

# COURSE CATALOG

2024 - 25



LAPEER HIGH SCHOOL  
CFI WEST-CAMPUS  
ZEMMER 8-9 CAMPUS  
ROLLAND-WARNER 6-7 CAMPUS



# **Notice of Nondiscrimination Policy**

It is the policy of the Lapeer Community Schools that no person shall, on the basis of race, color, national origin, sex or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment.





**LAPEER**

**EARLY COLLEGE**



**Don't break the  
bank for college.**

**Ask your counselor if  
LEC is right for you!**

**[LapeerSchools.org](http://LapeerSchools.org)**

# One Lapeer – Four Campuses

Four unique campuses with one mission: enriching and extending your child's educational experience in a personalized, meaningful, and relevant way.

We take ONE firm approach to meeting the diverse needs of each student across four campuses – and that is to serve as the premier district of CHOICES for students and families in meeting their academic goals.

This course description guide provides students and parents with the detailed descriptions of our courses, as well as a description and overview of the four campuses that make up our designed 6-12 system.

**The Rolland-Warner Campus (6-7)** will provide a safe yet rigorous transition for your child as he/she leaves the elementary experience. A balance of rigor and support awaits, including opportunities to take 7<sup>th</sup> grade work as a 6<sup>th</sup> grade student and begin completion of the high school world language requirement. Additionally, instructional support will be provided to ensure that the basics of reading and fundamental math are in place. Music, art and other elective options are available, as well as a high quality fitness program, as your child begins his/her lifelong approach to healthy living and athletic opportunities.

**The Zemmer Campus (8-9)** provides the perfect transition from middle school to high school, and has a high school feel when it comes to curriculum and instruction, but also a middle school feel when it comes to knowing each and every child. Similar to the 6-7 experience, students can stretch into multiple high school courses as an 8<sup>th</sup> grade student, including biology, 9<sup>th</sup> grade English and Spanish. Fine arts and athletics provide great opportunities to grow as a leader and individual. In 9<sup>th</sup> grade, full access to the high school curriculum and participation in sports blend seamlessly – as 9<sup>th</sup> grade students begin to transition to the high school campus.

At 10<sup>th</sup> grade, students then enter **Lapeer High School and the Center for Innovation at the West Campus**. High rigor, virtual learning, Advanced Placement, and dual enrollment (including coursework from the University of Michigan-Flint, Eastern Michigan University, and Mott Community College) are all options for students as they continue their high school journey while preparing for the 13<sup>th</sup> year transition to college and the world of work.

Across all four campuses, LCS is consistent in providing a rigorous and relevant curriculum to all students at each campus and grade.

## **Rolland-Warner 6-7 Campus & Zemmer 8-9 Campus Programming**

Goals for our sixth through ninth grade students in our middle school programs support research about best practices for adolescent learners and school programming. Goals for development include:

- Foster a climate of trusting and respectful relationships among students, teachers, administrators, parents, and community members.
- Implement a standards-based curriculum grounded in our district mission, using research-based, relevant instructional methods and assessments that prepare all students to achieve.

- Provide a collaborative, empowering culture that supports shared decision-making, problem solving, and governance in response to consensus-driven student performance goals and targets.
- Sustain an educational staff that are expert at teaching adolescents and early teens, and provide ongoing staff development to ensure that teachers build the understandings, knowledge, and skills to assist all students to achieve at high levels.

Based on the mission and goals of the middle years program, the following key components will be a part of the Lapeer Community Schools 6-7 and 8-9 campuses program:

**I-Connect/Intervention/SAT Strategy Application/Silent Sustained Reading:** Secondary students will participate in I-Connect sessions five days a week. The focus of I-Connect is to provide supplementary support to all students in the area of close and critical reading across content and applying SAT strategies. During this time, students needing additional academic or behavioral support will have access to their teacher in small groups or individually and the remainder of the student body will spend time in independent reading of a book/text of their choice. Along with creating culture of acceptance through utilizing Positivity Project with 24 character traits being taught.

**Opportunities for Advancement:** We believe that all students excel in different areas, and we would like to recognize these unique strengths by allowing all students to participate in advancement in one or more areas. Areas available for advancement include advancement in math curriculum and our Pre-AP Springboard English Language Arts curriculum.

**Special Education Programming:** Special education teachers provide services through a combination of flexible service delivery models such as co-teaching, resource room, learning center, and/or consulting services, in accordance with each student's Individualized Education Plan. Special education students have the opportunity to choose from the same exploratory options as their peers.

**Exploratory/Enrichment/Intervention Programming:** A wide range of exploratory, enrichment, and intervention opportunities are available for students at all these levels. These options include some required components at each grade level, but also allow for some individual input based on interest and need. Students needing extra support in reading and/or mathematics will have an opportunity to be placed in an intervention class instead of an exploratory class.

## **Year-Round Middle School Program, grades 6 & 7**

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Our year-round middle school program follows the balanced calendar, i.e. school in August, but four weeklong breaks throughout the rest of the school year. In the month of August, all year-round 6 & 7 students attend school at the Rolland-Warner Campus. They participate in their four core classes (ELA, math, science, & social studies) and two hours of special enrichment programming targeted to their interests. When the rest of the student body joins them in September, they begin their regular exploratory programming alongside the traditional students. Most options for coursework and extra-curricular activities are available to year-round students, but students may have to attend practices or contests during their weeklong breaks in certain instances. Opportunities and resources listed above (I-Connect, intervention, advancement, etc.) will be available to year-round students as well.

## **Lapeer High School**

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Tenth through twelfth grade students in attendance at Lapeer High School are provided with a wide array of opportunities to develop their areas of strength. Within the academic realm, students are guided through a challenging curriculum that is designed to meet the needs of each individual student. Opportunities abound for students to earn college credit through Advanced Placement courses, College on Campus programs and vocational programming. Beyond meeting the needs of the Michigan Merit Curriculum graduation requirements, students will be able to select from a variety of programs within the fine arts, business, and industrial arts to prepare for their future. With a continued focus on the incorporation of technology into the curriculum, students graduating from LHS will be prepared for the demands of the 21<sup>st</sup> century.

Outside of the class setting, opportunities abound for students to make a connection with both peers and staff through our comprehensive athletic and club programs. Within these programs, students are able to further pursue individual interests in preparation for their future. The success and needs of each student at Lapeer High School is important to our staff and serves to guide our practices and program offerings.

**I-Connect:** Secondary students will participate in I-Connect sessions five days a week. The focus of I-Connect is to provide supplementary support to all students in the area of close and critical reading across content and applying SAT strategies. During this time, students needing additional academic or behavioral support will have access to their teacher in small groups or individually and the remainder of the student body will spend time in independent reading of a book/text of their choice.

## **The Lapeer Center for Innovation at the West Campus (CFI)**

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The Lapeer CFI serves students in grades 6-12 and houses many innovative and unique programs designed to challenge our students and stretch their academic potential. The central purpose of the CFI is to innovate, challenge educational norms, and ultimately to equip our students for success in the demanding and competitive 21<sup>st</sup> century global marketplace.

Programs offered at the CFI include:

- Lapeer Virtual (LV)
- Alternative Education Program

# **Lapeer Virtual (LV)**

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## **What is virtual schooling?**

Students in grades K-12 can enroll as a full-time student in Lapeer Community Schools and receive their courses through online providers or with a blended schedule that includes both traditional and online courses. Virtual learning provides a student with a flexible schedule in terms of when and where learning takes place. Typically, courses are delivered via the Web, so students can work anytime and anywhere they have internet access. The district provides a computer and broadband internet access, if needed.

## **Who can enroll?**

Students in grades K-12 (and under 20 years old on September 1<sup>st</sup>) and residing in Lapeer, Oakland, Genesee, Tuscola, Sanilac, St. Clair and Macomb counties can enroll as full-time virtual students.

***Homeschool and Other Non-Public School Students*** may enroll in the district for non-essential courses.

Each course has a “teacher on the other end” – a content expert to assist the students. The district provides a local mentor – a teacher that supports the student. Students must maintain consistent participation and progress, and have regular communication with their mentor and teachers.

Students taking virtual classes through LV may participate in extracurricular activities (according to rules or policies associated with the activities). LV juniors take the SAT test as part of the Michigan Merit Exam (MME). Upon graduation, students earn a Lapeer Community Schools diploma. The district provides a “learning center” with a computer lab and study area. All virtual students must participate in state and local achievement testing.

The district provides an academic advising orientation regarding program policies, guidelines, and online content. LV offers a comprehensive virtual course catalog, including core subjects as well as a wide variety of electives. Families interested in taking virtual classes may use the following LV link to view classes as well as online curriculum vendors: <http://lapeervirtual.org/curriculum/vendors/> . During the registration process, families will meet with an academic advising team to ensure appropriate vendors and classes are selected to meet the learning style and educational needs for their students. The district reviews transcripts/records of work, develops a schedule of courses, and provides tuition free curriculum (up to 12 courses per year).

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# Registration Information

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1. Before entering high school, students should choose a career pathway and a post-secondary education goal (See section “Career Planning” on page 84 for more detailed information.)
2. Next, students working with their parents should design a six-year plan of study (Educational Development Plan found on page 93) to be taken during high school and beyond. This should include courses to meet graduation requirements, career pathway guidelines, and special interests and needs.
3. Before choosing courses, students should carefully read the section entitled “Course Offerings” (page 15). Questions about the courses should be addressed to the counselors or teachers.
4. All students will be required to enroll in six classes for two semesters each year. Students may also have the opportunity to take a 7<sup>th</sup> hour class.
5. In order to provide greater educational opportunities for all Lapeer Community School students, the district will offer courses at all four campuses. Transportation will be provided by the district between buildings.
6. Courses described in this booklet are offered based upon sufficient student demand and teacher availability as determined by administration.
7. Students in grades 9-12 may enroll in college courses at a nearby college each semester if they meet the qualifications and conditions.
8. Students interested in special programs including academic exceptions, dual enrollment, online learning, personal curriculum, and independent study should contact their counselor.
9. Students should select their classes carefully. They are expected to remain in their classes until completion. An open period of drop and add will occur at the beginning of each semester, not to exceed one week.

# Graduation Requirements

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To qualify for graduation from Lapeer Community Schools, students must successfully complete the following requirements and conditions that have been established by the Board of Education and Administration. Students need to be aware of the relationship between academic performance and membership in a particular graduating class.

- **MME** – Complete all portions of the Michigan Merit Exam (MME). This assessment includes a college reportable SAT score, the ACT Work Keys Assessment and an online M-Step test in science and social studies.
- **ATTENDANCE** - A student must complete four years of high school attendance. Students must also meet the attendance requirements in order to earn credit in any course.
- **STUDENT SUBJECT SCHEDULE** - A student must be enrolled in a full schedule of classes each semester. A full schedule consists of six classes. Exceptions to this policy are made for 5<sup>th</sup> year students needing less than one semester of credit in order to meet the graduation requirements for their class. These students are allowed to be scheduled for the number of credits needed for graduation without applying for an academic exception.
- **TRADITIONAL GRADING SCALE –**

Grade	GPA
A	4.0
A-	3.667
B+	3.333
B	3.0
B-	2.667
C+	2.333
C	2.0
C-	1.667
D+	1.333
D	1.0
D-	0.667
F	0.0

# Graduation Requirements

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- **5.0 GRADING SCALE: AP and dual enrollment receiving high school & college credit or high school credit only** – Lapeer High School recognizes the advanced rigor involved in completing some of the courses offered. Those courses that have been deemed college equivalent have been placed on the 5.0 GPA scale and are marked as such in this catalog. All students enrolled in these classes will have their GPA calculated using the following scale.

Grade	GPA
A	5.0
A-	4.667
B+	4.333
B	4.0
B-	3.667
C+	3.333
C	3.0
C-	2.667
D+	1.333
D	1.0
D-	0.667
F	0.0

- **TOTAL CREDITS REQUIRED** - One credit will be awarded for each successfully completed class each term. Following are the Board of Education graduation requirements for each class:

Graduation Class	MMC Credits for Graduation	Total Possible
2019+	45	48

Lapeer Community Schools recognizes that students striving to reach their maximum potential may be allowed to design unique, flexible, comprehensive programs of study which meet their needs. Exceptions to the Lapeer Community Schools graduation requirements that may still lead to earning a Lapeer Community Schools diploma are considered through the Academic Exception process. This includes students seeking to modify the four-year attendance requirement in order to graduate early. Students interested in completing academic exceptions should contact their counselor.

# Graduation Requirements

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## Departmental Requirements

Students must fulfill all department requirements listed below for graduation.

English	4 years <ul style="list-style-type: none"> <li><input type="checkbox"/> English 9</li> <li><input type="checkbox"/> English 10</li> <li><input type="checkbox"/> English 11</li> <li><input type="checkbox"/> English 12</li> </ul>
Math	4 years and must include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Algebra I</li> <li><input type="checkbox"/> Geometry</li> <li><input type="checkbox"/> Algebra II</li> <li><input type="checkbox"/> Two (2) additional math or math related credits must be earned – at least one (1) of which must be completed during the senior/final year of high school.</li> </ul>
Science	3 years and must include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Physics</li> <li><input type="checkbox"/> Chemistry</li> </ul>
Social Studies	3 years must include: <ul style="list-style-type: none"> <li><input type="checkbox"/> World History</li> <li><input type="checkbox"/> Civics/Economics</li> <li><input type="checkbox"/> US History</li> </ul>
PE/Health	<ul style="list-style-type: none"> <li><input type="checkbox"/> (1) credit Physical Education (PE)</li> <li><input type="checkbox"/> (1) credit Health</li> </ul>
World Language	2 years <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 years of the same World Language</li> </ul>
Visual, Performing, Applied Arts	1 year <ul style="list-style-type: none"> <li><input type="checkbox"/> Courses meeting this requirement are designated in course descriptions.</li> </ul>
Online Learning Experience	<ul style="list-style-type: none"> <li><input type="checkbox"/> This experience will be required for all Lapeer Community Schools students during their senior year English experience.</li> </ul>



# Graduation Requirements

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Department	State Graduation Requirement	Additional Lapeer Courses Meeting State Requirements with Different Course Titles
English	English 9	Springboard English 9
	English 10	Springboard English 10
	English 11	Springboard English 11
	<b><i>Any English (9-12) Requirement</i></b>	AP English Language & Composition AP English Literature & Composition AP Research AP Seminar
Science	Biology	AP Biology Life Science PLTW-Principles of Biomedical Sciences
	Chemistry	AP Chemistry Forensic Chemistry
	Physics	AP Physics PLTW-Principles of Engineering
Social Studies	Civics	AP Government
	Economics	Marketing
	US History	AP US History
	World History	AP World History
Physical Education	Physical Education	All Physical Education Courses 9-12

# Graduation Requirements

## Courses Meeting Visual, Performing, Applied Arts Credit

Courses noted with (VPA) in Catalog

Department	Course Title	Department	Course Title
<b>Art</b>	Advanced Graphic Design	<b>Science</b>	PLTW – Human Body Systems
	AP Studio Art		PLTW – Medical Interventions
	Art I	<b>Skilled Trade @ LHS</b>	Manufacturing Foundations
	Graphic Design		CAD/VEX
	Photo Editing I		FANUC CNC Lathe
	Photo Editing II		Parker Hannefin Pneumatics/Hydraulics
	Pottery		FANUC CNC Mill
	Studio Art		Machining Work Study
	Two-Dimensional Art		Rockwell Automation PLC A: Intro A
<b>Business/Computer</b>	AP Computer Science		FANUC Handling Tool Operations
	Marketing		CNC Work Study
<b>Dual Enrollment</b>	Mott: Business, Criminal Justice		PLC B – Rockwell Automation, ACDC/Micro850
	U M Flint: Humanities, MCAP, Pre-Engineering		FANUC iR Vision Operation and Programming
<b>English</b>	AP Seminar	<b>Skilled Trade @ Ed-Tech Center</b>	Agriscience/Horticulture
	Argumentation & Debate		Automotive Mechanics
	Creative Writing		Careers in Education
	Speech and Communication		Collision Repair
	Video Productions		Computer Aided Drafting
<b>Family &amp; Consumer Science</b>	Clothing Construction I		Construction Trades
	Clothing Construction II		Cosmetology
	Foods & Nutrition I		Culinary Arts
	Foods & Nutrition II		Diesel Technology
<b>Industrial Arts</b>	Metals I		Digital Media Arts
	Metals II		Health Occupations
	Metals III		Health Science Professions
	Woods I		IT Net (Computer Networking)
	Woods II		Marketing & Entrepreneurship
	Woods III		Medical Careers
<b>Music</b>	9 <sup>th</sup> Grade Advanced Choir		Nursing Careers
	9 <sup>th</sup> Grade Concert Band		Power Sports
	9 <sup>th</sup> Grade Symphony Band		Public Safety/Protective Services
	Choir		Residential Electrical, Plumbing, & HVAC
	Concert Band		Welding and Machining Technology
	Honors Choir	<b>Special Programs</b>	Student Publications
	Jazz Band		
	Symphony Band		
	Treble Choir		
	Wind Ensemble		

# Graduation Requirements

## Courses Meeting Math-Related Credit

These courses are in addition to all courses listed in Math Department. Courses noted with (MathR) in Catalog.

Department	Course Title	Department	Course Title
<b>Business/ Computer</b>	Accounting I	<b>Skilled Trade @ Ed-Tech Center</b>	Agriscience/Horticulture
	AP Computer Science		Automotive Mechanics
	Building Wealth		Careers in Education
	Marketing		Collision Repair
	Personal Money Management		Computer Aided Drafting
	U M Flint: MCAP, Pre-Engineering		Construction Trades
<b>Dual Enrollment</b>	Metals I		Cosmetology
	Metals II		Culinary Arts
	Metals III		Diesel Technology
	Woods I		Digital Media Arts
	Woods II		Health Occupations
	Woods III		Health Science Professions
<b>Industrial Arts</b>	Consumer Education		IT Net (Computer Networking)
	AP Biology		Marketing & Entrepreneurship
	AP Chemistry		Medical Careers
	AP Environmental Science		Nursing Careers
	AP Physics		Power Sports
	Forensic Physics		Public Safety/Protective Services
<b>Family &amp; Consumer Science</b>	Physics		Residential Electrical, Plumbing, & HVAC
	PLTW – Intro. to Engineering Design		Welding and Machining Technology
	PLTW – Principles of Engineering		
<b>Science</b>	Manufacturing Foundations		
	CAD/VEX		
	FANUC CNC Lathe		
	Parker Hannafin Pneumatics/Hydraulics		
	FANUC CNC Mill		
	Machining Work Study		
	Rockwell Automation PLC A: Intro A		
	FANUC Handling Tool Operations		
	CNC Work Study		
	PLC B – Rockwell Automation, ACDC/Micro850		
	FANUC iR Vision Operation and Programming		
<b>Skilled Trade @ LHS</b>			

# College Credit Opportunities

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## **ADVANCED PLACEMENT (AP)**

An examination program for which colleges may grant credit in a number of specific content areas. Lapeer Community Schools offer specific courses designed to prepare students for AP testing. These courses are AP English Language and Composition, AP English Literature and Composition, AP Research, AP Seminar, AP Spanish, AP Chemistry, AP Biology, AP Environmental Science, AP Physics, AP Calculus AB, AP Calculus BC, AP Statistics, AP U.S. History, AP Psychology, AP U.S. Government and Politics, AP World History, and AP Studio Art. See your counselor for further information. Students taking Advanced Placement classes are making a commitment to excellence. These classes create a collegiate-style academic environment. The pace of instruction and expectations for homework are demanding. Students who select these classes must accept these challenges if they wish to receive above average grades. Students are strongly encouraged to take the AP test(s) offered in the spring.

## **COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

Examination programs for which colleges may grant credit to those students who demonstrate their knowledge, if any, of the 34 examinations. Each university and college determines the granting of credit for CLEP and AP by its internal policies. Students considering taking a CLEP or AP test should contact the university or college in which they intend to enroll to assess the advisability of taking these examinations.

## **COLLEGE ON CAMPUS DUAL ENROLLMENT**

LCS is partnered with University of Michigan-Flint and Mott Community College to provide a yearlong block of classes in Lapeer offered during the traditional school day. Intended for juniors and seniors, a student successfully completing a College on Campus Program will earn from 7-13 college credits. For more information on specific programs see pages 64-67.

## **DUAL ENROLLMENT**

Students in grades 9-12 may enroll in a postsecondary course provided they meet the following criteria:

- A) Enrollment in at least one high school course. The number of courses a student may take per semester between the high school and college may not exceed seven.
- B) Completion of all high school courses available in the course content area. (An exception to this could occur if a scheduling conflict exists beyond the student's control or the student is part of LEC.)
- C) Fulfillment of requirements established by the postsecondary institution.
- D) Achievement of minimum qualifying scores on one of the state approved tests. Please see your counselor for the state/college approved cut scores. Tests include: ACT, MME, PSAT, SAT and Accuplacer.
- E) Students can enroll in a total of 10 total courses during their high school career. LEC up to 60 credits or an associate's degree.
- F) A student who meets the minimum qualifying score may dual enroll in any course that applies towards the fulfillment of a postsecondary institution's degree requirements EXCEPT for:
  - Hobby, craft or recreational courses
  - Physical education, theology, divinity, or religious education
- G) A student who does not meet all of the passing scores but has passed at least one area may **ONLY** dual enroll in
  - The subject areas for which he/she has achieved a qualifying score;
  - A course in computer science or foreign language not offered by the school district; or
  - A course in fine arts as permitted by the school district.



# Course Offerings

Courses described in this course offerings handbook are offered based upon sufficient student demand and teacher availability determined by administration.

This section of the course offerings handbook contains a departmental listing of all courses of instruction for the coming school year.

For each subject offered, the course number and title are listed, followed by the grade levels for which the course is available, for example, 9-10, 9-12, 11-12, etc. Courses that are one credit are one semester in length. Two credit courses are for two semesters. Some courses cannot be elected until a prerequisite course has been taken. In these cases, the course numbers of the prerequisite course(s) are listed in front of the course description. AP courses are noted in the course title. NCAA approved courses are noted in parentheses following the course description (NCAA). Courses meeting the visual, performing, and applied arts MMC requirement are noted by (VPA) following the course description. Courses qualifying to receive math-related credit are noted with (MathR) following the course description.

Course Offerings for 6 <sup>th</sup> Grade					
Course #	Required Core Courses	Length	Course #	Exploratory Courses	Length
6210	English 6	Full Year	6660	6 <sup>th</sup> Grade Band	Full Year
7222	*SpringBoard ELA 7	Full Year	7610	Choir	Semester/Full Year
6522	Math 6	Full Year	6400	Teen Survival Skills	Semester
6523	*Advanced Math 6	Full Year	6000A 7000B	Exploratory Art	Semester
7522	*Math 7	Full Year	7366	Exploratory Spanish	Semester
6700	Science 6	Full Year	6715	Outdoor Education 6	Semester
6800	Social Studies 6	Full Year	7871	Service Learning	Semester
Course #	Required Exploratory Courses	Length	7143	Coding I	Semester
6650	Physical Education 6	Semester	7144	Coding II	Semester
Course #	One of the following ELA Exploratory Courses is required:	Length	7991	LINKS	Semester
8245	Introduction to Theatre Arts	Semester	6950M	*Guided Academics 6 (Math)	Semester
6259	Introduction to Speech and Debate	Semester	6235	Reading Intervention	Semester
6252	Introduction to Creative Writing	Semester	6551	Math Intervention	Semester
6257	Introduction to Literature Study	Semester	6215	English Language Arts Modified	Full Year
6950E	*Guided Academics (ELA)	Semester	6525	Math Modified	Full Year
			6711	Science Modified	Full Year
			6815	Social Studies Modified	Full Year
			6728	PLTW 6 Design and Modeling	Semester
			6729	PLTW 6 Automation and Robotics	Semester

\*Specific criteria must be met for enrollment in this course for 6<sup>th</sup> grade students.

