

# Chippewa Valley High School

# 2023-2024

**COURSE OFFERINGS  
AND  
SCHEDULING  
INFORMATION**



***CHIPPEWA VALLEY SCHOOLS***

# CHIPPEWA VALLEY HIGH SCHOOL



***Mission:*** *Learning, connections, and growth for all.*

***Vision:*** *All students learn essential content and skills in a variety of disciplines. Our school environment is safe and supportive, concentrating on connections to our school, our community, and our world. We support and encourage student growth in all areas: academic, intellectual, physical, social, and emotional. Our students leave us with the knowledge, skills, and empathy to reach their full potential and to achieve success on their chosen paths.*

#### CHIPPEWA VALLEY SCHOOLS NOTICE OF NONDISCRIMINATION

It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, sex (including, but not limited to, sexual orientation, gender identity), religion, national origin or ancestry, age, disability, height, weight, genetics, or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies, questions, concerns or to file a complaint should be directed to: Civil Rights and Title IX Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180.

# ***A MESSAGE FOR STUDENTS AND PARENTS***

## **2023-2024**

At Chippewa Valley High School, we are focused on ***learning, connections, and growth for all***. Connections are about the culture of our school – building positive relationships and a spirit of kindness and caring among all members of our school community. We are one. We depend on each other.

Learning and growth speak to all the opportunities that we provide for our students. That's what this book is all about. Please take some time to review our many course offerings and to consider how these courses will help you to achieve your goals. Whether you are a student in need of academic support or one in need of academic challenge, you will find what you need at Chippewa Valley High School. You will also find opportunities to learn and grow in the arts, in physical education, and in Career and Technical Education (CTE). Our outstanding academic offerings are also enhanced by a wide variety of extracurricular opportunities in athletics, the arts, business, robotics, foreign language, community service, and more. There truly is something for everyone at our school.

For those students seeking the highest level of academic challenge, we offer honors, accelerated, and AP classes in all four core areas. In fact, we offer 16 different AP classes. In addition, students have the opportunity for dual enrollment classes and to pursue credit forward opportunities.

Students who are interested in Career and Technical Education can choose from several different CTE programs including: Automotive Technology, Business and Information Technology (Business Management, Accounting & Finance, Information Technology and Cybersecurity), Careers in Education (not offered in 2021-2022), Construction Trades, Culinary Arts, Design Technology, Family and Consumer Science, Graphic Design, Marketing, Mechatronics & Robotics, Medical Academy, and Woodworking & Cabinetmaking. (Please be advised that some CTE courses are offered at Dakota High School. Students selecting courses at Dakota will ride a shuttle bus between the high schools. There will be no driving of personal vehicles between schools. Please give careful consideration prior to taking these classes.)

While we are extremely proud of our offerings and of our staff, ultimately your success depends a great deal on you. How will you take advantage of these opportunities? First, make sure that you are aware of our graduation requirements, which are clearly stated in this book. Your four-year plan must include all of the classes needed to meet these graduation requirements. Also, be aware of the requirements for taking each course. Finally, discuss your plans with your parents, teachers, and specifically with your guidance counselor. (Please recognize that not every course offered in this booklet is offered each year. Our curriculum may be restricted depending on the availability of staff, facilities, and minimum class enrollments.)

Know the requirements, explore your interests, set goals, and take advantage of each and every opportunity. We wish you the very best for the 2023-2024 school year, for a successful high school career, and for success beyond high school.

Todd Distelrath  
Principal

# CHIPPEWA VALLEY HIGH SCHOOL

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# CHIPPEWA VALLEY HIGH SCHOOL ATHLETICS AND ACTIVITIES

## ATHLETICS

Baseball – S  
Basketball – G-B/W  
Bowling – G-B/W  
Competitive Cheer – W  
Cross Country – G-B/F  
Dance Teams – F/W  
Football – F  
Golf – G/F – B/S  
Ice Hockey – W  
Lacrosse – G-B/S  
Sideline Cheer – F  
Soccer – B/F – G/S  
Softball – S  
Swimming/Diving – G/F – B/W  
Tennis – B/F – G/S  
Track/Field – S  
Volleyball – F  
Wrestling – G-B/W

## ACTIVITIES AND CLUBS

Anime Club  
Automotive Technology Skills, Hot Rod  
Building and Restoration  
Chess Club  
Class Council  
Coalition Teen Council (C. T. C.)  
CyberPatriot  
D.E.C.A. (an association of marketing students)  
Drama Club  
Ecology Club  
Educators Rising  
Fellowship of Christian Athletes  
Film Club  
French SHF  
G. S. A.  
German NHS  
History Travel Club  
Homework Club  
HOSA (an association of medical career students)  
International Club  
Key Club

Marching Band  
Math Club  
Musical/Drama Productions  
National Art Honor Society  
National Honor Society  
Psychology Club  
Quiz Bowl  
Robotics  
Science Olympiad  
Sports Broadcasting  
Student Advisory Committee  
Student Athletic Advisory Committee (SAAC)  
Student Government  
Tabletop RPG Club  
Tech Crew  
Transgender Youth & Family Support Group  
Winterguard  
World Travel Society  
Writing Club  
Yearbook Club

**KEY** F = FALL  
W = WINTER  
S = SPRING  
G = GIRLS  
B = BOYS

## HOW TO USE THIS BOOKLET

Students are encouraged to carefully plan their course work with the aid of their parents, counselor, and teachers. Select courses to maximize your educational opportunities in helping you achieve your lifetime goals. Each course has a brief description to aid your selection and the entire faculty stands ready to help you. Remember the process of education requires time, work, striving and planning. Set your goals high! Each student should plan on taking the maximum number of credits available, which are six (6) per year and twenty-four (24) during his/her high school career. Before proceeding, read the requirements and guidelines, which follow in Section I. This section outlines the minimum requirements needed to graduate from Chippewa Valley Schools.

## GUIDELINES

1. Complete an outline of your four-year plan of study (form found on page 6).
2. Talk to your teachers and counselor for advice regarding specific courses and curriculum.
3. Complete a course request form for next year and have it signed by your parents. Course request forms will be distributed during the scheduling process in February.
4. If special permission is required to register for a course (such as an AP course or other specialty program), complete the forms and attach them to your course request form.
5. Please make note of a course's location when making your selections; some classes may be offered at another location and would require travel time.

## I. GRADUATION REQUIREMENTS

Students are eligible for graduation if they attend **eight semesters** of high school and **earn 22 credits**, of which, **18.5 credits** must be in the required subjects.

