard or Met the Standard) on the Michigan Merit Exam (MME) in order to dual enroll.
- Students who withdraw from a college course(s) may not add a replacement course at HHS.
- The student must not have met all high school graduation requirements.
- Credit toward high school graduation will be 0.5 credit per each semester college course taken. The grade will be entered as a P/F (pass/fail) grade and will not be figured into the cumulative grade point average.
- Students are responsible for bringing in the transcript from the college/university at the conclusion of the course.

Students must complete an application form (available in the Counseling Office); obtain permission, signatures from parents, counselor and principal prior to enrolling in the college as a dual enrolling student.

**UNIVERSITY OF MICHIGAN FLINT: DEEP PROGRAM**  
**(Dual Enrollment Educational Partnership Program)**

All Livingston County school districts are partnering with the University of Michigan-Flint to offer the Dual Enrollment Educational Partnership. The DEEP initiative allows motivated students to earn college credit by taking accredited courses taught by UM-Flint faculty on-site at a facility in the Hartland Consolidated Schools district. DEEP will do exactly what its name implies: deepen the students' knowledge and understanding of course material, while providing in-depth college courses that will prepare students for their university experience.

DEEP Programs offered:

- Business/Economics Program (12 credits)
- General Studies Program (12 credits) – \*Fulfills the American Government graduation requirement
- Medical Science Program (13 credits)
- Pre-Engineering Program (13 credits)

High-ability, highly motivated senior students will be eligible to apply for the DEEP program. Please see your guidance counselor for more information and an application. Please note there is a cost associated with the DEEP program. However, the cost is only a fraction of the actual tuition and fees. The UM-Flint and the local school district will provide partial funding as part of the dual enrollment policy.



## LIVINGSTON COUNTY EARLY COLLEGE PROGRAM (LCEC)

Livingston County high school students have an opportunity to earn their high school diploma while simultaneously completing a college certificate or industry credentials and certifications. In order to complete the coursework required for this program, students will agree to a fifth year of high school and commit to spending three years in the LCEC program, grades 11, 12, and 13.

The LCEC is structured so that students gradually increase their exposure to college courses throughout their high school experience. Students apply for admission to the LCEC in grade 10 and, if accepted, begin taking college classes in grade 11. Students will take a combination of high school and college courses during grades 11 and 12\*. By the time they reach the fifth year of high school, they will be a full-time college student and, in most situations, all of their coursework will be completed on-site at the college campus or tech facility. The fifth year includes one high school graduation requirement (math) that is transferred back to the high school. All of the grades from the LCEC program will be transferred back to the high school transcript as a pass/fail grade.

Students who are admitted to the Livingston County Early College must meet the following expectations:

- Attend school regularly and notify the high school in the event of an absence
- Arrive at school as scheduled and to all classes on time
- Devote additional time to studying daily
- Keep parents/legal guardians aware of academic progress
- Complete all Michigan Merit graduation requirements
- Behave in a professional manner that shows respect for oneself, classmates, high school and college faculty, and the college facilities and equipment
- Follow the handbook rules and regulations of your local high school and college attended
- Attend required College Success Strategy Sessions
- Meet with the designated Advisor/Mentor regularly to discuss academic progress

Students enrolled and accepted in the LCEC program will be permitted to participate in the typical senior activities and ceremonies during their 12<sup>th</sup> grade year (prom, senior walk, senior honors night, commencement ceremony, all night party, etc). Students will be honorary members at the commencement ceremony and will not receive their diploma until the successful completion of their courses at the end of their 13<sup>th</sup> year.

For more information on the LCEC program, please see your counselor.

\*During the 12<sup>th</sup> grade year, the number of courses students are required to take at the high school vary depending on the program of study. Overall, the student will be responsible for no more than 6 courses (college or high school) per semester.

# Michigan Career Pathways

## SELECTING A PATHWAY

The State of Michigan has established career and employability standards much like the standards established for the other curricular areas. The system of Career Pathways provides a vehicle to address these standards on a consistent basis for all students. It is the intent that teaching about skills and careers will be a K-12 process. By the time the students reach high school, they will be well aware of their skills, talents, interests, abilities, and have a focus on a pathway.

Students explore career activities in the Middle School and will be introduced to the Pathway system. The first semester of the ninth grade students will learn about their learning styles, personality traits, interests and aptitudes through different assessment tools. With this knowledge, they will create an Educational Development Plan (EDP). This will be their guide for the next four years. Each year there will be revisions as the need and interests change.

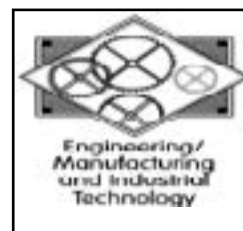
Dear Students & Parents,

High School provides many opportunities for students to explore academic as well as technical career pathways. Career planning is one part of Hartland High School's curriculum offering and is an integral part of the Hartland Consolidated curriculum as a whole. The graduates of the 21st century will be confronted with many demands that will require them to be highly skilled and possess the necessary technological and hands-on experience that can be achieved and enhanced by following the Career Pathways program. To assist in your planning process for life beyond high school, you should do the following: identify your interest and abilities, work with your teachers & counselors for course selection and recommendations, use the Hartland Consolidated Schools' Career Guide & course Offering book to learn more about high school courses, and look for career and college resources in the career center and counseling office.

This brochure will be most helpful for you to individualize your plan to meet your specific interests and needs. Notice that many of the six career paths' course selections look very similar in 9th and 10th grade. Changes from one career pathway to another may be necessary as your experiences and interests develop. We highly encourage you to select courses that will academically challenge you. Moreover, we suggest that you take advantage of the many opportunities in the brochure.

Yours in education,

Hartland Consolidated Schools, Superintendent



# Arts and Communication



Persons choosing this pathway are imaginative, creative, innovative, flexible, outgoing, competitive, enthusiastic, self confident, have good writing and speaking skills, can express thoughts clearly and simply, can work independently, have artistic or musical ability, have decision-making and problem solving skills, and like to express thoughts, feelings, or ideas.

## Possible Arts and Communication four-year plan

Freshman	Sophomore	Junior	Senior
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Senior Math
Biology	Geophysical Science	Chemistry or Physics	Elective
Global Studies	American History	Economics/Government	Elective
World Language	World Language	Elective	Elective
Health/Phys. Education	VPA and/or OLE	Elective	Elective
VPA and/or OLE	Elective	Elective	Elective

## Career Core Electives

Writing for Publication: Newspaper Writing for Publication: Yearbook Marketing Business Management Advanced Marketing Entrepreneurship ASL, French, German, Spanish CAD Digital Animation CAD Design Elements CAD Arch or Mech Drafting All Computer Offerings Creative Writing	Digital Media Literacy Journalism Theatre Performance Debate Public Speaking Intro to Psychology AP Psychology Sociology All Math Offerings All Science Offerings Fashion, Fabrics, & Construction Housing and Interior Design	Art I & II Studio Art Ceramics I & II Jewelry and Metals I & II Cosmetology Culinary Arts Film & Media Production Media Broadcasting Woodworking Technology Band and/or Choir Principles of Leadership
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## Suggested School and Community Activities

Acting Lessons Art Shows Band DECA (Marketing Club) Career Fairs Choirs Concerts Class Officer Community Bands Craft Classes Color Guard	Quiz Bowl Solo/Ensemble Gymnastics Essay/Poetry Contests Industrial Technology Journalism Drama Club Instrument/Equipment Manager Leadership Conferences Optimist Club Rock Band	School Newspaper School Plays School Talent Show Speech/Debate Contests Stage Production Yearbook Staff Volunteer Part-time employment in related field Mentoring
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# Arts and Communication



## Occupational Areas

Talent, creativity, excellent communication skills and perseverance are personal traits that are absolutely essential for this career pathway. Occupational options in this pathway are related to communication and the performing, visual, literary, and media arts. These careers are interesting to people who value creativity, music and/or self-expression.

### Possible Careers

Art Therapist	Set Designer	Circulation Manager
Artist	Magazine Editor	Layout Designer (CAD)
Apprentice	Publisher	Proofreader
Image Converter	Store Manager/Owner	Editor
Lab Tech	Dancer	Make-up Artist
Press Operator	Show Producer	Sculptor
Sign Maker	Costume Designer	Photojournalist
3D Designer	Technical Writer	Publisher
Photostylist	Technical Illustrator	Reporter
Graphic Designer	Teacher	Greeting Card Designer
Typesetter	Recording Tech	Audio Tech
Binder/Finisher	Instrument/Piano Repair	Camera Operator
Layout Artist	Recording Engineer	Disc Jockey
Dark Room Assistant	Conductor	Novelist
Photographer	Recording Artist	Medical Illustrator
Landscape Artist	Director	Web Site Designer
Advertising Artist	Tour Group Manager	Computer Game Designer
Cartoon Animator	Musician	Picture Framer
Architect	Account Representative	Weaver
Commercial Artist	Copy Person	Seamstress
Interior Designer	Newsroom Clerk	Jewelry Designer

### Career Prep Activities

Educational Development Plan	Site Visit/Work Experience
Portfolio 9-12	Mentoring
Job Shadowing	Senior Portfolio Presentation

# Business, Management, Marketing & Technology



Persons choosing this pathway possess leadership skills, enjoy planning & directing, find it easy to meet & talk with new acquaintances, think logically & make decisions, have effective human relations skills, have good communication skills, can analyze, compare & interpret facts & figures quickly, and make good sound judgements.

### Possible Business, Management, Marketing & Technology four-year plan

Freshman	Sophomore	Junior	Senior
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Senior Math
Biology	Geophysical Science	Chemistry or Physics	Elective
Global Studies	American History	Economics/Government	Elective
World Language	World Language	Elective	Elective
Health/Phys. Education	VPA and/or OLE	Elective	Elective
VPA and/or OLE	Elective	Elective	Elective

### Career Core Electives

Accounting	All Computer Courses	ASL, French, German, or Spanish
Building Wealth	Principles of Leadership	Sociology
Business Management	Leadership in Action	Intro to Psychology
Entrepreneurship	Creative Writing	AP Psychology
Principles of Business	Debate	All Math Courses
Principles of Finance	Public Speaking	All Science Courses
Marketing	Journalism	Housing & Interior Design
Advanced Marketing	Writing for Pub.: Newspaper	Film & Media Production
Retailing	Writing for Pub: Yearbook	Media Broadcasting

### Suggested School and Community Activities

Athletic Teams	Career Fair	School Newspaper
Attend Professional Meetings	Junior Achievement	Officer of an organization or class
Business Professionals of America (BPA)	Quiz Bowl	Student Council
DECA (Marketing Club)	Volunteer	Part-time Employment related to field
Election Assistant	Participate in speech and drama	Future Business Leaders of American (FBLA)
	Participate in leadership conferences/competitions	

# Business, Management, Marketing & Technology

## Occupational Areas

Employment in this career pathway has many options and includes many occupations with varied educational requirements. Employment can be found in all occupational areas. As the economy becomes more and more service oriented, even more employees will be needed to perform the marketing functions associated with the buying, selling, promoting and distributing of goods and services.



### Possible Careers

Accountant	Dispatcher	Mathematician
Auditor	Economist	Merchandise Displayer
Actuary	Entrepreneur	Payroll Manager
Advertising Agent	Estate Planner	Purchasing Agent
Assessor	Event Planner	Receptionist
Controller	Financial Analyst	Restaurant/Hotel Management
Treasurer	Human Resource Manager	Real Estate Agent
Bank Teller	Information Technical Support	Retail Sales Associate
Bill Collector	Insurance Agent	Administrative Assistant
Billing Clerk	Insurance Underwriter	Statistician
Bookkeeper	International Business	Stock Clerk
Brokerage Clerk	Legal Assistant	Stockbroker
Business Teacher	Labor Relations	Tax Examiner
Cashier	Arbitrator	Tax Preparer
Computer Network Administrator	Loan & Credit Manager	Technical Writer
Computer Programmer	Logistics	Telemarketing
Computer Service Technician	Media Analyst	Telephone System Tech
Computer Systems Analyst	Manufacturing Representative	Travel Agent
Court Recorder	Market Research	Urban Planner
Data Entry Clerk	Paralegal	Vendor

### Career Prep Activities

Educational Development Plan	Site Visit/Work Experience
Portfolio 9-12	Mentoring
Job Shadowing	Senior Portfolio Presentation

# Engineering, Manufacturing, & Industrial Technology



Persons choosing this pathway are visually oriented & can understand spatial relationships, have good observation skills, possess good communication skills, can work either independently or with a team, can design & create original ideas, are analytical & detail oriented, and can diagnose & solve complex mechanical problems, possess a mechanical aptitude & ability to work with tools.

### Possible Engineering, Manufacturing, and Industrial Technology four-year plan

Freshman	Sophomore	Junior	Senior
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Senior Math
Biology	Geophysical Science	Chemistry or Physics	Elective
Global Studies	American History	Economics/Government	Elective
World Language	World Language	Elective	Elective
Health/Phys. Education	VPA and/or OLE	Elective	Elective
VPA and/or OLE	Elective	Elective	Elective

### Career Core Electives

CAD Design Elements	Woodworking Technology	Housing & Interior Design
CAD Digital Animation	All computer courses	ASL, French, German, Spanish
CAD Mechanical Drafting	All math courses	Creative Writing
CAD Architectural Drafting	All science courses, including	Art I & II
Auto Technology 1	Materials Science & Engineering	Studio Art
Auto II: Brakes and Suspension	Business Management	Jewelry & Metals I & II
Auto II: Electrical and Performance	Entrepreneurship	Manufacturing/Welding
Alternative Energy Technology	Principles of Business	Engineering & Robotics
Construction Technology I & II		

### Suggested School and Community Activities

Art Club	Local, Regional, State and National Technology Competitions	Volunteer Firefighter
Apprenticeships	Maintenance	Follow career related activities in newspapers, Internet, or local government activities.
Auto Club	On-the-Job Training	Junior Engineering Technology Society (JETS)
Career Fairs	Part-time employment related to field	Visits to Trade Shows
Computer Club	Quiz Bowl	
Ecology Project	Scouting/Explorer Activities	
Habitat for Humanity		
Industrial Technology Club		

# Engineering, Manufacturing, & Industrial Technology



## Occupational Areas

This very diverse career pathway includes technical and engineering careers that are vital to the efficient functioning of a society in the design, creation, manufacturing, operation, maintenance and repair of its equipment and machinery. Working with tools, equipment, computers and other kinds of machinery is important to people who have an interest in this pathway.

### Possible Careers

Apprentice	Electrician	Nuclear Engineer
Automotive Technician	Electronics Engineer	Packaging Engineer
Aircraft Mechanic	Estimator	Petroleum Engineer
Architect	Floor Layer	Pilot
Automotive Collision Technician	Farm Equipment Mechanic	Plasterer
Astronautical Engineer	Manufacturing Representative	Plastics Engineer
Brick Mason	Service Manager	Plumber & Pipe Fitter
Carpenter	Painter	Printing/Plate Making
Chemical Engineer	Heating & Cooling Technician	Quality Control Inspector
Civil Engineer	Industrial Engineer	Roofer
Climate Control Mechanic	Instrumentation Technician	Robot Technician
Computer Engineer	Mechanical Engineer	Software Engineer
Crane, Derrick Operator	Metal Roller & Finisher	Structural Iron Worker
Drafter	Millwright Metallurgical Technician	Surveyor
Earth Driller	Mold Maker	Systems Designer
Diagnostician	Welder	Tool & Die Maker
Diesel Mechanic		Utilities Line Person

### Career Prep Activities

Educational Development Plan	Site Visit/Work Experience
Portfolio 9-12	Mentoring
Job Shadowing	Senior Portfolio Presentation

# Health Sciences



Persons choosing this pathway care about people, their needs, and their welfare; are intrigued by the human body & its functions, value a healthy body for self & others, are able to willing to follow detailed instructions, have a manual dexterity & good eyesight, enjoy being a member of a team, have good interpersonal skills, have an aptitude for working with electronic equipment, and can work efficiently under stressful conditions.

### Possible Health Sciences four-year plan

Freshman	Sophomore	Junior	Senior
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Senior Math
Biology	Geophysical Science	Chemistry or Physics	Elective
Global Studies	American History	Economics/Government	Elective
World Language	World Language	Elective	Elective
Health/Phys. Education	VPA and/or OLE	Elective	Elective
VPA and/or OLE	Elective	Elective	Elective

### Career Core Electives

All math courses	Business Management	Studio Art
All science courses, including:	Entrepreneurship	ASL, French, German, Spanish
Anatomy & Physiology	All computer courses	Public Speaking
Medical Careers & Terminology	Personal Living	Health Occupations
Parenting I & II	Family Living	Health Occupations - EMT
Nutrition Education	Art I & II	Child Care Services
Intro to Psychology	Ceramics I & II	Culinary Arts
AP Psychology	Jewelry & Design I & II	Cardio Fitness
Sociology		

### Suggested School and Community Activities

Athletic Teams	Red Cross Volunteer	Speech Contests
Baby-sitting	Part-time employment in related field	Volunteer for Hospitals
Career Fairs	Peer Tutoring	Volunteer for Nursing Homes
Explorers Post-Health	Quiz Bowl	Follow a career related activities in newspapers or on the Internet.
Health Occupations Students of American (HOSA)	Special Olympics	Science Olympiad
Hospice Volunteer		

# Health Sciences



## Occupational Areas

Employment in this career pathway has many options and includes many occupations with varied educational requirements. Employment can be found in hospitals, home health care agencies, nursing homes, offices and clinics of physicians and other health practitioners, schools, large corporate organizations and research facilities.