# Course Offerings

Course Offerings for 7 <sup>th</sup> Grade					
Course #	Required Core Courses	Length	Course #	Exploratory Courses	Length
7210	English 7	Full Year	6000A 7000B	Exploratory Art	Semester
8222	*SpringBoard ELA 8	Full Year	7601	7 <sup>th</sup> Grade Band	Full Year
7522	Math 7	Full Year	7610	Choir	Semester/Full Year
7523	*Advanced Math 7	Full Year	7715	Outdoor Education 7	Semester
8522	*Math 8	Full Year	7235	*Reading Intervention	Semester
7700	Science 7	Full Year	7551	*Math Intervention	Semester
7800	Social Studies 7	Full Year	7950M	*Guided Academics (Math)	Semester
530	*Algebra I	Full Year	7871	Service Learning	Semester
530HA&B	*Honors Algebra I	Full Year	7366	Exploratory Spanish	Semester
531	*Geometry	Full Year	310	*Spanish I	Full Year
Course #	Required Exploratory Courses	Length	7143	Coding I	Semester
7653	Physical Education/Health 7	Semester	7144	Coding II	Semester
Course #	One of the following ELA Exploratory Courses is required:	Length	7991	LINKS	Semester
8245	Introduction to Theatre Arts	Semester	7400	Teen Survival Skills	Semester
7259	Introduction to Speech and Debate	Semester	7728	PLTW 7 Medical Detectives	Semester
7252	Introduction to Creative Writing	Semester	7729	PLTW 7 Flight and Space	Semester
7257	Introduction to Literature Study	Semester	7211	English Language Arts Modified	Full Year
7950E	*Guided Academics 7 (ELA)	Semester	7521	Math Modified	Full Year
			7720	Science Modified	Full Year
			7815	Social Studies Modified	Full Year

\*Specific criteria must be met for enrollment in this course for 7<sup>th</sup> grade students.

# Course Offerings

Course Offerings for 8 <sup>th</sup> Grade					
Course #	Required Core Courses	Length	Course #	Exploratory Courses	Length
8221	English 8	Full Year	8602	Concert Band 8	Full Year
230A&B	*Springboard ELA 9	Full Year	8603	*8 <sup>th</sup> Grade Symphony Band	Full Year
231	*Springboard ELA 10	Full Year	8607	8 <sup>th</sup> Grade Choir	Full Year
8522	Math 8	Full Year	8608	8 <sup>th</sup> Grade Advanced Choir	Full Year
530	*Algebra I	Full Year	8000	Exploratory Art 8	Semester
530HA&B	*Honors Algebra I	Full Year	8035	*Advanced Art	Semester
531	*Geometry	Full Year	310	Spanish I	Full Year
533HA&B	*Honors Geometry	Full Year	311	Spanish II	Full Year
532	*Algebra II	Full Year	8870	Service Learning	Semester
539	Honors Algebra II	Full Year	8650	8 <sup>th</sup> Grade Physical Education	Semester
8710	Science 8	Full Year	8165	Publications	Semester/Full Year
8810	Social Studies 8	Full Year	8245	Introduction to Theatre Arts	Semester
720	Biology (See note below)	Full Year	8235	*Reading Intervention	Semester
772	PLTW Biomedical Science	Full Year	8950E	*Guided Academics ELA 8	Semester
<p>8<sup>th</sup> grade students can take Biology or PLTW Principles of Biomedical Science concurrently with Science 8 if they are interested in advancement.</p> <p>*Opportunities for testing out of Science 8 are also available upon request or initiated by teacher recommendation and will be reviewed by administration.</p>			8950M	*Guided Academics Math 8	Semester
			8252	Introduction to Creative Writing	Semester
			8257	Introduction to Literature Study	Semester
			8259	Introduction to Speech and Debate	Semester
			770	*PLTW: Introduction to Engineering & Design (HS credit course)	Full Year
			8730	App Creators (PLTW)	Semester
			8731	Computer Science for Innovators and Makers (PLTW)	Semester
			8551	Math Intervention	Semester
			8991	Links	Semester
			8215	English Language Arts Modified	Full Year
			8515	Math Modified	Full Year
			8715	Science Modified	Full Year
			8815	Social Studies Modified	Full Year

\*Specific criteria must be met for enrollment in this course for 8<sup>th</sup> grade students.

# Course Index – 9<sup>th</sup> – 12<sup>th</sup> Grade

<b>Art</b>		<b>Grades</b>	<b>Cr</b>
010	Art I	9 – 12	2
020	Two Dimensional Art	10 – 12	2
030	Pottery	10 – 12	1
042	Graphic Design	10 – 12	1
043	Advanced Graphic Design	10 – 12	1
050	Studio Art	11 – 12	1
052	AP Studio Art	11 – 12	2
160	Photo Editing	9 – 12	1
162	Photo Editing II	9 – 12	1
<b>Business/Computer</b>		<b>Grades</b>	<b>Cr</b>
121	AP Computer Science	9 – 12	2
100	Introduction to Business	9 – 12	1
102	Personal Money Management	9 – 12	1
115A&B	Accounting I A&B	*9 – 12	1
120	Building Wealth	10 – 12	1
135	Marketing	9 – 12	2
<b>English</b>		<b>Grades</b>	<b>Cr</b>
950E	Guided Academics 9-12	9 – 12	1
223	English 12	12	2
230A&B	SpringBoard English 9	8 – 9	2
231	SpringBoard English 10	9 – 10	2
263	SpringBoard English 11	10 – 11	2
232	AP English Language & Composition	10 – 12	2
233	AP English Literature & Composition	11 – 12	2
234	AP Seminar	10 – 11	2
239	AP Research	11 – 12	2
240	Speech Communications	9 – 12	1
241	Argumentation & Debate	10 – 12	1
250	American Film Study	11 – 12	1
252AD	Creative Writing	9 – 12	1
253	Mythology	10 – 12	1
257	Video Productions	10 – 12	2
267D	Literacy Intervention	9 – 12	1
<b>Family &amp; Consumer Science</b>		<b>Grades</b>	<b>Cr</b>
450	Clothing Construction	9 – 12	1
451	Clothing Construction II	9 – 12	1
455	Foods and Nutrition	9 – 12	1
457	Foods and Nutrition II	9 – 12	1
462	Human Relations	9 – 12	1
468	Child Development I	10 – 12	1
469	Child Development II	10 – 12	1
470	Consumer Education	9 – 12	1
<b>Industrial Technology</b>		<b>Grades</b>	<b>Cr</b>
400	Woods I	9 – 12	2
401	Woods II	10 – 12	2
402	Woods III	11 – 12	2
410	Metals I	9 – 12	2
411	Metals II	10 – 12	2
412	Metals III	11 – 12	2
<b>Math</b>		<b>Grades</b>	<b>Cr</b>
530	Algebra I	*6 – 9	2
530H	Honors Algebra I	*7 – 9	2
531	Geometry	*7 – 10	2
533H	Honors Geometry	*8 – 10	2
532	Algebra II	*8 – 12	2
539	Honors Algebra II	8 – 10	2
950M	Guided Academics 9-12	9 – 12	1
540	Probability/Statistics	10 – 12	2
541	Pre-Calculus/Trigonometry	10 – 12	2
557AP	AP Pre-Calculus	10 – 12	2
542	AP Calculus AB	10 – 12	2
543	AP Statistics	11 – 12	2
545	AP Calculus BC	11 – 12	2
555	Algebra III with Trig	11 – 12	2

<b>Music</b>		<b>Grades</b>	<b>Cr</b>
603	9th Grade Concert Band	9	2
604	9th Grade Symphony Band	9	2
600	Concert Band	10 – 12	2
601	Symphony Band	10 – 12	2
602	Jazz Band	9 – 12	2
605	Wind Ensemble	10 – 12	2
614	9 <sup>th</sup> Grade Advanced Choir	9	2
610	Treble Choir	10	2
611	Choir	9 – 12	2
612	Honors Choir	10 – 12	2
<b>Physical Education</b>		<b>Grades</b>	<b>Cr</b>
650	Physical Education	9	1
651	Health	9 – 12	1
660	Advanced Physical Education	10 – 12	1
670	Physical Conditioning	10 – 12	1
673	Athletic Enhancement	10 – 12	1
675	Female Physical Conditioning	10 – 12	1
<b>Science</b>		<b>Grades</b>	<b>Cr</b>
720	Biology I	8 – 10	2
721	Human Anatomy/Physiology	9 – 12	2
724	AP Biology	10 – 12	2
727	Forensic Chemistry	10 – 12	2
730	Chemistry I	9 – 12	2
731	AP Chemistry	10 – 12	2
740	Physics	9 – 12	2
743	Forensic Physics	9 – 12	2
747	AP Physics	10 – 12	2
761	Environmental Science	9 – 12	2
765	AP Environmental Science	10 – 12	2
770	PLTW Intro. to Engin. & Design (IED)	8 – 12	2
772	PLTW Principal of Biomedical Sciences	8 – 10	2
773	PLTW Engin. Design & Develop. (EDD)	10 – 12	2
774	PLTW Principles of Engineering (POE)	9 – 12	2
775	PLTW Human Body Systems	9 – 12	2
777	PLTW Medical Interventions	10 – 12	2
778	PLTW Biomedical Innovations	11 – 12	2
<b>Social Studies</b>		<b>Grades</b>	<b>Cr</b>
825	World History	9	2
828	AP World History	9 – 12	2
840	Current Events	11 – 12	1
845	Civics	10	1
846	Economics	10	1
851	US History (1877 – Present)	11	2
853	AP United States History	11 – 12	2
858	AP European History	9 – 12	2
862	AP US Government and Politics	10 – 12	2
869	AP Psychology	11 – 12	2
870	Psychology	11 – 12	1
871	Sociology	11 – 12	1
877A&B	Criminology A&B	11 – 12	1
886	American Sports History A	9 – 12	1
887	American Sports History B	9 – 12	1
<b>World Language</b>		<b>Grades</b>	<b>Cr</b>
310	Spanish I	7 – 12	2
311	Spanish II	*8 – 12	2
312	Spanish III	*9 – 12	2
313	Spanish IV	10 – 12	2
314	AP Spanish Language and Culture	11 – 12	2
<b>Special Education</b>		<b>Grades</b>	<b>Cr</b>
926	Academic Support	9 – 12	2
93009	High School English Support	9 – 12	2
93209	High School Math Support	9 – 12	2
93009D	Basic High School English	9 – 12	2
500AB	Basic High School Math	9 – 12	2



# Course Index – 9<sup>th</sup> – 12<sup>th</sup> Grade

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<b>Special Education</b>		<b>Grades</b>	<b>Cr</b>
938D	Basic High School Science	9 – 12	2
820AB/D	Basic High School Social Studies	9 – 12	2
95VE	Vocational Education	9 – 12	2
<b>Special Programs</b>		<b>Grades</b>	<b>Cr</b>
230	Theatre Arts	9 – 12	1
901	Student Publications	9 – 12	2
952	Strategies for Success	11	2
970	Technology Assistant	10 – 12	1
983	Student Leadership	10 – 12	2
985	Science Laboratory Assistant	11 – 12	1
991	LINKS	9 – 12	1
9DE	Dual Enrollment	11 – 12	
9DP	Deep (COC) Dual Enrollment	11 – 12	
<b>Career + Technical Education at LHS</b>		<b>Grades</b>	<b>Cr</b>
	Machine Tool Technology I and II	11 – 12	
	Robotics and Automation I and II	11 – 12	
<b>Career + Technical Education at Ed-Tech</b>		<b>Grades</b>	<b>Cr</b>
	Program Information Included in Catalog	11 – 12	

# Course Offerings

## Art Department

Courses are designed for both artist and non-artist to help all students better understand and develop individual skills of self-expression. College preparatory students may use art courses to fulfill their Visual, Performing, Applied Arts (VPA) requirement. Students planning to pursue a career in art related fields should plan on taking art classes all four years.

\*This course may be repeated for art credit with administrative approval.

<b>6000A</b>	<b>Exploratory Art A</b>	<b>1 Semester</b>	<b>6 – 7</b>
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Students will learn the elements of art: line, shape, color, value, form, texture and space in order to prepare for a variety of creative options in the future. Students will create two-dimensional as well as three-dimensional art while exploring different cultures, art history and art making styles. This is a foundation class for students who want to pursue additional art classes.

<b>7000B</b>	<b>Exploratory Art B</b>	<b>1 Semester</b>	<b>6 – 7</b>
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Students will learn to utilize the principals of design: balance, contrast, emphasis, movement, pattern, rhythm and unity and the elements of art to create visually successful compositions as well as communicate ideas. Students will create two-dimensional as well as three-dimensional art while exploring different cultures, art history and art making styles.

<b>8000</b>	<b>Exploratory Art 8</b>	<b>1 Semester</b>	<b>8</b>
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Eighth grade students will apply their knowledge of the elements of art and the principals of design to create visually interesting compositions and effectively communicate thoughts, ideas and opinions. Students will explore a variety of art media in both two-dimensional and three-dimensional form as well as gain more understanding of how art influences culture, history and everyday life.

<b>8035</b>	<b>Advanced Art</b>	<b>1 Semester</b>	<b>8</b>
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**Prerequisite:** Administrative approval

This class is designed for students who have a strong interest in and dedication to the visual arts. A variety of media will be explored in-depth including, but not limited to, clay, drawing, and painting. Some art projects will be self-directed, fueled by students' own interests with research in art history, cultures, and contemporary art.

<b>010</b>	<b>Art I</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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Successful completion of this entire course (010A and 010B) is required for all other art classes. This class is an introductory class. Students will be taught techniques to improve drawing abilities and be introduced to a variety of materials used for art expression.

**010A** Students will learn the elements of art and principles of design. (VPA)

**010B** Students will apply art elements and principles of design in a variety of ways. (VPA)

<b>020</b>	<b>Two-Dimensional Art</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** 010A&B

This class is a study of two-dimensional art, which may include drawing, painting, and printmaking. This is intended for students interested in exploring these areas as well as serious art students who should take this 2 semester class to begin developing portfolio work. All art portfolios require 2-dimensional pieces of work. (VPA)

# Course Offerings

## Art Department

<b>030</b>	<b>Pottery</b>	<b>*1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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**Prerequisite:** 010A&B

This class is a study of functional pottery. Students will learn the various hand-building techniques as well as using the potter's wheel. Glazing and decorating techniques will also be pursued. Students will be responsible for the cost of project materials. (VPA)

\*This course may be completed up to 3 semesters for art credit with approval.

<b>042</b>	<b>Graphic Design</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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**Prerequisite:** 010A&B

This class instructs students in graphic design skills using traditional and digital tools used in the communication arts industry. The focus will be on finding creative visual solutions that will include typography, imagery, and color within their projects. (VPA)

<b>043</b>	<b>Advanced Graphic Design</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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**Prerequisite:** 010A&B, 042

This class is for art students who would like a more in-depth study in areas of graphic design. Projects may focus on logo, book, and package design as well as environmental graphics. This class may include computer graphics. (VPA)

<b>050</b>	<b>Studio Art</b>	<b>*1 Semester</b>	<b>*1 Credit</b>	<b>11 – 12</b>
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**Prerequisite:** 010A&B, 020 and administrative approval

The student electing Studio Art must have a genuine interest and ability in a specialized art area. Each student will be responsible for setting goals with approval and guidance from the instructor. Art portfolio development will be a prime focus. (VPA)

\*This course may be repeated up to 4 semesters for art credit with instructor approval.

<b>052</b>	<b>AP Studio Art</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** 020, 050 and administrative approval

The student electing this class must be highly motivated in order to facilitate portfolio completion and submission. Students will follow course guidelines developed and published by the College Board. Fees and costs pertinent to portfolio entry will be the student's responsibility. This is a rigorous college-level class that prepares the student to take the Advanced Placement exam. Students are strongly encouraged to take the Advanced Placement Exam. (VPA)

<b>160</b>	<b>Photo Editing</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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Students learn the tools and applications of the amazing Adobe Photoshop program and apply the elements and principles of design in their work. Proper photo editing techniques, coloring, toning, and creative editing are emphasized in this course. (VPA)

<b>162</b>	<b>Photo Editing II</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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**Prerequisite:** 160

Students learn advanced creative photo altering, photo correction, and preparation of image/documents for a variety of uses. Photo Editing II utilizes higher level thinking skills. As with Photo Editing, it is amazing what can be done with this software! (VPA)

# Course Offerings Business/Computer Department

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<b>7143 Coding I</b>	<b>1 Semester</b>	<b>6 – 7</b>
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An introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

## Problem Solving

Explore the problem-solving process and the different ways humans and computers solve problems.

## Web Development

Discover languages powering the web. Build your own websites in HTML and CSS using Web Lab.

## Animations and Games

Learn the powerful constructs underlying programming languages. Build interactive games in JavaScript using Game Lab.

<b>7144 Coding II</b>	<b>1 Semester</b>	<b>6 – 7</b>
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## **Prerequisite:** 7143

An introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

## The Design Process

Follow a design process to identify and empathize with problems faced by a target audience. Prototype an app to help solve that problem using App Lab.

## Data and Society

Develop binary representations of different kinds of information. Collect, analyze, visualize, and make automated decisions using data.

## Physical Computing

Explore the relationship between hardware and software, while building interactive projects on Adafruit's Circuit Playground.

<b>8730 App Creators (PLTW)</b>	<b>1 Semester</b>	<b>8</b>
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This unit exposes students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and conveys the positive impact of the application of computer science to other disciplines and to society. This semester course can be taken as an elective.

<b>8731 Computer Science for Innovators and Makers (PLTW)</b>	<b>1 Semester</b>	<b>8</b>
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Throughout the unit, students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. This semester course can be taken as an elective.



# Course Offerings

## Business/Computer Department

<b>121</b>	<b>AP Computer Science</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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### Recommended completion of Algebra I

Students who complete the AP course will explore challenges and questions that arise when representing information in a computer or sending it from one computer to another. They will also investigate the way large and complex pieces of digital information are stored in computers and the associated challenges while learning about the fundamental topics of programming, algorithms, and abstraction as they learn to programmatically draw pictures in App Lab. Big data and privacy will be looked at and apps will be created using increasingly larger and more complex data structures. (MathR, VPA)

<b>100</b>	<b>Introduction to Business</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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This course introduces students to the world of business and sets a solid foundation for high school, college, and career. Introduction to Business will help students acquire sound values and acceptable attitudes regarding their personal lives and on-the-job success. Students will be engaged in teamwork, presentations, computer-related activities, and current events while learning the following topics: today's economy, business ownership, career exploration, getting and keeping a job, how to be a wise consumer, managing money, understanding banking and credit, and types of insurance. The knowledge obtained in this class is practiced and reinforced throughout the course and is transferable to other courses as well as everyday life.

<b>102</b>	<b>Personal Money Management</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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Financial literacy is critical for students as they progress through their lives. The importance of being financially literate is crucial to success and stability. In this course students learn to manage money, as well as protect their assets in order to financially attain the lifestyle they desire. Students attain the knowledge and skills necessary to navigate the financial services industry and begin the financial planning process. Topics include: earning and managing money, completing tax returns, budgeting, strategies of saving and investing, online banking, how to use credit, major purchasing decisions, and ways to protect against risk and financial loss. (MathR)

<b>115A</b>	<b>Accounting I A</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b> <b>(*9 w/approval)</b>
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Accounting I provides students with the basic knowledge of accounting procedures, including analyzing and journalizing business transactions, constructing worksheets, calculating and recording adjusting entries, preparing financial statements, and finalizing the accounting cycle through closing entries. Emphasis is placed on service businesses in a sole proprietorship. All students, regardless of the career they choose, can benefit from accounting instruction. This course is highly recommended for students in grades 10 through 12 who are considering any business major at the collegiate level. (MathR)

<b>115B</b>	<b>Accounting I B</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b> <b>(*9 w/approval)</b>
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### Prerequisite: 115A

This course expands the student's knowledge to basic bookkeeping/accounting theory and practices for a merchandising partnership. It will give students a better insight into the many financial career opportunities that the business world offers, as well as personal money management tips. (MathR)

# Course Offerings

## Business/Computer Department

<b>120</b>	<b>Building Wealth</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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Building Wealth is a course designed for students who recognize the importance of preparing for lifetime personal economic independence, stability, and security. This class focuses on direct investment in the stock market set against the backdrop of a broad discussion of investment opportunities. Students should develop enough basic investment knowledge to understand the need for diversified investments, the value of investing regularly and for the long run, and the importance of beginning to invest at an early age. (MathR)

<b>135</b>	<b>Marketing</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This course provides a basic foundation for further study in marketing. Students study economic functions at work in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the chance of successful transition into the world of work. Leadership development will be provided through DECA and school store activities and competitive events. (MathR, VPA, SS/Economics).

# Course Offerings

## English Department

The goal of English language arts is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English language arts students will experience the various genres of classic and contemporary narrative and informational texts that are read and analyzed throughout high school. The courses focus on reading, writing, speaking, and listening. The necessary components of each area are emphasized, including grammar usage, sentence structure, vocabulary, and critical thinking. Thematic units introduce the students to a variety of literary forms.

Each grade level offers a variety of course sequences that address the expectations set forth in the 2006 Michigan Merit Curriculum Course Credit Requirements:

**English** — These courses are for students who desire a strong background in various literary genre and writing formats. This sequence provides an excellent foundation for post-secondary education and career pursuits.

**Advanced Placement English**--These courses are for 10<sup>th</sup>-12<sup>th</sup> grade students who excel in language arts and plan to take the Advanced Placement tests. The courses offer in-depth study requiring students to do more work independently and outside of school (including a pre-course reading list).

<b>6210</b>	<b>English 6</b>	<b>2 Semesters</b>	<b>6</b>
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This course provides sixth grade students with a critical foundation in reading and writing narrative, informational, and argumentative texts. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook to develop positive reading attitudes, close reading habits, and generative writing of personal narratives in addition to developing a community of readers and writers. Students explore the elements of argumentation by crafting a literary essay and letter of complaint. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use cause and effect text structures, central ideas, and supporting details to craft an informational text.

<b>6950E</b>	<b>Guided Academics 6</b>	<b>1 Semester</b>	<b>6</b>
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Guided Academics is a class designed to provide academic intervention in ELA. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions, formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional ELA classes.

<b>7210</b>	<b>English 7</b>	<b>2 Semesters</b>	<b>7</b>
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This course provides seventh grade students with a critical foundation in reading and writing narrative, informational, and argumentative texts. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook to further develop positive reading attitudes, close reading habits, and generative writing of memoirs in addition to developing a community of readers and writers. Students develop their ability to use the elements of argumentation and evaluation by crafting book critiques, literary essays, and proposal essays. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text focusing on a historical event.