DEPARTMENT	CREDIT	REQUIRED COURSE/AREA	CREDIT
English	4.0	English 9 or Advanced English 9	1.0
		English 10 or Advanced English 10	1.0
		English 11 or Med Eng 11 or AP Eng Lang & Comp	1.0
		English 12 or English 12 Writing or Med Eng 12 or AP Eng Lit & Comp	1.0
Mathematics	4.0	Algebra 1 or Accelerated Algebra 1	1.0
		Geometry or Accelerated Geometry	1.0
		Algebra 2 or Accelerated Algebra 2	1.0
		Additional math or math-related credit in senior year	1.0
Science	3.0	Biology or Honors Biology	1.0
		Chemistry I or Honors Chemistry I and Physics I or Honors Physics I	1.0
		Earth 1 (.50) or Honors Earth I (.50) or AP Environmental Science (1.0)	0.5/1.0
		Earth 2 (.50) or Chemistry II (.50) or Physics II (.50) or AP Chemistry (1.0) or AP Physics (1.0) or AP Biology (1.0)	0.5/1.0
Social Studies	3.0	Global History or AP World History	1.0
		U.S. History or AP U.S. History	1.0
		Economics (.50) or AP Macro & Microeconomics (1.0)	0.5/1.0
		Government (.50) or Hon Govt (.50) or AP Government (1.0)	0.5/1.0
Physical Education	0.5	Physical Education 1 or 2	0.5
World Language	2.0	French 1A/1B – French 2A/2B, or German 1A/1B – German 2A/2B, or Spanish 1A/1B – Spanish 2A/2B	2.0
Visual, Performing or Applied Arts	1.0	1.0 credit in Art, Music, Debate, Theater Arts or Career Technical Education (CTE) course/courses, Yearbook Production	1.0
Family & Consumer Science	0.5	Health	0.5
Electives	4.0		4.0
Online Learning Experience		Online course or learning experience. Online experience is incorporated into each of the required credits. <b><i>No credit is awarded, but it is a graduation requirement.</i></b>	
TOTAL	22.0		22.0

# CHIPPEWA VALLEY HIGH SCHOOL

## FOUR-YEAR PLAN OF STUDY COURSES AVAILABLE

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

GRADE 9			
1 <sup>st</sup> SEMESTER		2 <sup>nd</sup> SEMESTER	
CRS #	SUBJECT	CRS #	SUBJECT
	English 9A, Advanced English 9A	1	English 9B, Advanced English 9B
	Algebra 1A, Acc Alg 1A, Geometry I, Acc Geometry I	2	Algebra 1B, Acc Alg1B, Geometry II, Acc Geometry II
	Biology I or Honors Biology I	3	Biology II or Honors Biology II
	Global History I or AP World History I *	4	Global History II or AP World History II *
	Physical Education 1 or Health (.5 credit) *	5	Physical Education 1 or Health (.5 credit) *
	World Language Year 1A	6	World Language Year 1B

GRADE 10			
1 <sup>st</sup> SEMESTER		2 <sup>nd</sup> SEMESTER	
CRS #	SUBJECT	CRS #	SUBJECT
	English 10A, Advanced English 10A	1	English 10B, Advanced English 10B
	Geometry I, Acc Geometry I, Algebra 2A, Acc Alg 2A	2	Geometry II, Acc Geometry II, Algebra 2B, Acc Alg 2B
	Chemistry I or Hon Chemistry I **	3	Physics I or Hon Physics I **
	US History I or AP US History I	4	US History II or AP US History II
	World Language Year 2A ***	5	World Language Year 2B ***
	Elective:	6	Elective:

GRADE 11			
1 <sup>st</sup> SEMESTER		2 <sup>nd</sup> SEMESTER	
CRS #	SUBJECT	CRS #	SUBJECT
	Eng 11A, Med Eng 11A, AP Eng Lang & Comp I	1	Eng 11B, Med Eng 11B, AP Eng Lang & Comp II
	Alg 2A, Acc Alg 2A, Pre Calc I, Calc I, AP Calc AB I or AP Statistics I	2	Alg 2B, Acc Alg 2B, Pre Calc II, Calc II or AP Calc AB II or AP Statistics II
	Earth 1 or Honors Earth I ** or AP Environmental Science I	3	Earth 2 or Chemistry II or Physics II ** or AP Environmental Science II or Any of the Full Year AP Science Classes as noted below.**
	Economics or AP Economics I or Government	4	Economics or AP Economics II or Government
	Visual, Performing or Applied Arts (CTE) *	5	Visual, Performing or Applied Arts (CTE) *
	Elective:	6	Elective:

GRADE 12			
1 <sup>st</sup> SEMESTER		2 <sup>nd</sup> SEMESTER	
CRS #	SUBJECT	CRS #	SUBJECT
	Eng 12A, Eng 12 Writ I, Med Eng 12A, AP Eng Lit & Comp I	1	Eng 12B, Eng 12 Writ II, Med Eng 12B, AP Eng Lit & Comp II
	Math credit or a Math-related credit	2	Math credit or a Math-related credit
	Econ or AP Econ I or Govt or Hon Govt or AP Govt I	3	Econ or AP Econ II or Govt or Hon Govt or AP Govt II
	Elective:	4	Elective:
	Elective:	5	Elective:
	Elective:	6	Elective:

\* Courses with an asterisk may be moved and taken out of sequence to accommodate a student's Educational Development Plan (EDP); for example, to build a CTE program, or dual enrollment into your plans.

\*\* Can be scheduled either 1<sup>st</sup> or 2<sup>nd</sup> Semester. Full Year Science Classes that can be used to complete the Earth 2 Science requirement - AP Chemistry I/II, AP Physics I/II or AP Biology I/II.

\*\*\*World Language Credit: Students may replace one credit of World Language with one credit of CTE when CTE is taken as a second (or additional) VPAA credit.

Is your EDP up to date? \_\_\_\_\_ Have you reviewed your plan with a parent/guardian? \_\_\_\_\_

To view EDP go to: [https://www.chippewavalleyschools.org/downloads/academics/2021\\_xello\\_student\\_instructions\\_cvs\\_webpage.pdf](https://www.chippewavalleyschools.org/downloads/academics/2021_xello_student_instructions_cvs_webpage.pdf)

Student Signature \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_

# CHIPPEWA VALLEY HIGH SCHOOL FOUR-YEAR PLAN OF STUDY WORKSHEET

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

GRADE 9				
1 <sup>st</sup> SEMESTER			2 <sup>nd</sup> SEMESTER	
CRS #	SUBJECT		CRS #	SUBJECT
		1		
		2		
		3		
		4		
		5		
		6		

GRADE 10				
1 <sup>st</sup> SEMESTER			2 <sup>nd</sup> SEMESTER	
CRS #	SUBJECT		CRS #	SUBJECT
		1		
		2		
		3		
		4		
		5		
		6		

GRADE 11				
1 <sup>st</sup> SEMESTER			2 <sup>nd</sup> SEMESTER	
CRS #	SUBJECT		CRS #	SUBJECT
		1		
		2		
		3		
		4		
		5		
		6		