### Possible Careers

Actuary	Physician's Assistant	Occupational Therapist
Dietitian/Nutritionist	Nursing	Otolaryngologist
Computer Technician	Optometrist	Physician
Laser Technician	Pharmacist	Podiatrist
Biomedical Engineer	Physical Therapist	Speech Pathologist
Health Physicist	Surgical Tech	Teacher
Ambulance Driver	Dental Lab Tech	Veterinary Assistant
Dental Assistant	Medical Record Tech	Veterinarian
Dialysis Technician	Radiological Tech	Paramedic
Employee Benefits Coordinator	Respiratory Therapist	Orthodontist
Electrocardiograph Technician	Ultrasound Tech	Psychiatrist
Epidemiologist	Athletic Trainer	Dentist
Home Health Aide	Audiologist	Biochemist
Medical Assistant	Chiropractor	Anesthesiologist
Medical Information	Dental Hygienist	Mortician
Surgeon	Surgical Tech	Medical Administrator
Zoologist		

### Career Prep Activities

Educational Development Plan	Site Visit/Work Experience
Portfolio 9-12	Mentoring
Job Shadowing	Senior Portfolio Presentation

# Human Services



Persons choosing this pathway are imaginative, creative, innovative & flexible; are outgoing, competitive, enthusiastic & self confident; have good writing & speaking skills; can express thoughts clearly & simply; can work independently; have artistic or musical ability; have decision-making & problem solving skills; and like to express thoughts feelings or ideas.

### Possible Human Services four-year plan

Freshman	Sophomore	Junior	Senior
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Senior Math
Biology	Geophysical Science	Chemistry or Physics	Elective
Global Studies	American History	Economics/Government	Elective
World Language	World Language	Elective	Elective
Health/Phys. Education	VPA and/or OLE	Elective	Elective
VPA and/or OLE	Elective	Elective	Elective

### Career Core Electives

All math courses	Parenting I & II	AP Psychology
All science courses	Fashion, Fabrics, & Construction	Medical Careers & Terminology
All computer courses	Housing & Interior Design	Law & Criminal Justice
Accounting	Nutrition Education	Principles of Leadership
Business Management	Personal Living	Leadership in Action
Entrepreneurship	Family Living	Peer to Peer Support
Marketing	Public Speaking	Child Care Services
Advanced Marketing	Debate	Cosmetology
ASL, French, German, Spanish	Sociology	Culinary Arts
Creative Writing	Intro to Psychology	Health Occupations

### Suggested School and Community Activities

Athletic Teams	Community Service	Quiz Bowl
Baby-sitting	Day Care Volunteer/Worker	Special Olympics
Career Fairs	Drama Club	Student Council
Church Volunteer	Part-time employment in related area	Sunday School Teacher
Coaching Little League Teams	Peer Tutoring	Volunteer for Hospitals/Nursing homes

# Human Services



## Occupational Areas

These occupations include teachers, religious workers, child care workers, gerontological care providers, social workers, counselors, psychologist, and human service workers. These jobs will be found in local, state, and federal government agencies, public welfare agencies, facilities for the cognitively impaired and developmentally disabled, clinics, hospitals, churches and schools.

### Possible Careers

Activities Therapist	Teacher	Psychologist
Anthropologist	Dietitian/Nutritionist	Human resource manager
Child Care Worker	Domestic Worker	Special education aide
Clergy	Floral Designer	Social Worker
College Administrator/Professor	Interior Decorator	Nail technician
Cook or Chef	Health Inspector	Politician
Cosmetologist	Judge	Paralegal
Counselor	Hotel/Motel Manager	Preschool teacher
Court Administrator	Law Enforcement Officer	Psychiatric Aide or Technician
Detective	Labor Relations Specialist	Rehabilitation Counselor
Teacher Aide	Lawyer	Social/Recreation Director
Principal	Librarian	

### Career Prep Activities

Educational Development Plan	Site Visit/Work Experience
Portfolio 9-12	Mentoring
Job Shadowing	Senior Portfolio Presentation

# Natural Resources & Agriscience



Persons choosing this pathway enjoy working with plants, fish, animals or other components of nature, are concerned about the environmental, enjoy science classes, like to work outdoors, like a variety of challenges, possess managerial skills and business knowledge or organize and operate a business.

### Possible Natural Resources & Agriscience four-year plan

Freshman	Sophomore	Junior	Senior
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Senior Math
Biology	Geophysical Science	Chemistry or Physics	Elective
Global Studies	American History	Economics/Government	Elective
World Language	World Language	Elective	Elective
Health/Phys. Education	VPA and/or OLE	Elective	Elective
VPA and/or OLE	Elective	Elective	Elective

### Career Core Electives

All math courses	Principles of Business	Intro to Psychology
All science courses, including: Environmental Science 1 & 2	ASL, French, German, Spanish	AP Psychology
Organic Chemistry	Creative Writing	Nutrition Education
All computer courses	Alternative Energy Technology	Family Living
Accounting	Construction Technology 1	Personal Living
Business Management	Automotive Technology	Principles of Leadership
Entrepreneurship	CAD Design Elements	Leadership in Action
Marketing	CAD Digital Animation	Manufacturing/Welding

### Suggested School and Community Activities

Adopt-A-Highway	Leadership Skills Competition	Scouting Activities
Agricultural Clubs	Part-time worker on a farm or landscape or nursery business	Volunteer at Howell Nature Center
Animal Associations	Science Museum Worker	Volunteer Firefighters
Career Fairs	Science Related Competitions	4-H Livestock Shows
Ecology Projects	Science Olympiad	
Environmental Club		

# Natural Resources & Agriscience



## Occupational Areas

Approximately 22 million people now work in agricultural and agri-related fields, but only 10 percent are directly involved in traditional farming. The majority work in agribusinesses, communications, science, government, education, processing, distribution, marketing or sales. As new technologies and new job opportunities emerge, so will the need for well-trained and educated people.

## Possible Careers

Animal Caretaker/Groomer	Conservation Office Diver	Horticultural Services
Arborist	Ethnobotanist	Landscaping
Farm Worker	Environmental Engineer	Turf Management
Grounds keeper	Environmental Analyst	Geologist
Logging Worker	Fish and Wildlife Tech	Geophysicist
Horticulturist/Nursery worker	Geomatics Engineer	Geotechnician
Pest Controller	Hazardous Waste Management	Entomologist
Water/Waste Plant Operators	Hydrologist	Lab Technician
Agronomist	Ichthyologist	Research
Animal Scientist	Firefighter/Fire Control Officer	Hydrologist Irrigation System
Food Scientist	Forestry Technician	Designer
Astronomer	Floriculturist	Marine Biologist
Cartographer	Golf Superintendent	Plant Scientist
Botanist	Chemical Engineer/Technician	Oceanographer
Biologist	Fish and Game Warden	Surveyor
Biosystems Engineer	Park Ranger	Soil Conservationist
Cooperative Extension Service	Tree Surgeon	Zoologist
Worker		

## Career Prep Activities

Educational Development Plan	Site Visit/Work Experience
Portfolio 9-12	Mentoring
Job Shadowing	Senior Portfolio Presentation



## Course Description Sample and Key

At the beginning of each department page, a chart describes the essential information necessary when planning future courses. A sample chart with various courses is shown below.

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
46341S	Art II	0.5	9 - 12	Intro to Art/Art I	VPA
48081S	Parenting I	0.5	9 - 12	None	OLE
477010	Marketing	1.0	10 - 12	None	CC, EC, VPA
476830	Auto Tech II Electrical & Performance (2 hour year long course)	2.0	11 - 12	Auto Tech I Teacher Approval	CC, OLE, SMA, VPA
450120	French II	1.0	9 - 12	French I or French I Honors	NCAA, WL

**Course Number:** This number correlates directly with the course and must be used by students when registering for courses online.

**Course Name:** The name of the course

**Credits:** Credits indicate the credit value of the course. A course worth .5 credit is a one semester course. A course worth 1.0 credit is a full year course. A 2.0 credit course is a year long course that is two hours in length. A 3.0 credit course is a shared time program which meets for three hours per day outside the high school. (Exception: Media Broadcasting is worth 1.0 credit but is a semester course that is 2 hours long)

**Grade Level:** The grade level(s) at which the course may be taken

**Prerequisite:** The course(s) or conditions which must be completed or met before you may enroll in the course. Often this could include a requirement for the teacher's signature or an application to sign up for the course.

**Meets Requirements (Req.) Of:** Lists areas of graduation requirements the course satisfies. This section is also used to list which courses meet NCAA requirements (college division I or II sports), as well as which courses may earn students college credits through established articulation agreements at specific institutions of higher learning. Abbreviations are explained below:

**Areas of Graduation Requirements:**

EC: Meets Economics requirement

OLE: Meets requirements of the Online Learning Experience

SMA: Senior Mathematics: meets the final year math-related class requirement when taken in 12th grade

VPA: Meets Visual Performing Arts Requirement

NCAA: Meets requirements to count as a core NCAA course

CC: College credits may be earned at articulated colleges

On the following pages, below each chart are the actual course descriptions. Information provided will describe the content, operation and/or objectives of the course. Students may check with their counselor, other students, and teachers about specific details of operation and teacher expectations. It is recommended that all students discuss their course selection with their current subject-area teacher and parents.

## Livingston County Out-of-District Programs

Livingston County will offer these additional vocational programs for Hartland juniors and seniors within the career fields below. Students are required to provide their own transportation to and from out-of-district shared time programs. Students enrolled in out-of-district shared time program courses will use three hours of their schedule for transportation and class instruction time. Three credit hours are earned for the two-hour blocks, with the exception of Health Occupations II. Please visit our website at [www.latec.us](http://www.latec.us) for more information.

### LIVINGSTON COUNTY PROGRAMS – OUT-OF-DISTRICT

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	LOCATION	MEET REQ. OF:
474530	Agriculture Science (Botany & Greenhouse Mgt / Zoology & Vet Science)	3.0	11 - 12	Fowlerville HS	
474730	Computer Networking & Security	3.0	11 - 12	Pinckney HS	SMA, VPA
479930	Advanced Computer Networking	3.0	11 - 12	Pinckney HS	SMA, VPA
478030	Construction Trades	3.0	11 - 12	Howell HS	VPA
479630	Cosmetology *Fee Required	3.0	11 - 12	Brighton Institute of Cosmetology	
475430	Culinary Arts & Hospitality I & II	3.0	11 - 12	Howell HS	SMA, VPA
475330	Early Childhood Education I & II	3.0	11 - 12	Brighton or Howell HS	SMA, VPA
474830	Emergency Medical Training (EMT)	3.0	12	Livingston County Public Safety Complex – Howell	
475830	Engineering & Robotics I & II	3.0	11 - 12	Pinckney HS	SMA, VPA
474630	Firefighters I & II	3.0	11 - 12	Howell HS	VPA
475530	Graphic Communications I & II	3.0	11 - 12	Brighton HS	SMA, VPA
474320	Health Occupations I	3.0	11 - 12	Brighton or Howell HS	VPA
475632	Health Occupations II – Certified Nursing Assistant (CNA)	1.5* *1 sem. only	12	Howell HS	
475730	Manufacturing Engineering Technology	3.0	11 - 12	Howell HS	SMA, VPA
474430	Private Pilot Ground School	3.0	11 - 12	Crosswinds Aviation – Howell	

**AGRICULTURE SCIENCE (Botany & Greenhouse Management/Zoology & Veterinary Science) Grades: 11-12**

*Location:* Fowlerville High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* Biology and Geophysical/Earth Science

This course provides students hands on experiential learning opportunities with the opportunities to explore individual opportunities in an independent study format. There will be an online component to the curriculum. This block course is appropriate for students interested in agricultural science. Students in this class will have opportunities to improve leadership, personal growth and practical skills through participation in the Fowlerville FFA Chapter. Botany & Greenhouse Management: Students will learn plant anatomy, physiology, soils and plant nutrition, tree and wildflower identification, forestry and greenhouse management. Hands on experience in an interactive learning lab, woodlot, and community-partner locations will take learning out of the classroom into real life scenarios. Zoology & Veterinary Science: Aspects of animal anatomy, physiology and health will be taught in the classroom and brought to life with experiential learning opportunities. Hands on projects could include aquaculture production, incubation of eggs and rearing of chicks, raising broiler chickens, and/or meat rabbit production.

## COMPUTER NETWORKING & SECURITY

Grades: 11-12

*Location:* Pinckney High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* Algebra I

The first semester of this course provides an introduction to the computer hardware and software skills as well as introductory networking skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The curriculum covers the fundamentals of PC technology and mobile technologies. Students will be able to describe the internal components of a computer, assemble and disassemble a computer system, install and maintain an operating system, and troubleshoot using system tools and diagnostic software. The second semester of this course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. Students will be able to build simple LANs, and implement IP addressing schemes. Students will also learn about the architecture, components, and operations of routers and switches in a small network. Students will be able to configure and troubleshoot routers and switches and resolve common issues associated with routing protocols and inter-VLAN routing in both IPv4 and IPv6 networks. This course will also enhance technical, communication, problem solving, and teaming skills as they relate to the study of Information Security and Information Assurance, as well as cover a broad spectrum of pertinent IS/IA base information, including voice and data network connectivity, cryptography, intrusion detection systems, data firewalls, malicious software, information operations and warfare, and denial of service attacks, regulations, law and governance. Hands-on labs and virtual learning tools help students develop critical thinking and complex problem-solving skills. Cisco Packet Tracer simulation-based learning activities promote the exploration of network and networking security concepts and allow students to experiment with network behavior. \*Students may be able to obtain 3 hours of direct credit for IA103 – Overview of Information Security class at Eastern Michigan University upon successful completion. For more information visit:

[http://latec.us/information\\_technology.html](http://latec.us/information_technology.html)

## ADVANCED COMPUTER NETWORKING

Grades: 11-12

*Location:* Pinckney High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* Computer Networking & Security

Students will continue to configure and troubleshoot routers and switches for advanced functionality. Students will configure devices to support access control lists, network address translation and application protocols such as DHCP. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with advanced routing protocols in both IPv4 and IPv6 networks and will learn to resolve common issues with data link protocols. Students will also develop the knowledge and skills needed to implement a WLAN in a small-to-medium network and virtual private network (VPN) operations in a complex network. Students will also learn and apply concepts related to WAN technologies and network services required by converged applications in a complex network. This Course also provides an introduction and overview of information security/assurance. This course will enhance technical, communication, problem solving and teaming skills, as they relate to the study of Information Security and Information Assurance, as well as cover a broad spectrum of pertinent IS/IA base information, including voice and data network connectivity, cryptography, intrusion detection systems, data firewalls, malicious software, information operations and warfare, and denial of service attacks, regulations, law and governance. Hands-on labs and virtual learning tools help students develop critical thinking and complex problem-solving skills. Cisco Packet Tracer simulation-based learning activities promote the exploration of network and networking security concepts and allow students to experiment with network behavior. For more information visit: [http://latec.us/information\\_technology.html](http://latec.us/information_technology.html)

## CONSTRUCTION TRADES

Grades: 11-12

*Location:* Howell High School

*Course Length:* One or Two-Year Course/Two-hour Block

*Prerequisite:* Construction Technology I

Construction Trades is a course designed with a pre-apprenticeship style of learning, utilizing on the job training. The students will learn concepts in the construction trades through hands on activities in the following disciplines: surveying, carpentry, roofing, electrical, plumbing, drywall, and painting. Throughout this year long course, students will learn how to construct an entire home from the foundation to the finished product. This experience will allow students the opportunity to decide on a particular trade, for example, a carpenter, electrician, or a plumber.

## COSMETOLOGY

Grades: 11-12

*Location:* Brighton Institute of Cosmetology – 10543 Citation Drive, Brighton, MI

*Course Length:* One or Two-Year/Two-hour Block

*Prerequisite:* None

A full two-year (plus one summer) program instructs students to perform a variety of beauty treatment operations that include the care of hair, complexion, and hands. Shampoos, rinses, scalp treatments, styling, tinting, bleaching, waving, facials, and manicuring are among the skills mastered. If all course requirements are met, the student will complete the State required 1500 hours of instruction and high school graduation to be eligible to take the Cosmetology State Board Examination. Students must pass this State Exam to be licensed and eligible for employment. For more information, please visit: <http://brightonbeautyschool.com>

\*NOTE: Students will be responsible for purchasing the Supply Kit and they will also be responsible for the cost of the 500 hour summer obligation and 1 hour per day during the school year. The expected cost to the student will be to approximately \$4,510.00. The district's obligation will be to pay for 3 hours of cosmetology per school day during the Junior and Senior year only, for a maximum of two school years. If a student takes year one of Cosmetology in their senior year, the district will only be responsible for one school year of tuition. The student will pick up the cost of the supply kit, and roughly 1,180 hours of class work at \$4.50 per hour.\*

## CULINARY ARTS & HOSPITALITY I

Grades 11-12

*Location:* Howell High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* None

The Culinary Arts & Hospitality I class is a full year program open to juniors and seniors interested in food, cooking, baking, pastries, restaurant operations, management skills, and/or the food industry in general. Learn about the exciting and addicting environment of the restaurant business in the student-run café: The Highlander Restaurant. Students will also have the opportunity to participate in several competitions, both in class and out of class – most specifically the Pro-Start Competition which is a nationally recognized competitive opportunity.

## CULINARY ARTS & HOSPITALITY II

Grades 11-12

*Location:* Howell High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* Culinary Arts & Hospitality I

The Culinary Arts & Hospitality II class is the second installment of the culinary program at Howell High School. In this class, students will have increased responsibilities and more advanced and exciting opportunities to excel in the food industry. Some of the many opportunities available are management roles, not only within the restaurant but also event management and creative design duties; menu planning, creating recipes, and ServSafe and ProSmart certifications (which are nationally recognized accreditations), along with internship opportunities in the local restaurant industry. This class will help to provide students with a smooth transition into their college experience, and the professional industry as well.