# Course Offerings

## English Department

<b>7222</b>	<b>SpringBoard English 7</b>	<b>2 Semesters</b>	<b>*6 – 7</b>
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SpringBoard English 7 provides high-quality instructional materials and demonstrates a commitment by College Board to provide students engaging, above grade-level, comprehensive yet flexible materials—whether instruction is taking place in the classroom or virtually. It integrates instruction, assessment, and professional learning to create a pathway to college and career readiness for all students. Individualized student local and state data will be used to place students in this ELA pathway. (NCAA)

<b>7950E</b>	<b>Guided Academics 7</b>	<b>1 Semester</b>	<b>7</b>
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Guided Academics is a class designed to provide academic intervention in ELA. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions, formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional ELA classes.

<b>8221</b>	<b>English 8</b>	<b>2 Semesters</b>	<b>8</b>
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Units taught provide eighth grade students with a critical foundation in reading and writing narrative, informational, and argumentative texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational and argumentative texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argumentative Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

<b>8222</b>	<b>SpringBoard English 8</b>	<b>2 Semesters</b>	<b>*7</b>
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SpringBoard English 8 provides high-quality instructional materials and demonstrates a commitment by College Board to provide students engaging, above grade-level, comprehensive yet flexible materials—whether instruction is taking place in the classroom or virtually. It integrates instruction, assessment, and professional learning to create a pathway to college and career readiness for all students. Individualized student local and state data will be used to place students in this ELA pathway. (NCAA)

<b>8950E</b>	<b>Guided Academics 8</b>	<b>1 Semester</b>	<b>8</b>
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Guided Academics is a class designed to provide academic intervention in ELA. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions, formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional ELA classes.

# Course Offerings

## English Department

<b>6252</b> <b>7252</b> <b>8252</b>	<b>Introduction to Creative Writing</b>	<b>1 Semester</b>	<b>6 – 8</b>
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This course encourages students to develop creative approaches across a wide variety of genres that are not typically included in the core ELA class. Topics may include fantasy, science fiction, song lyrics, poetry, personal essays, and informational/nonfiction writing. Students are inspired to develop original ideas and pieces. Through writing and thinking students learn to become better readers, writers, and thinkers.

<b>6257</b> <b>7257</b> <b>8257</b>	<b>Introduction to Literature Study</b>	<b>1 Semester</b>	<b>6 – 8</b>
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This course is for students who are looking to develop a lifelong relationship with books. Students explore and broaden their knowledge of different genres of novels, while improving their reading comprehension. Students work on writing and discussion skills. This class is recommended for the passionate reader as well as readers looking to broaden their experiences with literature.

<b>6259</b> <b>7259</b> <b>8259</b>	<b>Introduction to Speech &amp; Debate</b>	<b>1 Semester</b>	<b>6 – 8</b>
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In this course, students learn how to create and deliver diverse types of speeches and learn public speaking skills. Additionally, students learn how to utilize speeches and presentations to influence other people to understand different points of view.

<b>950</b>	<b>Guided Academics 9-12</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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### **950E = English**

**Prerequisite:** Recommendations from two or more of the following: Teacher/Counselor/Administrator  
Guided Academics is a class designed to provide academic intervention in ELA. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using academic MTSS requirements. As part of these interventions, formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional ELA classes and promote success in the Michigan Merit Curriculum. This course may be repeated for credit.

# Course Offerings

## English Department

<b>223ADP</b>	<b>English 12</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>12</b>
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**\*MMC online learning requirement is met in this course.**

Units taught in twelfth grade help students further develop their skills for reading and writing narrative and informational texts. Through analysis and production of texts in these modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between texts by studying a variety of genres and developing a greater set of purposes for reading. The use of a reader/writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook for close reading of the novel or non-fiction and generative writing of poetry in addition to developing the classroom community of readers and writers. Students focus on understanding different interpretations of dramatic text and analyze how closely iterations come to the author's true intent. The informational reading and informational essay units help students explore multi-draft reading to comprehend complex texts about global social issues, make connections between historical documents and current events, and develop a skill set for having conversations about these ideas. Students will practice skills of research related to a global social issue and explore causes and effects of these issues. This course applies the strategies and techniques of the workshop model. (NCAA)

<b>230A&amp;B</b>	<b>SpringBoard English 9</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>8 – 9</b>
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SpringBoard English 9 provides high-quality instructional materials and demonstrates a commitment by College Board to provide students engaging, grade-level, comprehensive yet flexible materials—whether instruction is taking place in the classroom or virtually. It integrates instruction, assessment, and professional learning to create a pathway to college and career readiness for all students. (NCAA)

<b>231</b>	<b>SpringBoard English 10</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 10</b>
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SpringBoard English 10 provides high-quality instructional materials and demonstrates a commitment by College Board to provide students engaging, grade-level, comprehensive yet flexible materials—whether instruction is taking place in the classroom or virtually. Skills focused on include close reading, analysis, and response to fiction and non-fiction texts. Assessments include formative and summative assessments as well as various written components. (NCAA)

<b>263</b>	<b>SpringBoard English 11</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 11</b>
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SpringBoard English 11 provides high-quality instructional materials and demonstrates a commitment by College Board to provide students engaging, grade-level, comprehensive yet flexible materials—whether instruction is taking place in the classroom or virtually. Skills focused on include close reading, analysis, and response to fiction and non-fiction texts. The thematic focus of the year is American Dream and Journey. Assessments include formative and summative assessments as well as various written components. (NCAA)

# Course Offerings

## English Department

<b>232</b>	<b>AP English Language &amp; Composition</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** Administrative approval

The purpose of this course is to provide students with a first-year college-level course designed to help students become skilled readers and writers using rhetorical conventions as they learn skills in the art of analysis and argument. Students are expected to be proficient, but learn to become more proficient, in the reading and writing of Standard English. This course incorporates primarily non-fictional selections along with fiction of American authors. Students utilize different strategies of analysis as they learn to examine texts through close reading. Many forms of formal and informal writing pieces based upon readings in and out of class are composed. The student writer learns to focus upon rhetoric, voice, content, organization, vocabulary and audience as a natural part of the writing process. This course focuses on the Modern Language Association (MLA) citation procedures for evidence and analysis. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

<b>233</b>	<b>AP English Literature &amp; Composition</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** Administrative approval

**\*MMC online learning requirement is met in this course.**

This course is designed for students who excel in language arts and plan to take the Advanced Placement exam. It includes a College Board approved curriculum in conjunction with a focus on leadership. This sequence provides an excellent foundation for post-secondary education and career pursuits. This course emphasizes British and World literature. Students focus on the intense study and analysis of literature and refine their writing through vast opportunities for revision. This course is used to meet the MMC requirement. Successful completion of all areas is needed to meet the MMC requirement in the content area which includes: the college essay, short stories, literary elements, the study of the novel, the senior project or research paper, the study of drama, the study of poetry, and test preparation. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

<b>234</b>	<b>AP Seminar</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 11</b>
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**Prerequisite:** Administrative approval

This foundational course, typically taken in grade 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues.

Students, in collaboration with teachers, have the flexibility to choose appropriate themes that allow for deep exploration based on student interests, local and/or civic issues, global or international topics, and concepts from other AP courses. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA, VPA)

# Course Offerings

## English Department

<b>239</b>	<b>AP Research</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** Students must complete the AP Seminar course before taking AP Research.

This course may be used to fulfill an English requirement.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a specific question.

In the AP Research course, students further develop the skills acquired in the AP Seminar course by learning about and understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. Students are assessed on the research process; academic thesis paper; public presentation, performance, or exhibition; oral defense of research and presentation.

Students may earn the AP Seminar and Research Certificate at graduation if courses are successfully completed and qualifying scores are earned. Additionally, students may also pursue the AP Capstone Diploma, which is earned if the student earns qualifying scores in the following: AP Capstone course; AP Research course; four additional AP courses and exams throughout high school. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

<b>240</b>	<b>Speech Communications</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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This is a challenging course which teaches students how to create and deliver diverse types of speeches and learn public speaking at a mass media level of performance. Skills in logical thinking, note taking, problem solving, group dynamics, behind the scenes media production, and leadership are developed. This course may be taken once for elective credit. (NCAA, VPA)

<b>241</b>	<b>Argumentation &amp; Debate</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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**Prerequisite:** 240

This is a fast-paced course in which students learn how to influence people and present winning points of view. A variety of class activities including short speeches, group discussions, panel discussions and debates are employed. (NCAA, VPA)

<b>250</b>	<b>American Film Study</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>11 – 12</b>
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American Film is a semester-long course designed to give students exposure to a varying degree of movies. Students study film from its invention through the current day. This is, therefore, a survey class, designed to give students a broad overview of the material with opportunities to focus studies on specific content of their choice. Students are asked to watch films both inside and outside of class, and respond to them through discussion and in writing. Any student who enrolls in this class is expected to have internet access in order to complete the required online experience associated with the class.



# Course Offerings

## English Department

<b>252AD Creative Writing</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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This course encourages students to develop creative approaches to writing poetry and prose. While the class includes reading, there is a heavy emphasis on writing. Students are asked to workshop, publish, and present their writing. Topics may include rhythm, rhyme, point of view, memoir, fantasy, science fiction, imagery, figurative language, form, mystery, horror, and realistic fiction. Student leave the class with a portfolio of their stories and poems. Students also have an opportunity to learn about and write in genres of their own choice. (NCAA, VPA)

<b>253 Mythology</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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This course delves deeply into the myriad mythologies that lend references to our literary culture today. Students explore past and contemporary myth systems through literature and film. They also create hands-on projects. (NCAA)

<b>257 Video Productions</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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This course is a workshop that allows young adults the opportunity to evaluate, synthesize, and develop a series of digital video productions that would meet the criteria of the Michigan CC for English/Language Arts. This course fosters discussions and collaborations between peers to create a working student driven environment rooted in student set deadlines as well as thoughtful responses to diverse perspectives and claims on all sides on an issue that culminates in the development of a video morning announcements show consisting of both daily announcements and student created videos. Through this course students will have a deeper understanding of the various techniques that one utilizes when creating a message or claim through digital video media including using evidence and multiple sources of information to support a claim and to promote divergent and creative perspectives. Students will also learn to evaluate their peers' video projects for point of view, reasoning, evidence usage to ensure adherence to best practices of video productions and journalism ethics by posing and responding to questions that probe reasoning and evidence. Finally students will have a better understanding of the determination necessary and the technology available to develop their various projects. (VPA)

<b>267D Literacy Intervention</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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This course is by counselor/teacher recommendation only. This class is designed to provide small group intervention in literacy to include supports for English Language Learners (ELL).

<b>8267D Literacy Intervention (6<sup>th</sup>-8<sup>th</sup>)</b>	<b>1 Semester</b>		<b>6 – 8</b>
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This course is by counselor/teacher recommendation only. This class is designed to provide small group intervention in literacy to include supports for English Language Learners (ELL).

# Course Offerings

## Family & Consumer Science

<b>6715</b>	<b>Outdoor Education 6</b>	<b>1 Semester</b>	<b>6</b>
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Students explore outdoor activities related to the seasons including recreation, sport, and survival skills. There is an emphasis on group work and cooperation skills in survival including team building activities. Curriculum focus is also given to environmental education including aspects of tree identification, animal behaviors, and weather-related effects. In addition, students may participate in various games and activities designed for outdoor environment.

<b>7715</b>	<b>Outdoor Education 7</b>	<b>1 Semester</b>	<b>7</b>
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Students explore outdoor activities from a variety of perspectives including recreation, sport, and survival skills. There is an emphasis on hands-on and practical activities in survival including shelter construction, fire building, and water purification. Curriculum focus is also given to environmental education including aspects of hunting, fishing, and trapping. In addition, students may participate in various games and activities designed for an outdoor environment.

<b>450</b>	<b>Clothing Construction</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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This course teaches the basics of sewing and clothing construction. Skills are taught as students make a minimum of two garments to enhance their own wardrobe. (VPA)

\*Students are responsible for purchasing their own supplies.

<b>451</b>	<b>Clothing Construction II</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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**Prerequisite:** 450 and/or administrative approval

Students gain additional skills in clothing construction. They also participate in a design project. (VPA)

\*Students are responsible for purchasing their own supplies.

<b>455</b>	<b>Foods and Nutrition</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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Food preparation basics and the nutritional needs of the body will be studied. Various descriptions of different food selections are discussed, demonstrated and prepared. (VPA)

<b>457</b>	<b>Foods and Nutrition II</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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**Prerequisite:** 455 and/or administrative approval

Students continue with their study of cooking techniques and basic nutrition. Plating, presentation, meal planning, self-evaluation, and peer-evaluation are included. (VPA)

<b>462</b>	<b>Human Relations</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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This course examines the human environmental structure from adolescence through the death of a spouse. Areas of emphasis include personalities, coping skills, decision making skills, conflict resolution skills, communication skills, relationships, dating, marriage, crises in marriage, plus human sexual development and information related to family planning and life-styles."

<b>468</b>	<b>Child Development I</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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A child's physical, mental, social and emotional development from conception to age three will be studied. Risks associated with prenatal development, parenting skills, day care, safety and current issues are also covered.

# Course Offerings

## Family & Consumer Science

<b>469</b>	<b>Child Development II</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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**Prerequisite:** 468

This course is designed for sophomore, junior, and senior level students who express an interest in child development, psychology or other related career fields. This course covers theories of child development, family structures, parenting responsibilities, birth defects, parenting styles and the basics of caring for children from pregnancy through the school years.

<b>470</b>	<b>Consumer Education</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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A course related to the economic needs and planning for individuals. Topics such as budgeting, traveling, insurance, banking, household setup, accessing medical attention, taxes and financing are discussed. (MathR)

# Course Offerings

## Industrial Technology Dept

<b>400</b>	<b>Woods I</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This course is a basic woodworking course with emphasis on hand tool use and care. Some power woodworking machinery is covered. Emphasis is on use, care and safety. (MathR, VPA)

\*Students are responsible for the cost of project materials.

<b>401</b>	<b>Woods II</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** 400 and/or administrative approval

This course is an advanced woodworking course emphasizing use, care and safe operation of all power woodworking machinery. (MathR, VPA)

\*Students are responsible for the cost of project materials.

<b>402</b>	<b>Woods III</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** 401 and/or administrative approval

This course is the most advanced woodworking course, teaching furniture-making skills and techniques. (MathR, VPA)

\*Students are responsible for the cost of project materials.

<b>410</b>	<b>Metals I</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This course is a basic metalworking course that highlights metals and their properties, sheet metalworking, hand tool uses, basic machine use and basic gas MIG and arc welding principles. Students will complete approved projects. (MathR, VPA)

\*Students are responsible for the cost of project materials.

<b>411</b>	<b>Metals II</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** 410 and/or administrative approval

This is an advanced metals course with concentration on advanced welding and metal machining skills, as well as project completion related to advanced applications. (MathR, VPA)

\*Students are responsible for the cost of project materials.

<b>412</b>	<b>Metals III</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** 411 and/or administrative approval

This is the most advanced metal course teaching advanced machining and casting. (MathR, VPA)

\*Students are responsible for the cost of project materials.

# Course Offerings

## Math Department

It is strongly recommended that all students in Algebra I and higher own a graphing calculator. TI83 plus, TI84 plus, or TI84 plus silver are suggested.

### Math – Related Credit

All courses contained in the Math Department meet the criteria for math-related MMC credit.

\*Students interested in advancing beyond their grade level course must meet specific criteria in order to do so. See the counseling office for the specific requirements for advancement.

<b>6522</b>	<b>Math 6</b>	<b>2 Semesters</b>	<b>6</b>
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This course is designed to cover essential concepts of sixth grade common core standards to prepare learners for Math 7. Throughout this course, students receive a basic introduction to algebra through writing, interpreting, applying and solving mathematical expressions and equations. Students increase their understanding of rational number operations. In addition, students study geometry, describing 3-dimensional shapes and their properties.

<b>6523</b>	<b>Advanced Math 6</b>	<b>2 Semesters</b>	<b>6</b>
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This course is designed to explore essential concepts of sixth grade common core standards and beginning seventh grade standards. Students develop an understanding of algebra through writing, interpreting, applying and solving mathematical expressions and equations. In addition, students develop systematic ways to add, subtract, multiply, and divide positive and negative numbers. Students discover and analyze key properties of polygonal shapes.

<b>6950M</b>	<b>Guided Academics 6</b>	<b>1 Semester</b>	<b>6</b>
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Guided Academics is a class designed to provide academic intervention in mathematics. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions, formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional mathematics classes.

<b>7522</b>	<b>Math 7</b>	<b>2 Semesters</b>	<b>*6 – 7</b>
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This course is designed to cover essential concepts of seventh grade common core standards to prepare learners for Math 8. This course builds on Math 6 concepts. Students master real numbers and similarity, and are introduced to algebraic expression and equations, linear functions, fundamental geometry tools, and probability and statistics. Throughout this course, students use manipulatives, cooperative learning structures, and multi-media technologies to gain a better understanding of key seventh grade concepts.

<b>7523</b>	<b>Advanced Math 7</b>	<b>2 Semesters</b>	<b>7</b>
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This course is designed to explore essential concepts of seventh grade common core standards and beginning eighth grade standards. Students master real numbers and similarity, further develop skills to write and solve algebraic expressions and equations, linear functions, fundamental geometry tools, and probability and statistics. In addition, students are introduced to nonlinear functions and explore the Pythagorean Theorem, square roots, cube roots and irrational numbers.

# Course Offerings

## Math Department

<b>7950M</b>	<b>Guided Academics 7</b>	<b>1 Semester</b>	<b>7</b>
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Guided Academics is a class designed to provide academic intervention in mathematics. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions, formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional mathematics classes.

<b>8522</b>	<b>Math 8</b>	<b>2 Semesters</b>	<b>*7 – 8</b>
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Students engage in lessons designed to obtain understanding of common core standards aligned with eighth grade level mathematics expectations. This course is designed for students on grade level expectations and preparing for entry into Algebra I. Students use manipulatives, graphing calculators, cooperative learning structures, and multimedia technologies to gain a better understanding of eighth grade pre-algebra common core standards. Topics covered include real numbers, algebraic expressions and equations, an introduction to linear functions, fundamental geometry tools, and an introduction to probability and statistics.

<b>8950M</b>	<b>Guided Academics 8</b>	<b>1 Semester</b>	<b>8</b>
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Guided Academics is a class designed to provide academic intervention in mathematics. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions, formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional mathematics classes.

<b>530</b>	<b>Algebra I</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>*6 – 9</b>
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**530A** This course contains content in the following areas: rules of operations, properties of numbers, evaluating and simplifying algebraic expressions, solving equations, and graphing linear equations, writing linear equations, and graphing and solving linear inequalities. (NCAA)

**530B** This course contains content in the following areas: systems of equations and inequalities, properties of exponents, operations of polynomials, factoring and solving polynomials, quadratic equations and functions, and simplifying radicals. (NCAA)

# Course Offerings

## Math Department

<b>530H</b>	<b>Honors Algebra I</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>*7 – 9</b>
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**Prerequisite:** Recommendations from two or more of the following: Teacher/Counselor/Administrator

**530HA** This course contains content in the following areas: rules of operations, properties of numbers, evaluating and simplifying algebraic expressions, solving equations, and graphing linear equations, writing linear equations, and graphing and solving linear inequalities. (NCAA)

**530HB** This course contains content in the following areas: systems of equations and inequalities, properties of exponents, operations of polynomials, factoring and solving polynomials, quadratic equations and functions, and simplifying radicals. (NCAA)

Honors Algebra 1 will allow students to take courses that lead to Honors Geometry, Honors Algebra 2, AP Pre-Calc and AP Calc BC. Students will begin in Honors Algebra I through a teacher recommendation and placement scores from Advanced Math 7 or Math 8. This allows our highly skilled Math students to be challenged by a very rigorous curriculum throughout high school.

<b>531</b>	<b>Geometry</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>*7 – 10</b>
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**Prerequisite:** 530 and/or administrative approval

**531A** This course contains content in the following areas: basic geometric terms, logic, proof, triangle congruence, parallel and perpendicular lines, lines in space, Pythagorean Theorem, and special right triangles. (NCAA)

**531B** This course contains content in the following areas: polygons, properties of quadrilaterals, triangle similarity, trigonometric ratios, circles, areas of polygons, surface area and volume, and basic constructions. (NCAA)

<b>533H</b>	<b>Honors Geometry</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>*8 – 10</b>
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**Prerequisite:** Recommendations from two or more of the following: Teacher/Counselor/Administrator

**533HA** This course contains content in the following areas: basic geometric terms, logic, proof, triangle congruence, parallel and perpendicular lines, lines in space, Pythagorean Theorem, and special right triangles. (NCAA)

**533HB** This course contains content in the following areas: polygons, properties of quadrilaterals, triangle similarity, trigonometric ratios, circles, areas of polygons, surface area and volume, and basic constructions. (NCAA)

Honors Geometry will allow students to take courses that lead to Honors Algebra 2, AP Pre-Calc and AP Calc BC. Students will take Honors Geometry after passing Algebra 1 or Honors Algebra 1 with a B- or higher or through a teacher recommendation. This allows our highly skilled Math students to be challenged by a very rigorous curriculum throughout high school.

# Course Offerings

## Math Department

<b>532</b>	<b>Algebra II</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>*8 – 12</b>
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**Prerequisite:** 533 and/or administrative approval

**532A** This course contains content in the following areas: equations and inequalities, linear equations and inequalities, systems of linear equations and inequalities, matrices, quadratic functions, and polynomial functions. (NCAA)

**532B** This course contains content in the following areas: powers, roots, radicals, exponential and logarithmic functions, rational equations and functions, quadratic relations, and probability and statistics. (NCAA)

<b>539</b>	<b>Honors Algebra II</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>8 – 10</b>
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**Prerequisite:** 533 and/or administrative approval. This course is accelerated in pace in preparation for students to take 542 (AP Calculus AB), 543 (AP Statistics), or 545 (AP Calculus AB) before graduation.

**539A** This course contains content in the following areas: equations and inequalities, linear equations and inequalities, systems of linear equations and inequalities, matrices, quadratic functions, and polynomial functions. (NCAA)

**539B** This course contains content in the following areas: powers, roots, radicals, exponential and logarithmic functions, rational equations and functions, quadratic relations, probability and statistics, sequences and series, and conic sections. (NCAA)

<b>950</b>	<b>Guided Academics 9-12</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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**950All = Algebra II**

**950G = Geometry**

**Prerequisite:** Recommendations from two or more of the following: Teacher/Counselor/Administrator  
Guided Academics is a class designed to provide academic intervention in mathematics. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using academic MTSS requirements. As part of these interventions, formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional math classes and promote success in the Michigan Merit Curriculum. This course may be repeated for credit.