GRADE 12				
1 <sup>st</sup> SEMESTER			2 <sup>nd</sup> SEMESTER	
CRS #	SUBJECT		CRS #	SUBJECT
		1		
		2		
		3		
		4		
		5		
		6		

Student Signature \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_

### **ADVANCED PLACEMENT (AP) COURSES**

Students are advised to deliberate carefully with their parents when deciding whether to enroll for Advanced Placement courses. AP courses are college-level courses taught in our high school. When a student takes an AP Exam in May of each school year, she/he has the potential of earning college credit (testing fees apply). Additionally, the student earns an additional 0.5 value on the grade for each semester of the AP Course. AP courses require a much more demanding workload. Students and parents are strongly advised to consider this fact when deciding to enroll in one or multiple AP classes. Students and parents will be required to sign off on AP Student Contracts during the scheduling process. A signed student contract serves as documentation of the fact that students and parents acknowledge, understand, and consent to the fact that students will **not** be able to drop AP courses at the beginning of the school year. **Students who fail to submit their signed contracts by the specified deadline in the spring of the current school year will be automatically dropped from the applicable AP courses at that time and will have to select different courses.** Additional information on AP classes can be obtained by talking to the AP Teacher and visiting [www.collegeboard.com](http://www.collegeboard.com). AP courses represent a potentially rewarding experience. AP applications will be distributed during the scheduling process and will also be available in the CVHS Guidance Office. **APPLICATION DEADLINE DATE: March 31, 2023.**

### **CREDIT FORWARD**

Students may find it difficult creating room in their schedules for electives classes due to the constraints placed on them through the Michigan Merit Curriculum. "Credit Forward" provides an opportunity for students to take classes outside of the regular school day from accredited, pre-approved institutions for the purpose of earning required graduation credit. Credits earned in this manner do not preclude attendance and/or graduation requirements established by the Chippewa Valley Board of Education (Policy #5200 and #5460, respectively) or guidelines set forth in the District's Student Code of Conduct. Credits can only be earned from courses pre-approved by the principal/designee. Students may obtain the credit forward form in the guidance office. **APPLICATION DEADLINE DATE: March 31, 2023.** *Students must submit their EDP (Educational Development Plan) with the credit forward application.*

### **CREDIT RECOVERY – "EDGENUITY"**

This course is designed for students who are interested in making up credits through an online delivery system in a classroom computer lab. Students must be able to be self-motivated and independent workers. A disciplined student can, potentially, make up one or more classes, during one semester. **Placement in the program will be based on review of student work, habits, attendance, and recommendation from teacher and/or counselor.** If you have further questions, please contact your guidance counselor regarding the "Credit Recovery" option. These courses may not meet NCAA requirements.

### **DUAL ENROLLMENT**

Dual enrollment is an opportunity for qualified students to take classes (and earn credit) at a local college or university while still in high school. A student cannot dual enroll for a course that our district offers as an Advanced Placement class. Please see your guidance counselor for the cut scores requirement on the state standardized tests for dual enrollment qualification criteria. Please note that scores from the state standardized test must be posted with a counselor before a student can register for dual enrollment. If a student registers for a college course at the district's expense and is unsuccessful, the parent may be responsible for repayment of the tuition and fees for the course. Interested students should see their guidance counselor or administrator for further assistance. **APPLICATION DEADLINE DATE: April 1, 2023, for the Fall Semester and October 1, 2023 for the Winter/Spring Semester.**

### **EARNING CREDIT**

A student will receive credit only after the successful completion of a course. Credit will be granted on a semester basis.

- Semester course = 0.5 credit
- (1 period in length) = 2 semesters each 0.5 credit – Semester 1 or Semester 2
- (2 periods in length) = 2 semesters each 1.0 credit – Semester 1 or Semester 2

Students taking a career-technical educational (CTE) class and a corresponding internship must pass the CTE class to be considered for internship credit. When a student repeats a class in which they have already received credit, the higher of the two grades will be the grade recognized in calculating the student's G.P.A. Credit will only be awarded on the higher of the two grades, not for both classes. GED credit does not satisfy any part of the 22-credit graduation requirement. All classes are scheduled on a semester basis. All students will switch classes at the start of each semester and, therefore, may have a new teacher or classes in a different period for the second half of the school year.

### **GRADUATES WITH HONOR STATUS**

Chippewa Valley High School uses the following criteria for academic recognition of student scholars:

- 3.90 or Higher Summa Cum Laude (with highest academic distinction)
- 3.75 – 3.89 Magna Cum Laude (with great academic distinction)
- 3.50 – 3.74 Cum Laude (with academic distinction)

Grade point average (GPA) will be based on seven semesters of course work. All classes taken during those seven semesters will count toward the GPA. Students honored with one of the above distinctions will be recognized at the Academic Senior Awards program with a medallion. To be recognized as Summa Cum Laude, Magna Cum Laude, or Cum Laude, the student must have been a Chippewa Valley High School student in the fifth, sixth, and seventh semesters of their high school careers.

### **GRADUATION AND 22 CREDITS**

Twenty-two (22) credits and all graduation requirements must be completed to participate in the graduation ceremony and to receive a Chippewa Valley High School diploma. Please refer to the chart on page 4 for a listing of these requirements. To participate in the graduation ceremony, a student must be enrolled in Chippewa Valley High School for the second semester of their senior year.

### **ONLINE COURSE GRADUATION REQUIREMENT**

As part of the Michigan Merit Curriculum, all students must accumulate twenty (20) hours of online experience before graduating. Each student, through their normal course of study in classes taken, grades 6 through 12, will satisfy this requirement.

### **ONLINE COURSES**

The Michigan Legislature acted in 2013 to expand student access to digital learning options through Section 21F of the State School Aid Act. As a result, students enrolled in a public local district or public-school academy in grades 6-12 are eligible to enroll in up to two online courses during an academic term. Students may select online courses from our local district catalog (<https://micourses.org/PublicUsers/CatalogSearch.aspx?Area=D>). Interested students must complete the Online Course Enrollment Request Form by **April 1, 2023, for the Fall Semester and October 1, 2023 for the Winter/Spring Semester.**

## **PERSONAL CURRICULUM**

A parent, legal guardian or emancipated student can request a Personal Curriculum, when it is apparent that a student is not able to complete portions of the Michigan Merit Curriculum. General Education Students may request a Personal Curriculum if they wish to modify their math requirements, after completing Algebra 1A and Algebra 1B, Geometry I and Geometry II, and Algebra 2A. Special Education Students may request to modify any credit requirements, at any time, based on his/her disability. A new transfer student (from out-of-state or a nonpublic school) may request to modify their requirements if they have successfully completed the equivalence of two years of high school prior to entering Chippewa Valley Schools. Such requests must be approved following a meeting with student, parent, counselor, and administrator, prior to personal curriculum going into effect.