## EARLY CHILDHOOD EDUCATION I & II

Grades: 11-12

*Location:* Brighton High School or Howell High School

*Course Length:* One or Two-Year Course/Two-hour Block

*Prerequisite:* Child Development (Infancy or Pre-School) and Child Development Teacher Recommendation

This course will provide a variety of experiences working directly with young children at childcare centers, kindergarten classrooms and preschool laboratory. Students will be responsible for researching, planning, and carrying out appropriate activities for children in our student operated preschool program and community sites. This will gain skills required to work with children in a group setting. This class is strongly recommended for students considering a career in preschool, kindergarten, or early elementary teacher, a child care center owner, director, or teacher, a home day care provider, social worker, child psychologist, or recreation director.

## EMERGENCY MEDICAL TECHNICIAN TRAINING (EMT)

Grades: 12

*Location:* Livingston County Public Safety Complex – 1911 Tooley Road, Howell, MI

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite* (One of the following):

- 1) Successful completion of Health Occupations I and recommendation by the instructor
- 2) Active participation in a Junior Firefighter or Explorer program focusing on Emergency Services as evidenced by group leader recommendation
- 3) Successful completion of a high school Anatomy and Physiology course and strong interest in health careers, medicine, or emergency service career areas plus recommendation by teachers or counselors

This year-long program prepares students for basic Emergency Medical Technician certification through a rigorous hands-on approach to first aid and lifesaving techniques. The course delivery includes lectures, discussions, group work, and extensive practice with simulators and colleagues. Successful students will qualify for First Responder and CPR certifications as well as the National Registry of Emergency Medical Technician examination (taken after the age of 18 and required for licensure). Attendance at sessions outside of normal school hours will be required in order to meet training objectives. This course is available for Seniors who: are able to show proof of immunization status that is up to date, are willing to receive industry required immunizations, are able to pass drug tests and background checks necessary for community-based practical experiences. College credit for this course may be available.

## ENGINEERING & ROBOTICS I

Grades: 11-12

*Location:* Pinckney High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* None

The Engineering and Robotics program prepares students interested in Engineering and Technology focused careers to use computer software and hardware based processes to solve problems common in engineering, manufacturing and business. As a result of their learning, students will program different types of robots, use computers to design and build engineering solutions, learn basic machine tool operation, and work in teams to design, construct, and operate an automated robotic work cell that will produce a product of their choice. This program provides a great hands-on experience for students interested in computer programming, electronics, computer aided manufacturing (CAM), material science, and machine tool operations. Articulated college credit may be available. For more information, please visit [www.pinckneyrobot.com](http://www.pinckneyrobot.com).

## ENGINEERING & ROBOTICS II

Grades: 11-12

*Location:* Pinckney High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* Engineering & Robotics I

The Engineering and Robotics program prepares students interested in Engineering and Technology focused careers to use computer software and hardware based processes to solve problems common in engineering, manufacturing and business. As a result of their learning, students will use programmable controllers, use more advanced computer techniques to design engineering solutions, learn 3D printing and CNC machine tool operation,

and work in teams to design, construct, and operate an automated robotic work cell that will produce a product of their choice. This program provides a great hands-on experience for students interested in computer programming, electronics, computer aided manufacturing (CAM), material science, and machine tool operations. Articulated college credit may be available. For more information, please visit [www.pinckneyrobot.com](http://www.pinckneyrobot.com).

## **FIREFIGHERS I & II**

Grades: 11-12

*Location:* Howell High School

*Course Length:* One or Two-Year Course/Two-hour Block

*Requirements* (must meet the following criteria):

- 1) Face-to-face interview for acceptance into Firefighter I & II
- 2) Must be on track for graduation
- 3) 90% minimum attendance for State of Michigan Firefighter Certification
- 4) Commitment to one 8-hour Saturday training each month throughout the school year

This elective will provide students an opportunity to receive State of Michigan Firefighters I & II training beginning as early as 16 years of age, and to possibly receive their State certification upon turning 18. Firefighters I & II is a one school-year course that blends a combination of classroom knowledge and firefighter practical skills necessary for successful completing of the State certification.

## **GRAPHICS COMMUNICATIONS I & II**

Grades: 11-12

*Location:* Brighton High School

*Course Length:* One or Two-Year Course/Two-hour Block

*Prerequisite:* None

This class covers the processes and industries that create, develop and produce products using or incorporating words or pictorial images to convey information, ideas and feelings. In this class, you will use real world design software such as Adobe PhotoShop, Illustrator, and InDesign. Topics covered will include: product planning and layout, graphic design, image reproduction, bindery, finishing operations, screen printing, ink, paper, lithographic press operations and career employability skills. You will design and produce products such as a memo pad, poster, magazine, greeting card, and t-shirt for both personal and various customers. This course is helpful if you are considering one of the following career pathways: art school, advertising, graphic design, or print management.

## **HEALTH OCCUPATIONS I**

Grades: 11-12

*Location:* Brighton High School or Howell High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* Anatomy & Physiology is strongly recommended

This course teaches basic skills for health care workers. Course content covers medical terminology; medical abbreviations; vital sign skills including blood pressure, pulse, respiration and temperature; personal care skills, certification in CPR and in first aid; team work, leadership, job seeking skills and development of a portfolio. Students will have the opportunity to visit and apply these skills in various local health care settings. Scrubs and white shoes are required clinical attire. Instruction will include college style lecture and note taking, written tests, reading and writing assignments, videos, hands on skills, as well as group and individual projects. A current TB screen and the HBV Series are required to participate in onsite clinical experiences. Opportunities to participate in community programs are frequently available and encouraged.

## **HEALTH OCCUPATIONS II – CERTIFIED NURSING ASSISTANT (CNA)**

Grades: 12

*Location:* Howell High School

*Course Length:* One-Semester Course/Two-hour Block

*Prerequisite:* Health Occupations I, recommendation from current Health Occupations I teacher, & an interview.

The student will have the opportunity to earn state certification as a Nurse's Assistant. Transportation is required for clinical rotations and some Saturdays. Attendance is an important part of success for this course; excessive absences can impact certifications and clinical rotations.

## MANUFACTURING ENGINEERING TECHNOLOGY

Grades: 11-12

*Location:* Howell High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* Students enrolling in Manufacturing Cluster should be on a diploma track, at grade level for graduation in all course work, and have successfully completed introductory course work in pre-CTE. Permission of the instructor can supersede these requirements.

This course offers an introduction to state of the art manufacturing techniques by providing an integrated approach to the design, production, and testing of objects and materials. Students begin the course by mastering the basics of a machine tool process, then move to more advanced projects involving computer numerical control (CNC) machining, computer aided drafting (CAD), computer aided manufacturing (CAM) using industry standard equipment and software. The welding portion of the course introduces students to shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, cutting, and brazing. Throughout the course an emphasis on product production is maintained, and students develop skills useful in a modern manufacturing environment.

## MANUFACTURING ENGINEERING TECHNOLOGY II

Grades: 11-12

*Location:* Howell High School

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* Students enrolling in Manufacturing Cluster should be on a diploma track, at grade level for graduation in all course work, and have successfully completed introductory course work in pre-CTE. Permission of the instructor can supersede these requirements.

This course of study is open to seniors who have completed a year of Manufacturing Cluster and who are recommended by the instructor. Students learn and practice advanced machining and welding techniques and complete complex integrated projects that require CAD and CAM software that are industry standards. Students earn the opportunity to attend class in a manufacturing setting at a local company where they will experience first-hand the technology necessary to compete in today's global market. The curriculum for this program is developed in cooperation with the business and is delivered jointly by the school system and the manufacturer. Articulated college credit may be available.

## PRIVATE PILOT GROUND SCHOOL

Grades: 11-12

*Location:* Crosswinds Aviation – 3808 W. Grand River, Howell, MI

*Course Length:* One-Year Course/Two-hour Block

*Prerequisite:* Pre-arranged free Young Eagle flight w/certified pilot or \$125 materials fee

This course offers a structured curriculum to learn all the knowledge required to pass the FAA Private Pilot Knowledge exam. Passing this exam is a requirement for obtaining an FAA Private Pilot license, which is the first step to becoming a career pilot. The knowledge learned is also applicable to any career in Aviation. The course will be two class periods in length and will be housed at Crosswinds Aviation training center.

# APPLIED TECHNOLOGY COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
47052S	Automotive Technology I	0.5	9 - 12	None	SMA, VPA
476830	Auto Tech II Maintenance & Light Repair* (2 hour/year long course)	2.0	11 - 12	Auto Tech I w/ C or better & Teacher Approval	CC, OLE, SMA, VPA
476930	Auto Tech III Advanced Maintenance & Light Repair* (2 hour/year long course)	2.0	11 - 12	Auto Tech II w/ C or better & Teacher Approval	CC, OLE, SMA, VPA
47001S	CAD Design Elements*	0.5	9 - 12	None	OLE, SMA, VPA
47061S	CAD Digital Animation*	0.5	9 - 12	None	OLE, SMA, VPA
47101S	CAD Architectural Engineering*	0.5	9 - 12	CAD Design Elements or CAD Animation	CC, OLE, SMA, VPA
47111S	CAD Mechanical Engineering*	0.5	9 - 12	CAD Design Elements or CAD Animation	CC, OLE, SMA, VPA
47031S	Construction Technology	0.5	9 - 11	None	SMA, VPA
47041S	Woodworking Technology	0.5	9 - 12	None	SMA, VPA
47071S	Alternative Energy Technology	0.5	9 - 12	None	OLE, SMA, VPA
474930	Sustainable Building	1.0	11 - 12	Woodworking and Construction Technology	CC, OLE, SMA, VPA
474940	Energy Technology	2.0	11 - 12		CC, OLE, SMA, VPA

## AUTOMOTIVE TECHNOLOGY I

Automotive Technology I explores the theory and operation of the internal combustion engine and all its related systems. This course emphasizes the importance of preventative vehicle maintenance and service. No prior automotive experience is necessary.

## AUTOMOTIVE TECHNOLOGY II: MAINTENANCE & LIGHT REPAIR\* – 2-Hour Block

This course will follow the performance standards curriculum of NATEF (National Automotive Technician Education Foundation)/ASE for the eight automotive certification areas. These areas are: Engine Repair, Automotive Transmission, Manual Transmission & Axle, Electrical & Electronics, Engine Performance, Brakes, Steering & Suspension, and HVAC.

## AUTOMOTIVE TECHNOLOGY III: ADVANCED MAINTENANCE & LIGHT REPAIR\* – 2-Hour Block

This course will follow the performance standards curriculum of NATEF (National Automotive Technician Education Foundation)/ASE for the eight automotive certification areas. These areas are: Engine Repair, Automotive Transmission, Manual Transmission & Axle, Electrical & Electronics, Engine Performance, Brakes, Steering & Suspension, and HVAC. This class will involve Advanced Maintenance and Repair tasks and Automotive Service Technology curriculum materials.

## CAD DESIGN ELEMENTS\*

This one semester course is designed to introduce students to basic technical knowledge and develop specific skills in technical drawing, 2D and 3D CAD drafting and engineering design. Skills developed will include sketching, measurement, geometric constructions, multiple view drawing, pictorial drawing both basic architectural design and basic engineering practices. This class is a prerequisite for CAD Architectural Engineering and CAD Mechanical Engineering. Website: <http://hhscad.weebly.com/index.html>



### CAD DIGITAL ANIMATION\*

This one semester course will introduce students to 3D modeling and digital animation techniques. Students will learn how to use a variety of computer programs to create digital models, render 3D objects, design and program video games, generate scenes with layered motion effects and engineering design techniques. This class is a prerequisite for CAD Architectural Engineering and CAD Mechanical Engineering.

### CAD ARCHITECTURAL ENGINEERING\*

This one semester course will introduce students to architectural design and structural engineering. Students will design and draw a complete set of plans for several residential and commercial buildings. They will develop architectural designs, create presentation drawings, create interior design perspectives and build scale models. The students will be working with the most current 2D and 3D CAD software. Upon completion of this course articulated community college credit may be granted. Website: <http://hhscad.weebly.com/index.html>

### CAD MECHANICAL ENGINEERING\*

This one semester course is designed to develop competencies in machine production drawings, project design, detailing, precision dimensioning, auxiliary views, and sections. There will also be an introduction to mechanical engineering practices and materials along with an introduction to animation and analysis of working drawings. The students will be working with the most current 2D and 3D CAD software. Upon completion of this course articulated community college credit may be granted. Website: <http://hhscad.weebly.com/index.htm>

### CONSTRUCTION TECHNOLOGY

This one semester course is designed to give students an exploratory hands-on approach in areas of residential construction. Students will work with tools, materials and techniques in a lab setting to construct small structures. The class will focus on framing of floors, walls and roof and will frame out a play house as a final project.

### WOODWORKING TECHNOLOGY

This one semester course is designed to give students an introduction to woodworking technology. Skills developed will include working safely with hand tools, power tools, machines and procedures to produce various products made out of wood.

### ALTERNATIVE ENERGY TECHNOLOGY

This one semester course is an introductory lab class on renewable energy technologies. The course will review the evolution of alternative energies and will explore the green/renewable movement, solar technology, wind turbines, biodiesel, biomass use and material energy efficiencies. Students will critically analyze the benefits and viability of each technology as it pertains to commercial/residential applications and its impact on their lives. While exploring all facets of Alternative Energy, students will conduct research, do experiments, build working models and monitor/investigate actual working energy systems.

### SUSTAINABLE BUILDING\*

This course will review the evolution of alternative energies and will explore the green/renewable movement, solar technology, wind turbines, geothermal and material energy efficiencies will be studied. While exploring all facets of Alternative Energy, students will conduct research, do experiments, build working models and monitor actual working energy systems. Students will become competent in Green Building procedures, materials and equipment usage for the Sustainable Building trades by working with hands-on projects throughout the course. Students will gain insight into future careers by building sheds, barns and green houses that are energy efficient and sustainable. (Articulated College credit in the area of Sustainable building may be available for this class.)

## ENERGY TECHNOLOGY\*

The year long, two-hour career-oriented class is designed for students to learn and apply the theoretical and technical knowledge of energy and electrical systems. This program was developed with industry to ensure students gain the necessary skills to earn initial industry certification, leading to a career in the energy industry as an electrical overhead lineman.

*\*A Livingston County Shared Time Program*

## ART COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:	FEE
46431S	Art Studio I	0.5	9 - 12	None	VPA	None
46341S	Art Studio II	0.5	10 - 12	Art Studio I (Intro to Art/Art I)	VPA	\$25
46352S	Art Studio III	0.5	10 - 12	Art Studio II (Drawing & Design/Art II)	VPA	\$25
46442S	Art Studio IV	0.5	10 - 12	Art Studio III (Studio Art I) w/ B or better	VPA	\$25
46391S	Ceramics I	0.5	9 - 12	None	VPA	\$25
46411S	Ceramics II	0.5	10 - 12	Ceramics I	VPA	\$25
46452S	Ceramics III	0.5	10 - 12	Ceramics II w/ a B or better	VPA	\$25
46401S	Jewelry & Metals I	0.5	9 - 12	None	VPA	\$25
46421S	Jewelry & Metals II	0.5	9 - 12	Jewelry & Metals I w/ a B or better	VPA	\$25
46551S	Graphic Design/Photography	0.5	9 - 12	None	VPA	\$25

### ART STUDIO I

Students will be introduced to a variety of materials and techniques used in the high school art courses including but not limited to drawing, painting, sculpture, ceramics, textiles, and metal. They will be introduced to art in history and cultural contexts. As a result of their learning, students will be able create two and three dimensional art pieces, understand and apply the basic elements of art and principles of design, as well as understand and use basic art vocabulary.

### ART STUDIO II

Students will produce two dimensional art in the form of drawings, paintings, and other designs using a variety of art mediums including but not limited to pencil, inks, chalk, oil pastels, papers, found materials, watercolor and other paints. As a result of their learning, they will be able to apply basic drawing skills and techniques, experience and apply basic painting techniques, and solve problems encountered in the creative process. They will be able to describe and write about their work using the correct vocabulary.

### ART STUDIO III

Students will produce drawings, paintings, sculpture, printmaking, textiles, and other work using advanced skills and techniques. They will investigate artists, art history, and art in cultural contexts, as well as respond critically to their own work and work of others. As a result of their learning, students will be able to refine basic skills in mixed media, experience and apply painting techniques using acrylics and oils, as well as understand and apply advanced skills and techniques of various mediums used. They will be able to describe and write about their own work and the work of others.

### ART STUDIO IV

Students will use refined skills to produce two and three dimensional art work. They will spend time critiquing their own work and that of others. Students will spend time working on materials for their portfolios. As a result of their learning, students will be able to master drawing, painting, sculpture and other design techniques, as well as practice and apply their work with mixed media. Students may explore their choice of mediums in-depth. This course may be taken more than one semester for credit with instructor permission and a grade of B or better.

### CERAMICS I

Students will create three dimensional clay pottery and sculpture using basic hand building and decorating techniques. They will learn how ceramics and sculpture relate to art, history and culture. As a result of their learning, students will be able to produce original art, as well as use the correct ceramics vocabulary to describe their work and the work of others.

### CERAMICS II

Students will create three dimensional clay pottery and sculpture using intermediate hand building and decorating techniques. They will also be introduced to basic wheel throwing techniques.

### CERAMICS III

Students will create three dimensional clay pottery and sculpture using advanced hand building, wheel throwing, and decorating techniques. They will understand the role of ceramics and ceramic artists in art history. As a result of their learning and advanced skills, students will be able to produce increasingly sophisticated original art. They will be able to respond critically to their work and that of others. They may explore the process of their choice in-depth during much of the course time. This course may be taken more than one semester for credit with instructor permission and a grade of B or better.

### JEWELRY & METALS I

Students will be introduced to basic fabrication and forming processes using metal and wire. As a result of their learning, students will be able to create works of art such as jewelry and metal sculptures, use tools safely and correctly, as well as understand and use the correct vocabulary relative to jewelry processes and tools.