<b>540</b>	<b>Probability/Statistics</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** 530 and/or administrative approval

**540A** This is a college preparatory course that contains content in data collection and sampling techniques, data organization, graphs, central tendencies, measures of position, sample spaces, probability and counting rules, discrete probability, binomial distribution, normal distribution, and central limit theorem. (NCAA)

**540B** This is a college preparatory course that contains content in confidence intervals, hypothesis testing, two parameter testing, correlation and regression, variance analysis, and chi-square. Students will also complete a statistical research and analysis project. (NCAA)



# Course Offerings

## Math Department

<b>541</b>	<b>Pre-Calculus/Trigonometry</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** 539 or 532 and/or administrative approval

**541A** This course contains the following content that prepares for calculus: graphing, analyzing, solving and transformations of functions (including exponential, logarithmic, quadratic, polynomial, and rational) inverse functions, composite functions, and complex numbers. (NCAA)

**541B** This course contains the following content that prepares for calculus: trigonometry equations, trigonometry identities, analytic trigonometry, law of sines, law of cosines, vectors, sequences, and series. (NCAA)

<b>557AP</b>	<b>AP Pre-Calculus</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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Students will develop a deep understanding and mastery of polynomial, rational, exponential, logarithmic, trigonometric, and polar functions as well as functions involving parameters, vectors, and matrices. Students will study each function type through their graphical, numerical, verbal, and analytical representations. (NCAA)

<b>542</b>	<b>AP Calculus AB</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** 541 and/or administrative approval

**542A** Students study limits and their properties as well as how to find derivatives using the symmetric difference quotient, power rule, chain rule, product rule, and quotient rule. They learn to find the value of a definite integral by counting squares and the trapezoidal method and study displacement, velocity and acceleration. Students learn to find the derivative of the trigonometric and inverse trigonometric functions and to implicitly differentiate relations. In addition, they learn about continuity and differentiability, how to find area using Riemann sums and the formal definitions of antiderivative, definite integral, and indefinite integral. Finally, students learn the Mean Value Theorem, Rolle's Theorem, and the Fundamental Theorem of Calculus. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

**542B** Students learn to find the antiderivative of the reciprocal function using natural logarithms. They learn to find the derivatives of logarithmic functions. Students learn L'Hospital's Rule and about exponential growth and decay for real world applications. They solve differential equations using slope fields and learn the calculus of plane and solid figures. They learn about critical points, points of inflection, and relative maxima and minima. They learn to find the area of a plan region, volume of a solid by plane slicing. In addition, the length of a plan curve and the area of a surface of revolution. Finally, they learn to solve related rate and minimal path problems. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

# Course Offerings

## Math Department

<b>543</b>	<b>AP Statistics</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** 539 or 541 and/or administrative approval

**543A** Students learn to organize data by looking for patterns and departures from patterns and to display distributions with graphs and describe distributions with numbers. They study density curves, normal distributions, and standard normal calculations and examine relationships through scatter plots, correlation and least squares regression lines. Students model nonlinear relationships, interpret correlation and regression, and study relations in categorical data as well as learn to produce data by designing samples and experiments, and simulating experiments. Finally, they study probability, which includes randomness and probability models. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

**543B** Students study means and variances of random variables and about discrete and continuous random variables. They learn about binomial and geometric distributions, sampling distributions, proportions, and means and are introduced to inference by using inference for distributions, proportions, tables and regression. Finally, they learn to estimate with confidence, use significance tests, infer for the mean of a population, and test for goodness of fit. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

<b>545</b>	<b>AP Calculus BC</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** 541 or 542 and/or administrative approval

\*Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. AP credit earned by a passing score on the AP Calculus BC test in the spring will grant students credit in Calculus 1 and 2(+), along with a subscore of Calculus 1. (+) Dependent upon individual university policies

**545A** All topics in AP Calculus AB and additional topics including optimization, Euler's method, antiderivatives by substitution, antiderivatives by partial fraction decomposition, L'Hospital's rule, and improper integrals. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

**545B** All topics in AP Calculus AB and additional topics including differentiation and integration of parametric, polar, and vector functions, and other additional topics including: sequences, infinite series, and Taylor Series with polynomial approximation. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

<b>555</b>	<b>Algebra III with Trig</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** 533 and 532 and/or administrative approval

**555A** This course is designed for the college bound student who is not likely to major in mathematics or science. This course also serves as a bridge to pre-calculus for those students who are not quite ready for it. Topics include: logical reasoning, solving and graphing, linear and quadratic equations, systems of equations, and inequalities. It also includes polynomial expressions, radical expressions. (NCAA)

**555B** This course is designed for the college bound student who is not likely to major in mathematics or science. This course also serves as a bridge to pre-calculus for those students who are not quite ready for it. Topics include: triangle trigonometry, circle trigonometry, exponential and logarithmic functions, combinations, and the applications of special right triangles. (NCAA)

# Course Offerings

## Music Department

Students enrolled in vocal or instrumental music classes will be required to participate in all concerts, festivals and other scheduled evening and weekend activities.

<b>6600</b>	<b>6<sup>th</sup> Grade Band</b>	<b>2 Semesters</b>	<b>6</b>
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6<sup>th</sup> Grade Band is a beginning middle school band course that meets daily for the full year. This class continues to develop the fundamentals of playing an instrument: tone production, embouchure, posture, breath control, reading notes and rhythms and musical terms. Students are introduced to a variety of music from classical to popular styles. They have the opportunity to perform as a band and in small ensembles. There are at least two performances throughout the year. Band is a year long commitment.

<b>7601</b>	<b>7<sup>th</sup> Grade Band</b>	<b>2 Semesters</b>	<b>7</b>
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7<sup>th</sup> Grade Band is an intermediate middle school band course that meets daily for the full year. This class continues to develop the fundamentals of playing an instrument: tone production, embouchure, posture, breath control, reading notes and rhythms and musical terms. Students are introduced to a variety of music from classical to popular styles. They have the opportunity to perform as a band and in small ensembles. There are at least two performances throughout the year. Band is a year long commitment.

<b>8602</b>	<b>Concert Band</b>	<b>2 Semesters</b>	<b>8</b>
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**Prerequisite:** Enrollment by audition

The 8<sup>th</sup> Grade Concert Band performs at numerous concerts throughout the year and at MSBOA Band Festivals. Emphasis is placed on the fundamentals of music performance: ear training, sight-reading, and technical development. Members of the 8<sup>th</sup> Grade Concert Band may also participate in the high school Marching Band. (The Marching Band performs at all home varsity football games, various local parades, and festivals.) Students are also encouraged to perform at MSBOA Solo and Ensemble Festivals.

<b>8603</b>	<b>8<sup>th</sup> Grade Symphony Band</b>	<b>2 Semesters</b>	<b>8</b>
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**Prerequisite:** Enrollment by audition

The 8<sup>th</sup> Grade Symphonic Band performs at numerous concerts throughout the year and at MSBOA Band Festivals. Repertoire is of advanced difficulty for this age group. Members of the 8<sup>th</sup> Grade Symphonic Band may participate in the high school Marching Band. (The Marching Band performs at all home varsity football games, various local parades, and festivals.) Students are also encouraged to perform at MSBOA Solo and Ensemble Festivals.

<b>603</b>	<b>9<sup>th</sup> Grade Concert Band</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9</b>
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**Prerequisite:** Enrollment by audition

The 9<sup>th</sup> Grade Concert Band performs at numerous concerts throughout the year and at MSBOA Band Festivals. Emphasis is placed on the fundamentals of music performance: ear training, sight-reading, and technical development. Repertoire is of medium difficulty. Members of the 9<sup>th</sup> Grade Concert Band are encouraged to participate in the high school Marching Band. (The Marching Band performs at all home varsity football games, various local parades, and festivals.) Students are also encouraged to perform at MSBOA Solo and Ensemble Festivals. (VPA)

# Course Offerings

## Music Department

<b>604</b>	<b>9<sup>th</sup> Grade Symphony Band</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9</b>
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**Prerequisite:** Enrollment by audition

The 9<sup>th</sup> Grade Symphonic Band performs at numerous concerts throughout the year and at MSBOA Band Festivals. Repertoire is of advanced difficulty for this age group. Members of the 9<sup>th</sup> Grade Symphonic Band are encouraged to participate in the high school Marching Band. (The Marching Band performs at all home varsity football games, various local parades, and festivals.) Students are also encouraged to perform at MSBOA Solo and Ensemble Festivals. (VPA)

<b>600</b>	<b>Concert Band</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** Enrollment by audition

The Concert Band performs at numerous concerts throughout the year and at MSBOA Band Festivals. Emphasis is placed on the fundamentals of music performance: ear training, sight-reading, and technical development. Repertoire is of medium difficulty. Members of the Concert Band are encouraged to participate in the Marching Band. (The Marching Band performs at all home varsity football games, various local parades, and festivals.) Students are also encouraged to perform at MSBOA Solo and Ensemble Festivals. (VPA)

<b>601</b>	<b>Symphony Band</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** Enrollment by audition

The Symphony Band performs numerous concerts throughout the school year and at MSBOA Band Festivals. Repertoire is of advanced difficulty, and thus, a certain level of technical proficiency is expected. Members of the Symphony Band are encouraged to participate in the Marching Band. (The Marching Band performs at all home varsity football games, various local parades, and festivals.) Students are also encouraged to perform at MSBOA Solo and Ensemble Festivals. (VPA)

<b>602</b>	<b>Jazz Band</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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**Prerequisite:** Enrollment by audition

This elective course is designed to develop an understanding of the nature, structure and meaning of the jazz idiom through the rehearsal and performance of advanced jazz literature. This course provides for increasing skill in jazz ensemble performance. The jazz band performs numerous concerts throughout the school year. Repertoire is of advanced difficulty, and thus, a certain level of technical proficiency is expected. Members must also be a member of the Concert or Symphony Band. Instrumentation is limited to standard 17-piece jazz band: 5 saxes, 5 trombones, 4 trumpets, and rhythm section (piano/bass/drums/guitar). Additional players are included at the discretion of the director. **Jazz Band will only be offered at zero hour.** (VPA)

<b>605</b>	<b>Wind Ensemble</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** Enrollment by audition

Wind Ensemble consists of the most advanced instrumentalists in the band program. Membership is by audition only. The ensemble performs numerous concerts each year. This band offers advanced students the opportunity for continued musical growth. The band strives for the highest musical standards possible and constantly seeks improvement. After school sectionals, rehearsals and performances are required. Grades are based on attitude, participation and individual performance. Students in Wind Ensemble are encouraged to take private lessons during the course of the year and participate in solo and ensemble. Members are also encouraged to participate in the Marching Band. (The Marching Band performs at all home varsity football games, various local parades, and Festivals.) (VPA)

# Course Offerings

## Music Department

<b>7610</b>	<b>Choir</b>	<b>1 - 2 Semesters</b>	<b>6 – 7</b>
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This course introduces students to proper singing techniques, including posture, breath management, and tone. Students are also introduced to the basics of music reading, terminology, and sight-singing. Students gain confidence in singing alone and with others. A variety of musical styles are sung, in unison and two-parts, and are performed at one concert during the year. This class is a non-auditioned group.

<b>8607</b>	<b>8th Grade Choir</b>	<b>2 Semesters</b>	<b>8</b>
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This full year choir is open to 8<sup>th</sup> grade students interested in applying concepts learned in previous choirs. Students perform at the Michigan School Vocal Music Association's Choral Festival in the spring, and perform in a minimum of three concerts during the school year.

<b>8608</b>	<b>8th Grade Advanced Choir</b>	<b>2 Semesters</b>	<b>8</b>
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This full year choir is open to 8<sup>th</sup> grade students interested in applying concepts learned in previous choirs in a more advanced setting, as well as performing music that is at a greater difficulty level. Students perform at the Michigan School Vocal Music Association Choral Festival in the spring, and perform in a minimum of three concerts during the school year.

<b>614</b>	<b>9<sup>th</sup> Grade Advanced Choir</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9</b>
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This full year choir is open to 9<sup>th</sup> grade students interested in applying concepts learned in previous choirs in a more advanced setting, as well as performing music that is at a greater difficulty level. Students perform at the Michigan School Vocal Music Association choral festival in the spring, and perform in a minimum of three concerts during the school year. (VPA)

<b>610</b>	<b>Treble Choir</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10</b>
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Treble Choir is designed to allow high school females, with previous ensemble experience, to participate in a formal vocal ensemble. Breathing, tone production, vocal health, and musicianship are the focus of instruction in this ensemble. Students participating in this course should have a basic understanding of musical notation and terminology. This group studies and performs a wide variety of styles of music: classical (including a variety of foreign language texts), folk, pop, jazz, and multi-cultural. Students are required to participate in performance opportunities, during and outside of the school day that support and extend the learning in the classroom. These performances include all major vocal music department performances and MSVMA choral festivals. Treble Choir is a full year commitment. (VPA)

<b>611</b>	<b>Choir</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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Choir is available for both male and female students who are interested in learning more about singing and vocal performance. Students learn musical skills for ensemble singing, which include: proper breathing, proper vocal production, blend and balance, expansion of range, good intonation, ear training, sight-reading, and musicianship. Students are required to participate in performance opportunities, during and outside of the school day that support and extend the learning in the classroom. These performances include all major vocal music department performances and MSVMA choral festivals. Various styles of choral literature will be explored. Choir is a full year commitment. (VPA)

# Course Offerings

## Music Department

<b>612</b>	<b>Honors Choir</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** Enrollment by audition only

Honors Choir is a highly select vocal ensemble of male and female singers. An audition and recommendation from the choral director are required for admittance in this choir. Being a select group of the most talented students in the vocal music program, students find this course to be intellectually and musically challenging. This group studies and performs complex choral literature selected from a variety of periods in music history. Advanced singing techniques, sight reading, theory, aural training, and musical dictation will be emphasized. This group participates in all major vocal music department performances, including MSVMA choral festivals. Individuals may be chosen to participate in MSVMA solo/ensemble festivals and honors choir. (VPA)

# Course Offerings

## Physical Education/Health Dept.

Students enrolled in physical education classes are required to dress in gym clothes and participate each day.

<b>6650</b>	<b>Physical Education 6</b>	<b>1 Semester</b>	<b>6</b>
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Students explore a variety of topics relating to physical fitness and physical activity. Students are expected to dress for class and participate each day. Numerous sports and games are introduced with an emphasis on skills, teamwork and improvement throughout the year. Demonstrating healthy habits that promote physical fitness as well as promoting team cooperation and sportsmanship are emphasized.

<b>7653</b>	<b>Physical Education 7/Health</b>	<b>1 Semester</b>	<b>7</b>
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Physical education introduces students to team and individual activities with emphasis placed on knowledge of the sport, skills, sportsmanship, lifetime value, attitude, coordination and physical fitness. Students are evaluated on attendance, participation, skills, and written tests. Students are expected to dress for class and participate each day. The goals of health education are to help students make wise decisions pertaining to their health and to help them attain and utilize their highest potential for the betterment of self, family and community. Topics include disease prevention and control, personal health practices, nutrition, growth and development, substance use and abuse, and other related topics.

<b>8650</b>	<b>8<sup>th</sup> Grade Physical Education</b>	<b>1 Semester</b>	<b>8</b>
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8th Grade Physical Education (PE) is a class based in sport and fitness. Fundamentals, rules, strategy, leadership and sportsmanship will be stressed in each sport unit. 8th grade PE sport units involve less drill and practice and more tactical strategy/games/tournaments than 6<sup>th</sup> and 7<sup>th</sup> grade PE. The physical fitness component includes regular strength training, flexibility, and cardiovascular endurance activities. At the conclusion of the semester students are able to set and attain meaningful fitness goals. Students value physical fitness and participate in fitness activities outside of class as a result of successful completion of 8<sup>th</sup> grade PE. This class also serves as a bridge from 7<sup>th</sup> grade PE to 9<sup>th</sup> grade PE.

<b>650</b>	<b>Physical Education</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9</b>
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Emphasis in this class is placed on introductory sports, recreational games and developing athletic skills. Daily physical fitness is stressed with periodic assessments conducted. Both physical skills tests and written tests are administered for each sport unit. Students are expected to dress and participate with a positive attitude.

<b>651</b>	<b>Health</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 - 12</b>
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Health class includes the study of body systems, physical well-being, and healthful living practices.

<b>660</b>	<b>Advanced Physical Education</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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Competitive team and individual sports/games/activities are stressed in Advanced PE. Physical fitness assessments, along with written and physical skills tests are conducted each semester. There is an opportunity to improve sport skills and overall body conditioning. Being a squad leader and captain can help develop leadership skills. This course may be repeated but not taken concurrently with 670 or 650.

# Course Offerings

## Physical Education/Health Dept.

<b>670</b>	<b>Physical Conditioning</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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This course provides students an opportunity to improve their overall physical conditioning and athletic skills to assist in reaching an individual's maximum physical potential. This is accomplished by a variety of physical and skill related activities, tailored to meet an individual's specific needs. This course cannot be taken concurrently with 650, 660, 673, 675. This course may be repeated for credit.

<b>673</b>	<b>Athletic Enhancement</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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This course focuses on personal weight training programs based on sport specific programs and training for sport performance with the aid of coaching staffs. This course also integrates character development and leadership as a part of the curriculum. Plyometric and cardiovascular speed are integral components of this course as well. Students benefit from weight training and cardio-respiratory endurance activities and core training. Students are empowered to make appropriate choices, meet challenges, and develop positive behaviors for a healthy active lifestyle. This course cannot be taken concurrently with 650, 660, 670, 675.

<b>675</b>	<b>Female Physical Conditioning</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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This course provides female students an opportunity to learn how to tone and sculpt their body using a variety of exercises, techniques and programs. Students learn and apply health-related concepts, proper nutrition and physiology. Students learn and are able to perform correct technique for numerous types of lifts and exercises. Cardiovascular conditioning is also included as well as individual fitness assessments. This course may be repeated for credit.



# Course Offerings

## Science Department

In today's world, knowledge of science is necessary to better understand the world. Classes are offered at levels of instruction parallel to the student's needs and goals.

\*Students interested in advancing beyond their grade level course must meet specific criteria in order to do so. See counseling office for the specific requirements for advancement.

<b>6700</b>	<b>Science 6</b>	<b>2 Semesters</b>	<b>6</b>
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Student Centered/Problem Based Learning Science Units about: The Water Cycle, Body Systems, Organism Digestion, Forces and Motion, Plant Growth, Interactions within Ecosystems and Cycling Matter and Energy Through Food Webs.

<b>6728</b>	<b>PLTW 6 DM (Elective) Design and Modeling</b>	<b>1 Semester</b>	<b>6</b>
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In this unit, students begin to recognize the value of an engineering notebook to document and capture their ideas. They are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions.

<b>6729</b>	<b>PLTW 6 AR (Elective) Automation and Robotics</b>	<b>1 Semester</b>	<b>6</b>
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Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use a robust robotics platform to design, build and program a solution to solve an existing problem.

<b>7700</b>	<b>Science 7</b>	<b>2 Semesters</b>	<b>7</b>
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Student Centered/Problem Based Learning Science Units about: Sustainable Energy, Earth Cycling of Materials, Moving Thermal Energy, Life Cycle of Building Materials, Human Impact on Ecosystems, Genetics and Agriculture, Water Chemistry and Maintaining Ecosystems.

<b>7728</b>	<b>PLTW 7 MD (Elective) Medical Detectives</b>	<b>1 Semester</b>	<b>7</b>
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Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

<b>7729</b>	<b>PLTW 7 FS (Elective) Flight and Space</b>	<b>1 Semester</b>	<b>7</b>
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This course continues the PLTW experience and provides solid experiential science learning through inquiry for those students heavily invested in science who wish to pursue further study in high school. Students explore the science behind the aeronautics and use their knowledge to design, build, and test an airfoil. Custom-build simulations software allows students to experience space travel.

# Course Offerings

## Science Department

<b>8710</b>	<b>Science 8</b>	<b>2 Semesters</b>	<b>8</b>
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Student Centered/Problem Based Learning Science Units about: Natural Selection and Antibiotics, History of Life on Earth, Sound and Light Waves, Solar System Forces, Weather and Climate in Michigan Agriculture, Natural Hazards and Climate change.

**PLTW 8 Electives listed in Business/Computer section of the course catalog.**

<b>720</b>	<b>Biology I</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>8 – 10</b>
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This is a detailed study of the essential concepts of biology including cell structure and functions, cell division, cellular reproduction and inheritance, ecology, and the history of life on Earth. (NCAA)

<b>721</b>	<b>Human Anatomy/Physiology</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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**Prerequisite:** 720 or 772

This is a detailed study of human anatomy and physiology including body orientation, histology, musculature, the skeletal system, the nervous, circulatory, digestive, respiratory, urinary and reproductive systems. Specimen dissections are required for all body systems. (NCAA)

<b>724</b>	<b>AP Biology</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** 730 or 731 and/or administrative approval

This course is designed to be the equivalent of college introductory biology courses addressing the topics regularly covered in college biology courses for science majors. Out of class reading is mandatory and laboratory skills are essential. This course is a detailed study of essential concepts in biology including ecology, cell biology, biochemistry, energy, genetics, biotechnology, and evolution. Students are strongly encouraged to take the Advanced Placement Exam. (MathR, NCAA)

<b>727</b>	<b>Forensic Chemistry</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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This course has been designed to be a general study of chemistry through a forensic science approach. Students learn about basic qualitative chemistry concepts from Chemistry I, as well as general forensic topics such as evidence collection and analysis, chemical evidence, and drug and addiction chemistry, chemistry of explosives, nuclear terrorism, poisons, and identification of victims. (Students who desire to pursue a career in science related fields such as medicine, pharmacy, veterinary medicine, or engineering or who plan to earn a bachelor of science degree and need to pursue a more rigorous curriculum should enroll in Chemistry I.) (NCAA)

<b>730</b>	<b>Chemistry I</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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**Recommended completion or concurrent enrollment in Plane Geometry**

This is a detailed study of the essential concepts including atomic structure, periodicity, bonding, chemical change, stoichiometry, heat, gases, solutions, acids and bases, nuclear chemistry, energy, geochemistry, and climate chemistry. (NCAA)

# Course Offerings

## Science Department

<b>731</b>	<b>AP Chemistry</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** Administrative approval

**Recommended completion or concurrent enrollment in Algebra II**

This course is designed to be the equivalent of college introductory chemistry courses addressing the topics regularly covered in college chemistry courses for science majors. Out of class reading is mandatory, and laboratory skills are essential. This course is a detailed study of essential concepts in chemistry including stoichiometry, thermodynamics, gases, kinetics, equilibrium, acids and bases, and bonding. Students are strongly encouraged to take the Advanced Placement Exam. (MathR, NCAA)

<b>740</b>	<b>Physics</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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**Recommended completion of Algebra I**

This course is a detailed study of concepts and problem solving skills involving forces, motion, gravitational forces, circular motion, energy, waves, space, and geophysics. (MathR, NCAA)

<b>743</b>	<b>Forensic Physics</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 - 12</b>
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**Recommended completion or concurrent enrollment in Algebra I**

This course is a detailed study of concepts and problem solving skills involving forces, motion, gravitational forces, circular motion, energy, waves, space, and geophysics. This course takes a forensic approach to studying basic physics concepts. (MathR)

<b>747</b>	<b>AP Physics</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** Administrative approval

**Recommended completion or current enrollment in Pre-Calculus**

This course is a full year course option for students pursuing an interest in advanced physics. Students learn to analyze and apply concepts as well as formulate answers to complex physics scenarios including topics such as kinematics, Newton's Laws of Motion, gravitation, circular motion, work, energy, power, linear momentum, torque and rotational motion, simple harmonic motion, waves, sound, electrostatics and simple electric circuits. Students are strongly encouraged to take the Advanced Placement Exam. (MathR, NCAA)

<b>761</b>	<b>Environmental Science</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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**Prerequisite:** 720 A&B

Environmental Science is a curriculum that is designed to introduce students to major ecological concepts and the environmental problems that affect the world in which we live. As an expanding field, this two-semester course offers compelling lessons that cover many different aspects of the environment: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas throughout both semesters. (NCAA)

# Course Offerings

## Science Department

<b>765</b>	<b>AP Environmental Science</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** 730 A&B and/or administrative approval

This Advanced Placement course is equivalent to an introductory college course in environmental science. Students should be highly motivated with an above average interest in the subject. This year long class encompasses a detailed study of essential key theories, as well as concepts of environmental change, human population, biochemical cycles, ecosystems, biodiversity, biological productivity, energy flow, biological restoration, and agricultural production. They also learn about environmental effects of agriculture, renewable and nonrenewable resources, land, water, pest, and waste management, environmental health, pollution, and toxicology. Students make monthly visits to Skinner Lake Outdoor Education Center as part of their growth and enrichment as they focus on many labs and activities with real world application. Students are strongly encouraged to take the Advanced Placement Exam. (MathR, NCAA)

<b>770</b>	<b>PLTW – Introduction to Engineering and Design (IED)</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>8 – 12</b>
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**Prerequisite:** Concurrent or completion of 530 preferred

The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. (MathR, NCAA)

<b>772</b>	<b>PLTW – Principles of Biomedical Sciences</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>8 – 10</b>
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In the introductory course of the Biomedical Sciences program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, ecology, and evolution, medicine, and research processes while allowing them to design their own experiments to solve problems. Students interested in the medical field are able to complete this course instead of Biology to meet their life science requirement. (NCAA)

<b>774</b>	<b>PLTW - Principles of Engineering (POE)</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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**Prerequisite:** Completion of 530 and/or administrative approval

This is a core, broad based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students use engineering and scientific concepts along with problem solving skills to apply their knowledge of research and design to create solutions to various challenges. Topics include mechanisms, energy sources and applications, renewable energy, statics, material properties and testing, structural design, machine control, fluid power, statistics, kinematics, and geoscience. This course can meet the Physics requirement for those students interested in engineering. (MathR, NCAA)

# Course Offerings

## Science Department

<b>773</b>	<b>PLTW – Engineering Design and Development (EDD)</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 - 12</b>
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**Prerequisite:** Completion and/or concurrent enrollment in IED and POE or administrative approval  
This is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. The EDD student is challenged with finding and warranting a suitable question to answer or problem to tackle. The EDD course should be taken as a culminating course in the 11<sup>th</sup> or 12<sup>th</sup> grade because it applies the knowledge and skills from the Project Lead the Way foundation courses in solving an identified technical problem. (NCAA)

<b>775</b>	<b>PLTW – Human Body Systems</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 - 12</b>
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**Prerequisite:** 720 or 772

Students examine the interactions of human body systems as they explore and identify power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal manikin; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. (NCAA, VPA)

<b>777</b>	<b>PLTW – Medical Interventions</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 - 12</b>
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**Prerequisite:** 721, 775. This course would continue the PLTW Biomedical Science sequence by adding in a third year to the curriculum.