## **PROGRAMS AT CAPACITY**

There are times when several programs could reach maximum capacity. In other words, more students are signing up for some classes than are able to take them. Many, but not all, are in the Career-Technical Education areas. Others with limited space are programs such as Careers In Education, Student Leadership, and Yearbook. Please note if an overage occurs in a program that you have selected, students selected for the programs will be based on criteria previously set. Criteria used will vary from program to program. Please see a guidance counselor or the teacher of the program for more information. You may also be asked to write an essay expressing your desire and reasons for being in the program. If a teacher signature is required on the Course Request form for the program you have selected, you must submit the signed form. This will also be a factor in the decision. Some programs, such as Careers In Education, Student Leadership, and Yearbook require an application. Applications are available in the guidance office or from the instructor of the programs.

## **SCHEDULE CHANGE REQUEST POLICY**

Selecting classes is a very important process. The classes selected should help prepare the student for life beyond high school as well as help reach requirements for graduation. Please choose classes wisely. Take advantage of the opportunity to talk with parents and teachers about specific class choices. The classes requested will be the classes that will be scheduled into the next year. Like all schools in the State of Michigan, the Chippewa Valley Schools are facing difficult financial times because of a statewide reduction in school funding. At Chippewa Valley High School, this reduction will result in more classes at capacity and less flexibility to make schedule changes. To stay within our budget allocation, schedule changes will be rare and based only on extenuating circumstances. Please choose classes wisely!

## **STANDARDIZED TEST REQUIREMENT**

All high school students must attempt all parts of the Michigan Merit Exam (MME) in order to be eligible for graduation. The Michigan Merit Exam will be administered to all 11<sup>th</sup> grade students. The MME consists of the SAT test, Work Keys test and the **M-Step** (Michigan Student Test of Educational Progress) which includes Science and Social Studies tests. Students will be able to use the results of these tests for college admission purposes and to identify how their skills match those needed in the workplace.

## **TESTING OUT**

The purpose of testing-out is to allow students to be placed in higher-level courses in the subject area in which they test out. To successfully test out of a course and receive credit, students must exhibit mastery of the course content by attaining a grade of 78% or better on a comprehensive final examination. Students may also be required to demonstrate mastery through basic assessments used in the class, which may include, but are not limited to, portfolios, performances, papers, projects and/or presentations.

If you wish to test out of a course(s), the application form will be available in the Guidance Office, Main Office or on our website under course scheduling at <http://cvhsguidance.weebly.com/cvs-test-out.html>. Once the application has been approved by a counselor, the student must register at the Adult and Community Education Center, where a receipt of registration will be issued. This receipt must be taken back to your school in order to borrow books/materials to be used for test preparation. The majority of testing will take place in June at Mohegan High School, check with your guidance counselor for specific dates and deadlines, also, testing locations and dates may vary depending what exam will be taken. If you have any further questions regarding testing out, please contact your child's guidance counselor.

## **TRANSFERRING CREDIT**

Credits will be accepted from public schools within Michigan. An official transcript of grades earned in courses considered for transfer must be mailed from the school where the courses were taken. Credits from other than Michigan public schools will be evaluated by Chippewa Valley on an individual basis. Maximum credit allowed for service is one unit of credit. Approved courses will be given department credit towards graduation, assuming syllabi are evaluated as comparable to Chippewa Valley syllabi. Otherwise, approved courses will count as elective credit. Each student may be given achievement/"testing out" tests to help determine appropriate placement/credit.

## **WEIGHTED GRADES**

Students who take an Advanced Placement (AP) course will earn an additional grade weighting of 0.50 GPA points per passing grade upon successful completion and passing of the course. The "weight" will be added to the grade earned in that Advanced Placement class (*Transferred in International Baccalaureate and AP grades/credits will also receive the GPA bump*). Class rank and all honors designated for seniors will continue to be based upon seven semesters of high school classes. This weighted grade will affect class rank GPA after the seventh semester.

## **WITHDRAWING FROM CLASSES AFTER THE 5TH WEEK OF THE SEMESTER**

Students choosing to withdraw from a class, with a passing grade, will receive a grade of "WP" (Withdraw-Pass). The class needs to be dropped no later than three (3) weeks prior to the end of the semester. They are then assigned to a no-credit class for the remainder of the semester and will receive a grade of "NC." The "WP" grade is entered for information purposes only and will not affect the student's grade point average. If a student withdraws from a class, with a failing grade, they will receive a grade of "WF" (Withdraw-Fail). The class needs to be dropped no later than three (3) weeks prior to the end of the semester. They are then assigned to a no-credit class for the remainder of the semester and will receive a grade of "NC." The "WF" grade will affect the student's grade point average.

## II. N.C.A.A. ELIGIBILITY

### National Collegiate Athletic Association

# DIVISION I ACADEMIC REQUIREMENTS

To study and compete at a **Division I school**, you must earn 16 NCAA-approved **core-course credits**, earn a corresponding test score\* that matches your **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

### CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or non-doctrinal religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

### QUALIFIER

As a Division I qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
  - » Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
  - » Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- » Earn a corresponding test score that matches your **core-course GPA** (minimum 2.3) on the **Division I Sliding Scale**.\*
- » Submit your final transcript with proof of graduation to the Eligibility Center.

### ACADEMIC REDSHIRT

As a Division I academic redshirt, you may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a corresponding test score that matches your core-course GPA (minimum 2.0) on the Division I sliding scale.\*
- » Submit your final transcript with proof of graduation to the Eligibility Center.

\* More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).



## TEST SCORES

Every time you register for the SAT or ACT, use code **9999** to send your scores directly to the Eligibility Center from the testing agency. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscore from each test is used to give you the best possible score.

\* More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

## CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist). No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

## NONTRADITIONAL AND ONLINE COURSES

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on [your school/program's list of NCAA-approved core courses](#).

## BE AHEAD OF THE GAME

- » Plan to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org) before your freshman year of high school. Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

## ADDITIONAL RESOURCES

- » [DII Academic Requirements flyer](#).
- » [DIII Amateurism flyer](#).
- » [International Initial-Eligibility flyer](#).

## DIVISION I QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	480	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	48	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

Want more information? Visit  
[ncaa.org/playcollegesports](https://ncaa.org/playcollegesports).

### CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec): 877-262-1492  
Monday-Friday, 9 a.m. to 5 p.m. Eastern time

[@ncaaec](https://twitter.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports) [@ncaaec](https://www.facebook.com/ncaaec)

# DIVISION II ACADEMIC REQUIREMENTS

To study and compete at a **Division II school**, you must earn 16 NCAA-approved **core-course credits**, earn a corresponding test score\* that matches your **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or nonsectarian religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## QUALIFIER

As a Division II qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a corresponding test score that matches your **core-course GPA** (minimum 2.2) on the **Division II sliding scale**.\*
- » Submit your final transcript with proof of graduation to the Eligibility Center.