### JEWELRY & METALS II

Students will be introduced to advanced fabrication and casting processes in metal and wax, with a strong emphasis on design layout and craftsmanship. As a result of their learning, students will be able to create increasingly sophisticated works of art such as jewelry and metal sculptures, understand the role jewelry and metal plays in art history and culture, as well as increase their skills. They will be able to describe their own and others' work. This class may be taken more than one semester for credit with instructor permission and a grade of B or better.

### GRAPHIC DESIGN/PHOTOGRAPHY

Students learn the basics of Digital Photography including how to use a Digital Camera and digital imaging software for processing digital photographs. They will also learn about the History of Photography, famous photographers, photographic composition and the elements and principles of design. Additionally this class covers the processes and industries that create, develop and produce products using or incorporating words or pictorial images to convey information, ideas and feelings. Students will learn the fundamentals of product planning and layout, design software; graphic arts photography; and career employability skills and have exposure to careers in graphic design. Students are encouraged to have their own Flash drive or SDHD card.

## BUSINESS COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
45832S	Personal Finance	0.5	9 - 12	None	EC, OLE, SMA, VPA
45671S	Building Wealth	0.5	9 - 12	Personal Finance is recommended	OLE, SMA, VPA
455120	Accounting	1.0	10 - 12	None, Personal Finance &/or Building Wealth is recommended	CC, OLE, SMA
45543S	Business Management	0.5	10 - 12	None	CC, OLE, VPA
45533S	Entrepreneurship	0.5	11 - 12	None, Marketing is recommended	CC, OLE, SMA, VPA
477010	Marketing	1.0	9 - 12	None	CC, EC, VPA
477120	Advanced Marketing	1.0	10 - 12	Marketing & Teacher Approval	CC, OLE, SMA, VPA
477220	Retailing	1.0	10 - 12	Marketing & Teacher Approval	CC, OLE, SMA, VPA

### PERSONAL FINANCE

Personal Finance helps students understand the financial activities they will likely encounter in life after high school. Course topics include the purpose of credit, saving and investing (stocks, mutual funds, bonds, real estate), the time value of money, loans (car, mortgage), renting vs. owning, financing college, income taxes, identity theft, insurance, career exploration and stock market portfolio simulation. Through multiple projects, students make connections between life and finance, with an emphasis on decision-making. In addition, students develop an appreciation for types of financial service providers and financial markets. Students will have an opportunity to compete in DECA (not required) with the preparation they receive in this course. Course credit may be applied to fourth year math requirement.

### BUILDING WEALTH

This course focuses on direct investment in the stock market along with a more detailed discussion of investment opportunities such as real estate and bonds. Students will come away from the course with enough basic investment knowledge to understand the need for investments, the value of investing regularly and for the long run, and the importance of beginning to invest now. Other course topics include the concepts of accounting and finance in corporate setting, budgets, cost-benefit analysis, fundamental stock analysis, careers in finance exploration, and a stock market portfolio simulation. Students will have an opportunity to compete in DECA (not required) with the preparation they receive in this course. Course credit may be applied to fourth year math requirement.

### ACCOUNTING

This course is recommended for college-bound students who might consider the business field as a major and students who will be entering the work force upon graduation. This course introduces the student to finance and accounting principles that are applied to accounting records kept for businesses in the private enterprise economy of the United States. An emphasis on high-level financial analysis, accounting principles, wealth creation strategies, and market variables will be explored. Course credit may be applied to fourth year math requirement.

### BUSINESS MANAGEMENT

This course is designed to be an overview of the major functions of management. Students will be provided with a critical understanding of how business organizations work and are managed – their goals, strategies, structures, technologies, environments, and the motivations and interests of people involved. In addition, students will study careers in management, ethics, laws, decision-making skills, and communication skills.

## ENTREPRENEURSHIP

Entrepreneurship is a course that focuses on small business – the backbone of America. Students will create a complete business plan for a small business of their choice. The course is very interactive and hands-on. It includes field trips and guest speakers. Students walk away from this course with a solid understanding of what it takes to run a small business. This course involves a good deal of writing, research and math. This course is ideal for both the student who has never had a business course, but wants to get an idea of what it's all about, and for the student who has taken several marketing/finance courses but wants to explore entrepreneurship further. DECA membership is strongly encouraged. Course credit may be applied to fourth year math requirement.

## MARKETING

This course content explores the roles of marketing foundations and functions and the role they play in the free enterprise system. All marketing programs follow the guidelines set by the Michigan Model Marketing Education Program, and are eligible to earn college articulation credit. All marketing students are required to be members of DECA, a Career and Technology Student Organization, which will provide opportunity for leadership development conferences, state and national competition, and travel to real world business settings in order to aid in professional development, professional network and resume building. Students will also complete the MMC Requirements for Economics in this course as well as learning about the way that external factors including consumer spending, global competition, and more impact business.

## ADVANCED MARKETING

This is a project based course using material learned in Intro to Marketing & Business Economics. Students will engage in detailed studies of businesses and/or projects in areas of their interest and choosing. Social Media, Advertising, International Marketing, Sports and Entertainment Marketing, Management, Marketing Research and more will all be explored. Students will complete group or individual projects dealing with real life business situations and will use these for DECA State competitions. All students will be members of DECA and will have the opportunity to compete using their projects with students from around the state and country. College articulation credit is possible for this class.

## RETAILING (School Store)

Retailing covers retail business operation. Students will learn retailing theory, communications, and skills in human relations. Students apply retail and marketing skills in daily school store operations using current technology and economic opportunities. All retailing students are required to be members of DECA, a Career and Technology Student Organization, which will provide opportunity for leadership development conferences, state and national competition, and travel to real world business settings in order to aid in professional development. Course credit may be applied to fourth year math requirement.

# COMPUTER SCIENCE & TECHNOLOGY COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
45501S	Keyboarding & Computing	0.5	9 - 12	None	OLE
45661S	Computer Applications	0.5	9 - 12	None	OLE, VPA
45621S	Digital Content Development	0.5	9 - 12	None	OLE, VPA
45802S	Introduction to Programming	0.5	9 - 12	None	OLE, SMA
45612S	Web Design	0.5	9 - 12	None	OLE, SMA, VPA
45842S	Social Media Marketing	0.5	10 - 12	Web Design	OLE, VPA
45861S	AP Computer Science Principles	1.0	10 - 12	Intro to Programming is recommended or Teacher Approval	SMA
455130	AP Computer Science A	1.0	11 - 12	Intro to Programming is recommended or Teacher Approval	
49951S	Technology Application	1.0	10 - 12	Administrative Approval	

\*NOTE: While Computer Applications is no longer a required course for graduation, students must be able to work proficiently with word documents, presentation programs such as PowerPoint, e-mail, web searches, and spreadsheets by the time they enter 10<sup>th</sup> grade. Student will be expected to use these skills to complete assignments. It is recommended that students sign up for Keyboarding or Computers Applications during their freshman year if they are not confident in their computer skills.

## KEYBOARDING & COMPUTING

This course is a practical, introductory computer class designed to enhance students' keyboarding and computing skills. Students will practice using command keys and formatting material; they will learn to use Microsoft Word, Excel, and Publisher to create text documents, spreadsheets, and flyers. This course will further reinforce keyboarding skills helping students to improve individual typing speed.

## COMPUTER APPLICATIONS

This course provides students with the opportunity to practice with online applications and programs. Students examine modern examples of how technology is used to enhance projects, presentations and images. Skill objectives consist of, but are not limited to:

- Maximizing the Web
- Managing images and data
- Working with Web design programs – Wix, Weebly, Google Sites
- Graphic design programs – such as Pixlr, Paint, Photoshop
- Basic Computer languages and programming

## DIGITAL CONTENT DEVELOPMENT

This one semester course will help to develop skills in the use of professional grade software such as Adobe Suite Photoshop and InDesign. Students will produce professional level publications for marketing and advertising campaign scenarios. Students will be using the same software and techniques used by the Newspaper and Yearbook classes, as well as field professionals to produce their publications. Students will learn the skills to combine text and graphics to produce documents that effectively communicate the purpose of the publication.

## INTRODUCTION TO PROGRAMMING

This course is an introduction to programming and is a perfect course for any student who has an interest in computers, technology, or programming. Novices welcome! If you would you love to get involved with computer programming, digital media, or other types of cutting-edge technology, look no further, because Wired is the class for you. Solve problems using a variety of technology by developing Apps, designing and creating games, and investigating a variety of user friendly programming languages. Receive an introduction to the endless possibilities of technology in this semester long course. Course credit may be applied to fourth year math requirement.

## WEB DESIGN

Web Design is a one-semester course in which students will learn how to create and maintain websites and how to integrate graphics, sound and user interaction using a variety of tools. Students interested in business, marketing, graphic arts, traditional arts, and technology should take this course. Students will learn how to choose the appropriate tools to create a website using a variety of electronic sources and programs. Many students are able to create websites for businesses after taking this course. Course credit may be applied to fourth year math requirement.

## SOCIAL MEDIA MARKETING

Become a social media strategist – one of the hottest career trends in technology and marketing. Explore the purpose of web sites and social media as marketing tools, create and implement digital communication plans, identify and evaluate metrics to determine adjustments to digital communication plans. This course is ideal for students interested in a career in business, marketing, or technology. Most of the semester will be spent working with a local business to help improve their social media presence.

## AP COMPUTER SCIENCE PRINCIPLES

This course covers the broad fundamentals of computer science and its impact on people, society, and innovation at a broad level. Course topics include: algorithms, abstraction, elementary logic, generating and analyzing computational artifacts, digital security and privacy, computer networks, data encoding, creative and ethical computing, and using programming languages to develop computational artifacts. This course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. This course is ideal for all students because it will enable them to understand the impacts of technology on our society, economy and culture. Computer Scientists working in the field say “this is the fundamental, big picture course I wish I would have had at the beginning”. It is particularly beneficial for students interested in pursuing a career in any technological field including engineering and computer science. While “Introduction to Programming” is strongly recommended before this course, no prior knowledge of computer science is necessary. Course credit may be applied to fourth year math requirement.

## AP COMPUTER SCIENCE A

The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in many college and university computer science departments. This course uses the Java programming language to introduce students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, data structures, approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. Students who complete this course will have a solid understanding of computer programming. This course is ideal for students interested in pursuing careers in technology (including all disciplines of engineering) and for students who will major in other disciplines and want to be informed citizens in today’s technological society. Completion of Introduction to Programming or instructor approval is a prerequisite to this course. Course credit may be applied to fourth year math requirement.



## TECHNOLOGY APPLICATION

The focus of this class is to gain knowledge and assist staff on technology issues that arise in the classroom to aid in class instruction. The TECH Application class will promote technology and information literacy as well as critical thinking, problem-solving, and decision-making skills necessary for individuals to compete in our ever changing global economy. This experience seeks to promote academic success by embedding technology tools and applications into the teaching and learning process rather than teaching the skills in isolation. This real world approach allows the student to enhance the learning process, enrich the academic experience, and bestow students with the skills necessary to succeed though out life. Students become active participants in the learning process and learn to efficiently access, explore, apply, and synthesize information in our digital world.

## HUMAN SERVICES COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
48071S	Fashion, Fabrics, & Construction	0.5	9 - 12	None	VPA
48131S	Advanced Fashion & Clothing Construction	0.5	10 - 12	Fashion, Fabrics, & Construction	
48141S	Fashion Merchandising & Retailing	0.5	10 - 12	Advanced Fashion & Clothing Construction	
48012S	Housing & Interior Design	0.5	10 - 12	None	VPA
48002S	Nutrition Education	0.5	9 - 12	None	VPA
48081S	Parenting I	0.5	9 - 12	None	OLE
48042S	Personal Living	0.5	10 - 12	None	SMA

### FASHION, FABRICS, & CONSTRUCTION

Students will be able to describe and perform sewing methods, understand textile vocabulary, recognize construction techniques, identify fabrics and weaves, and demonstrate correct sewing machine operation and construct three clothing projects. The history of fashion is also studied. This course is an excellent choice for those planning to pursue a career in textile, costume, and/or fashion design.

### ADVANCED FASHION & CLOTHING CONSTRUCTION

This course will use a variety of equipment, tools, and techniques to build on the knowledge from the introductory fashion class. Students will learn about apparel and textile construction, alteration and repairs, as well as advanced sewing techniques. In this class there is an opportunity to create fashion construction projects for FCCLA State Competitions.

### FASHION MERCHANDISING & RETAILING

This course emphasizes marketing and retailing strategies within the fashion industry for apparel and textile products while assessing costs. Students will also explore retailing and advertising methods for promotion within the fashion industry. The students will also complete a fashion and textile portfolio for possible college opportunities. This class offers the opportunity to create an apparel line for FCCLA State Competitions.

### HOUSING & INTERIOR DESIGN

This course introduces students to the concepts of living environments throughout the world with a central focus on this country. Past and future housing is explored, but practical experience with today's living possibilities is stressed. Color, texture, design, layout, and personal and psychological needs are examined. Basic drafting skills are taught with an accent on interior living space. It is recommended that CAD be taken in addition to this course.

## NUTRITION EDUCATION

Students enrolled in Nutrition Education will be provided with an overview of good nutrition principles that are necessary for physical and mental wellness for a long, healthy life. Instructional materials include discussions of basic nutrients, weight management, sports and fitness, and life-span nutrition. This course emphasizes an understanding of today's food and eating trends and gives students the capability to intelligently evaluate all available sources of nutrition information for making informed decisions. The interrelationship of nutrition and food are key components of the curriculum. The combined cooking labs stress the importance of teaching cooperation, team building, healthy food choices, and time management.

## PARENTING I\*

This course is designed to acquaint the student with information and concepts related to anatomy, reproduction, and birth. Specific units include conception, STI's, labor and delivery, and parenting skills. This course is for all future parents and students interested in pursuing a career in medicine, teaching, social work, or any other profession related to children and families. This course is designed for both male/female students. Excellent course for education, medical, early childhood education, and child care careers.

## PERSONAL LIVING

The step from high school into an adult living style is the curriculum of this course. It is comprised of the basic skills needed for independent living as an adult working person or college student. Topics include establishing values and goals, finding a job or choosing a college, managing finances including a paycheck, taxes, everyday expenses, banking, and the legal system. Course credit may be applied to fourth year math requirement.

# LANGUAGE ARTS COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
410011	English 9 A	0.5	9	None	NCAA
410012	English 9 B	0.5	9	None	NCAA
410110	Honors English 9	1.0	9	Application & 8 <sup>th</sup> Grade Teacher Recommendation	NCAA
410221	English 10 A	0.5	10	English 9 or Honors	NCAA
410222	English 10 B	0.5	10	English 10 A	NCAA
410420	Honors English 10	1.0	10	English 9 or Honors, Application, & Teacher Approval	NCAA
414911	English 11 A	0.5	11	English 10, Studies, or Honors	NCAA
414912	English 11 B	0.5	11	English 11 A	NCAA
411240	AP Language & Composition	1.0	11	English 10, Studies, or Honors, Application, & Teacher Approval	CC, NCAA
41641S	English 12 A	0.5	12	English 11 or AP Language	NCAA
41651S	English 12 B	0.5	12	English 12 A	NCAA
413330	AP Literature & Composition	1.0	12	English 11 or AP Language, Application, & Teacher Approval	CC, NCAA
41671S	Contemporary Literature	0.5	9 - 12	None	
41093S	Creative Writing	0.5	9 - 12	None	OLE
47191S	Advanced Creative Writing	0.5	10 - 12	Creative Writing & Application	
41681S	Literature & Film	0.5	9 - 12	None	
41711S	Mythology	0.5	9 - 12	None	
41661S	Digital Media Literacy	0.5	9 - 12	None	OLE
411510	Journalism I	1.0	9 - 12	None	NCAA, OLE, VPA
411710	Writing for Publications: Newspaper	1.0	10 - 12	Application & Teacher Approval	OLE, VPA
411820	Writing for Publications: Yearbook	1.0	10 - 12	Application & Teacher Approval	OLE, VPA
41191S	Public Speaking	0.5	9 - 12	None	NCAA, VPA
41212S	Debate I	0.5	9 - 12	None	NCAA, VPA
41341S	Theatre Performance	0.5	9 - 12	None	VPA
41351S	Advanced Theatre	0.5	9 - 12	Theatre Performance or Teacher Approval	VPA
413020	Academic Literacy	0.5	9 - 10	Recommendation for Placement	
417910	Technical Writing & Reading	1.0	12	English 9, 10, & 11	OLE

## ENGLISH 9 A & B

This course will include the study of short stories, poetry, drama, nonfiction, and the novel. Basic composition skills will emphasize sentence and paragraph structure along with the writing of the essay. Spelling, vocabulary, and grammar will be emphasized.

## HONORS ENGLISH 9

The Honors English 9 course provides an overview of genres similar to English 9 (short story, novel, poetry, drama, epic poetry, and literary non-fiction); however, the text selection is at a more complex reading level, and it is expected that students accomplish more reading independently. The rigor of Honors English 9 encourages students to read and think critically while providing exposure to early Advanced Placement English concepts. Honors English 9 includes techniques of literary analysis, argumentation, research, documentation, and synthesis of materials. The curriculum develops student's informative and argumentative writing abilities while bolstering grammar adeptness and expanding vocabulary.

## ENGLISH 10 A & B

The course offers a blend of classic and contemporary works from authors of diverse backgrounds. Thus, students will be exposed to a wide variety of authors and this course places a heavy emphasis on a variety of writing skills (Narrative, Informative, and Argumentative). Students should expect a rigorous, challenging, active experience in the course.

## HONORS ENGLISH 10

Like English 10, this course offers a blend of classic and contemporary works from authors of diverse backgrounds. Honors English 10 will pursue Advanced Placement topics and increase the pacing of the course, but Honors English 10 is not an AP course. Students will be exposed to a wide variety of authors and this course places a heavy emphasis on a variety of writing skills (Narrative, Informative, and Argumentative). Students should expect a rigorous, challenging, active experience in the course.