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course explores how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs in the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. These interventions are showcased across the generations of the family and provide a look at the past, present, and future of biomedical science. (NCAA, VPA)

<b>778</b>	<b>PLTW – Biomedical Innovations</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 - 12</b>
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**Prerequisite:** 777

In this culminating course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21<sup>st</sup> century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. (NCAA)

# Course Offerings

## Social Studies Department

<b>6800 Social Studies 6</b>	<b>2 Semesters</b>	<b>6</b>
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Sixth grade students explore the tools and mental constructs used by historians and geographers. They develop an understanding of Ancient World History, Eras 1 – 3, of the Western Hemisphere and study contemporary geography of the Western Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they analyze an issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

<b>7800 Social Studies 7</b>	<b>2 Semesters</b>	<b>7</b>
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Seventh grade students experience a full year of world history and geography covering historical thinking as well as World History Eras 1 – 4. This includes human beginnings, early and classical civilizations, and comparative world religions from the beginnings in BCE to 1500 CE.

<b>8810 Social Studies 8</b>	<b>2 Semesters</b>	<b>8</b>
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This course is a chronological overview of United States history from Colonization through Reconstruction. Areas of study include the struggles for independence, the foundations and principles of self government, development of regional differences, slavery and its effects, the Civil War, and America's place in the world in relationship to economics and politics.

<b>825 World History</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9</b>
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This course is a chronological overview of world history from prehistory up to the 20<sup>th</sup> century. World history is required for all ninth grade students. (NCAA)

<b>828 AP World History</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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**Prerequisite:** Administrative approval

This is an advanced placement course meant to be the equivalent of a freshman college course. Self-motivation, excellent reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. The period from prehistory to the modern world is covered. This course is designed to prepare students for the AP exam in May. A student may take this to fulfill their required world history credit or as a social studies elective. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

<b>840 Current Events</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>11 – 12</b>
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This class is designed to provide students with the opportunity to discuss, understand, and explore local, national, international, social and political issues in a respectful, meaningful and active way. Throughout the term, students stay up to date on current issues and trends, and explore informational text on a daily basis.

<b>845 Civics</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10</b>
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This course provides students with an understanding of our American government. During this course students analyze, synthesize, evaluate, compare, contrast, and argue – using political and civics habits of mind. Students examine alternative forms of government, the nature of civic life, the origins of American constitutional government and the structure and functions of our government, the United States and the implementation of US foreign policy, citizenship in America, and our legal system. (NCAA)

# Course Offerings

## Social Studies Department

<b>846</b>	<b>Economics</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10</b>
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This class includes a detailed overview of basic economic concepts in America. The market economy, national economy, international economy and personal finance are addressed by this course. Students gain “economic literacy” which is important for becoming citizens in our increasingly interconnected world. (NCAA)

<b>851</b>	<b>US History (1877 – Present)</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11</b>
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This class provides a chronological overview of US history from the 1890s, which includes: the Progressive Era, WWI, the Twenties, the Great Depression, the New Deal, WWII, the Cold War, the civil rights struggle, and the Vietnam War. (NCAA)

<b>853</b>	<b>AP United States History</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** Administrative approval

This Advanced Placement course is meant to be the equivalent of a freshman college course whose successful completion may earn students college credit. Self-motivation, excellent reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. The period from Colonization through Reconstruction is covered followed by the Industrial Age to the 1960s, ending with an analysis of US History up through the present day. Topics of interest are Civil Rights struggle, President Kennedy, Watergate, the 1970s, Persian Gulf War, and America as it is today. Also, a considerable amount of time is spent to review and prepare for the AP exam during the last semester. After the AP exam several projects and simulations occur in this class. A senior may take this course as a social studies elective credit. Summer work may be assigned. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

<b>858</b>	<b>AP European History</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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AP European History presents in-depth coverage of major developments in modern European history. The course follows the Advanced Placement guidelines established by the College Board and it is therefore taught at the university level. Students will master an understanding of European history from the Renaissance (around 1450) to the present. Through successful participation in the course, a student will develop (a) an understanding of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and communicate historical understanding in writing. This course prepares all students to take the AP European History examination. (NCAA)

<b>862</b>	<b>AP US Government and Politics</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** Administrative approval

This Advanced Placement course gives students an analytical perspective on government and politics in the United States. Focus is placed on the Constitution, the complexities of the federal government, our “political culture,” the effects public opinion has on our government, on political participation, our two-party system, elections and campaigns, interest groups, the role of the media, the roles and organization of Congress, the presidency and the judicial branch, economic policy, social programs, civil liberties, and public policy. Summer work may be assigned for this course. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

# Course Offerings

## Social Studies Department

<b>869</b>	<b>AP Psychology</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** Administrative approval

This Advanced Placement course is equivalent to an introductory college course in psychology. Students should be highly motivated with an above average interest in the subject. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Topics included in this course include: introduction and methods, behavioral neuroscience, sensation and perception, consciousness, learning, memory, thought and language, motivation and emotion, human development, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. Also, included in this class will be extensive review of the year's work, along with simulated AP Exams with special emphasis on the free response portion of the exam. Summer work may be assigned for this course. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

<b>870</b>	<b>Psychology</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>11 – 12</b>
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An introductory course designed to provide students with information that they will use in a college psychology course. This is a discussion-based course studying human behavior. A few of the specifics include: research techniques, consciousness, sleep, dreams, development, personality, and abnormal psychology. Tenth grade students are considered with World History instructor approval. (NCAA)

<b>871</b>	<b>Sociology</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>11 – 12</b>
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An introductory course designed to provide students with information that they will use in a college sociology course. This is a discussion-based course studying group behavior. A few of the specifics include: culture, the social class system, deviance, family, religion and sport. Tenth grade students are considered with World History instructor approval. (NCAA)

<b>877A</b>	<b>Criminology A</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>11 – 12</b>
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**Students may enroll in either section of Criminology for 1 semester – Students may take the A and B in any order.**

This course is designed to teach students of criminal justice the fundamental tried-and-true concepts of an evolving discipline and to give them the critical-thinking skills necessary to effectively apply those concepts to the real world. This term focuses on the crime picture, the search for causes, and police management and the legal system. Students have opportunities to participate in discussions with the legal community and members of law enforcement agencies. (NCAA)

<b>877B</b>	<b>Criminology B</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>11 – 12</b>
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This course is designed to teach students of criminal justice the fundamental concepts of an evolving discipline and to give them the critical-thinking skills necessary to effectively apply those concepts to the real world. This term concentrates on the functions of the courts, sentencing in terms of both philosophy and practice, the development of probation, parole, community corrections, imprisonment, the juvenile justice system and special topics such as drugs, gangs, terrorism and the opportunities and threats that technology represents to the justice system. Opportunities to participate in discussions with the legal community and members of law enforcement agencies and corrections are also be made available. (NCAA)



# Course Offerings

## Social Studies Department

<b>886</b>	<b>American Sports History A</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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**Students may take 886 or 887 in any order.**

This course provides students with an opportunity to examine the history of American baseball, basketball, car racing, and boxing and the men and women who have profoundly affected the country's history and often society in general through the world of sports. From an American perspective, a historical analysis of each sport at the professional, collegiate and high school levels are examined. In addition to receiving a historical analysis of each sport, there is also an emphasis placed on examining how each sport has affected the economic, political and social aspects of American culture. (NCAA)

<b>887</b>	<b>American Sports History B</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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**Students may take 886 or 887 in any order.**

This course provides students with an opportunity to examine the history of American football, hockey, volleyball, tennis, soccer and the men and women who have profoundly affected the country's history and often society in general through the world of sports. From an American perspective, a historical analysis of each sport at the professional, collegiate and high school levels will be examined. In addition, there is also an emphasis placed on examining how each sport has affected the economic, political and social aspects of American culture. (NCAA)

# Course Offerings

## World Language

The Spanish program is designed to introduce and develop the four basic language skills of speaking, listening, reading and writing. The Michigan Merit Curriculum requires the successful completion of two years in the same world language. Students seeking college admission are highly recommended to complete more than the two-year requirement. Students who intend to major at college in a field that requires a world language should consider completing four or more years of the language in high school.

\*Students interested in advancing beyond their grade level course must meet specific criteria in order to do so. See the counseling office for the specific requirements for advancement.

<b>7366</b>	<b>Exploratory Spanish</b>	<b>1 Semester</b>	<b>6 – 7</b>
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This class is strongly recommended as a continuation of the student's elementary Spanish language experience or as an introduction for students who would like to begin studying Spanish. This course lays a firm foundation for successful completion of Spanish I and Spanish II. This course helps to ensure success with the world language requirement.

<b>310</b>	<b>Spanish I</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>*7 – 12</b>
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\*Exploratory Spanish 7366 provides a solid base and begins building knowledge for this course. Students are introduced to and begin to develop listening, reading, writing, and speaking skills. Students learn basic vocabulary and grammar. The geography and traditions of Spanish-speaking people are introduced. **This begins the Michigan Merit two year requirement.** (NCAA)

<b>311</b>	<b>Spanish II</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>*8 – 12</b>
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**Prerequisite:** 310

Continuing where Spanish I left off, students develop more proficiency in reading, writing, speaking, and listening. Students study more complex grammatical structures and more vocabularies. There is a continuation of study of geography and traditions of Spanish speaking countries and peoples. (NCAA)

<b>312</b>	<b>Spanish III</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>*9 – 12</b>
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**Prerequisite:** 311

Students learn more advanced vocabulary and grammar. Students read and write more in the target language. There is a continuation of study of the geography and traditions of Spanish-speaking countries and peoples. Class may be conducted in Spanish. (NCAA)

<b>313</b>	<b>Spanish IV</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Prerequisite:** 312

This class is conducted in Spanish. An in-depth study of Spanish grammar, vocabulary, and culture is undertaken. Continued growth and improvement in composition and oral competency is stressed. Seniors completing this class may choose to take the AP Spanish language exam. (NCAA)

**Students successfully completing this course earn college credits from Eastern Michigan University.**

**\*This course is on the 5.0 grading scale.**

# Course Offerings

## World Language

<b>314</b>	<b>AP Spanish Language and Culture</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11 – 12</b>
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**Prerequisite:** 313

This class is conducted in the target language. Previous competencies in reading, writing, speaking, and listening are reviewed and additional instruction in each area is provided. Composition and oral proficiency is emphasized. Students are strongly encouraged to take the Advanced Placement Exam. (NCAA)

# Course Offerings

## Special Education Dept

Special Education classes are designed for students who qualify under the state guidelines as Learning Disabled (LD), Speech and Language Impaired (SLI), Emotionally Impaired (EI), Mild Cognitively Impaired (MiCI), Visually Impaired (VI), Hearing Impaired (HI), and Physically and Otherwise Health Impaired (POHI), and have been placed in one or more of the above programs by an Individualized Education Planning Team (IEP). Special Education classes provide basic instruction designed to build skills in specific areas relating to the high school curriculum.

<b>6235</b> <b>7235</b> <b>8235</b>	<b>Reading Intervention</b>	<b>1 Semester</b>	<b>6 – 8</b>
<b>6551</b> <b>7551</b> <b>8551</b>	<b>Math Intervention</b>	<b>1 Semester</b>	<b>6 – 8</b>

In a small group setting, these courses support intervention strategies essential to improving students' proficiency and skill level in reading and math.

<b>926</b>	<b>Academic Support</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This class is designed to provide students with assistance and support in regard to classroom assignments, homework, and quizzes/tests. IEP approval required.

<b>93009</b>	<b>High School English Support</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This class is designed to support students with the basic literacy skills needed to function in adult life. **Please note:** This class does not satisfy MME curriculum requirements. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required. This class may be repeated for credit.

<b>93209</b>	<b>High School Math Support</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This class is designed to support students with the basic math skills needed to function in adult life. **Please note:** This class does not satisfy MME curriculum requirements. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required. This class may be repeated for credit.

<b>6215</b> <b>7211</b> <b>8215</b>	<b>English Language Arts Modified</b>	<b>2 Semesters</b>	<b>6 – 8</b>
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This class is designed to support students with basic literacy skills. This class will focus on safety, basic communication, comprehension and listening skills. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required.

# Course Offerings

## Special Education Dept

<b>6525</b> <b>7521</b> <b>8515</b>	<b>Math Modified</b>	<b>2 Semesters</b>	<b>6 – 8</b>
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This class is designed to support students with basic math skills. This class will focus on using tools to help function independently with money in the community, understanding basic math concepts that apply to everyday life. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required.

<b>6711</b> <b>7720</b> <b>8715</b>	<b>Science Modified</b>	<b>2 Semesters</b>	<b>6 – 8</b>
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This class is designed to introduce students to basic middle school science skills. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required.

<b>6815</b> <b>7815</b> <b>8815</b>	<b>Social Studies Modified</b>	<b>2 Semesters</b>	<b>6 – 8</b>
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This class is designed to introduce students to basic middle school social studies skills. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required.

<b>93009D</b>	<b>Basic High School English</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This class is designed to support students with basic literacy skills. This class will focus on safety, basic communication, comprehension and listening skills. This class does not satisfy MME curriculum requirements. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required. These classes may be repeated for credit.

<b>500AB</b>	<b>Basic High School Math</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This class is designed to support students with basic math skills. This class will focus on using tools to help function independently with money in the community, understanding basic math concepts that apply to everyday life. This class does not satisfy MME curriculum requirements. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required. These classes may be repeated for credit.

<b>938D</b>	<b>Basic High School Science</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This class is designed to introduce students to basic science skills. A basic knowledge of life science, biology, physical science and Earth Science. This class does not satisfy MME curriculum requirements. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required. These classes may be repeated for credit.

# Course Offerings

## Special Education Dept

<b>820AB/D Basic High School Social Studies</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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This class is designed to introduce students to a basic history of our country and world, introduce students to civics and basic economic functions, and provide general knowledge of our society. This class does not satisfy MME curriculum requirements. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required. These classes may be repeated for credit.

<b>95VE Vocational Education</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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Students enrolled in this class will learn and implement practical work skills designed to prepare them for future training and employment. Skills that will be developed range from soft skills, lifeskills, technical/essential reading skills and everyday mathematics calculations. Hands on training will reinforce skills to improve workplace performance. This class does not satisfy MME curriculum requirements. Students enrolled in this class are instructed using modified academic achievement standards and are measured against alternate achievement standards. IEP and written parental approval required. These classes may be repeated for credit.

# Course Offerings

## Special Programs

<b>8165</b>	<b>Publications 8</b>	<b>2 Semesters</b>	<b>8</b>
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Students learn production techniques for a variety of publications. Information gathering, writing, editing, and layout of newspapers, magazines, yearbooks, and other printed materials are explored. Research skills, thinking skills, legal rights and responsibilities are covered. Computer skills are highly desirable.

<b>8245</b>	<b>Introduction to Theatre Arts</b>	<b>1 Semester</b>	<b>6 – 8</b>
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In this class, students are introduced to the basic concepts of theatre arts. Students use various creative drama techniques, stimulate imagination, movement, and role-play. Students exhibit and reinforce their skills through individual and group presentations and performances.

<b>230</b>	<b>Theatre Arts</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students will learn techniques for the singing actor, and audition techniques, and also will have training in set, sound, and lighting design and construction.

<b>6400</b> <b>7400</b>	<b>Teen Survival Skills</b>	<b>1 Semester</b>	<b>6 – 7</b>
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Students participate in activities designed to help students develop life skills needed for future success. Units of study include conflict resolution, organization skills, study skills, test taking strategies, public speaking, game strategies, money management, and problem solving.

<b>901</b>	<b>Student Publications</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>9 – 12</b>
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**Prerequisite:** Students considering this class must complete an application that also requires at least one teacher recommendation.

This is a two-semester course. Students taking a leadership role must enroll in both semesters. This course is responsible for the development, creation, selling, and distribution of the yearbook. Students who enjoy writing, interviewing, photography, graphics, layout and print design will enjoy this class and learn applicable life skills. Revenue solicitation is a requirement of each student. Good attendance, organizational skills, excellent work habits, and the ability to work independently are requirements for this course. This course may be repeated for credit. (VPA)

<b>952</b>	<b>Strategies for Success</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11</b>
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The course content covers strategies that may enhance a student's performance on common standardized tests such as SAT and MME. Students receive focused instruction from highly qualified staff members in areas of the core curriculum most often addressed in standardized tests. These skills include, but are not limited to, vocabulary, reading charts, graphs, and tables, language arts, persuasive writing techniques, reading for information, performance tasks and test-taking strategies. This course is a requirement for all juniors. Exceptions are considered on an individualized basis.

# Course Offerings

## Special Programs

<b>970</b>	<b>Technology Assistant</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>10 – 12</b>
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**Prerequisite:** administrative approval

Students gain technical skills and work experience as they work with computers, printers, scanners, cameras, and other equipment as well as software programs. Students work with the operation of the media center and computer labs. Students become knowledgeable and proficient as they use books, magazines, newspapers, online sources, and research techniques. Assignments consist of book reviews and/or technology evaluations. The library media specialist and the guidance counselor must approve each student's interest in the program. Students with a GPA of less than 3.0 are required to provide 3 teacher/staff references. Please see media staff for the proper forms. This course may be repeated for credit (A maximum of four credits may be earned).

<b>983</b>	<b>Student Leadership</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>10 – 12</b>
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**Requirements:** Recommendation from 2 or more of the following: Administrator, Counselor, or Teacher.

This leadership class will require students to plan, implement and evaluate projects. In doing so, students will be using both problem-solving and leadership skills. Students will be challenged to understand their role in leadership and to identify ways in which they will interact with others. They will be required to sign on to a commitment of time in the classroom, school and community. This course actively provides the study of leadership by examining communication, organization, goal-setting, decision making and motivation.

<b>985</b>	<b>Science Laboratory Assistant</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>11 – 12</b>
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**Requirements:** 11<sup>th</sup> or 12<sup>th</sup> grade students who have taken advanced science courses with recommendation from a science teacher.

Students who choose to major in a science-related field are often required to have extensive laboratory experience. However, due to time restraints, most laboratory courses provided by high schools and colleges are not able to involve students in the preparation of reagents and materials necessary for conducting a lab. Laboratory assistants in this program will have the opportunity to put the theory they have learned into actual practice. Laboratory assistants will also be responsible for science laboratory preparation.

<b>7991</b> <b>8991</b>	<b>LINKS</b>	<b>1 Semester</b>	<b>6 – 8</b>
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Students are paired with special needs students four days a week to model appropriate social behavior in a school setting. LINKS students act as peer advocates and mentors for students who require this type of support. The students receive training one day a week on Autism, strategies working with students on the Autism Spectrum, and educational strategies that improve the learning environment. Students learn life skills including communication, advocacy, compassion, patience and problem-solving. They are engaged in a curriculum that provides an opportunity for practicing the applied knowledge and skills. Students must fill out an application and complete an interview to be accepted. This course may be repeated.



# Course Offerings

## Special Programs

<b>991</b>	<b>LINKS</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>9 – 12</b>
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Students are paired with special needs students four days a week to model appropriate social behavior in a school setting. LINKS students act as peer advocates and mentors for students who require this type of support. The students receive training one day a week on Autism, strategies working with students on the Autism Spectrum, and educational strategies that improve the learning environment. Students learn life skills including communication, advocacy, compassion, patience and problem-solving. They are engaged in a curriculum that provides an opportunity for practicing the applied knowledge and skills. Students must fill out an application and complete an interview to be accepted. This course may be repeated for credit.

<b>7871</b> <b>8870</b>	<b>Service Learning</b>	<b>1 Semester</b>	<b>1 Credit</b>	<b>6 – 8</b>
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Students are exposed to a host of 21<sup>st</sup> century skills including some of the following: global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration, flexibility and adaptability, leadership and responsibility, initiative and self-direction, and productivity and accountability. Specific service, community, or school based projects will be the course of study for each class. Possibilities are a school store, beekeeping course, philanthropic efforts such as overseeing fundraising drives, and other real life efforts that help develop responsible citizens that foster a sense of caring for others.

### Lapeer Early College

The Lapeer Early College (LEC) is an agreement between Lapeer Community Schools, colleges, and students and their families where students agree to extend their experience with Lapeer Community Schools by one year in exchange for the opportunity to complete up to 60 college credits or an Associate's Degree.

\*Students commit to participating in the program by the beginning of their 11<sup>th</sup> grade year.

\*It is individually tailored for each student, so they may ease into their college experience or accelerate themselves during 11<sup>th</sup> and 12<sup>th</sup> grades.

\*LEC students are able to use their dual enrollment opportunities to complete high school requirements in ways that are not available to our traditionally dual enrolled students.