## PARTIAL QUALIFIER

If you have not met all of the Division II academic standards, you will be deemed a partial qualifier. As a partial qualifier, you may practice and receive an athletics scholarship, but may NOT compete, during your first year of full-time enrollment at an NCAA Division II school.

\* More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

 DIVISION II  
**MAKE IT YOURS**

 ELIGIBILITY CENTER

## TEST SCORES

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## CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist). No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

## NONTRADITIONAL AND ONLINE COURSES

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on [your school/program's list](#) of NCAA-approved core courses.

## BE AHEAD OF THE GAME

- » Plan to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org) before your freshman year of high school. Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- » For more information on Division II, visit [ncaa.org/D2](https://ncaa.org/D2).

## ADDITIONAL RESOURCES

- » [DI Academic Requirements flyer](#).
- » [DIII Amateurism flyer](#).
- » [International Initial-Eligibility flyer](#).

DIVISION II QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

**Want more information? Visit**  
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### CONTACT THE NCAA ELIGIBILITY CENTER

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Monday-Friday, 9 a.m. to 5 p.m. Eastern time

[@ncaaec](#) [@playcollegesports](#) [@ncaaec](#)

### III. N.A.I.A. ELIGIBILITY

#### National Association of Intercollegiate Athletics

#### **National Association of Intercollegiate Athletics (NAIA)** **Eligibility Center**

The NAIA Eligibility Center fee is a non-refundable fee. Student registration fees are:

- **\$90.00 for U.S. and Canadian students** enrolling full-time at an NAIA school in the first full term following high school graduation

#### Early Decision Requirements

##### **Early Decisions: Junior Year Complete**

U.S. students who have completed their junior year of high school may obtain an eligibility determination from the NAIA Eligibility Center before graduating from high school if they meet all the following requirements:



##### **Early Decisions: Midway Through Senior Year**

U.S. students who are midway through their senior year of high school may obtain an eligibility determination from the NAIA Eligibility Center before graduating from high school if they meet all the following requirements:



Date test was taken	ACT	SAT
After 5/1/2019	18	970

## **National Association of Intercollegiate Athletics (NAIA)** **Eligibility Center**

### **Recent High School Graduates**

If a student recently graduated high school, they must meet the following requirements:



Date test was taken	ACT	SAT
After 5/1/2019	18	970

## IV. DEPARTMENTAL OFFERINGS

### ART

CLASSES	PRE- REQUISITE	9	10	11	12
Art Foundations	None	✓	✓	✓	✓
Drawing I	None	✓	✓	✓	✓
Drawing II	Drawing I		✓	✓	✓
Drawing III	Drawing I and II			✓	✓
Drawing IV	Drawing I, II and III			✓	✓
Painting I	None	✓	✓	✓	✓
Painting II	Painting I		✓	✓	✓
Painting III	Painting I and II			✓	✓
Painting IV	Painting I, II and III			✓	✓
Ceramics I	None	✓	✓	✓	✓
Ceramics II	Ceramics I		✓	✓	✓
Ceramics III	Ceramics II		✓	✓	✓
Ceramics IV	Ceramics III/Teacher Approval		✓	✓	✓
Jewelry-Metalsmithing I	None		✓	✓	✓
Jewelry-Metalsmithing II	Jewelry-Metalsmithing I		✓	✓	✓
Jewelry-Metalsmithing III	Jewelry-Metalsmithing II/Teacher Approval			✓	✓
Jewelry-Metalsmithing IV	Jewelry-Metalsmithing III/Teacher Approval			✓	✓
Photography I	None	✓	✓	✓	✓
Photography II	Photo I	✓	✓	✓	✓
Photography III	Photo I and II		✓	✓	✓
Photography IV	Photo I, II and III		✓	✓	✓
Portfolio Preparation	Teacher Approval			✓	✓

#### MATERIAL FEES ARE ASSESSED FOR ALL ART CLASSES TO SUPPORT A QUALITY CLASSROOM EXPERIENCE

The Art Department recommends that students who show interest in a career in the visual arts such as, architecture, graphic design, illustration and photography need to plan on admission to college or university art schools. In addition to high overall grades, the student must have a portfolio (8-15 major works of art, 3 of which are drawings) for admission to these degree programs. These students should enroll in as many art classes as can fit into their class schedules per year. **ALL ART CLASSES WILL FULFILL THE (Visual, Performing or Applied Arts) graduation requirement (VPAA).**

#### 1010 ART FOUNDATIONS

Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** None.

A class that touches upon various experimental and enjoyable art experiences. Students will draw, paint and sculpt as they are introduced to different art media. It is a class to practice art techniques while learning about how art influences the world.

#### 1006/1008 ART PORTFOLIO – FALL/SPRING (College Prep for Drawing and Painting)

Gr 11-12 0.5 credit

**Prerequisite/Recommendation:** Drawing I and II or Painting I and II (teacher recommendation required).

Emphasis on portfolio preparation, both in original art format and digitally. Concentration on skill development and portfolio presentation for possible college entry and scholarship. This class works well as an addition to Drawing III and IV and Painting III and IV.

#### 1050 DRAWING I

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** None.

A class that shows students how anyone can learn to draw. Step by step fundamentals are covered explaining how to draw what you see, while experimenting with art media such as pencil, dipping pens with ink, charcoal, colored pencils, and pastels.

#### 1071 DRAWING II

Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** Drawing I

As an extension of Drawing I, students will finesse their drawing skills with artistic challenges. The student artist will learn how creative ideas support their drawing skills. Experimentation now turns into honing one's skill and discovering favorite media to work in, including digital.

#### 1072 DRAWING III

Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** Drawing I and II

#### 1073 DRAWING IV

Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** Drawing I, II and III

Drawing at this stage directs students toward conscientious goals. Upper-level drawing classes are expressive classes where students perfect their skill set, explore in depth ideas and possible ways to use their art professionally. Students may repeat Drawing IV if schedule allows.

#### 1091 PAINTING I

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** None.

A class that explores fundamental painting techniques. Step by step instruction encourages everyone to be able to paint with watercolor paint on special paper and acrylic paint on canvas. Students will gain understanding of color theory, composition, and art appreciation. Painting experiences will include painting on silk and "new", painting with glass using the glass fusion technique.

**1092 PAINTING II**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** Painting I.

An extension of Painting I, students will finesse their painting skills with artistic challenges. The artist will learn how creative ideas support their painting skills. Basic drawing skills will be developed in order to strengthen their works of art. A deeper understanding of color theory will be included in this course.