## ENGLISH 11 A & B

This course is designed to give students the skills needed when entering college, as well as technical writing skills and strategies utilized in the high school curriculum. Different genres of writing will include: narrative, literary and rhetorical analysis and research based informative writing. Students will be able to read and comprehend Non-Fiction texts as well as 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> century foundational works of American and British Literature. There is an emphasis on conventions as well as vocabulary usage. The four principles of writing: unity, support, coherence and sentence structure are also addressed as a foundation of writing. There is also a focus on SAT preparation in the areas of writing, reading, grammar and vocabulary.

## ADVANCED PLACEMENT LANGUAGE & COMPOSITION

This course will help students become skilled readers of a variety of styles of prose and give them practice and helpful criticism necessary to make them flexible writers who can compose in a variety of modes for a variety of purposes. The goal of this course is to develop mature writers, able to write competently in their college courses. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

## ENGLISH 12 A & B

This course consists of coursework that represents the culmination of reading, writing, and literacy skills to be accomplished in the HHS ELA program. Students will be asked to apply their learned skills in argumentative, informative, and narrative writing. They will further their ability to be critical thinkers and literary connoisseurs. There will be an emphasis and focus on college preparation and the ability to read and write for college.

## ADVANCED PLACEMENT LITERATURE & COMPOSITION

Advanced Placement Literature will help students develop the skills to accomplish the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, the students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

## CONTEMPORARY LITERATURE

This semester-long course is for students who enjoy reading and are interested in studying literature written in the twenty-first century. The study of contemporary literature allows us a unique opportunity to ascertain who we are today, and to discover how authors are addressing our current situation through their fiction. Recent patterns or changes in literature and poetry will also be explored. This course is dedicated to those readers who may have struggled to understand or enjoy more traditional literary classics in prior English classes.

## CREATIVE WRITING

Do you have a passion for writing? This class is a chance for students to fuel that passion through the creation of an online writing portfolio. Run as a writing workshop, this class allows students to design writing projects based around individual writing interests, allowing students to improve upon their writing craft. Individual projects could include, but are not limited to: poetry collections, short stories, novellas, plays, screenplays, and memoir. Through the use of mini lessons, conferencing with the teacher and peers, and provided time in class to both write and read, students will work towards achieving individualized writing goals. A willingness to share one's writing is an expectation of the course, both with teachers and peers, as well as participation in an "outside the classroom walls" writing activity such as entering a writing contest, publishing work, or sharing work with an audience. Students may take this course more than once. While rigorous, writers both new and experienced will benefit from the opportunity to fine tune their craft in this class.

## ADVANCED CREATIVE WRITING

This class is a chance for students passionate about writing to continue the work started in Creative Writing. Run like a writer's group, students will work on independent projects and then share with their peers for critique. All students will be expected to submit to one or more writing publications over the course of the semester. Students will also be expected to experiment in a variety of writing forms and participate in class writing exercises in addition to individual writing endeavors. A strong desire to improve one's writing craft is essential for success in this class.

## LITERATURE & FILM

This semester-long course is for students who enjoy reading novels and watching movies. This course will focus on the adaptation of literary texts into film texts and will examine the relationship between the two mediums. Students will read many carefully selected novels and then watch the movie adaptations of those novels, looking at similarities and differences and the implications of those comparisons. The focus of this class will be on learning both critical reading and viewing skills.

## MYTHOLOGY

Do you have an interest in Mythology? Explore the Hero's Journey from the ancient Greeks and Romans through the modern film and literature. Discover how classic archetypes have traveled through time into contemporary writing and film. Explore myths, fables, fairytales and folklore throughout various cultures and centuries such as Norse, Celtic, Egyptian, African, Eastern and Native American mythology. Compare current Urban Legends to traditional myths and identify which ones could become the new classics. Students will explore topics and material of their choice.

## DIGITAL MEDIA LITERACY

People today are swamped with images – thousands of advertisements each day, music videos, games, websites and more. Digital Media Literacy encourages students to examine these images with many of the same literacy skills they use when reading a word-based text. In this class, students will learn how to create blogs, websites, and use social media in creative and helpful ways. Students will have the opportunity to explore media relevant to their daily lives in critical ways. Common Core technology standards and skills will be used in this course.

## JOURNALISM

In this course students will study the principles of writing “News English.” Students will write news and feature stories. They will also write editorials. Advertising, layout/design, public relations, news history, and current news trends will also be studied.

## WRITING FOR PUBLICATIONS: NEWSPAPER

This course will allow students the opportunity to experience the power of written communication by publishing their work and receiving valuable feedback from readers. Students will focus on journalistic writing with a focus on AP style and newspaper writing including articles, captions, advertising copy and headlines. Students will develop the skill of maturely handling interviews and staff business. Choices involving ethics and values will be weighed to consider and resolve conflicts between rights and responsibilities. Journalism will cultivate an environment of student initiative, leadership, and creative expression while encouraging communication with the school and community.

## WRITING FOR PUBLICATIONS: YEARBOOK

This course will focus on the writing of story, advertising copy, captions, text, and folio geared towards publications, specifically yearbook. Students will also study and practice advertising, layout & design, photography, business practices and time management. The class project will culminate in the publication of the Hartland High School Yearbook.

## PUBLIC SPEAKING

Demonstrative, persuasive, argumentative, informative, and impromptu speeches will be studied and delivered in this course. The importance of organization, logic, and oral expression will be emphasized.

## DEBATE I

This course is a study of oral argumentation and communication skills. The class will stress critical thinking, research, organized writing and public address speaking skills. Speech class is recommended prior to taking this course, but is not required.

## THEATRE PERFORMANCE

In this hands-on course, students will study and practice the basic tenets of theatre, including both onstage and backstage aspects of a production. Students will be assessed on individual, partner and group work and will create a portfolio which demonstrates their growth throughout the semester. The culmination of the course will consist of a class production performed before an audience.

## ADVANCED THEATRE

In this course, students will continue developing the skills learned in Theatre Performance. While the emphasis will remain on acting, students will also start learning the art of directing. In addition, students will continue learning about production elements such as costumes, set, props, and makeup design while creating original performance pieces. Students should expect to perform some of their work before an audience.

## ACADEMIC LITERACY

With the Reading Apprenticeship framework at its heart, this course helps students build a positive reader identity, make concrete improvements in reading comprehension and subject area achievement, and experience a renewed investment in their personal success as readers and learners. This course is a literacy program designed to assist students who have struggled to read by providing specific support in literacy skills. This course is designed for 9<sup>th</sup> and 10<sup>th</sup> grade students. Students are eligible for the class through teacher placement, M-Step scores and SRI scores.

## TECHNICAL WRITING & READING

Technical Writing prepares students to design various written works, using both written and digital media, for accurate and effective communication of technical information. Students will explore genres including technical memos, brochures, reports, software documents, templates, user guides, scientific reports, problem-solving and decision-making reports, and organizational, product-support, and technical information webs. To support these writing tasks, the course provides an introduction to principles of audience analysis, research and documentation, drafting and revision processes, readability and accessibility of written texts and basic web technologies. This course builds an awareness of the role communication plays within an organization, technical writing genres and how the writing situation shapes the document.

# MATH COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
	Algebra I Accelerator	0.5	9	Recommendation for Placement	
44331S	Algebra I A	0.5	9	None	NCAA
44341S	Algebra I B	0.5	9	Algebra I A	NCAA
	Geometry Accelerator	0.5	10	Recommendation for Placement	
44351S	Geometry A	0.5	9 - 10	Algebra I B	NCAA
44361S	Geometry B	0.5	9 - 10	Geometry A	NCAA
440710	Honors Geometry	1.0	9 - 10	Algebra I & Teacher Recommendation	NCAA
	Algebra II Accelerator	1.0	11	Recommendation for Placement	
44431S	Algebra II A	0.5	10 - 12	Geometry B	NCAA
44441S	Algebra II B	0.5	10 - 12	Algebra II A	NCAA
448110	Algebra II B (Year Long)	1.0	11	Algebra II A & Teacher Recommendation	
440920	Honors Algebra II/Trig	1.0	10 - 11	Adv. Geometry or Geometry, Application, & Teacher Rec.	NCAA
44841S	Algebra III A	0.5	12	Algebra II B & Teacher Recommendation	SMA
44842S	Algebra III B	0.5	12	Algebra III A	SMA
441131	Introductory Statistics A	0.5	11 - 12	Algebra II & Teacher Recommendation	NCAA, SMA
441132	Introductory Statistics B	0.5	11 - 12	Introduction to Statistics A	NCAA, SMA
441231	Pre-Calculus A	0.5	11 - 12	Algebra II & Teacher Recommendation	NCAA, SMA
441232	Pre-Calculus B	0.5	11 - 12	Pre-Calculus A	NCAA, SMA
44581S	Calculus A	0.5	11 - 12	Alg II/Trig or Pre-Calc & Teacher Recommendation	NCAA, SMA
44591S	Calculus B	0.5	11 - 12	Calculus A	NCAA, SMA
441340	AP Calculus AB	1.0	11 - 12	Alg II/Trig or Calculus, Application, & Teacher Rec.	CC, NCAA, SMA
446910	AP Calculus BC	1.0	12	AP Calculus AB	CC, NCAA, SMA
441430	AP Statistics	1.0	11 - 12	Algebra II, Application, & Teacher Recommendation	CC, NCAA, SMA

\*NOTE: The TI-83plus or the TI-84plus calculators are used as tools for course work in all math classes at Hartland High School. We provide this information for your convenience in the event that you wish to purchase one for your student.

## ALGEBRA I ACCELERATOR

This course will provide students with a “head start” in their Algebra I course by exposing them to algebraic concepts before they are taught in the Algebra I class. This will enhance a student’s ability to process and grasp the concepts in their regular Algebra I course. Students will be invited and hand selected to participate in the accelerator course.



## ALGEBRA I A & B

This course is a traditional study of mathematics with a good blend of integration. The lessons will be integrating algebra with geometry and statistics. The students will be using technology with the study of traditional mathematical concepts. Real life situations will be visited and students will be expected to communicate solutions verbally and in written form.

## GEOMETRY ACCELERATOR

The Geometry Accelerator course utilizes strategies that expose students to the concepts that they will see in their Geometry course prior to the concepts being taught in their Geometry class. Using this pre-teaching approach, students who have traditionally struggled to learn geometric content or lacked confidence in their geometry class, no longer struggle. Students in Geometry Accelerator will take the course concurrently with their regular Geometry course. As the students are present in the Geometry class, they will be introduced to content 1-3 days ahead of the regular course. The goal is that this course will help struggling students remain successful in their Geometry class, and provide them with confidence to engage in Geometry work.

## GEOMETRY A & B

This is a two-semester course designed to develop logical thinking and an appreciation of the form and relationship of objects in the plane and space. Work is continued with algebraic equations and formulas.

## HONORS GEOMETRY

This course includes an in-depth study of the forms and relationships of objects in the plane and space. It is designed to develop thinking, reasoning, and logic skills through organized, sequential, and systematic approaches to problem solving. Work is continued with algebraic equations and formulas.

## ALGEBRA II ACCELERATOR

This course utilizes strategies that expose students to the concepts that they will see in their Algebra II course prior to the concepts being taught in that class. Using this pre-teaching approach will enhance a student's ability to process and grasp the concepts in their regular Algebra II course. Students in Algebra II Accelerator will take the course concurrently with their regular Algebra II course.

## ALGEBRA II A & B

This course is designed for college and career bound students. The content of Algebra II is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical and rational functions. Students will be expected to represent these functions as equations, tables and graphs in verbal and written form. Real-world examples will be visited, as well as, exploring the functions of the graphing calculator.

## ALGEBRA II B (Year Long Sequence)

This course is designed to further develop skills and knowledge in the fundamental operations of Algebra over a two-year period instead of one. Algebra II A is the first year of the two-year course. Topics include equations, inequalities, linear functions and relations, systems of linear equations, polynomials and factoring, exponents, radicals, and methods of solving quadratic functions. Algebra II B is the second year of the two-year course. Topics include equations, inequalities, linear functions and relations, systems of linear equations, polynomials and factoring, exponents, radicals, and methods of solving quadratic functions.

## HONORS ALGEBRA II/TRIG

This course includes a brief review of Algebra I and continues with deeper insight into the concepts of arithmetic and geometric sequences, exponentiation, imaginary numbers, arithmetic and logarithmic functions, trigonometry, and matrices. This class is designed for the honor student. It is a rigorous, fast-paced course covering Algebra II and trigonometry in one year. Students taking this course must be able to grasp math concepts quickly.

### ALGEBRA III A & B

This senior level math course is designed for students who wish to pursue a college, university, or trade school/apprenticeship after high school to enhance their mathematical skills and problem solving for their post-secondary experience. Students will apply all materials taught in previous math classes to integrate and deepen their knowledge and understanding behind mathematical methods. Topics first semester include: Number systems, systems of equations, factoring, quadratic, inverse, and linear functions, perimeter and area, similarity, triangle congruence, circles, and right triangle theorems, and trigonometry. Second semester topics include: Function investigation, transformations of parent graphs, solving and inequalities, inverse and logarithms, polynomials, rational expressions, series, surface area and volume, and conditional probability.

### INTRODUCTORY STATISTICS A & B

This is a college bound course for students who plan to pursue further training in math, science, psychology, research or business related fields. Students will apply problem-solving skills to gain understanding in the main areas of data exploration, sampling and experimentation, anticipating patterns and statistical inference. A graphing calculator is highly recommended for this course.

### PRE-CALCULUS A & B

This course is designed for students who intend to take Calculus while in high school or college. First semester topics include: characteristics of common functions and transformations of their graphs. The functions studied will be rational, exponential, logarithmic, and trigonometric. Second semester topics include: systems of equations, sequences & series, matrices, conics, polar equations, parametric equations, vectors and an introduction to calculus.

### CALCULUS A & B

This is a course in introductory calculus with elementary functions. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry (rectangular coordinates, equations and graphs, lines and conics). The main topics include: limits and continuity, derivatives, applications of the derivative, integrals, applications of the integral, and techniques of integration. A more hands on approach will be taken in this course than in AP Calculus. Students are **not** expected to take the AP Exam upon completion of this course.

### ADVANCED PLACEMENT CALCULUS AB

Advanced Placement Calculus AB is a course in introductory calculus with elementary functions. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines and conics). The main topics include: limits and continuity, derivatives, applications of the derivative, integrals, application of the integral and techniques of integration. This course will be limited in numbers based upon application and teacher recommendations. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

### ADVANCED PLACEMENT CALCULUS BC

Advanced Placement Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in AP Calculus AB plus many additional topics. AP Calculus BC is an extension of the AP Calculus AB course. Both courses represent college-level mathematics for which most colleges grant advanced placement and credit. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB. Students will review and extend their knowledge of algebra, geometry, trigonometry, calculus, and other areas as appropriate for contest preparation. Students study differentiation, integration, and other calculus topics. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

## ADVANCED PLACEMENT STATISTICS

This is a full year course using the practice of modern statistics. Students will use technology to analyze data (graphs), interpret distributions of data, produce models using probability and simulation, test hypotheses and determine significance levels. Students wishing to take this course should have above average reading comprehension skills, strong reasoning skills, good communication skills and a good work ethic. This course may qualify students for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student). A graphing calculator is highly recommended for this course.

# MUSIC COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
46752S	Beginning Guitar	0.5	10 - 12	None	VPA
466610	Concert Choir (Girls)	1.0	9	None	VPA
466710	Eagles Choir (Girls)	1.0	10 - 12	None	VPA
466810	Varsity Chorus (Girls)	1.0	10 - 12	Audition	VPA
467910	Varsity Chorus (Boys)	1.0	9 - 12	None	VPA
466910	Con Espiritu (Girls)	1.0	9 - 12	Audition	VPA
468210	Chamber Choir (Mixed)	1.0	10 - 12	Audition	VPA
467010	Cadet Band	1.0	9 - 12	None	VPA
467110	Concert Band	1.0	9 - 12	Audition	VPA
467210	Symphonic Band	1.0	9 - 12	Audition	VPA
467310	Wind Symphony	1.0	9 - 12	Audition	VPA
467410	Jazz Ensemble (8 <sup>th</sup> Period)	1.0	9 - 12	Audition	VPA

Music courses are one year courses open to 9<sup>th</sup> through 12<sup>th</sup> grade students. Auditions are NOT required for the following courses: Beginning Guitar, Cadet Band, Concert Choir, Eagles Chorus, and Varsity Chorus (Boys).

## BEGINNING GUITAR

This class will be one semester of guitar instruction beginning with the basics. Tuning, string names, a strong emphasis on reading music, and music theory will be covered in depth. This class will look at some of the more prominent professional guitar players of the past and present. Students will be graded on tests of playing, written material, and short performances for the rest of the class. If time permits, students may get a chance to perform during a small recital near the end of the semester. Music is available for duets, trios, and quartets. Students will provide their own acoustic guitar.