\*College courses are offered at the Mott campus in Lapeer during the school day, with transportation by LCS, but students may also elect evening classes at Mott in Lapeer or in Flint providing their own transportation.

**\*LEC students are encouraged to participate in all of the traditional junior and senior activities, such as sports, clubs, Swing Out and commencement.**

\*1 MMC required course is withheld until the 13<sup>th</sup> year. (Usually taken online)

\*In addition to a high school diploma, LEC students will earn a MEMCA Technical Certificate.

#### **Awarded for completing:**

State of Michigan High School Merit Curriculum

- Approved college readiness curriculum, which is called Seminar
- Minimum 15 college credit hours
- And one of the following:
  - 100 hours of verified and approved community service or
  - Up to 40 hours approved internship and/or job shadow and/or clinical experience plus 40 hours verified and approved community service, which must total at least 80 hours

### University of Michigan-Flint DEEP Programs

The University of Michigan-Flint has established the following general expectations for enrollees in any of the DEEP College programs:

- An overall grade point average of 3.0+
- An interest in post-secondary study in the appropriate professional field
- The ability and motivation to undertake successfully the rigor of college-level coursework
- A favorable recommendation from the school principal or counselor addressing the strength of the applicant's preparation in a college preparatory high school curriculum, including successful completion of 3+ years of HS English with strong writing skills, and other similar characteristics

### **UM-FLINT DEEP DUAL ENROLLMENT – PRE-ENGINEERING (13 CREDITS)**

This program is facilitated and held at Lapeer County Ed Tech Center during LCS 2<sup>nd</sup> and 3<sup>rd</sup> hours. Students must provide their own transportation. (MathR, VPA)

#### **CSC 101 - Fluency with Information Technology and Computing - 3 credits**

This course focuses on the development of fluency in Information Technology (IT) for productive use, designed to complement the student's areas of study. The relevance of IT and computing in daily life, emphasized through collaborative learning about such topics as image representations, high definition video transmission, digital voice encoding, MP3 files, identity protection for online shopping, data security in social networks, robotics, games and animation creation, and virtual worlds are studied. It is an introduction to programming using non-traditional, intuitive programming environments such as smartphones and LEGO Mindstorms. *This course fulfills the Technology (T) General Education requirement at UM-Flint.*

#### **EGR 165 - Computer Aided Design - 3 credits**

The goal of this course is to familiarize engineering students with fundamental principles of computer aided design and to teach them to perform basic engineering analysis, such as stress and deflection using solid modeling and parametric design using Creo software. *This course fulfills the Technology (T) General Education requirement at UM-Flint.*

#### **CSC 175 - Problem Solving and Programming I - 4 credits**

This course introduces the students to the structured programming language C++ which is essential for engineering applications and problem solving. Programming language concepts, arrays, structures, and subprograms are included. *This course fulfills the Technology (T) General Education requirement at UM-Flint.*

#### **EGR 102 - Introduction to Engineering - 3 credits**

This course introduces students to various engineering disciplines and common engineering science foundations of all branches, teaming ethics, and communication. Fundamental principles of various engineering disciplines are taught using one central problem from each discipline. *This course fulfills the Technology (T) General Education requirement at the UM-Flint.*

### **UM-FLINT DEEP DUAL ENROLLMENT – MCAP (13 CREDITS)**

This program is facilitated and held at Lapeer County Ed Tech Center during LCS 2<sup>nd</sup> and 3<sup>rd</sup> hours. Students must provide their own transportation. (VPA, MathR)

#### **Biology (BIO) 113 - Principles of Biology - 4 credits**

This course is an introduction to the basic principles of biology relating to cell structure and function, cell reproduction, and mechanisms underlying patterns of inheritance, ecology and evolution, emphasizing guided discovery and critical thinking.

#### **Health Care (HCR) 206 - Health Sciences Applications - 2 credits**

This course is an introduction to a wide range of topics in health science with demonstrations of how basic scientific concepts can be applied to solving problems in the field. Hypothetical thought experiments stimulate students' interest in pursuing health careers.

### **Biology (BIO) 328 – Genetics – 4 credits**

Principles of inheritance from molecular through population levels are taught. Gene action, cytoplasmic inheritance, parthenogenesis, mutation, and homeostasis are additional topics.

### **Philosophy (PHL) 168 - Philosophy of Bioethics - 3 credits**

This course is an introduction to classical ethical theories and their application to contemporary bioethical issues, such as neuroethics, ethics of nanotechnology, stem-cell research, bioterrorism, cloning as well as a broad range of health system reform, international health research, social inequalities in health, and the allocation of scarce resources. This course fulfills the Humanities (H) General Education requirement at UM-Flint.

## **Mott Community College (College on Campus) Programs**

The Lapeer Community Schools collaborates with Mott Community College to offer business and criminal justice programs for students interested in pursuing these college majors and career areas. The tuition for the Mott CC College on Campus programs is financially covered by LCS. The College on Campus initiative allows motivated students to earn college credit by taking accredited courses taught by Mott faculty at the Mott – Lapeer Campus. Transportation is provided. Students will take placement tests during a school scheduled and sponsored orientation at the Lapeer campus. \*Students are required to attend Mott's courses even when LCS is not in session.

### **MOTT BUSINESS**

This is a yearlong program of 6 credits held at Mott-Lapeer Campus during the traditional school day. Students are allowed a 1 hour release. Students are responsible to follow Mott's school calendar for these courses. (VPA)

### **BUSN 104 - Introduction to Business - 3 college credits**

This course is the study of business problems, business practices and procedures, including organization, management, labor, production, marketing, financing, and insurance.

### **MKTG 150 - Principles of Marketing - 3 college credits**

This course is designed as an introduction to the marketing environment and the role marketing plays in that environment. The course is intended to cover the marketing mix, entrepreneurship, consumer behavior and ethics in the business world of today and tomorrow.

### **MOTT CRIMINAL JUSTICE**

This yearlong 6 credit program is offered at Mott-Lapeer Campus. Students are allowed a 1 hour release. Students are responsible to follow Mott's school calendar for these courses. (VPA)

### **CRJU - Introduction to Law Enforcement - 3 college credits**

This is an introduction to the criminal justice system, the field of law enforcement and the administration of the justice process. The vocational opportunities and functions of all levels of law enforcement are explored.

### **SOCY 191 - Intro to Sociology - 3 college credits**

This course is a systematic study of human behavior in groups; the socialization of individuals into their culture; the formation and functioning of different kinds of social groups; and the processes of stability, deviance, and change in society.

Additional courses offered by Mott CC to our students as “first in” in Lapeer and during the school day. College on Campus students, Lapeer Early College students and traditional dual enrolled students take advantage of these local opportunities:

**COMM 131 - Fundamentals of Public Speaking - 3 college credits**

This course teaches the fundamentals of public speaking, principles of effective oral communication, and application of these principles in a variety of practical speaking situations.

# Course Offerings Career and Technical Education at LHS

Lapeer High school students will now have the opportunity to sign up for Career and Technical Education (CTE) based programs at either Lapeer High School (LHS) or the Lapeer County Educational and Technology Center (Ed Tech). Both locations offer different pathways/programs, requirements, and credit/credential opportunities. Please read the sections carefully when planning your CTE pathway.

**Lapeer High School is proud to offer two Career and Technical pathways right on the LHS campus.** These pathways will provide students with experience, credit opportunities and marketable credentials in **Machining Tool Technology** or **Robotics and Automation**. Brochures describing both pathways are available in the counseling office. Additional information can be obtained by contacting the counseling department or our Science Technology Engineering and Mathematics (STEM) Coordinator at our Center for Innovation (CFI) Campus at 667-2423. Students must fill out an application and complete an interview to be accepted.

Third and fourth year students eligible to participate have the potential to earn the following credits and credentials upon completion of a 2 year commitment. Students must commit to and complete both years to be awarded credit.

## Machine Tool Technology I and II: (2 years)

Machine Tool Technology I: 11<sup>th</sup> Grade: 1 hour / full year

Machine Tool Technology II: 12<sup>th</sup> Grade: 2 hour block / full year

Credit	Credential
-VPA Credit -Algebra II Credit -4 <sup>th</sup> Year Math Credit -Exemption from 2 <sup>nd</sup> year World Language	-Parker Hannifin Industrial Pneumatic Technology -Parker Hannifin Industrial Hydraulic Technology -FANUC Machining Setup, Operations & Programming -FANUC Turning Setup, Operations & Programming -Stratasys Additive Manufacturing Technology

<b>MTRA101</b> <b>MTRA102</b>	<b>Machine Tool Technology I</b>	<b>2 Semesters</b>	<b>2 Credits</b>	<b>11</b>
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- **Manufacturing Foundations**

11<sup>th</sup> grade 1 semester

- Foundations of Manufacturing is the introductory course for the Machine Tool/Robotics and Automation career pathways. This course provides opportunities for students to learn about machining and robotics careers while developing fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. Learning strategies include: hands-on learning, computer based lessons, teacher led, and interactive learning experiences. In addition, the course will provide an overview of the safe use of tools, measurement, and equipment used in the industry.

- **CAD/VEX**

11<sup>th</sup> grade 1 semester

- Students will gain an understanding of mechanical design and mechanical drawing standards and processes for the mechanical, mechatronic, and manufacturing industries. Skills including; orthographic projection, isometric views, dimensioning, tolerances, drawing standards, criteria and constraints, and solids modeling will be introduced. VEX equipment will be used to connect design and construction phases within the CAD program. State of the art 3D printing will be integrated into group and independent projects throughout the course.

# Course Offerings Career and Technical Education at LHS

MT103				
MT104				
MT105	Machine Tool Technology II	2 Semesters	4 Credits	12
MT106				

- **FANUC CNC Lathe**

12<sup>th</sup> grade 1 semester

- o This course will help you master what it takes to program, setup, and run a CNC turning center with both manual and robotic CNC equipment. You will begin with the basics and develop skills using cutting tools used for turning operations. The course will encompass programming, set up, and operation of CNC Lathe equipment. Practical experience on manual equipment will also be covered.

- **Parker Hannefin Pneumatics/Hydraulics**

12<sup>th</sup> grade 1 semester

- o Students will explore how to operate and install basic pneumatic and hydraulic systems, analyze performance, and design basic circuits. Pneumatic and hydraulic power is a foundation of industry used in applications across fields like agriculture, pharmaceuticals, automation, and many more. Students will learn how to specify, select and connect basic pneumatic and hydraulic components, pneumatic hoses and fittings. Students will be exposed to industrial quality components and will be prepared for what they will encounter on the job. Students will use these components to study major topic areas such as: pneumatic and hydraulic power systems, basic pneumatic circuits, principles of pneumatic and hydraulic flow, sequencing hydraulic cylinders and motors and pneumatic speed control circuits.

- **FANUC CNC Mill**

12<sup>th</sup> grade 1 semester

- o This course will help you master what it takes to program, setup and run both a manual and Robotic CNC Mill Machine. Students write, edit, and verify programs related to CNC Mill work. They then set up tooling and workplace offsets and make the part on a real machine while still in the classroom. The course starts with the basics and advances student learning through the programming, set up and operation of CNC Mill equipment. Practical experience on manual equipment will also be covered.

- **Machining Work Study**

12<sup>th</sup> grade 1 semester

- o This course will allow students to use skills they have learned and apply them to new and unique situations. They will execute a project from the design phase to production proving mastery of skills throughout the process. This course may also include apprenticeships, site visits, guest speakers and mentoring other students.

# Course Offerings Career and Technical Education at LHS

## Robotics and Automation I and II: (2 years)

Robotics and Automation I: 11<sup>th</sup> Grade: 2 hour block / full year

Robotics and Automation II: 12<sup>th</sup> Grade: 2 hour block / full year

Credit	Credential
-VPA Credit -Algebra II Credit -4 <sup>th</sup> Year Math Credit -Exemption from 2 <sup>nd</sup> year World Language	-Allen Bradley/Rockwell Automation Intro to Automation, ACDC Drives & Micro850 Programming -Parker Hannifin Industrial Pneumatic Technology -Parker Hannifin Industrial Hydraulic Technology -FANUC Machining Setup, Operations & Programming -CNC Mill or Lathe -FANUC iRVison Operations & Programming -Stratasys Additive Manufacturing Technology

<b>MTRA102</b> <b>RA103</b> <b>MTRA101</b> <b>RA104</b>	<b>Robotics and Automation I</b>	<b>2 Semesters</b>	<b>4 Credits</b>	<b>11</b>
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- **CAD/VEX**  
11<sup>th</sup> grade 1 semester
  - Students will gain an understanding of mechanical design and mechanical drawing standards and processes for the mechanical, mechatronic, and manufacturing industries. Skills including; orthographic projection, isometric views, dimensioning, tolerances, drawing standards, criteria and constraints, and solids modeling will be introduced. VEX equipment will be used to connect design and construction phases within the CAD program. State of the art 3D printing will be integrated into group and independent projects throughout the course.
- **Rockwell Automation PLC A: Intro A**  
11<sup>th</sup> grade 1 semester
  - Provides a broad and fundamental understanding of industrial automation. Topics include, basic electricity and electrical safety, overview of common automation industries, instruction of basic automated system components. These will include; common automation terminology, what tools are used with industrial automation, what careers may be available to them in the field. Students will participate in classroom discussions, lab exercises using a state-of-the-art training module, supplemental videos, podcasts, web links and demonstrations.
- **Manufacturing Foundations**  
11<sup>th</sup> grade 1 semester
  - Foundations of Manufacturing is the introductory course for the Machine Tool/Robotics and Automation career pathways. This course provides opportunities for students to learn about machining and robotics careers while developing fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. Learning strategies include: hands-on learning, computer based lessons, teacher led, and interactive learning experiences. In addition, the course will provide an overview of the safe use of tools, measurement, and equipment used in the industry.



# Course Offerings Career and Technical Education at LHS

- **Parker Hannefin Pneumatics/Hydraulics**

11<sup>th</sup> grade 1 semester

- Students will explore how to operate and install basic pneumatic and hydraulic systems, analyze performance, and design basic circuits. Pneumatic and hydraulic power is a foundation of industry used in applications across fields like agriculture, pharmaceuticals, automation, and many more. Students will learn how to specify, select and connect basic pneumatic and hydraulic components, pneumatic hoses and fittings. Students will be exposed to industrial quality components and will be prepared for what they will encounter on the job. Students will use these components to study major topic areas such as: pneumatic and hydraulic power systems, basic pneumatic circuits, principles of pneumatic and hydraulic flow, sequencing hydraulic cylinders and motors and pneumatic speed control circuits.

RA105 RA106 RA107 RA108	<b>Robotics and Automation II</b>	<b>2 Semesters</b>	<b>4 Credits</b>	<b>12</b>
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- **FANUC Handling Tool Operations**

12<sup>th</sup> grade 1 semester

- Using state-of-the art FANUC Robotics equipment, learn about the tasks that an operator, technician, engineer or programmer needs to setup, record and/or troubleshoot programs using Handling Tool Software. The course will consist of some lectures, chapter reviews, demonstrations and multiple interactive lab exercise designed to reinforce student learning.

- **CNC Work Study**

12<sup>th</sup> grade 1 semester

- This course will allow students to use skills they have learned and apply them to new and unique situations. They will execute a project from the design phase to production proving mastery of skills throughout the process. CNC Mill and Lathe work will be incorporated through practical experience. This course may also include apprenticeships, site visits, guest speakers and mentoring other students.

- **PLC B- Rockwell Automation, ACDC/Micro850**

12<sup>th</sup> grade 1 semester

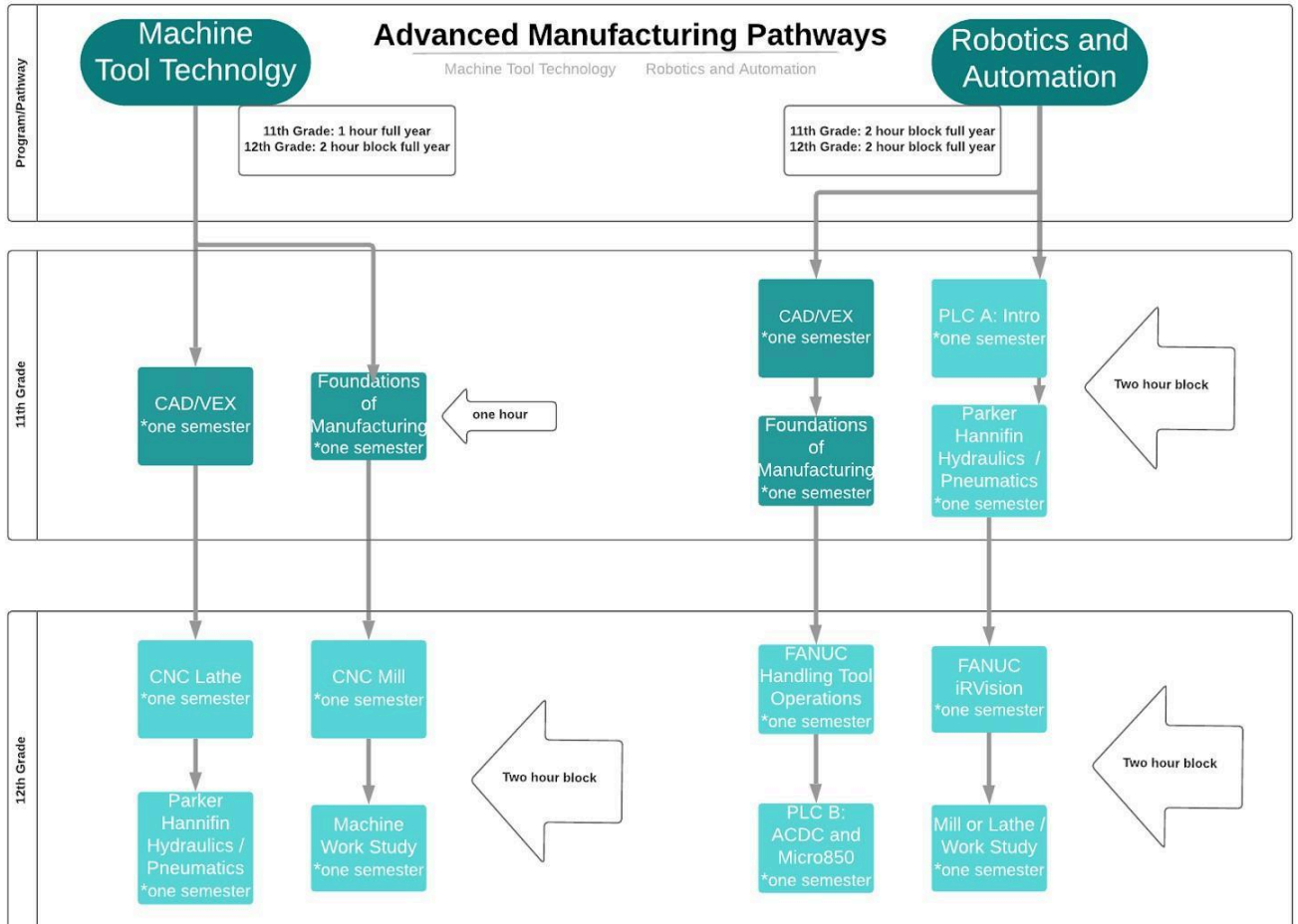
- Provides a broad and fundamental understanding of industrial automation. Topics include, basic electrical and motor theory and electrical safety, understanding AC and DC drives, including basic configuring, operating, maintaining, and troubleshooting using a HIM or HMI. Students will identify basic components common to industrial drive applications and then observe those components in action by operating a workstation with an AC drive and motor. In addition, students will explore drive functions by setting up drive parameters and controlling motors.
- Students will also develop skills in using the Micro850 Programmable Logic Controllers and know how to fully wire, install and configure a workstation, program the controller using multiple programming languages, and develop troubleshooting skills. Students will engage in a highly interactive classroom experience including discussions, multimedia presentations, and integrated activities using applicable equipment.

# Course Offerings Career and Technical Education at LHS

- **FANUC iR Vision Operation and Programming**

12<sup>th</sup> grade 1 semester

- Using state-of-the art FANUC Robotics equipment, learn about the tasks that an operator, technician, engineer or programmer needs to setup, teach, test and modify iR Vision applications. The course will consist of some lectures, chapter reviews, demonstrations and multiple interactive lab exercise designed to reinforce student learning.



# Course Offerings

## Career and Technical Education at Ed-Tech

The Lapeer County Educational and Technology Center located in Attica offers 19 programs, which provide students with marketable skills upon high school graduation. Brochures describing each program are available in the counseling office. Additional information may be obtained by calling the Ed-Tech Student Services Center at 664-1124.

Third and fourth year students are permitted to attend the Educational and Technology Center. Students attend either morning or afternoon sessions (no choice) at Ed-Tech, and also have three hours of regular classes at the home school. Ed-Tech programs are three class periods in length and grant three credits per semester.

Students accepted to attend the Educational and Technology Center would still be eligible to participate in school activities and athletics, and receive a diploma upon graduation. Requirements for graduation remain the same for students enrolled in an Ed-Tech program.

Students who plan to attend Ed-Tech should:

- ☐ Take the required courses needed for graduation
- ☐ Attend the Ed-Tech orientation seminar and tour given by the counselors during 10<sup>th</sup> grade
- ☐ Apply for admission to the Ed-Tech Center in the counseling office during 10<sup>th</sup> or 11<sup>th</sup> grades
- ☐ Follow the transportation policy of Lapeer Community Schools.