**1093 PAINTING III**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** Painting I and II

**1094 PAINTING IV**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** Painting I, II and III

Painting at this stage directs students toward conscientious goals. Upper-level painting classes are expressive classes where students focus on their favorite painting media while they explore in depth ideas and possible ways to use their favorite painting media while they explore in depth ideas and possible ways to use their art professionally. Students may repeat Painting IV if schedule allows.

**1210 CERAMICS I**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** None.

This is a class for those with interest in clay modeling and hand building construction techniques of pinch, coil and slab. Glazing techniques will be demonstrated.

**1230 CERAMICS II**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** Ceramics I.

Continued development of hand-built construction with advanced ceramic techniques and advanced methods of glazing and surface decoration will be demonstrated.

**1235 CERAMICS III**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** Ceramics II

Introduction to the potter's wheel, continued development of hand-built techniques and glazing methods will be demonstrated.

**1240 CERAMICS IV**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** Ceramics III

Continued work and demonstration with advanced hand-built and thrown forms and glazing techniques will be demonstrated.

**1241 CERAMICS V**  
**1242 CERAMICS VI**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation:** Ceramics IV/V

Continued work and demonstration with advanced hand-built and thrown forms and glazing techniques will be demonstrated.

**1251 JEWELRY-METALSMITHING I**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** None.

Students will learn to design and create jewelry and objects while learning to use tools and materials found in a metal working studio. Processes that may be covered are piercing, sawing, filing, sanding, polishing, wire working, surface texturing, and patination.

**1252 JEWELRY-METALSMITHING II**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** Jewelry I.

**1253 JEWELRY-METALSMITHING III**

**Gr 11-12 0.5 credit** **Prerequisite/Recommendation:** Jewelry II.

**1254 JEWELRY-METALSMITHING IV**

**Gr 11-12 0.5 credit** **Prerequisite/Recommendation:** Jewelry III.

Advanced Jewelry II - IV classes will extend student knowledge and skills used in a metal working studio by exploring new techniques and processes. These may include: piercing, sawing, filing, sanding, polishing, wire working, surface texturing, patination, etching, wire working, fold forming, forging, stone setting, soldering, and casting. There is an emphasis on developing good design and craftsmanship. Career aspects of jewelry making will be introduced.

**1270 PHOTOGRAPHY I**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** None.

This class instructs students how to create photographs in an artistic form. Beginning with the understanding and use of the creative controls on your Cell Phone and a traditional 35mm camera (35 mm camera may be borrowed from the art department), Students will experience the darkroom photography process. Students will learn basic techniques for developing black and white film and making prints in the darkroom. Students will also become acquainted with cell phone photography techniques. Simple Photoshop techniques will be introduced. Students will learn about creating eye catching edits for social media content on various cell phone apps used in class.

**1290 PHOTOGRAPHY II**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** Photography I.

In this class students will improve their compositional and design skills, while they strengthen their aesthetic vision. This class includes further work with the 35mm camera and experimental printing processes. Innovative practices such as toning, and hand coloring are introduced. Students will become familiar with digital photography and further their image manipulation using Photoshop.

**1300 PHOTOGRAPHY III**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** Photography I and II.

**1305 PHOTOGRAPHY IV**

**Gr 10-12 0.5 credit** **Prerequisite/Recommendation:** Photography I, II and III.

Photography at this stage directs students toward conscientious goals. Upper-level photography classes are expressive classes where students strengthen their skill set and explore in depth ideas and possible ways to use their art professionally. Students may repeat Photography IV if schedule allows.

**1005/1007 PHOTO PORTFOLIO – FALL/SPRING (College Prep)**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation:** Photo I and II

Concentration is on ideas and skill development along with (digital) portfolio presentation for possible college entry and scholarship. This class works well as an addition to Photography III and IV.

# ENGLISH

## COURSES NEEDED TO MEET GRADUATION REQUIREMENTS

English 9 or Accelerated English 9	1.0 credit
English 10 or Honors English 10	1.0 credit
English 11 or Medical English 11 or AP English Language & Composition	1.0 credit
English 12 or Medical English 12 or English 12 College Writing or AP English Literature & Composition	1.0 credit

### REQUIRED

#### **2071/2072 ENGLISH 10A/10B** **Gr 10 0.5/0.5 credit**

**Prerequisite/Recommendation:** None.

Students will continue working on reading, writing, speaking, and listening skills as in English 9. Students will read and write in a variety of styles and for a variety of audiences through individual, small group and whole-class activities and assignments, including at least one research project.

#### **2081/2082 ADVANCED ENGLISH 10A/10B** **Gr 10 0.5/0.5 credit**

**Prerequisite/Recommendation:** Credit in English 9A/9B and teacher recommendation.

The Advanced English 10 course challenges students in reading, writing, speaking, and listening activities through a variety of texts and media. Advanced students are highly motivated, independent learners who take initiative. Students are expected to read independently in and outside of class and come prepared to discuss and analyze texts, as well as participate in collaborative learning. Advanced 10 English is designed to prepare students for an advanced academic path.

#### **2121/2122 ENGLISH 11A/11B** **Gr 11 0.5/0.5 credit**

**Prerequisite/Recommendation:** None.

Students will continue working on reading, writing, speaking, and listening skills as in English 9 and English 10. Students will read and write in a variety of styles and for a variety of audiences through individual, small group, and whole-class activities and assignments while focusing on British literature.

#### **2125/2126 ENGLISH 11A/11B** **Gr 11 0.5/0.5 credit**

**Prerequisite/Recommendation:** Successful completion of English 10.

This Medical Academy English course will meet all of the eleventh-grade English content standards in reading, writing, speaking, and listening. This course is designed to provide students with the critical thinking, writing and research skills needed to succeed in any challenging post-secondary curriculum. Students will master a variety of writing formats including essays, research, creative and technical writing. Students will improve in the areas of grammar, vocabulary, and rhetoric. Technology will be utilized for instruction and presentations, both group and individual. Students will prepare for the SAT and ACT – Work Keys exams and Michigan Merit Exam by practicing specific test-taking strategies. The curriculum explores healthcare topics through the lens of English language arts. **This course is the REQUIRED companion English course for Medical Careers 1 students.**

#### **2131/2132 ENGLISH 12A/12B** **Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation:** None.

Students will continue working on reading, writing, speaking, and listening skills as in English 9, English 10, and English 11. Students will read and write in a variety of styles for a variety of audiences through individual, small group, and whole-group activities and assignments, while focusing on global and contemporary issues in World Literature. This class may culminate in a student-designed senior project. Throughout the English 12 course, students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres.