## HIGH SCHOOL CHOIR (Con Espiritu, Varsity Chorus, Eagles Choir, Concert Choir, and Chamber Choir)

All choirs learn to sing music in languages such as: English, French, Latin, Italian, German, and more. Music is selected for the ability of each group, and ranges from the medieval to present day. Students must understand that performing is a big part of these classes. There are four formal concerts, two informal, choir festival, and other possible performances for the community. Music theory, especially note reading and syllables for singing will be covered. Grades are based on performance, attendance at concerts, music theory, and improvement. Auditions are not required. **Performances are mandatory and are part of the grade.**

## HIGH SCHOOL BAND (Wind Symphony, Symphonic Band, Concert Band, and Cadet Band)

The Wind Symphony, Symphonic Band, Concert Band, and Cadet Band all perform concert music, including: marches, overtures, novelty pieces, from classical to jazz styles. High standards of musicianship are expected for all band levels. Performances, attendance, music theory and some history and playing tests all comprise the band grade. The Wind Symphony, Symphonic Band, Concert Band, and Cadet Band all make up the Eagles Marching Band, which performs and practices the first 10 weeks of the year. Marching Band Camp is required during the first week of August. During school, the band practices Wednesday and Friday from 2:20-4:30 (2:20-3:30 if you are in sports or drama) until the end of October. There is a cost associated with attending band camp. The band

plays at home football games, some other games, and three parades during the year. **Performances are mandatory and are part of the class grade. The marching band physical education waiver states: Three consecutive years of high school marching band and passing grades in six consecutive semesters of band class will meet this requirement. Auditions are required for all groups.**

#### JAZZ ENSEMBLE

This group will study music literature of the big band era to modern swing and rock. Students will learn how to improvise and play in different styles. Also, music theory and some jazz history will be discussed. Performance opportunities include: concerts, big band dances, the middle school, and jazz festival in April. This group meets as an eighth hour from 2:20-3:30 P.M. on Monday, Tuesday, and Thursday. A student must make sure that they make no other commitments during these times. **Performances are mandatory and are part of the class grade. Attendance is part of the grade, as well as performance, theory, and improvement. An audition is required. Students must be enrolled in a choir or band class during the regular school day in order to be eligible for Jazz Band.**

NOTE: Large instruments may not be permitted on the school bus. Therefore, other arrangements must be made to transport large instruments to and from school.

Band and Choir can be taken all four years with students still meeting all graduation requirements. Below is an example of one way a student can arrange their schedule to meet requirements, take world language courses, and still have room for four years of music.

#### Possible Four-Year Plan Including Music and World Language

Freshman Year	Sophomore Year	Junior Year	Senior Year
English	English	English	English
Math	Math	Math	Math
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
World Language	World Language	Elective	Elective
Health/Personal Fitness	Elective	Elective	Elective
Band/Choir	Band/Choir	Band/Choir	Band Choir

\*Other combinations are possible, the key is advance planning.

# PHYSICAL EDUCATION COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
46001S	Health	0.5	9 - 12	None	
46011S	Personal Fitness	0.5	9 - 12	None	Physical Education Req. (see NOTE below)
46191S	Cardio Fitness	0.5	10 - 12	None	
46161S	Leisure Sports & Activities	0.5	10 - 12	None	
46171S	Recreational Sports	0.5	10 - 12	None	
46181S	Sports & Fitness	0.5	10 - 12	None	
46052S	Team Sports	0.5	10 - 12	None	
46032S	Weightlifting	0.5	10 - 12	Teacher Approval	

## HEALTH\*

This is a one semester course covering the topics that are most important for developing a healthy teen. The curriculum includes instruction on issues such as mental illness and depression, stress, self-esteem, building healthy relationships, reproduction, and STI/STD education. All parts of the curriculum include an emphasis on drug and alcohol's influence on good decision making, as well as how to be assertive and avoid peer pressure situations.

## PERSONAL FITNESS

This course will include the fundamentals of developing and applying an individualized conditioning program. The class will include units on flexibility, cardiovascular endurance, aerobics, strength training, and diet and nutrition. The emphasis of this course will promote lifelong physical fitness.

## CARDIO FITNESS

This course is designed to give students the opportunity to be introduced to various cardiovascular activities such as aerobic dance, cross training, swimming, yoga, etc. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities, as well as nutrition education. This class includes both course work and activity lessons and participation is expected on a daily basis.

## LEISURE SPORTS & ACTIVITIES

In this course, students will be introduced to a variety of different lifelong leisure sports and activities. The course may include, but is not limited to, introducing the following leisure activities: Fitness Activities (including weight lifting and cardiovascular activities), Badminton, Pickleball, and several yard games. This class will only be offered one semester.

## RECREATIONAL SPORTS

In this course, students will learn the standard rules, basic strategies and skills for a variety of sports. This course may include, but is not limited to, introducing the following recreational activities: Pickleball, Table Tennis, Softball, and yard games (which may include: Bean Bag Toss, Ladder Golf, Bocce Ball, Speedmiton). This class will only be offered one semester.

## SPORTS & FITNESS

In this course, students will learn the standard rules, basic strategies and skills for different sport and fitness activities. This course will include, but is not limited to, the following activities: Basketball, Table Tennis, Volleyball, Badminton, and Fitness Activities. This class will only be offered one semester.

## TEAM SPORTS

In this course, students will learn the standard rules, basic strategies and skills for different team based sports. The course may include, but is not limited to, introducing the following recreational activities: Touch Football, Soccer, Basketball, Weight Training, and Tennis. This class will only be offered one semester.

## WEIGHTLIFTING

This one-semester course is designed for muscular strength and endurance training. This course is designed for the novice strength trainer and is not designed for the advanced athlete. During this course, students will be able to participate in-group strength activities as well as have time to work on personal goals concerning fitness, muscular strength and endurance.

\*This course, so designated by an asterisk, contains a unit of sex education. It incorporates information on birth control methods, sexually transmitted diseases, reproductive health and family planning. Parents are to be advised that the state requires that all students who receive instruction in classes in which communicable diseases are taught, a segment on A.I.D.S (Acquired Immune Deficiency Syndrome) will be included. State guidelines require that parents are notified each year of their right to review course materials to be used in such courses and their right to exclude their child/children from the class/classes.

NOTE: Active participation in three complete seasons of an approved Hartland High School sport (reported by the Athletic Department at the end of each school year) or active participation in three years of band (including Marching Band) may waive you from taking Personal Fitness and qualify as your Physical Education graduation requirement.

Approved Hartland High School Sports include:

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Cheer	Archery	Baseball
Cross Country	Basketball	Lacrosse
Football	Bowling	Soccer (Girls)
Golf (Girls)	Cheer	Softball
Pom	Figure Skating	Track & Field
Soccer (Boys)	Gymnastics	Golf (Boys)
Swim (Girls)	Hockey	Tennis (Girls)
Volleyball	Pom	
Tennis (Boys)	Skiing	
Field Hockey (Girls)	Snowboarding	
	Swim (Boys)	
	Wrestling	

## SCIENCE COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
43251S	Biology A	0.5	9 - 12	None	NCAA
43261S	Biology B	0.5	9 - 12	Biology A	NCAA
43231S	Earth Science A	0.5	9 - 12	None	NCAA
43241S	Earth Science B	0.5	9 - 12	Earth Science A	NCAA
43361S	Chemistry A	0.5	10 - 12	Biology & Geometry (math may be concurrent)	NCAA
43371S	Chemistry B	0.5	10 - 12	Chemistry A	NCAA
43461S	Honors Chemistry A	0.5	10 - 12	Biology & Adv. Geometry or Algebra II (math may be concurrent)	NCAA
43471S	Honors Chemistry B	0.5	10 - 12	Honors Chemistry A	NCAA
43401S	Physics A	0.5	10 - 12	Biology & Geometry (math & Biology may be concurrent)	NCAA
43411S	Physics B	0.5	10 - 12	Physics A	NCAA
43481S	Honors Physics A	0.5	9 - 12	Biology & Algebra II (math & Biology may be concurrent)	
43491S	Honors Physics B	0.5	9 - 12	Honors Physics A	
43702S	Medical Careers & Terminology	0.5	9 - 12	None, Chemistry is recommended	
430630	Anatomy & Physiology	1.0	11 - 12	Biology, Chemistry is strongly recommended	NCAA
431631	Environmental Science 1	0.5	10 - 12	Biology	NCAA
431632	Environmental Science 2	0.5	10 - 12	Biology	NCAA
43822S	Materials Science & Engineering	0.5	10 - 12	None	
43812S	Organic Chemistry	0.5	10 - 12	Chemistry or Honors Chemistry	
43841S	Forensic Science	0.5	11 - 12	Biology and Chemistry or Honors Chemistry	
430930	AP Biology	1.0	11 - 12	Honors Chemistry (may be concurrent) & Application	CC, NCAA
43721S	AP Science Lab – Biology	0.5	11 - 12	AP Biology – taken concurrently	
431030	AP Chemistry	1.0	11 - 12	Honors Chemistry, Algebra II, & Application	CC, NCAA
43711S	AP Science Lab – Chemistry	0.5	11 - 12	AP Chemistry – taken concurrently	
438320	AP Physics I	1.0	10 - 12	Honors Physics & Algebra II (math may be concurrent)	
431140	AP Physics C - Mechanics	1.0	10 - 12	Honors Physics or AP Physics I, Calculus, & Application (math may be concurrent)	CC, NCAA

**NOTE:** To receive a Science Honor Cord at Senior Honors Night a student must complete ten semesters (5 credits) of Hartland High School required and elective science courses. The ten semester total must include two semesters of Honors Chemistry or AP Chemistry and two semesters of AP Physics I or AP Physics C. All semester grades for these courses must be a B (3.0) or higher. Transfer students will be screened individually.



## Science Course Sequence

Sequence	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1	Earth Science	Biology	Chemistry or Physics	Chemistry, Physics, and/or Science Elective	Elective
2	Physical Science	Biology	Earth Science, Chemistry, and/or Physics	Earth Science, Chemistry, and/or Physics	Elective
3	Physical Science	Earth Science	Biology	Chemistry and/or Physics	Elective

### BIOLOGY A & B

This course will cover concepts important to understanding the rapidly developing fields of molecular, evolutionary, and environmental biology. Biology A topics include: organic chemistry, cell structure, cell transport and division, cellular energy, viruses and bacteria and human systems. Biology B topics include: Mendelian genetics, genetic technology, classification, evolution, ecology and human systems.

### EARTH SCIENCE A & B

Our lives and civilization depend upon how we understand and manage our planet's resources. In this course, we will explore the natural processes occurring in our world and help students gain a true understanding of how our choices as a society and our personal choices impact the balance between us and the environment. Topics covered in Earth Science A include: earth systems and sustainability, earth history and astronomy. Topics covered in Earth Science B include: geology, hydrology, climate and energy flow, natural resources and natural hazards.

### CHEMISTRY A & B

This course will cover the Michigan Merit Curriculum chemistry requirements. Emphasis will be placed on the development of skills in observation, scientific inquiry and laboratory techniques. The mathematical relationships studied will require basic algebra skills.

### HONORS CHEMISTRY A & B

This course is designed for college bound students wishing to study science or math, students planning to enroll in AP science courses, or for those with solid math and science skills. This course will cover all of the Essential and Core, and most of the Recommended Michigan Merit Curriculum chemistry requirements. Emphasis will be placed on the advanced development of skills in observation, scientific inquiry, laboratory techniques and problem solving.

### PHYSICS A & B

This course will cover the Michigan Merit Curriculum requirements. The emphasis of this course will be on the explanation of natural phenomena by analyzing the world around the students using limited math.

### HONORS PHYSICS A & B

In this course, classical mechanics will be constructed using both conceptual and mathematical modeling; therefore a strong background in mathematics is essential. The emphasis of this course will be to use modeling to connect the abstract mathematics of classical mechanics with the concrete world.

### ADVANCED PLACEMENT BIOLOGY

This course is designed to offer students a solid foundation in introductory college-level biology. Students will be assisted in developing an appreciation for the study of life and helped to identify and understand unifying principles within a diversified biological world. The course will focus not only on knowing science content, but also learning skills to gather, analyze, and interpret data, and to communicate information in a meaningful way to others. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

### ADVANCED PLACEMENT SCIENCE LAB – BIOLOGY

Students who are currently taking AP Biology must meet a lab requirement in addition to their regularly scheduled class time. This course will be taught by the students' current AP Biology teacher and will include additional lab contact hours which mirrors current college course offering of a separate lab course assigned to the students in science. This class is on a 4.0 scale and is NOT weighted. (Note: Beginning with the 2018-2019 school year this lab course grade will be on a weighted scale)

### ADVANCED PLACEMENT CHEMISTRY

This course is designed for students desiring a college level chemistry experience and/or credit. This class is designed to match a first year college level inorganic chemistry class as determined by the College Board. Emphasis will be on problem solving, laboratory work and exam preparation. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

### ADVANCED PLACEMENT SCIENCE LAB – CHEMISTRY

Students who are currently taking AP Chemistry must meet a lab requirement in addition to their regularly scheduled class time. This course will be taught by the students' current AP Chemistry teacher and will include additional lab contact hours which mirrors current college course offering of a separate lab course assigned to the students in science. This class is on a 4.0 scale and is NOT weighted. (Note: Beginning with the 2018-2019 school year this lab course grade will be on a weighted scale)

### ADVANCED PLACEMENT PHYSICS I

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory simple circuits. Through guided inquiry and modeling based learning, students will develop scientific critical thinking and reasoning skills. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

### ADVANCED PLACEMENT PHYSICS C – MECHANICS

This course is designed for students needing a strong physics background for anticipated college work. In this course, Newtonian Mechanics will be constructed using both conceptual and mathematical modeling, including some calculus; therefore a strong background in mathematics is required. The emphasis of this course will be to use modeling and problem-solving techniques to connect the abstract mathematics of physics with the concrete world. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at the student's expense).

## MEDICAL CAREERS & TERMINOLOGY

This one-semester course gives students an introduction to the vast world of medical careers as well as the language of medicine and healthcare. Students will learn about and develop an understanding of the preparation and training necessary to pursue careers in Occupational Therapy, Surgical Technology, Nursing, Medical Records Technician, Emergency Medical Technician (EMT), Physical Therapy, Physicians, Radiologists, and many more. Emphasis will also be placed upon learning word roots, suffixes, prefixes, abbreviations, symbols, anatomical terms, and terms associated with movements of the human body. Practicing medical professionals will visit the class to share practical knowledge of their fields and introduce students to a variety of careers.

## ANATOMY & PHYSIOLOGY

Anatomy and physiology is a laboratory-based course in which students will generate knowledge about anatomy (a term for parts) and physiology (a term for how the parts work) with your peers. We will conduct a comprehensive survey of the human body that includes the eleven major organ systems, which will provide a basis for understanding how changes in structure and function can lead to injury and disease.

## ENVIRONMENTAL SCIENCE 1

This course takes an interdisciplinary approach in covering relevant issues in science. It explores real world problems through lab, lecture, projects, and research. This is a semester course that emphasizes the history of environmental concerns, biomes, principles of ecology, population dynamics, land use/management, and the biodiversity of earth with emphasis on conservation.

## ENVIRONMENTAL SCIENCE 2

This course takes an interdisciplinary approach in covering relevant issues in science. It explores real world problems through lab, lecture, projects, and research. This is a semester course that will analyze environmental problems, both natural and human-made, looking at energy use and resources, recycling, pollution (air and water), and civic responsibility.

## MATERIALS SCIENCE & ENGINEERING

Have you ever wondered how they engineer Kevlar Body Armor? How about lightweight yet super-durable parts for aircraft? Materials Science focuses on "stuff" and what makes it useful. Essentially, the chemistry of solids, materials science is one of the newest and fastest growing science and engineering fields today. This lab-heavy science class includes units in Metals, Polymers, Ceramics and Composites. Emphasis will be placed on how materials are researched, processed, and used in everyday life, as well as future career opportunities available in material-related fields.

## ORGANIC CHEMISTRY

This class is intended to be an introduction to college level organic chemistry. As a semester science course, topics covered include: introductory nomenclature, molecules, reactions and laboratory analysis typically seen in a college level organic chemistry course. The course will also focus on the application of organic concepts to everyday life. The intent of the course is to expose students to some of the material they may see in future courses for medical or engineering related fields.

## FORENSIC SCIENCE

Forensic science is the application of science to the law and criminal investigation. This course will introduce methodologies of chemistry, biology, and physics used in crime-scene investigation and the analysis of evidence. Topics explored include analysis of trace evidence, such as hair, fiber, and glass; fingerprints and impressions, questioned document analysis, ballistics and explosives, serology and DNA, toxicology, and death.

## SOCIAL STUDIES COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
420011	Global Studies A	0.5	9	None	NCAA
420012	Global Studies B	0.5	9	Global Studies A	NCAA
420221	American History A	0.5	10	Global Studies	NCAA
420222	American History B	0.5	10	American History A	NCAA
420420	AP United States History	1.0	10	Global Studies, Application, & Teacher Approval	CC, NCAA
42073S	American Government	0.5	11 -12	American History	NCAA
425510	AP United States Government & Politics	1.0	11 - 12	American History & Teacher Approval	CC, NCAA
425610	AP Comparative Government & Politics	0.5	11 - 12	American History & Teacher Approval	CC, NCAA
42093S	Economics	0.5	11 - 12	None	NCAA
42521S	Law & Criminal Justice	0.5	11 - 12	None	
42243S	Sociology	0.5	11 - 12	None	NCAA
42253S	Introduction to Psychology	0.5	11 - 12	None	NCAA
423030	AP Psychology	1.0	11 -12	None	NCAA
421130	AP European History	1.0	11 - 12	Application & Teacher Approval	CC, NCAA
42283S	Contemporary Affairs	0.5	11 - 12	None	NCAA
42561S	The History of Film in the United States	0.5	10 - 12	None	
42551S	History of Sports in America	0.5	9 - 12	None	
42273S	History Seminar A: Special Topics – See course description for schedule	0.5	11 - 12	None	
42431S	History Seminar B: Special Topics – See course description for schedule	0.5	11 - 12	None	

### GLOBAL STUDIES A & B

This course is a survey of global events beginning with Ancient Civilizations to the world wars. Emphasis is placed on reading, writing, research, and presentation skills.

### AMERICAN HISTORY A & B

This course is a survey of the broad picture of American History from the Progressive Era to present events.

### ADVANCED PLACEMENT UNITED STATES HISTORY

This class is for sophomores interested in taking an Advanced Placement level course. Any student taking this course will automatically be signed up for the Honors English 10 that supports the writing for the AP United States History test. Topics covered will help students prepare for the AP U.S. History exam by learning about historical implications and concepts from the beginning of the United States through today. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

## AMERICAN GOVERNMENT

In this course the student will study the government of the United States on a federal, state, and local level.

## ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS

This course is a year-long program designed to prepare students to take the AP US Government and Politics test. In this class, students will learn to analyze government and politics in the US. This course includes both the study of general concepts used to interpret US government and politics as well as the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute US government and politics. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

## ADVANCED PLACEMENT COMPARATIVE GOVERNMENT & POLITICS

This course is offered first semester only and is designed to prepare students to take the AP Comparative Government and Politics test. It will introduce students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

## ECONOMICS

This course is a study of the American economic system and economic systems. The emphasis will be on the practical functions of the market place and practical applications of economic theory.

## LAW & CRIMINAL JUSTICE

This course gives a general overview of law and criminal justice systems. It covers the nature and sources of law, court systems, and the substantive areas of constitutional law, contracts, torts, criminal law, agency, and property. This course is geared towards providing students with the basic knowledge of the law, critical legal thinking, and a comparative approach to the civil and common law systems. In addition, this course will explore the world of criminal justice and introduce operational practices at the major criminal justice decision stages. Students will also look at critical issues in society such as the dilemmas of change in policing, diversion, court administration, sentencing, and community correctional programs.

## SOCIOLOGY

This course is a one semester introduction to Sociology. Students will study behavior with a major emphasis on present day Western society. Topics covered include: sociological perspectives, research, culture, socialization, social structure, group interaction, deviance, social stratification, social institutions (family, education, sports), and social change. Students will participate in a wide range of activities and group simulations, with a culminating presentation at the end of the semester.

## INTRODUCTION TO PSYCHOLOGY

This course will serve as a semester introduction to the principals of Psychology. Students will study individual behavior and its underlying causes. Topics covered may include: the history of psychology, research, the body and behavior, altered states of consciousness, learning and conditioning, memory and thought, psychological and intelligence testing, developmental and personality theories, psychological disorders, as well as therapy.

### ADVANCED PLACEMENT PSYCHOLOGY

This full year course is designed to introduce students to the systematic and scientific study of human and animal behavior. Students are exposed to the psychological facts and principles associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

### ADVANCED PLACEMENT EUROPEAN HISTORY

The student will examine Western civilization from the Pre-Renaissance period to the end of the Cold War. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

### CONTEMPORARY AFFAIRS

This course is designed to explore contemporary issues of the day. Students will examine current events in the news, theater, music, and sports. Debate, discussion, and web research will provide participants the skills to make knowledgeable and informed decisions. It is hoped that students enrolled will develop their capacities as leaders who will challenge the present and enrich the future.

### THE HISTORY OF FILM IN THE UNITED STATES

This course explores the development of filmmaking and its historical and social influence in the United States. On occasion, movies will be viewed critically and analyzed within the context of history.

### HISTORY OF SPORTS IN AMERICA

This course will explore the development and movements found within the area of sports since 1865 in the United States. Units of study include: a chronological history of sport in America, sport sociology, economics of sport, ethics in sport, adolescent and youth sports. Students will participate in a wide range of activities with a culminating presentation at the end of the semester.

### HISTORY SEMINAR A & B: SPECIAL TOPICS (see schedule below for topics offered each school year)

This course is a semester long elective within the Social Studies Department for juniors and seniors. The class focuses on a specific era or event in history for the semester, and changes topics annually. The course is designed for those who are interested in taking an additional history course after completing the ninth and tenth grade requirements.

YEAR	HISTORY SEMINAR A	HISTORY SEMINAR B
2019-2020	<u>The American Civil War Period (1856-1866)</u> : The study of American culture and history relative to the period before, during and after the Civil War, including local Hartland and personal family history research.	<u>History of the Second World War (1936-1946)</u> : A study of the period of history that centers on the Second World War from a global perspective, including local Hartland and personal family history research.
2020-2021	<u>The History of the African Continent (Ancient Egypt to the Arab Spring)</u> : The study of the history of the African Continent from their perspective. Specifically the period between the Ancient Egyptian Empire to the Current Era of the Arab Spring.	<u>The Decade of the First World War (1910-1920)</u> : The history of the First World War from a global perspective between 1910 and 1920. The course includes units on student's personal family history during this period.
2021-2022	<u>The History of the Russia (Prehistory to Putin)</u> : The History, Culture, Literature, Music and Art of the Russian People. Special attention is paid to current geo-political events involving Russia.	<u>Revolutions! From the American Revolution to the Arab Spring</u> : A comparative study of revolutions over time and why they happen. Covers the American, French and Russian Revolutions as well as the Arab Spring in the Middle East.

# WORLD LANGUAGE COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
455010	American Sign Language I	1.0	9 - 12	None	
455110	American Sign Language II	1.0	9 - 12	ASL I	
4550510	American Sign Language III – Honors	1.0	10 - 12	B or higher in ASL II and Teacher Approval	
450010	French I	1.0	9 - 12	None	NCAA
454210	French I – Honors	1.0	9 - 12	A or B in Language Arts	NCAA
450120	French II	1.0	9 - 12	French I or French I Honors	NCAA
454310	French II – Honors	1.0	9 - 12	A or B in French I Honors or A in French I	NCAA
450230	French III – Honors	1.0	10 - 12	French II or French II Honors	NCAA, OLE
450340	French IV – Honors	1.0	11 - 12	French III	NCAA, OLE
453710	French V – Honors	1.0	12	French IV	NCAA, OLE
450410	German I	1.0	9 - 12	None	NCAA
454610	German I – Honors	1.0	9 - 12	A or B in Language Arts	NCAA
450520	German II	1.0	9 - 12	German I or German I Honors	NCAA
454710	German II – Honors	1.0	9 - 12	A or B in German I Honors or A in German I	NCAA
450630	German III – Honors	1.0	10 - 12	German II or German II Honors	NCAA, OLE
450740	German IV – Honors	1.0	11 - 12	German III	NCAA, OLE
4550410	German V – Honors	1.0	12	German IV	NCAA, OLE
450810	Spanish I	1.0	9 - 12	None	NCAA
454410	Spanish I – Honors	1.0	9 - 12	A or B in Language Arts	NCAA
450920	Spanish II	1.0	9 - 12	Spanish I or Spanish I Honors	NCAA
454510	Spanish II – Honors	1.0	9 - 12	A or B in Spanish I Honors or A in Spanish I	NCAA
451030	Spanish III – Honors	1.0	10 - 12	Spanish II Honors	NCAA, OLE
451140	Spanish IV – Honors	1.0	11 - 12	Spanish III	NCAA, OLE
452710	AP Spanish	1.0	12	Spanish IV & Teacher Approval	NCAA, OLE

To receive academic recognition at Undergraduate Honors Night a student must maintain an A average each semester. To receive an honor cord and academic recognition at Senior Honors night, a student must maintain an A or A- average for each semester for three or four years.

**\*A sequence of two years in the same language is required for the Class of 2016 & beyond.** It is recommended that students who have no interest in continuing language study beyond the two year requirement of the Michigan Merit curriculum enroll in non-honors language classes in order to fulfill the requirement to graduate. It is

recommended that students who have an interest in language, plan to take four+ years of a language and/or pursue language study beyond high school enroll in **honors** language classes.

Students that took, French I, German I, or Spanish I in 8<sup>th</sup> grade and received an A or B in the course are eligible to enroll in honors world language classes.

NOTE: Successful completion of an approved Career & Technical Education program OR the completion of an additional Visual Performing and Applied Arts (VPA) credit (2 semesters) may waive 2<sup>nd</sup> year of World Language.

### AMERICAN SIGN LANGUAGE I

The course will introduce students to American Sign Language (ASL) through exploring vocabulary, ASL grammar and structure. Students will begin conversational signing and will be assessed on their expressive and receptive skills. There will also be introduction to Deaf culture and Deaf history.

### AMERICAN SIGN LANGUAGE II

Students will develop their expressive and receptive skills introduced in ASL I. They will further explore Deaf culture. Students will also be expected to communicate more frequently using ASL and not voice.

### AMERICAN SIGN LANGUAGE III – HONORS

Students will be expected to rely on Sign Language versus English within the classroom. Further immersion into the Deaf community and culture will be expected including occasional attendance of extra-curricular Deaf events. There will be continued study of ASL grammar, syntax and structure.

### FRENCH I

The student is introduced to basic vocabulary and pronunciation and gradually builds a foundation in speaking and understanding the language. Some reading and writing follows in the natural development of the language skills. The student becomes acquainted with the culture and gains some insight into cultural similarities and differences. Basic grammar concepts are introduced at this level. Reading, writing, listening, and speaking skills are developed. Students enrolled in this course do not intend on continuing past the two-year graduation requirement.

### FRENCH I – HONORS

The student is introduced to vocabulary and pronunciation and builds a foundation in speaking and understanding the language at an accelerated rate. Students will use authentic materials to foster skills in reading and listening. Students will create original dialogue, practice communicating, and learn to discuss their own interests. The student becomes acquainted with the French culture and gains insight into cultural similarities and differences. Grammar concepts are taught in depth at this level. Reading, writing, listening, and speaking skills are developed. Students enrolled in this course have a strong interest in learning a second language and are considering taking more than 2 years of language. The French I Honors class is the first step in the vertical progressive curriculum towards French III, IV, and V.

### FRENCH II

This course is designed to develop the student's ability to listen, speak, read and write in French. Speaking and listening skills will be developed through daily use of French and authentic texts and music. Students will create original dialogue, practice communicating, and learn to discuss their own interests. Students will read simple narratives and learn to write short paragraphs. Students will continue to study basic vocabulary and culture. Students enrolled in this course do not intend on continuing past the two year graduation requirement.



## FRENCH II – HONORS

This course is designed to develop more fully the student's ability to listen, speak, read and write French at an accelerated rate. French II Honors presents a rapid, comprehensive review of all grammatical concepts and structures studied in French I Honors. Speaking and listening skills will be developed through daily use of French. Students will create original dialogue, practice communicating, and learn to discuss their own interests. Frequent use of culturally authentic materials, music, periodicals, and video, will enhance cultural awareness and offer topics for class discussion. In depth grammar study continues at this level. Reading, writing, listening, and speaking skills are expanded. Students enrolled in this course have a strong interest in learning a second language and are considering taking more than two years of language. The French II Honors class is the second step in the vertical progressive curriculum towards French III, IV, and V.

## FRENCH III – HONORS

This course will focus on communication in French, both written and spoken. Overall themes of travel by train, airplane, car, and lodging will be covered. Students will begin learning complex grammar structures in an effort to facilitate authentic conversation and aid comprehension.

## FRENCH IV – HONORS

This course is designed as an advanced study of the French language. Emphasis will be placed on the acquisition of all formal grammar structures and on reading and discussing works of French authors. Several critical papers will be required.

## FRENCH V – HONORS

This course will be taught as a college-level French literature course. Students will be required to read works by French authors and poets and keep abreast of contemporary issues in France. The class will be conducted entirely in French, and both written and verbal communication will aid students to become more fluent in, and comfortable with, the language. Several critical papers and verbal examinations will be required.

## GERMAN I

The student is introduced to basic vocabulary and pronunciation, and gradually builds a foundation in speaking and understanding the language. Some reading and writing follows in the natural development of the language skills. The student becomes acquainted with the culture and gains some insight into cultural similarities and differences. Basic grammar concepts are introduced at this level. Reading, writing, listening, and speaking skills are developed. Students enrolled in this course do not intend on continuing past the two-year graduation requirement.

## GERMAN I - HONORS

The student is introduced to vocabulary and pronunciation and builds a foundation in speaking and understanding the language at an accelerated rate. Students will use authentic materials to foster skills in reading and listening. Students will create original dialogue, practice communicating, and discuss their own interests. The student becomes acquainted with the cultures of German speaking countries and gains-insight into cultural similarities and differences. Grammar concepts are taught in depth at this level. Reading, writing, listening, and speaking skills are developed. Students enrolled in this course have a strong interest in learning a second language and are considering taking more than two years of language. The German I Honors class is the first step in the vertical progressive curriculum towards upper level German courses.

## GERMAN II

This course is designed to develop the student's ability to listen, speak, read and write in German. Speaking and listening skills will be developed through daily target language use and authentic texts and music. Students will create original dialogue, practice communicating, and express their own interests. Students will read simple narratives and learn to write short paragraphs. Students will continue to study basic vocabulary and culture. Students enrolled in this course do not intend on continuing past the two year graduation requirement.

## GERMAN II – HONORS

This course is designed to develop more fully the student's ability to listen, speak, read and write in German at an accelerated rate. German II Honors presents a rapid, comprehensive review of all grammatical concepts and structures studied in German I Honors. Speaking and listening skills will be developed through daily use of German. Students will create original dialogues, practice communicating, and discuss their own interests. Frequent use of culturally authentic materials, music, periodicals, and video, enhance cultural awareness and offer topics for class discussion. Various grammar items are mastered at this level. Reading, writing, listening, and speaking skills are expanded. Students enrolled in this course have a strong interest in learning a second language and are likely to take more than two years of language. The German II Honors class is the second step in the vertical progressive curriculum towards German III, IV and V.

## GERMAN III – HONORS

A logical progression following German II with continued emphasis on the students' requirement to speak, listen, read and write daily in German. German culture and history is included. Group work and projects allow students more opportunities for creative use of the language. Third year German is advantageous to qualify to participate in the German American Partnership Program (GAPP) exchange program.

## GERMAN IV – HONORS

The class is conducted largely in German. Students are required to converse, read and write in German daily. In addition to advanced grammar items, current events, and twentieth century German literature are major components of the class. Art, poetry, music and other cultural topics are emphasized. Two major projects are required. Fourth year German is advantageous to qualify to participate in the German American Partnership Program (GAPP) exchange program.

## GERMAN V – HONORS

The class is conducted entirely in German. Course emphasizes the five "C"s of language learning. Stress is on verbal, auditory skills as well as composition and grammar. Students are required to converse, read and write in German daily. The histories of Austria and Germany emerging from tribes to unified nations are major themes. Fifth year German is advantageous to qualify for the German American Partnership Program (GAPP) exchange program.

## SPANISH I

The student is introduced to basic vocabulary and pronunciation, and gradually builds a foundation in speaking and understanding the language. Some reading and writing follows in the natural development of the language skills. The student becomes acquainted with the culture and gains some insight into cultural similarities and differences. Basic grammar concepts are introduced at this level. Reading, writing, listening, and speaking skills are developed. Students enrolled in this course do not intend on continuing past the 2-year graduation requirement.

## SPANISH I – HONORS

The student is introduced to vocabulary and pronunciation and builds a foundation in speaking and understanding the language at an accelerated rate. Students will use authentic materials to foster skills in reading and listening. Students will create original dialogue, practice communicating, and learn to discuss their own interests. The student becomes acquainted with the Hispanic culture and gains-insight into cultural similarities and differences. Grammar concepts are taught in depth at this level. Reading, writing, listening, and speaking skills are developed. Students enrolled in this course have a strong interest in learning a second language and are considering taking more than 2 years of language. The Spanish I Honors class is the first step in the vertical progressive curriculum towards Advanced Placement.

## SPANISH II

This course is designed to develop the student's ability to listen, speak, read and write in Spanish. Speaking and listening skills will be developed through daily use of Spanish and authentic texts and music. Students will create original dialogue, practice communicating, and learn to discuss their own interests. Students will read simple narratives and learn to write short paragraphs. Students will continue to study basic vocabulary and culture. Students enrolled in this course do not intend on continuing past the two year graduation requirement.

## SPANISH II – HONORS

This course is designed to develop more fully the student's ability to listen, speak, read and write Spanish at an accelerated rate. Spanish II Honors presents a rapid, comprehensive review of all grammatical concepts and structures studied in Spanish I Honors. Speaking and listening skills will be developed through daily use of Spanish. Students will create original dialogue, practice communicating, and learn to discuss their own interests. Frequent use of culturally authentic materials, music, periodicals, and video, will enhance cultural awareness and offer topics for class discussion. In depth grammar study continues at this level. Reading, writing, listening, and speaking skills are expanded. Students enrolled in this course have a strong interest in learning a second language and are considering taking more than two years of language. The Spanish II Honors class is the second step in the vertical progressive curriculum towards Advanced Placement.

## SPANISH III – HONORS

The major emphasis in Spanish III will be on actual use of the language through readings, compositions, and conversation. The grammar study will include a review of SPANISH I and II as well as some complexities not previously studied. Class will be conducted in Spanish whenever possible. Students will have more opportunities for creative use of the language. The Spanish III Honors class is the third step in the vertical progressive curriculum towards Advanced Placement.

## SPANISH IV – HONORS

Spanish IV is an advanced language study equivalent to a first-year college course. Grammatical structures learned in Spanish III will be reviewed with an emphasis on their application. Students are expected to communicate with the instructor and their peers in Spanish to increase fluency in the language. Students will read and analyze works by Hispanic authors, compose original writings, hold discussions in Spanish and verbally present research, and listen to dialogues, commercials, interviews and songs of Spanish speakers from different parts of the Spanish-speaking world. The class is conducted in Spanish. The Spanish IV Honors class is the fourth step in the vertical progressive curriculum towards Advanced Placement.