<b>AS1-AS2</b>	<b>Agriscience/Horticulture</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to plant and animal science with specialization in veterinary science, landscaping, and floral design with focus on growing, harvesting, processing, and marketing plants and animals. Possible certifications: Student Level Michigan Certified Florist, Michigan Nursery & Landscaping Association Endorsed Certificate, Pesticide Applicators License, Certified Artificial Insemination Technician. (MathR, VPA)

<b>AM1-AM2</b>	<b>Automotive Mechanics</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to automotive design and engineering with focus on electrical systems, brakes, suspension and electronic ignition. Possible certifications: State Certifications: Brakes, Steering/Suspension, Electrical, Engine Performance (MathR, VPA)

<b>CE1-CE2</b>	<b>Careers in Education</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to early elementary education, public and private preschool and day care center. Possible certifications: First Aid/CPR certification, Child Development Associate National Credential (2<sup>nd</sup> year) (MathR, VPA)

<b>CR1-CR2</b>	<b>Collision Repair</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to automotive design and frame straightening with focus on refinishing, replacing and repairing damaged auto body panels. Possible certifications: I-CAR Qualification, ASE and State (MathR, VPA)

# Course Offerings

## Career and Technical Education at Ed-Tech

<b>CD1-CD2</b>	<b>Computer Aided Drafting (CAD)</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to mechanical and architectural design and animation with focus on mechanical drawing, design and model creation. Possible certifications: Auto CAD Certification, Solid Works Certification (MathR, VPA)

<b>BT1-BT2</b>	<b>Construction Trades</b>	<b>3 Class Periods</b>	<b>6 credits</b>	<b>11 – 12</b>
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This course is an introduction to construction management with focus on residential carpentry and masonry. Possible certifications: Heavy Equipment Operators License, Builders License (MathR, VPA)

<b>CO2</b>	<b>Cosmetology</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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Training to become a board certified cosmetologist with focus on cutting, coloring, perming, styling, skin care, nail care, retailing, salon management and customer service is the focus of this program. Possible certifications: State Board Licensure (MathR, VPA)

<b>CA1-CA2</b>	<b>Culinary Arts</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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Chef preparation with focus on nutrition, proper cooking techniques, menu planning and safety and sanitation is the focus of this program. Possible certifications: NRA ServSafe Certification (MathR, VPA)

<b>DT1-DT2</b>	<b>Diesel Technology</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to mechanical and energy engineering with focus on diagnosis, repair, and maintenance of medium and heavy-duty trucks and tractors. Possible certifications: Michigan Mechanic License, Safety Certification, CVSA Air Brake Certification (MathR, VPA)

<b>IM1-IM2</b>	<b>Digital Media Arts</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to graphic design, digital photography, audio and video production, filmmaking, web design, and animation. Possible certifications: Adobe Certified Expert, Adobe Certified Associate, CIW Site Design Specialist (MathR, VPA)

<b>HO1-HO2</b>	<b>Health Occupations</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to medical professions with focus on career exploration, basic patient care skills, anatomy and physiology and medical terminology. Possible certifications: First Aid/CPR certification, Certified Nursing Assistant (2<sup>nd</sup> year) Enrollment in Health Occupations II is dependent upon selection criteria. (MathR, VPA)

<b>HS1 –HS2</b>	<b>Health Science Professions</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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First year students focus on a wide variety of medical careers. They explore all five pathways of the Health Science cluster while paying close attention to Diagnostic and Therapeutic Services. This class provides the returning highly motivated, second year student an in depth study of a specific medical field. (MathR, VPA)

# Course Offerings

## Career and Technical Education at Ed-Tech

<b>CN1 –CN2</b>	<b>IT Net (Computer Networking)</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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The ITnet (*formerly Computer Networking*) program utilizes the Cisco Networking Academy curriculum to prepare students for exciting careers in Information Technology, commonly referred to as IT. Students have access to expert, educational IT content and to a rich learning experience through online media. Engaging activities include animated simulations, videos, and interactive quizzes, along with valuable hands-on lab exercises for real world experience.

Students in ITnet receive exposure to many different career areas including:

### COMPUTER REPAIR

**IT Essentials:** The Cisco Networking Academy's IT Essentials course gives students basic computer repair knowledge and skills, which prepares them for the CompTIA A+ industry certification and entry-level computer support careers.

### NETWORKING

**CCNA Routing and Switching:** To prepare students for Cisco's CCENT & CCNA industry certifications and entry-level networking careers, we utilize the Cisco Networking Academy CCNA courses. These courses give students a foundation in basic routing and switching for wired and wireless networks.

### PROGRAMMING

**Code.org AP Computer Science Principles:** This course introduces students to the fundamental concepts of computer science.

**Python and C++:** Students will learn the fundamentals of coding, using the Python and C++ programming languages. This gives them a start towards entry-level programming careers.

*The more certifications an individual earns, the more marketable they become in the industry. Our program offers a great jump-start to a future in IT as well as preparing students for entry-level positions upon graduation.*

### Computer Service and Repair

Second year ITnet (formerly Computer Networking) students offer computer service and repair to the community for a donation. This is a unique opportunity for students gain real world experience. (MathR, VPA)

<b>ME1-ME2</b>	<b>Marketing &amp; Entrepreneurship</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to marketing, entrepreneurship and building wealth. Possible certifications: ASK Certification – Assessment of Skills and Knowledge for Business (MathR, VPA)

# Course Offerings

## Career and Technical Education at Ed-Tech

<b>VMEDC1- VMEDC2</b>	<b>Medical Careers</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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In this two-year program, first year students will focus on the foundation and skills necessary for all health-related careers. They will explore the various careers and professions within the medical or health care field as well as focus on medical terminology and anatomy and physiology. (MathR, VPA)

Second year students will gain knowledge and skills in core curriculum areas that could lead to certifications and credentials in:

- EKG Technician
- Physical Therapy Aide
- Occupational Therapy Aide
- Dental Assisting
- Pharmacy Technician
- Phlebotomy

<b>VNURC1- VNURC2</b>	<b>Nursing Careers</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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In this two-year program, first year students will focus on the foundation and skills necessary for all health-related careers. They will explore the various careers and professions within the medical or health care field as well as focus on medical terminology and anatomy and physiology. (MathR, VPA)

Second year students will gain knowledge and skills in core curriculum areas that could lead to certifications and credentials in:

- Certified Nurse Assistant (CNA)
- Home Health Aide
- Medical Assisting
- Patient Care Technician

<b>VRPS1-VRP S2</b>	<b>Power Sports</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to recreational vehicle design and engineering with focus on two- and four-cycle gasoline engines and controls on motorcycles and ATV's Possible certifications: EETC Technician Certification (4-Stroke, 2-Stroke, Electrical), Michigan Master Motorcycle Mechanic (MathR, VPA)

<b>PS1-PS2</b>	<b>Public Safety / Protective Services</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to law enforcement, firefighting, EMS, corrections, industrial and corporate security. Possible certifications: First Aid/CPR certification, Certified Emergency Dispatcher, Community Emergency Response Team, Career Safe (MathR, VPA)

# Course Offerings

## Career and Technical Education at Ed-Tech

<b>REP1-REP2</b>	<b>Residential Electrical, Plumbing &amp; HVAC (Construction Technology II)</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to HVAC and electrical design and engineering with focus on electrical wiring, plumbing, heating, air conditioning and sheet metal. Possible certifications: HVAC Core: Refrigerant and Recovery Certification (MathR, VPA)

<b>WM1-WM2</b>	<b>Welding and Machining Technology</b>	<b>3 Class Periods</b>	<b>6 Credits</b>	<b>11 – 12</b>
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This course is an introduction to fabrication, welding engineering and mechanical design with focus on production of metal products using Mill, Lathe, CNC, ARC, MIG and TIG welding equipment. Possible certifications: AWS – American Welding Society (MathR, VPA)

# Academic Policies

## Earning Credit

The following table summarizes different ways to earn credit at Lapeer Community Schools. Options for credit outside of the regular student day likely require registration fees. Please review the Academic Policies section and district policies and guidelines for more details regarding the specific requirements for obtaining credit in the options summarized below.

Option	Description	Grade & Credit Earned
<b>Regular School Day Enrollment</b>	Traditional School Program	Student receives grade and credit.
<b>District Sponsored Summer School &amp; After School Campus</b>	Students may earn first time credit in district sponsored and/or district approved summer school sessions and district sponsored and/or approved after school campus sessions. Student earns passing grade (60% or higher).	Student receives grade and credit.
<b>Out-of-District Summer School</b>	Students may earn credit in out of district sponsored and/or approved summer school sessions. Student earns passing grade (60% or higher).	Student receives credit and grade.
<b>Testing Out</b>	Student receives at least a C+ (77%) on the district testing out exam that includes common assessment.	Student receives credit only and no grade.
<b>Online Experiences Including MVU taken as a part of the School Day</b>	Students may earn credit in district sponsored and/or approved online sessions. Student enrolls in this experience as part of the traditional school day, and earns a passing grade (60% or higher).	Student receives grade and credit.
<b>Online Experiences Including MVU taken in addition to the School Day</b>	Student enrolls in this experience outside of the traditional school day, and earns a passing grade (60% or higher).	Student receives credit only and no grade.
<b>Dual Enrollment</b>	Students meeting dual enrollment criteria may elect to earn high school credit when taking dual enrollment courses.	If the student elects HS credit, and receives a passing grade, the student receives grade and credit on the 5 point scale.
<b>Guest Student</b>	Student enrolls in college course as a guest student and not dually enrolled. Student receives passing grade.	Student receives credit only and no grade.
<b>Correspondence Course</b>	Student takes a correspondence course through an accredited program approved by the district and receives a passing grade (60% or higher).	Student receives credit and grade.
<b>Repeating a Course taken in grades 9-12</b>	HS students receiving credit in a MMC core course may repeat a course if seats are available.	If the credit was earned after the start of the 9 <sup>th</sup> grade year, the original credit and grade remain on the transcript. The original credit will turn into elective credit on the transcript.
<b>High School Credit Earned Prior to 9<sup>th</sup> Grade</b>	Students may earn HS credit prior to 9 <sup>th</sup> grade.	Credits earned appear on transcript and are reported as a grade.
<b>Repeating a HS Course taken prior to 9<sup>th</sup> grade</b>	Students completing high school MMC courses and receiving credit prior to 9 <sup>th</sup> grade may elect to retake the course.	The course taken in grades 9-12 will replace the previous credit earned, and will be recorded on the HS transcript with the credit and grade.



# Academic Policies

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## CREDIT DEFICIENCIES

Required credits failed must be made up. A student with “credit deficiencies” is encouraged to earn “make-up credits” by enrolling in a variety of ways. **Approval by the counseling department is required prior to enrolling in a “make-up subject.”** Other options may be discussed with your counselor.

- a. **After-School Campus:** A student may enroll by signing up through the counseling office.
- b. **Summer School:** A student may enroll in each of the three summers between his/her freshman and senior years.
- c. **Online classes:** Students may earn credit in district sponsored and/or approved online sessions. Any exceptions or variation to the above will be addressed through the Academic Exceptions Committee or through the development of a Personal Curriculum.

## ELIGIBILITY

A student must be “academically eligible” as a condition for participating in high school athletics, after-school clubs, and extracurricular activities. For specific details see Athletics Handbook or Student Clubs Handbook.

## STUDENT PLACEMENT

Student placement is dependent on the following: 1) natural progression, 2) grades, 3) placement test, 4) teacher recommendation, and 5) standardized tests.

## TEACHER / COURSE EXPECTATIONS

For a student to receive credit for a subject, all course expectations as required by the teacher must be completed.

## TRANSFER STUDENTS

Granting or denying credit for transfer students is the option of the local school district. Students transferring from comprehensive public or private high schools accredited by North Central Association or similar agencies will receive comparable credit and letter grades. Transfer students must complete at least the final term of attendance to qualify for a diploma.

Transfer students are encouraged to enroll at the beginning of each term, as it is often difficult to coordinate curriculum between schools.

Homeschoolers are encouraged to enroll at the beginning of each term. In the event this is not possible and the student must enroll after the start of the term, the student will be allowed to audit classes at Lapeer High School or enroll for credit at Lapeer Community High School, if space is available. Credit can only be earned by completing a full term.

Students transferring from non-accredited schools, specialized schools, correspondence schools or home-based schools will receive credit and/or letter grades based on the following criteria:

- If the curricula are comparable, credit earned at the previous school will be granted.
- If the curricula are not comparable, the student may be given a comprehensive examination and/or assessment on the curriculum for which the student is seeking credit.
- If the performance is satisfactory, the student will be granted credit toward graduation, but will receive no letter grade.
- If the performance is unsatisfactory, the student will not receive credit. To receive credit for that curriculum the student will be required to take coursework at an accredited high school.

Grades for students transferring midterm will be determined collaboratively between sending and receiving schools and/or teachers.

# Academic Policies

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## GRADUATION PARTICIPATION

Graduation related ceremonies include commencement, baccalaureate and Swing Out.

Currently enrolled Lapeer Community Schools students may participate in graduation related ceremonies if they have fulfilled all financial obligations to school, returned all school property and met one of the following criteria.

1. Seniors who have successfully completed all requirements for graduation as defined in Board Policy 5460.
2. Special education students who have completed 4 years of school and qualify to receive a Certificate of Attendance.
3. Students enrolled through a foreign exchange program and qualify to receive an Honorary Diploma.

## ACADEMIC AWARD AND HONORS PROGRAM

*Levels of Recognition and Criteria:*

### Graduate Recognition

- **Scholars of Highest Distinction**  
(Gold Stole)
  - Cumulative GPA of 4.0 and above (5.0 scale for AP)
  - ACT 30 and above/SAT score TBD based on ACT-SAT Concordance Chart (or highest 10 scores)
- **Scholars of Distinction**  
(Gold Cords)
  - Cumulative GPA of 3.75 and above (5.0 scale for AP)
- **Scholars of Achievement**  
(Silver Cords)
  - Cumulative GPA of 3.5 and above (5.0 scale for AP)

**Undergraduate Recognition:** Students earning a 3.5 or greater will receive an academic letter/varsity bar.

## Michigan Student Test of Educational Progress (M-STEP)

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Participation in the M-STEP is a requirement for graduation. M-STEP incorporates students' SAT scores with additional State of Michigan skill evaluations. All students will take the tests in their junior year. The SAT score is reportable to the colleges of their choice so that an additional test for college entrance should not be necessary.

## Academic Exceptions

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Students striving to reach their maximum individual potential may be allowed to design unique, flexible, comprehensive programs of study, which meet their needs (SB Policy 2370). This includes students requesting to waive the four-year attendance requirement and who wish to graduate early. The district has instituted several processes and alternatives for creating and developing flexible high school programs for students. The Academic Exceptions Committee (AEC) oversees the design of a flexible course of study leading to a high school diploma.

Members of the **Academic Exceptions Committee (AEC)** include: principal, counselor, district administrator, an instructional staff member (selected by the student/parent), and the student and his/her parents(s). The purpose of this committee is to design an individual Educational Development Plan (EDP) for the student. Students interested in completing an academic exception should contact their counselor.

## **INDEPENDENT STUDY**

Offered to junior and/or senior students who are self-disciplined, able to work independently, and have the ability to monitor their own progress. There are two options:

1. Course offered in the curriculum but not taught in a given year or there is an irresolvable conflict in the student's schedule;
2. Specifically designed course providing a student with an intensive study in a particular discipline.

## **OPTIONAL LEARNING EXPERIENCE (OLE)**

Optional Learning Opportunities are those that provide academic enrichment or supervised activities that enhance a pupil's understanding on content provided in the traditional or virtual environment. Optional learning experiences are learning opportunities that accompany a non-essential course being claimed for state aide (FTE).

For students who are interested in participating in an OLE, students should review the district OLE offerings that are available under the parents tab of their assigned building.

The majority of the OLEs are offered during the school day and would require a scheduling meeting that would include the Director of the Center for Innovation/Designee to discuss course alignment, transportation offerings, and course make-up for assignments, quizzes and test. Participation in an OLE will be considered as "school business" for attendance purposes.

For elementary students (K-5) who are interested in participating in an OLE, please contact your building administrator to set up a time to review the OLE request and develop a schedule with the Director of the Center for Innovation/Designee.

For secondary students (6-12) who are interested in participating in an OLE, please contact your counselor to set up a time to review the OLE request and develop a schedule with the Director of the Center for Innovation/Designee.

## PERSONAL CURRICULUM

In April 2006, Public Acts 123 & 124 were passed and beginning with the class of 2011, they specified the minimum required credits to graduate from a Michigan public high school. These required credits are known as the Michigan Merit Curriculum. Public Act 141 allows modifications to these credits. Modifications of Michigan Merit Curriculum are limited to the following four options:

<input type="checkbox"/>	<b><u>Available To All Students</u></b> <b>A student who wishes to complete additional credit, beyond the number that is already required, in English language arts, mathematics, science or a language other than English, by modifying a credit from Social Studies, Health &amp; Physical Education, or Visual, Performing &amp; Applied Arts.</b> Modification to Social Studies is allowed only after completing 4 credits of Social Studies which included Civics. English Language Arts & Science credit requirements are not subject to modification under this subsection of personal curriculum.
<input type="checkbox"/>	<b><u>Available To All Students</u></b> <b>A student, after successfully completing (without necessarily having attained a passing grade in) Algebra I and 1 credit (Term A) of Geometry as stipulated in the Michigan Merit Curriculum, wishes to modify the math requirement must complete 1 of the following:</b> <ol style="list-style-type: none"><li>1. Successful completion of 7 math or math-related credits, including 2 Algebra, 2 Geometry and 1 Algebra II.</li><li>2. Complete a two-year Career &amp; Technical education curriculum, which includes 1 credit of Algebra II content.</li></ol> A student must successfully complete at least 1 mathematics term during his or her final year of high school.
<input type="checkbox"/>	<b><u>Available To Students with an IEP</u></b> <b>A student with a disability who needs to modify any of the credit requirements.</b> The modification, which is necessary because of the pupil's disability, is to be consistent with both the pupil's educational development plan and their individualized education program (IEP). Their IEP will identify the appropriate course or courses of study and the support, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements.
<input type="checkbox"/>	<b><u>Available to Transfer Students with 2 Years of HS Credit</u></b> <b>A student who has transferred from out of state, home school, or non public school with two years of high school credit.</b> Their Personal Curriculum plan must include a civics credit, and math credit in their final year of high school. If the student is enrolled in a Michigan public high school for more than one full year, the final year of math must be the equivalent of Algebra I or a math course normally taken after completing Algebra I.

If you are interested in seeking a personal curriculum, please contact your counselor. Personal curriculums must be approved.

## TESTING OUT

Schools are required by PA 335, Section 1279B, to provide students with the opportunity to test out of any course. Students must exhibit mastery of the subject matter by attaining a grade of not less than C+ in a comprehensive examination. In addition, students may be required to provide a portfolio, performance, paper, project or presentation if it is a requirement for all students in that course. Credit earned is based on "pass" and will not be included in a computation of grade point average. Credit will be counted toward fulfillment of a requirement as to course sequence. Once a credit is earned, a student may not receive credit in a course lower in the course sequence in the same subject area. Testing out registrations are available in the counseling office. Tests are administered twice per year at times near the end of each semester. Specific dates, deadlines, and procedures can be obtained by contacting the counseling office.

# Academic Eligibility

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A student must be academically eligible as a condition for participating in (a) high school athletics or (b) extra-curricular activities.

## **EXTRA CURRICULAR ELIGIBILITY (including Athletics)**

To be eligible to participate in extracurricular programs, Lapeer Community School District students must meet the minimal eligibility standards provided by Michigan High School Athletic Association (MHSAA) and Lapeer Community Schools. For specific details regarding eligibility, see Lapeer Community Schools Athletic Handbook and Student Club Handbook.

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)**

Classes meeting NCAA core course guidelines are designated in the course descriptions. Students considering participating in college athletics must choose NCAA approved courses. **Students and their parents are responsible for developing a four-year plan that meets the core requirements as determined by NCAA. It is the responsibility of the student who is planning to play college level sports to register with the NCAA Initial Eligibility Center at the completion of their junior year.**

*\*Registration may be completed at [www.eligibilitycenter.com](http://www.eligibilitycenter.com)*

# Post-Secondary Planning

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## **COLLEGE & CAREER READY**

The following information is taken from the Michigan Department of Education website ([www.michigan.gov/mde](http://www.michigan.gov/mde)). More information on this topic can be found by choosing the tab for the Michigan Career and College Ready Portal at that site.

### **Why Career & College Ready?**

- 9 out of 10 jobs require education beyond high school.
- 33% of Michigan's high school graduates enrolled in the state's public colleges (including research, state colleges, universities and two-year colleges) require remediation/learning support upon entry.
- Students who complete a bachelor's degree will earn more than \$2.5 million dollars more than students who do not earn a diploma.

### **What is Career & College Ready?**

Students that are Career- and College- ready:

- Use technology and tools strategically in learning and communicating
- Use argument and reasoning to do research, construct arguments, and critique the reasoning of others
- Communicate and collaborate effectively with a variety of audiences
- Solve problems, construct explanations and design solutions

# Career Planning

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All students who graduate from Lapeer Community Schools will have the necessary skills and preparation to enter the workforce or to pursue further education.

## **STUDENT PORTFOLIO**

Each student is encouraged to establish and maintain a student portfolio. The purpose will be to allow students to document their academic, extra-curricular, employment experience, community services, and awards and honors. Students should include samples of writing from the English classes and other academic subjects. A portfolio is a personal collection that reflects one's accomplishments. It will create a favorable impression with future employers and/or with college admissions counselors.

## **EDUCATIONAL DEVELOPMENT PLANS (EDPs)**

An EDP is a six-year plan that provides a structure for planning coursework for high school and post-secondary education. Students will use the EDP to focus their studies and plan courses in order to appropriately prepare for graduation and the transition to college, trade school, or work. EDPs are required for all students before entering high school which would include discussions about **Career Pathways**. Students will develop and update their EDP through the Xello program. Parental guidance is critical.

## **CAREER PATHWAYS**

Students are encouraged to explore the many career possibilities that exist in the world today as well as to consider careers that may be part of their future. Career Pathways assist students in this exploration process. Hundreds of jobs exist in each of the Career Pathways. Information for each Pathway is provided on pages 85-88 including a listing of occupations requiring different levels of education and emerging or fast growing occupations. Also included are suggested high school courses to explore and/or prepare for training or employment in the Pathway.

## **Why is Career Planning Important?**

Today's job market demands a highly skilled work force. Many new jobs require at least one or more years of education beyond high school. So the courses you select in high school can prepare you for further education and employment. To be successful in today's labor market, young people need to be prepared with a school and employment record that shows high academic achievement, and good attendance, and that you are driven by a purpose and have goals.

## **Plan of Action**

Goals are essential to your academic and occupational career. Goals are your road map, giving a destination and a route.

Where can I get more Information?

## **Resources for students and parents:**

The Michigan College Access Network, MCAN, is a non-profit organization whose mission is to increase college readiness, participation and completion in Michigan by supporting community-based college access strategic programs. Their goal is to increase post-secondary degrees to 60% by the year 2025. Their website is [www.micollegeaccess.org](http://www.micollegeaccess.org).

The Michigan College Access Portal: Michigan CAP. Through [www.michigancap.org](http://www.michigancap.org), you are able to Search for Colleges, Create a College List, Compare Colleges, Navigate the Application Process, as well as find pertinent information about colleges, scholarships and financial aid to help you make decisions.

Students and parents will find [www.knowhow2gomichigan.org](http://www.knowhow2gomichigan.org) as a helpful site in preparing for post-secondary goals, as it includes a variety of information specific to middle school and high school students, academics and financial aid.

Information regarding federal funds for college through the Free Application for Federal Student Aid can be found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Families can estimate their eligibility on the fafsaforecaster.

The Michigan Department of Education website: [Michigan.gov/mde](http://Michigan.gov/mde) is a valuable site to search for college and career readiness information. And especially helpful with many links is the Michigan Career and College Ready Portal for students, parents, teachers and businesses.

- Michigan Occupational Information Systems (MOIS) [www.mois.org](http://www.mois.org)
- [clever.com/in/lapeer](http://clever.com/in/lapeer) (or go to Google Workspace using the student's Google Login and access the Xello application)
- [www.lapeerschools.org/lehs](http://www.lapeerschools.org/lehs)
- [www.lapeerschools.org/lwhs](http://www.lapeerschools.org/lwhs)
- [www.michigan.gov/careers](http://www.michigan.gov/careers)

## What are the 6 Career Pathways?

### Arts and Communication

Careers in this path are related to humanities and performing, visual, literary and media arts. These include architecture; graphic, interior, and fashion design; writing; film, fine arts; journalism; languages; media; advertising; and public relations

### Business, Management, Marketing & Technology

Careers in this path are related to the business environment. These include entrepreneurship (business ownership); marketing, sales, computer and information systems, finance, accounting, personnel, economics, and management.

### Engineering/Manufacturing & Industrial Technology

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

### Health Sciences

Careers in this path are related to the promotion of health and treatment of diseases. These include research, prevention, treatment, and related health technologies.

### Human Services

Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, religion, childcare, and social services.

### Natural Resources & Agriscience

Careers in this path are related to agriculture, the environment, and natural resources. These include fisheries, forestry, horticulture, and wildlife.