#### **2135/2136 ENGLISH 12 COLLEGE WRITING I/II** **Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation:** None.

First semester of this course is designed to familiarize college-bound students with language skills specific to expository writing. The students will be involved in critical reading and writing, and vocabulary study. Second semester is designed to provide students with the opportunity for enhanced literary criticism utilizing high-level thinking skills. The writing formats of persuasion and argumentation and the MLA documentation style for research paper writing will also be a major focus. **Students that register for this course instead of English 12 will receive the graduation requirement credit for English 12. Students may also take this course along with English 12 for elective credit.**

#### **2127/2128 ENGLISH 12A/12B** **Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Only students who applied and received acceptance during junior year may register for this class.

This Medical Academy English course meets the English Content Standards in reading, writing, speaking, and listening in addition to meeting the on-line learning requirements for the Michigan Merit Curriculum. Students will develop critical reading, writing, research, and analytical skills. This course includes tests, quizzes, writing assignments, individualized vocabulary and grammar study, discussion boards, projects, and debates, all delivered in an online format. This course's content is rigorous and requires highly motivated, organized students who are able and willing to work independently. **This course is the REQUIRED companion English course for Medical Careers 2 students.**

#### **2581/2582 AP ENGLISH LANGUAGE AND COMPOSITION I/II** **Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Completion of English 10A/10B or Advanced English 10A/10B or teacher recommendation.

This Advanced Placement class is equivalent to a college level writing course that builds the reading and writing skills students need for college success. Coursework focuses on rhetorical analysis of a variety of nonfiction texts, including images as texts, and the choices authors make as they write. As they prepare for the AP English Language exam offered in the spring, students will read, evaluate, cite, and synthesize sources from a range of genres and eras to develop their own well-reasoned, evidence-centered analytical and argumentative writing. Students should be experienced readers and writers motivated to meet the rigor of advanced-level content.

#### **2601/2602 AP ENGLISH LITERATURE AND COMPOSITION I/II** **Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Teacher recommendation.

This advanced placement is equivalent to a college-level literature course. Students should be capable readers and writers with above-average skills. Students can expect to develop critical reading, writing, and analytical skills. The course involves advanced summer reading, and features writing, discussion, and presentations centered on novels, plays, short stories and poetry. Students will be well prepared for the AP Literature test given in the spring.

## ELECTIVES

### 2090 THEATER ARTS I

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** None.

This course is an introduction to the theater. Students will explore the history of theater, as well as the dominant forms of theater around the world. In addition, students will immerse themselves in the world of stage productions. Learning everything from acting skills to set design and construction, students will hone their skills both on and off the stage. Students will get hands on experience with stage production and all aspects related to it.

**This course will receive the Visual, Performing or Applied Arts (VPAA) credit towards the graduation requirement.**

### 2110 THEATER ARTS II

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** Successful completion in Theater Arts I or teacher recommendation.

This second course will focus on advanced theater techniques. Students will gain hands on experience with stage and set design, costuming, and stage movements, including stage combat. This class will prepare students to produce or perform in their own production.

**This course will receive Visual, Performing or Applied Arts (VPAA) credit towards the graduation requirement.**

### 2130 DEBATE

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** Teacher recommendation.

Research skills, organization, quick thinking, note taking, and oral delivery are stressed in this study of debate technique and argumentation. ***Participation in debate competition may be offered as an after-school activity.*** **This course will fulfill the Visual, Performing or Applied Arts (VPAA) credit towards the graduation requirement.**

### 2210 CREATIVE WRITING I

Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** None.

The student will creatively express his/her ideas and talents through various forms of writing (fiction, non-fiction, poetry) and other artistic products. The class will provide instruction on effective writing strategies associated with each of these writing formats. In addition, the student will participate in writing workshops, maintain a writing journal, and produce a portfolio of his/her work. Student should enjoy reading and writing and must be able to work independently.

### 2215 CREATIVE WRITING II

Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** None.

The student will creatively express his/her ideas and talents through various forms of writing and other artistic products. The student will participate in writing workshops, main a writing journal, and produce a professionally crafted portfolio of his/her work. Student should enjoy reading and writing and must be able to work independently.

### 2225 MEDIA LITERACY

Gr 11-12 0.5 credit

**Prerequisite/Recommendation:** Successful completion of English 9.

Students will learn about the influence of mass media on people and culture by analyzing and interpreting visual and print media and creating media projects with a focus on identifying fact and opinion, emotional appeals, reactions, and motives. The class incorporates the four standards of communication: reading, writing, speaking, and listening. Students use the information they learn to create print, audio, and video projects. **This class does not meet NCAA requirements.**