## ADVANCED PLACEMENT SPANISH

This Advanced Placement Spanish course covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It stresses oral and listening skills, written composition, and grammar. Because the course emphasizes the use of Spanish for active communication, it is taught entirely in Spanish and students are required to use the target language as well. Course content is aligned with the College Board Advanced Placement Spanish Language Course Description and the instructor will make wide use of additional resources and online Advanced Placement resources. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

## NON-DEPARTMENTAL COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
	Enrichment	0.5	9 - 10	Recommendation for Placement	
	Freshman Focus	0.5	9	Recommendation for Placement	
49831S 49832S	Tutorial A & B	0.5	9 - 12	None	
49821S	Test Taking Skills	0.5	9 - 11	None	
49883S	Peer to Peer Support	0.5	11 - 12	Application & Teacher Approval	
49931S	Peer to Peer Support - PE	0.5	11 - 12	Application & Teacher Approval	
49891S	Film & Media Production	0.5	9 - 12	None	
48502S	Media Broadcasting	1.0	10 - 12	Application & Teacher Approval	VPA
485231	Work Based Learning – Semester 1	0.5 - 1.0	11 - 12	Application	
485232	Work Based Learning – Semester 2	0.5 - 1.0	11 - 12	Application	
49971S	Careers & College Planning	.5	10 - 11		OLE

### ENRICHMENT

*Grade Level:* 9-10

*Length of Course:* One or Two Semesters per year.

*Prerequisite:* Admission by referral from counselor upon consultation with parents, teachers, administration and/or an eligibility team review (teachers and administrators).

The focus of the Enrichment class is to provide assistance to any and all students so that they might achieve success in their academic classes. The Enrichment class will be offered each semester. Students will be given individual and/or group assistance in comprehending and completing assignments, studying for tests, and gaining a basic understanding of concepts presented in their academic classes. The course also addresses the motivational skills, needed not only to improve a student's academic success, but also success in life. Along with focusing on the core subject areas students will also focus on decision-making, problem solving, study habits, discipline, and self-esteem skills. Students who are failing academic classes in the ninth grade can be referred by their teacher to the counselor. An eligibility team will review academic and discipline records to determine eligibility for the Enrichment class. Students in the Enrichment class will be evaluated by the following criteria: progress reports, participation, effort and attitude, and improved overall grade point average. Students are expected to use their time effectively in class. Placement in the class for another semester or removal from the class will be reviewed on an individual basis. If a student does not use their time effectively, the student will be removed from class. This Enrichment class offers an excellent opportunity for students to receive assistance on school work while participating in a positive and productive environment geared toward success.

## FRESHMAN FOCUS

This semester course is designed to aid in the transition to high school from the middle school. Students are selected and invited to participate in Freshman Focus by their 8th grade teachers. This class helps to provide a smooth entrance into a different environment and gives students support as they embark on their high school career. Students are expected to use their time effectively in class. Freshman Focus offers an excellent opportunity for students to receive assistance on school work while participating in a positive and productive environment geared towards success.

## TUTORIAL A & B

This course is designed to provide an opportunity for students to receive enrichment and enhanced learning opportunities in conjunction with challenging courses.

## TEST TAKING SKILLS

Even students who work very hard to prepare for an exam often leave the test feeling that they have studied the wrong things or that their performance has not truly reflected the level at which they have learned. This course is designed to address various areas of student test-taking skills. Strategies designed to help improve performance on any type of test as well as the PLAN, EXPLORE, ACT, PSAT, or SAT tests will be explored. Several of the topics covered include task analysis, memory strategies, organization, effective reviewing, Bloom's taxonomy, mock tests, test analysis, essay test terminology, and much more.

## PEER TO PEER SUPPORT

This is an introductory course, which will allow general education students to work with a variety of students with special needs in elective and/or core classes. Students in this course will learn strategies to work cooperatively and integrate effectively with students with special needs. Students will also learn socialization strategies to use during typical social situations during lunch, passing time, and/or school events. Students looking to go into the fields of education, social work, psychology, medicine, or support services may find this course beneficial.

## PEER TO PEER - PE

This is an introductory course, which will allow general education students to work with a variety of students with special needs in the Adaptive Physical Education class. Students in this course will learn strategies to work cooperatively and integrate effectively with students with special needs. Students will also learn socialization strategies to use during typical social situations during lunch, passing time, and/or school events. Students looking to go into the fields of education, social work, psychology, medicine, or support services may find this course beneficial.

## FILM & MEDIA PRODUCTION

This course is designed for the entry-level film editing student. Students will cut film, build and create video and edit digital content for production. This is a one hour course which will give students an excellent opportunity to use state of the art equipment and hone their film editing and production skills.

## MEDIA BROADCASTING

This is a high-level application-based course, which focuses on writing news stories, developing digital content and also performing the broadcast in front of a camera. This course is for students interested in using high-level technology to create high quality news broadcasts. This course is a two-hour block and provides service to the school by broadcasting student news each day to the classrooms. Students interested in the entertainment industry, film production or broadcasting careers would benefit greatly from this course.

## WORK BASED LEARNING (Work Experience/Cooperative Education)

Work Based Learning is a school-to-work program that involves the schools, students, parents/ guardians, and the business community. It matches a student's class work and career interests with work-site based learning opportunities. The Work Based Learning Program is not a job placement service; it is a program which enables students to receive career exploration/training in an established, supervised work environment. This allows the student to experience actual employment conditions, while also continuing their academic studies.

Work Based Learning Eligibility Requirements:

1. Training relates to the student's course of study and career pathway, as stated on the student's EDP.
2. Student must concurrently enrolled in a related class.
3. Training site must be approved by the administration and Work Based Learning Coordinator
4. Student must average 10 hours per week at work site, per class hour enrolled (up to two class hours in a semester).

## CAREER & COLLEGE PLANNING

Career and College Planning is geared toward assisting students plan for their future after graduation. Topics of the courses include: Making the Most of High School, Who Am I as a Student, Goal Setting, Career Exploration, Finding a Career or College Match, Employability Skills, and Scholarships/Financial Aid. Students will utilize technology such as "MI Bright Futures" to help discover in-demand careers and connect with local working professionals and businesses. Students will also further explore the Career Cruising Program and work on Educational Development Plans. The course will have a positive impact on students by educating them in Post-Secondary opportunities and help prepare them for their future.

## SPECIAL EDUCATION COURSES

COURSE NUMBER	COURSE NAME	CREDITS	GRADE LEVEL	PREREQUISITE	MEET REQ. OF:
412710A	Language Arts – Comprehensive	1.0	9 - 12	IEPC Placement	
412310A	Language Arts 9	1.0	9	IEPC Placement	NCAA
412420A	Language Arts 10	1.0	10	IEPC Placement	NCAA
412530A	Language Arts 11	1.0	11	IEPC Placement	NCAA
412540A	Language Arts 12	1.0	12	IEPC Placement	
412611A 412612A	Reading Intensive A & B	1.0	9 - 12	IEPC Placement	
441910A	Math – Comprehensive	1.0	9 - 12	IEPC Placement	
443110A	Algebra	1.0	9 - 12	IEPC Placement	
443920A	Geometry	1.0	10 - 12	IEPC Placement	
442310A	Applied Math I	1.0	9 - 12	IEPC Placement	
442720A	Applied Math II	1.0	10 - 12	IEPC Placement	
443030A	Applied Math II/IV	1.0	11 - 12	IEPC Placement	
44871SA	Math Intensive 9	1.0	9	IEPC Placement	
44881SA	Math Intensive 10	1.0	10	IEPC Placement	
431410A	Science – Comprehensive	1.0	9 - 12	IEPC Placement	
431310A	Earth Science	1.0	9 - 12	IEPC Placement	
431210A	Life Science	1.0	9 - 12	IEPC Placement	NCAA
43361SA 43371SA	Chemistry A & B	1.0	11-12	IEPC Placement	
421210A	Social Studies – Comprehensive	1.0	9 - 12	IEPC Placement	
421610A	World History	1.0	9 - 12	IEPC Placement	NCAA
421320A	U.S. History	1.0	9 - 12	IEPC Placement	NCAA
42143SA	Government	0.5	11 - 12	IEPC Placement	NCAA
42093SA	Economics	0.5	11 - 12	IEPC Placement	NCAA
48063SA	Consumer Economics	0.5	11 - 12	IEPC Placement	
485510A	Personal Adjustment	1.0	9 - 12	IEPC Placement	
485610A	Living Skills – Comprehensive	1.0	9 - 12	IEPC Placement	
485820A	Career Exploration	1.0	10 - 12	IEPC Placement	
485930A	Work Skills	1.0	11 - 12	IEPC Placement	
45631SA	Computer Applications	0.5	9 - 12	IEPC Placement	

46061SA	Physical Education	0.5	9 - 12	IEPC Placement	
46071SA	Health	0.5	9 - 12	IEPC Placement	

## ENGLISH

### LANGUAGE ARTS – COMPREHENSIVE

This class focuses on reading and written language skills. Students will investigate their options and learning styles, personal skills and interests using computer programs. This class will include communication skills needed in work situations, work experience, and everyday living. This program is on a rotating four year basis.

### LANGUAGE ARTS 9

This class focuses on reading comprehension and developing sound written language skills. Emphasis will be on parts of speech, punctuation, and daily reading activities. Students will investigate Career Pathways and course options available. They will explore learning styles, personal skills and interests and develop an education plan using computer programs.

### LANGUAGE ARTS 10

This course provides a study of literature and composition associated with United States history. It addresses different writing styles and authors through study, discussion and written work. Grammar and vocabulary are components that are incorporated into most class activities. Emphasis will be on essay development, including a paper requiring research and documentation.

### LANGUAGE ARTS 11

This course is designed to assist students in strengthening and further defining their reading and writing skills. This course will provide students with reading and writing strategies that can assist them on the SAT. A major component of this course is a career exploration writing project with an oral presentation component. The course also focuses on the writing process, the study and analysis of literature, vocabulary development and grammatical application skills.

### LANGUAGE ARTS 12

This course is designed to teach reading and writing skills for students' secondary needs and beyond. Students will focus on units related to establishing creativity in writing, reading for enjoyment as an adult and informative research on post-secondary plans. The course will also focus on the writing process, grammar application, vocabulary development and the analysis of literature. Additionally, students will engage in the steps necessary to develop and execute their post-secondary plans.

### READING INTENSIVE

This course is designed to teach reading skills needed at the secondary level and beyond. It will also serve to provide remediated instruction for those who may be reading below grade level. Instruction will consist of the "Leveled Literacy Instruction" program by Fountas and Pinnell, and be supplemented by novels of the students' choosing, news articles, and additional nonfiction texts. It is the primary goal of this course to foster independent reading by providing individualized instruction and help promote students' confidence as readers.

## MATHEMATICS

### MATH – COMPREHENSIVE

This is a comprehensive course which emphasizes basic computational skills focusing on whole numbers, introduction of fractions, problem solving and calculator skills. Math skills are applied to settings which include the home, workplace, and basic money management. This is a rotating two year course.



## ALGEBRA

This course is designed for the students who plan to pursue further training in math-related fields. This course is a traditional study of mathematics, integrating the study of algebra with geometry and probability. The students will be using technology with the study of traditional mathematical concepts. Real life situations will be visited and students will be expected to communicate solutions verbally and in written form.

## GEOMETRY

This course is designed to develop logical thinking and an appreciation of the form and relationship of objects in the plane and space. Work is continued with algebraic equations and formulas. It is highly recommended that students have a C or better in Algebra before taking this course.

## APPLIED MATH I

The first semester of this course will create a foundation to build on consumer math applications. Topics will include basic operations, place value, fractions, decimals, percentages and multiple place value division. Time will be spent becoming proficient in calculator use. Additionally, students will learn basic algebra applications based on readiness. The second semester of this course will focus on consumer math skills such as: budgeting, check writing, leasing and financing.

## APPLIED MATH II

This course will expand on consumer math applications introduced in Applied Math I. Personal finance and business applications will be explored further. Students will develop an understanding of financial planning, insurance needs, credit reports and consumer decision making strategies. Business applications will create an awareness of skills needed to develop a small business, communicate with customers and manage a payroll. This course may not be offered on a yearly basis.

## APPLIED MATH III/IV

This course will expand upon basic math operations as it relates to consumer math applications. Extensive review of place value, fractions, decimals, percentages, and multiple place multiplication and division. Business applications will create an awareness of skills needed to develop a small business, communicate with customers and manage a payroll.

## MATH INTENSIVE 9

Math Intensive 9 is a course designed to help students who struggle with math reasoning and calculation. The direction of the course will be determined by the individual students in the class. We will be reviewing pre-algebra concepts necessary to be successful in Algebra I, as well as previewing basic algebra concepts. Math Intensive 9 and Algebra are taken concurrently.

## MATH INTENSIVE 10

Math Intensive 10 is a course designed to help students who struggle with math reasoning and calculation. The direction of the course will be determined by the individual students in the class. We will be reviewing Algebra concepts necessary to be successful in Geometry, as well as previewing more advanced Algebra concepts in preparation for Algebra II. Math Intensive 10 and Geometry are taken concurrently.

## SCIENCE

**NOTE: These courses are offered in 9<sup>th</sup> & 10<sup>th</sup> grades. There is no sequence of classes.**

## SCIENCE – COMPREHENSIVE

A course which teaches the student to identify factors and events which influence the environment and living creatures, the world that surrounds them, and how it affect their everyday life. This is a rotating two year course.

## EARTH SCIENCE

A course which teaches the student to identify factors and events which influence the environment and how it changes. Students also learn about astronomy, the formation of the earth's surface, and factors which influence weather.

## LIFE SCIENCE

A course which teaches students about the world which surrounds them and how it affects everyday life. There is an in-depth study of the body cells, organs, systems and their interrelationships, basic food groups and nutrition, first aid and substance abuse.

## CHEMISTRY

Resource Chemistry is a course designed to help students who struggle with math reasoning and calculation within science. The mathematical relationships studied will require basic algebraic skills. Emphasis will be placed on the development of skills in observation, scientific inquiry and laboratory techniques. This course will cover the same requirements as Chemistry but at an adjusted pace with more hands-on learning.

## **SOCIAL STUDIES**

### SOCIAL STUDIES – COMPREHENSIVE

A comprehensive course designed to meet the needs of the individual. Cultural differences, geography, map skills, and community based activities will be stressed. This is a rotating two year course.

### WORLD HISTORY

This course will focus on the events of history and how it has affected the world as it is today. Emphasis will be placed on gaining an appreciation of historical events and their impact on global society.

### U. S. HISTORY

A basic course that teaches United States history from the Progressive Era to present day events and social issues. Instructional areas of this course include the political and social history of the United States.

### GOVERNMENT

A basic course designed to develop a reasonable, informed citizen in the local, state, and national government areas. This course will concentrate on governmental procedures, political parties, and voting systems. This course may not be offered every semester.

### ECONOMICS

This course is a study of the American economic system and economic systems. The emphasis will be on the practical functions of the market place and practical applications of economic theory.

### CONSUMER ECONOMICS

The course emphasis is on the student as a consumer. Content will examine the economic system, family economics, business education, and the practical applications of economics as it affects the individual.

## **PRE-VOCATIONAL**

### PERSONAL ADJUSTMENT

This course provides students the opportunity to enhance self-esteem and improve life management skills. Goal setting, problem solving, and values clarification are a few of the topics to be covered.

## LIVING SKILLS – COMPREHENSIVE

The purpose of this class is to develop the skills necessary for independent living. This will include the home, workplace, decision making and leisure time.

## CAREER EXPLORATION

This course provides the student with an opportunity to engage in career exploration. The student will develop an array of employment skills and functional social and life skills necessary for successful adjustment to independent community living.

## WORK SKILLS

This course will help the students investigate, reflect, analyze, and synthesize how the interconnected puzzle of school, job, and life fit together. Lessons will be designed to promote self-knowledge, life roles, and foster career exploration.

## COMPUTER APPLICATIONS

The purpose of this class is to provide the student with an introduction to the fundamentals of computers. Students will gain an understanding of the history of technology, and gain experience in the use of word processing, spreadsheets, and communication applications. This class will not be offered every semester.

## **PHYSICAL EDUCATION**

### PHYSICAL EDUCATION

This class will offer the student the fundamentals of developing and applying an individualized conditioning program. Focus will be on the specific needs of each student. Included will be strength training, diet, nutrition, aerobics, and cardiovascular training. Class will not be offered every semester. Students must have approval for entrance into this class.

### HEALTH\*

The course provides information regarding personal health, life cycles, HIV/AIDS instruction, consumer health, reproductive health, family planning, safety, and substance use and abuse. This class will not be offered every semester and needs instructor approval for entrance.

\*State guidelines require that parents are notified each year of their right to review the course materials to be used in this course and their right to exclude their child from any portion(s) of instruction.

Name: \_\_\_\_\_

**Rigorous Curriculum/Graduation Requirements  
Checklist**

- English (4 credits):      \_\_\_ English 9 A & B (1)                              \_\_\_ English 10 A & B (1)  
                                     \_\_\_ English 11 A & B (1)                              \_\_\_ English 12 A & B (1)
- Math (4 credits):        \_\_\_ Algebra I A & B (1)                              \_\_\_ Geometry A & B (1)  
                                     \_\_\_ Algebra II A & B (1)                              \_\_\_ Senior Math A & B (1)
- Science (3 credits):    \_\_\_ Biology A & B (1)                              \_\_\_ Earth Science A & B (1)  
                                     \_\_\_ Chemistry A & B OR Physics A & B (1)
- Social Studies (3 credits):    \_\_\_ Global Studies A & B (1)                              \_\_\_ American History A & B (1)  
                                     \_\_\_ Economics (Market./SS Elect.) (.5)                              \_\_\_ American Government (.5)
- PE (1 credit):            \_\_\_ Personal Fitness (.5)                              \_\_\_ Health (.5)
- World Language (2 credits):    \_\_\_ 1<sup>st</sup> Year A & B (1)                              \_\_\_ 2<sup>nd</sup> Year A & B (1)
- VPA (1 credit):            \_\_\_ \_\_\_\_\_ (.5)                              \_\_\_ \_\_\_\_\_ (.5)  
(Art, Music, CAD, etc.)                              Course 1                              Course 2
- Other:                      \_\_\_ Online Learning Experience                              \_\_\_ MME / MI Access

Number of credits needed for graduation:

Class of 2020 – 25    Class of 2021 – 25    Class of 2022 – 25    Class of 2023 – 26