## Exploring Career Pathways

### How can Career Pathways help me?

By exploring career majors and suggested pathways now, you can expand your choices for the future. The courses you select in high school can greatly assist your future career development. Career Pathways have been developed for you and your family to use to help make your career and college decisions easier.

By exploring different career pathways, you will see now many of the things you study (math, science, social studies) in school are important in many careers. When you see a connection between what you are learning in school and the demands of the workplace and college admissions requirements, chances are school will mean more to you. Plus, you will be more motivated because you will be in charge of where you are going, and pursuing interests and activities that matter to you.

# Career Pathways

## Arts and Communications

What Are the Six Career Pathways?	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Required Edu.
Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.	Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? This may be the career path for you!	Advertising and Public Relations Creative Writing Film Production Foreign Languages Journalism Radio and TV Broadcasting	Journalism Graphic Arts Language Arts Fine Arts Courses (Arts, Drama Music) Architectural Drafting and Design Photography	Public Relations Executive <b>UG</b> Dancer <b>D</b> Film Producer <b>HS</b> Fashion Designer <b>UG</b> Journalist <b>UG</b> Radio and TV Broadcaster <b>HS</b>

## Business, Management, Marketing, and Technology

What Are the Six Career Pathways?	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Required Edu.
Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.	Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet? This may be your career path!	Accounting Office Administration Business Ownership Economics Personnel Hospitality/Tourism Management Computer/Information Systems Marketing Sales Finance	Math Language Arts Computer Science Business Management Entrepreneurship Computer Support Accounting Marketing	Loan Officer <b>UG</b> Economist <b>UG</b> Legal Secretary <b>HS</b> Hotel Manager <b>HS</b> Office Manager <b>HS</b> Computer Programmer <b>HS</b> Salesperson <b>D</b> Travel Agent <b>HS</b>



# Career Pathways

## Health Sciences

What Are the Six Career Pathways?	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Required Edu.
Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.	Do you like to care for people or animals who are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic? This may be your career path!	Dentistry Hygiene Medicine Nursing Nutrition and Fitness Therapy and Rehabilitation	Language Arts Biological Sciences Chemistry Health Education Animal Care Nutrition Math Physics	Dentist <b>G</b> Dental Hygienist <b>UG</b> Doctor <b>G</b> Veterinary Technician <b>UG</b> Respiratory Therapist <b>UG</b> Physical Therapist <b>G</b>

## Human Services

What Are the Six Career Pathways?	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Required Edu.
Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.	Are you friendly, open, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? This could be your career path!	Human Services Education Child and Family Services Food and Beverage Service Law and Legal Studies Law Enforcement Cosmetologist Social Services	History Political Science Social Studies Language Arts Cosmetology Psychology Culinary Arts Child Care	Chef <b>HS</b> Teacher <b>UG</b> Lawyer <b>G</b> Police Detective <b>HS</b> Cosmetologist <b>HS</b> Social Worker <b>UG</b> Librarian <b>G</b> Firefighter <b>HS</b>

# Career Pathways

## Engineering/Manufacturing and Industrial Technology

What Are the Six Career Pathways?	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Required Edu.
Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.	Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.	Architecture Precision Production Mechanics and Repair Manufacturing Technology Engineering and Related Technologies Drafting Construction	Science Machine Tools Physical Sciences/Physics Math CAD/VEX CNC Mill/Lathe Hydraulics/Pneumatics Parker PLC FANUC Robotics	Architect <b>G</b> Plumber <b>HS</b> Electrician <b>HS</b> Air Traffic Controller <b>HS</b> Auto Mechanic <b>HS</b> Chemical Engineer <b>UG</b> Draftsman <b>HS</b> Surveyor <b>HS</b> Geographer <b>UG</b>

## Natural Resources and Agriscience

What Are the Six Career Pathways?	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Required Edu.
Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.	Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This could be your career path!	Agriculture Animal Health Care Earth Sciences Environmental Science Fisheries Management Wildlife Management Horticulture Forestry Life Sciences	Agriculture Astronomy Chemistry Biological Sciences Animal Science Math Botany Geography	Farmer <b>HS</b> Oceanographer <b>UG</b> Physicist <b>G</b> Landscape <b>D</b> Marine Biologist <b>G</b> Conservation Agent <b>UG</b> Chemist <b>UG</b> Forester <b>UG</b>



## 6-12 English Course Sequence Flow Chart

<b>General English Sequence</b>	English 6	English 7	English 8	English SB 9	English SB 10	English SB 11	English 12
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### English Electives:

6-8: Intro to Creative Writing, Intro to Literature Study, Intro to Speech and Debate, Theatre Arts

9-12: Speech (VPA), Arg and Debate, American Film Study, Creative Writing (VPA), Mythology, AP Seminar, AP Research, Video Productions (VPA)

<b>Advanced English Sequence</b>	English SB 7	English SB 8	English SB 9	English SB 10	English SB 11	AP Lang & Composition	AP Lit & Composition
					AP Lang & Composition	AP Lit & Composition	AP Research
					AP Seminar	AP Research	Dual Enroll

- MMC requires all students to complete 4 years of high school English

## 6-12 Mathematics Course Sequence Flow Chart

<b>General Math Sequence</b>	Math 6	Math 7	Math 8	Algebra I	Geometry	Algebra II	Algebra III
							Pre-Calculus
							Prob & Stats

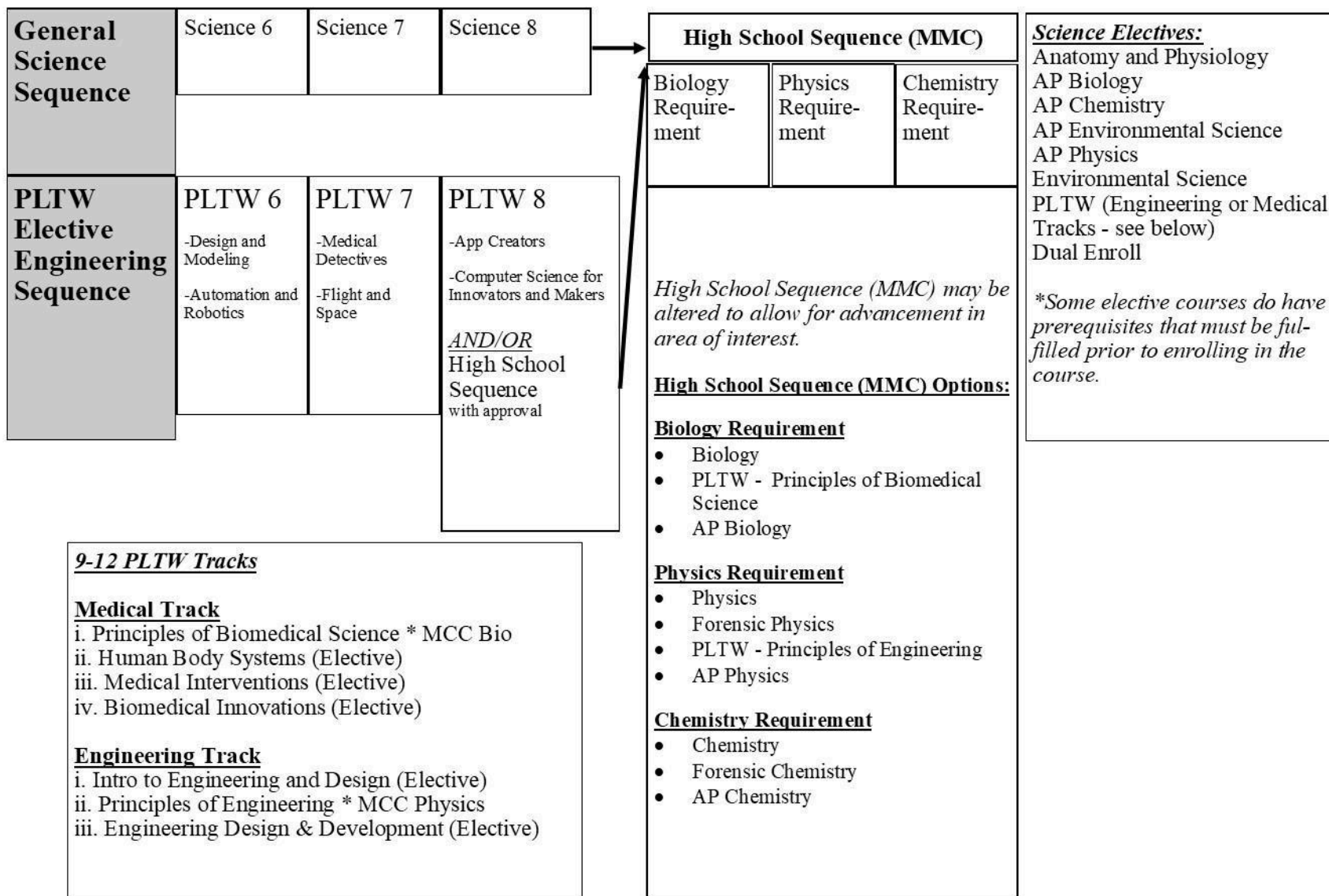
### 4th Year Math Related Courses:

Probability and Statistics, Math Related Classes/Senior Year: AP Computer Science, AP Physics, Forensic Physics, Accounting I, Business Math, Consumer Ed, Physics, Woods, Metals, all skilled trade courses at LHS and Ed Tech Center, AP Calculus AB, AP Calculus BC, Statistics, AP Statistics (\*Note: CTE Programs at LHS can count for Algebra II requirement upon 2 year completion.)

<b>Advanced Math Sequence</b>	Advanced 6	Advanced 7	Honors Alg I	Honors Geometry	Alg II	Alg III
	Advanced 7	Math 8	Honors Geometry	Alg II	Honors Alg II	AP Pre-Calc
	Math 8	Honors Algebra I		Honors Alg II	Alg III	AP Calc AB
					AP/Pre-Calc	AP Calc BC
					AP Stats	AP Statistics
					AP Calc AB	Dual Enroll

- MMC requires students to complete 4 years of math, which must include Alg I, Geometry, Alg II, and one additional math or math related course.

## 6-12 Science Course Sequence Flow Chart





## 6-12 Social Studies Course Sequence Flow Chart

General Social Studies Sequence	SS 6	SS 7	SS 8	World History	Civics/ Economics	US History	4th Social Studies: Psychology Sociology Criminology American Sports History AP World AP Government & Politics AP Psychology AP US History AP European History
Advanced Social Studies Sequence	SS 6	SS 7	SS 8	AP World History	AP Government & Politics  Economics	AP US History	4th Social Studies: Psychology Sociology Criminology American Sports History AP World AP Government & Politics AP Psychology AP US History AP European History
<ul style="list-style-type: none"><li>MMC requires all students to complete 3 years of social studies, which must include World History, Civics, Economics and US History.</li><li>AP can be taken individually. It is not required to take them all.</li></ul>							

## Six Year Plan (EDP)

Name _____ Year of Graduation _____ Phone _____ Parent(s) Signature _____	Career Pathways: <input type="checkbox"/> Arts/Communication <input type="checkbox"/> Business/Management <input type="checkbox"/> Health Sciences <input type="checkbox"/> Human Services <input type="checkbox"/> Industrial/Engineering <input type="checkbox"/> Natural Resources	Post-Secondary Education Goal: <input type="checkbox"/> College/University Preparation <input type="checkbox"/> Community College/Technical Preparation <input type="checkbox"/> Direct Entry into Work Force Preparation																																																															
Grade 7 Year ____/____ <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th></th> <th>Fall</th> <th>Spring</th> </tr> <tr><td>1</td><td>Eng</td><td>Eng</td></tr> <tr><td>2</td><td>Math</td><td>Math</td></tr> <tr><td>3</td><td>Science</td><td>Science</td></tr> <tr><td>4</td><td>S Studies</td><td>S Studies</td></tr> <tr><td>5</td><td>Health/PE</td><td>Composition 7</td></tr> <tr><td>6</td><td></td><td></td></tr> </table>		Fall	Spring	1	Eng	Eng	2	Math	Math	3	Science	Science	4	S Studies	S Studies	5	Health/PE	Composition 7	6			Grade 8 Year ____/____ <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th></th> <th>Fall</th> <th>Spring</th> </tr> <tr><td>1</td><td>Eng</td><td>Eng</td></tr> <tr><td>2</td><td>Math</td><td>Math</td></tr> <tr><td>3</td><td>Science</td><td>Science</td></tr> <tr><td>4</td><td>S Studies</td><td>S Studies</td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> </table> <div style="margin-top: 10px;">           Career Exploration:            Explore: (Top three test areas)            1. _____            2. _____            3. _____              CII Results: (Top three career matches)            1. _____            2. _____            3. _____         </div>		Fall	Spring	1	Eng	Eng	2	Math	Math	3	Science	Science	4	S Studies	S Studies	5			6			Grade 9 Year ____/____ <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th></th> <th>Fall</th> <th>Spring</th> </tr> <tr><td>1</td><td>Eng</td><td>Eng</td></tr> <tr><td>2</td><td>Math</td><td>Math</td></tr> <tr><td>3</td><td>World Hist</td><td>World Hist</td></tr> <tr><td>4</td><td>Biology</td><td>Biology</td></tr> <tr><td>5</td><td>World Language</td><td>World Language</td></tr> <tr><td>6</td><td></td><td></td></tr> </table> <div style="margin-top: 10px;">           Career Explored _____            _____            Ed-Tech Goal _____            _____            PSAT 9 Test Results _____            _____            _____         </div>		Fall	Spring	1	Eng	Eng	2	Math	Math	3	World Hist	World Hist	4	Biology	Biology	5	World Language	World Language	6		
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Students may substitute an additional year of VPA for their 2<sup>nd</sup> year of World Language. In addition, they must complete health and physical education prior to graduation. Students must plan accordingly.

# Course Index – 6<sup>th</sup> – 12<sup>th</sup> Grade

Art		Grades	Cr
6000A	Exploratory Art A	6 – 7	
7000B	Exploratory Art B	6 – 7	
8000	Exploratory Art 8	8	
8035	Advanced Art	8	
010	Art I	9 – 12	2
020	Two Dimensional Art	10 – 12	2
030	Pottery	10 – 12	1
042	Graphic Design	10 – 12	1
043	Advanced Graphic Design	10 – 12	1
050	Studio Art	11 – 12	1
052	AP Studio Art	11 – 12	1
160	Photo Editing	9 – 12	1
162	Photo Editing II	9 – 12	1
Business/Computer		Grades	Cr
7143	Coding I	6 – 7	
7144	Coding II	6 – 7	
8730	App Creators (PLTW)	8	
121	AP Computer Science	9 – 12	2
8731	Comp. Science for Innov. & Makers (PLTW)	8	
100	Introduction to Business	9 – 12	1
102	Personal Money Management	9 – 12	1
115A&B	Accounting I A&B	*9 – 12	1
120	Building Wealth	10 – 12	1
135	Marketing	9 – 12	2
English		Grades	Cr
6210	English 6	6	
6950E	Guided Academics 6	6	
7210	English 7	7	
7222	SpringBoard English 7	*6 – 7	
7950E	Guided Academics 7	7	
8221	English 8	8	
8222	SpringBoard English 8	*7 – 8	
8950E	Guided Academics 8	8	
6252			
7252	Introduction to Creative Writing	6 – 8	
8252			
6257			
7257	Introduction to Literature Study	6 – 8	
8257			
6259			
7259	Introduction to Speech and Debate	6 – 8	
8259			
950E	Guided Academics 9-12	9 – 12	1
223	English 12	12	2
230A&B	SpringBoard English 9	8 – 9	2
231	SpringBoard English 10	9 – 10	2
263	SpringBoard English 11	10 – 11	2
232	AP English Language & Composition	10 – 12	2
233	AP English Literature & Composition	11 – 12	2
234	AP Seminar	10 – 11	2
239	AP Research	11 – 12	2
240	Speech Communications	9 – 12	1
241	Argumentation & Debate	10 – 12	1
250	American Film Study	11 – 12	1
252AD	Creative Writing	9 – 12	1
253	Mythology	10 – 12	1
257	Video Productions	10 – 12	2
267D	Literacy Intervention	9 – 12	1
8267D	Literacy Intervention	6 – 8	
Family & Consumer Science		Grades	Cr
6715	Outdoor Education 6	6	
7715	Outdoor Education 7	7	
450	Clothing Construction	9 – 12	1
451	Clothing Construction II	9 – 12	1
455	Foods and Nutrition	9 – 12	1

Family & Consumer Science		Grades	Cr
457	Foods and Nutrition II	9 – 12	1
462	Human Relations	9 – 12	1
468	Child Development I	10 – 12	1
469	Child Development II	10 – 12	1
470	Consumer Education	9 – 12	1
Industrial Technology		Grades	Cr
400	Woods I	9 – 12	2
401	Woods II	10 – 12	2
402	Woods III	11 – 12	2
410	Metals I	9 – 12	2
411	Metals II	10 – 12	2
412	Metals III	11 – 12	2
Math		Grades	Cr
6522	Math 6	6	
6523	Advanced Math 6	6	
6950M	Guided Academics 6	6	
7522	Math 7	*6 – 7	
7523	Advanced Math 7	7	
7950M	Guided Academics 7	7	
8522	Math 8	*7 – 8	
8950M	Guided Academics 8	8	
530	Algebra I	*6 – 9	2
530H	Honors Algebra I	*7 – 9	2
531	Geometry	*7 – 10	2
533H	Honors Geometry	*8 – 10	2
532	Algebra II	*8 – 12	2
539	Honors Algebra II	8 – 10	2
950M	Guided Academics 9-12	9 – 12	1
540	Probability/Statistics	10 – 12	2
541	Pre-Calculus/Trigonometry	10 – 12	2
557AP	AP Pre-Calculus	10 – 12	2
542	AP Calculus AB	10 – 12	2
543	AP Statistics	11 – 12	2
545	AP Calculus BC	11 – 12	2
555	Algebra III with Trig	11 – 12	2
Music		Grades	Cr
6600	6 <sup>th</sup> Grade Band	6	
7601	7 <sup>th</sup> Grade Band	7	
8602	Concert Band	8	
8603	8 <sup>th</sup> Grade Symphony Band	8	
603	9 <sup>th</sup> Grade Concert Band	9	2
604	9 <sup>th</sup> Grade Symphony Band	9	2
600	Concert Band	10 – 12	2
601	Symphony Band	10 – 12	2
602	Jazz Band	9 – 12	2
605	Wind Ensemble	10 – 12	2
7610	Choir	6 – 7	
8607	8 <sup>th</sup> Grade Choir	8	
8608	8 <sup>th</sup> Grade Advanced Choir	8	
614	9 <sup>th</sup> Grade Advanced Choir	9	2
610	Treble Choir	10	2
611	Choir	9 – 12	2
612	Honors Choir	10 – 12	2
Physical Education		Grades	Cr
6650	Physical Education 6	6	
7653	Physical Education 7/Health	7	
8650	8 <sup>th</sup> Grade Physical Education	8	
650	Physical Education	9	1
651	Health	9 – 12	1
660	Advanced Physical Education	10 – 12	1
670	Physical Conditioning	10 – 12	1
673	Athletic Enhancement	10 – 12	1
675	Female Physical Conditioning	10 – 12	1



# Course Index – 6<sup>th</sup> – 12<sup>th</sup> Grade

Science		Grades	Cr
6700	Science 6	6	
6728	PLTW 6 DM (Elective) Design and Modeling	6	1
6729	PLTW 6 AR (Elective) Automation and Robotics	6	1
7700	Science 7	7	
7728	PLTW 7 MD (Elective) Medical Detectives	7	1
7729	PLTW 7 FS (Elective) Flight and Space	7	1
8710	Science 8	8	
	PLTW 8 Electives in Business/Computer		
720	Biology I	8 – 10	2
721	Human Anatomy/Physiology	9 – 12	2
724	AP Biology	10 – 12	2
727	Forensic Chemistry	10 – 12	2
730	Chemistry I	9 – 12	2
731	AP Chemistry	10 – 12	2
740	Physics	9 – 12	2
743	Forensic Physics	9 – 12	2
747	AP Physics	10 – 12	2
761	Environmental Science	9 – 12	2
765	AP Environmental Science	10 – 12	2
770	PLTW Intro. to Engin. & Design (IED)	8 – 12	2
772	PLTW Principal of Biomedical Sciences	8 – 10	2
773	PLTW Engin. Design & Develop. (EDD)	10 – 12	2
774	PLTW Principles of Engineering (POE)	9 – 12	2
775	PLTW Human Body Systems	9 – 12	2
777	PLTW Medical Interventions	10 – 12	2
778	PLTW Biomedical Innovations	11 – 12	2
Social Studies		Grades	Cr
6800	Social Studies 6	6	
7800	Social Studies 7	7	
8810	Social Studies 8	8	
825	World History	9	2
828	AP World History	9 – 12	2
840	Current Events	11 – 12	1
845	Civics	10	1
846	Economics	10	1
851	US History (1877 – Present)	11	2
853	AP United States History	11 – 12	2
858	AP European History	9 – 12	2
862	AP US Government and Politics	10 – 12	2
869	AP Psychology	11 – 12	2
870	Psychology	11 – 12	1
871	Sociology	11 – 12	1
877A&B	Criminology A&B	11 – 12	1
886	American Sports History A	9 – 12	1
887	American Sports History B	9 – 12	1
World Language		Grades	Cr
7366	Exploratory Spanish	6 – 7	
310	Spanish I	7 – 12	2
311	Spanish II	*8 – 12	2
312	Spanish III	*9 – 12	2
313	Spanish IV	10 – 12	2
314	AP Spanish Language and Culture	11 – 12	2
Special Education		Grades	Cr
6235	Reading Intervention	6 – 8	
7235			
8235			
6551	Math Intervention	6 – 8	
7551			
8551			
926	Academic Support	9 – 12	2
93009	High School English Support	9 – 12	2
93209	High School Math Support	9 – 12	2

Special Education		Grades	Cr
6215	English Language Arts Modified	6 – 8	
7211			
8215			
6525	Math Modified	6 – 8	
7521			
8515			
6711	Science Modified	6 – 8	
7720			
8715			
6815	Social Studies Modified	6 – 8	
7815			
8815			
93009D	Basic High School English	9 – 12	2
500AB	Basic High School Math	9 – 12	2
938D	Basic High School Science	9 – 12	2
820AB/D	Basic High School Social Studies	9 – 12	2
95VE	Vocational Education	9 – 12	2
Special Programs		Grades	Cr
8165	Publications 8	8	
8245	Introduction to Theatre Arts	6 – 8	
230	Theatre Arts	9 – 12	1
6400	Teen Survival Skills	6 – 7	
7400			
901	Student Publications	9 – 12	2
952	Strategies for Success	11	2
970	Technology Assistant	10 – 12	1
983	Student Leadership	10 – 12	2
985	Science Laboratory Assistant	11 – 12	1
7991	LINKS	6 – 8	
8991			
991	LINKS	9 – 12	1
7871	Service Learning	6 – 8	1
8870			
9DE	Dual Enrollment	11 – 12	
9DP	Deep (COC) Dual Enrollment	11 – 12	
Career + Technical Education at LHS		Grades	Cr
	Machine Tool Technology I and II	11 – 12	
	Robotics and Automation I and II	11 – 12	
Career + Technical Education at Ed-Tech		Grades	Cr
	Program Information Included in Catalog	11 – 12	