### 2227/2228 WRITING FOR PUBLICATION I/II

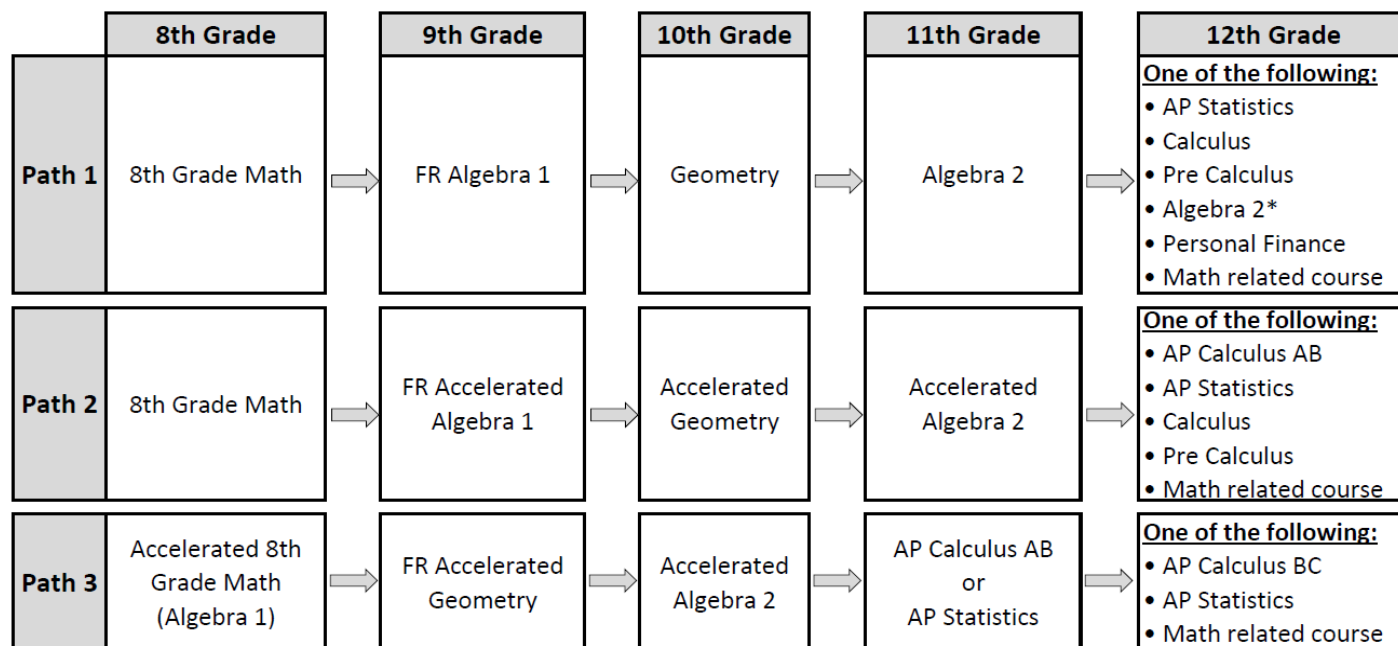
Gr 9-12 0.5/0.5 credit

**Prerequisite/Recommendation:** It is recommended that students take both semesters of this course.

Students learn the varied skills of writing for publication: writing news stories, sports stories, in-depth stories, editorials, and feature stories; interviewing; as well as editing, headline writing, and design concepts. A focus for the class will be on creation and production of the school newspaper.

# MATHEMATICS

## MATHEMATICS COURSE SEQUENCES



The above chart lists the most common course sequences taken by students. Variations in course sequences (from accelerated to non-accelerated or non-accelerated to accelerated) may be based on assessment and classroom performance. If you have any questions, please contact your guidance counselor to review additional course sequence options. All students **MUST** take at least one math or math-related course in their senior year. Personal Finance or Problem Solving may be taken concurrently with another math class, after completing Geometry.

The completion of the three-course accelerated sequence of Accelerated Algebra 1, Accelerated Geometry and Accelerated Algebra 2 will allow the student to move directly into AP Calculus courses.

\* Some students may be placed into an extended Algebra 2 over a two-year course.

The Michigan Department of Education required that all students successfully complete a minimum of four (4) credits in mathematics. Students must complete at least Algebra 1, Geometry and Algebra 2 and an additional math-related course. Each student must successfully complete a 1.00 math credit or a 1.00 math-related credit during his or her senior year. **Students that successfully completed Algebra 1 in the 8<sup>th</sup> grade will satisfy the high school Algebra 1 math credit.** A Geometry Focus class may be a recommendation for students during their sophomore year. These students will be contacted by their guidance counselor.

The courses below may be used to fulfill the math-related credit in the student's **senior year**; however, courses that are graduation requirements cannot be counted for dual credit:

SCIENCE/SOCIAL STUDIES	CAREER AND TECHNICAL EDUCATION (CTE)		FAMILY & CONSUMER SCIENCE
AP Biology	Accounting	Finance & Banking	Consumer Education
AP Economics	Auto Technology 2 & 3	Marketing 3	Independent Living
AP Environmental Science	Construction Trades	Mechatronics & Robotics	
Chemistry II	Culinary Arts 2 & 3	Woodworking & Cabinetmaking	
Forensic Science I/II	Design Technology		
Physics II			

See course descriptions for detailed course information.

**5081/5082**      **GEOMETRY I/II**  
**Gr 9-12**      **0.5/0.5 credit**  
**Prerequisite/Recommendation:** None.

Geometry is the study of the components of shapes and their relationships. Students study logic through reasoning and argument as it applies to properties of two and three-dimensional shapes. Other topics of study include transformations, coordinate geometry, measurement formulas and trigonometry and their applications to real-world situations. Algebraic skills are reinforced throughout the course.

**5086/5087 ACCELERATED GEOMETRY I/II**  
**Gr 9-10 0.5/0.5 credit**

**Prerequisite/Recommendation:** Data Team Placement

The accelerated courses are designed to cover four years of mathematics in three years. Accelerated Geometry will address Geometry content along with selected additional topics. This course is for the serious math student who plans to take AP Calculus (AB/BC) to earn college math credit. Geometry is the study of the components of shapes and their relationships. Students study logic through reasoning and argument as it applies to properties of two and three-dimensional shapes. Other topics of study include transformations, coordinate geometry, measurement formulas and trigonometry and their applications to real-world situations. Algebraic skills are reinforced throughout the course. The Accelerated Geometry course moves at a faster pace, studies topics with more depth and complexity and will include extra content.

**5091/5092 ALGEBRA 2A/2B**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Data Team Placement.

Algebra 2 is the continuation of the study of functions and representations begun in Algebra 1. Key areas of study include quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions as well as probability and data analysis as they apply to real-world scenarios. Use of a graphing calculator is embedded in the course.

**5095/5096 ALGEBRA 2YA/2YB**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Data Team Placement

This course further prepares the students for the study of mathematics and related fields. This course will build upon the concepts taught in Algebra 1 and Geometry. Half of the Michigan High School Content Expectations for an Algebra 2 course will be covered in this course. This course must be followed by Algebra 2YC/2YD to fulfill the state requirement for Algebra 2. *(See information on this course on the NCAA page of this book.)*

**5097/5098 ALGEBRA 2YC/2YD**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Successful completion of Algebra 2YA/2YB

This course continues the preparation of students for the study of mathematics and related fields. This course will build upon the concepts taught in Algebra 1 and Geometry. The remaining half of the Michigan High School Content Expectations for an Algebra 2 course will be covered in this course. This course must be taken after Algebra 2YB to fulfill the statement requirement for Algebra 2. *(See information on this course on the NCAA page of this book.)*

**5058/5059 ACCELERATED ALGEBRA 2A/2B**  
**Gr 10-11 0.5/0.5 credit**

**Prerequisite/Recommendation:** Data Team Placement

The accelerated courses are designed to cover four years of mathematics in three years. Accelerated Algebra 2 will address Algebra 2 material along with selected additional topics. This course is for the serious math student who wants to take AP Calculus (AB/BC) to earn college credit(s). The Accelerated Algebra II course moves at a faster pace, studies topics with more depth and complexity and will include extra units. Algebra 2 is the continuation of the study of functions and representations begun in Algebra 1. Key areas of study include quadratic, logarithmic, polynomial, rational and trigonometric functions as well as probability and data analysis as they apply to real world scenarios. Students extend their study of Algebra I and Geometry topics through exposure to matrices, complex numbers, and conic sections. Use of a graphing calculator is embedded in the course.

#### OTHER MATH COURSES

**5201/5202 PRE-CALCULUS I/II**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** C or better in Algebra 2 and teacher recommendation.

The theory and applications of trigonometry and functions are developed in depth in this course. Other tools such as matrices and polar coordinates are introduced with a focus towards modeling and solving real-world problems in preparation for Calculus and AP Calculus.

**5261/5262 CALCULUS I/II**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** C or better in Pre-calculus or current math teacher recommendation.

This year-long course will cover the basics of calculus often covered in a semester college Calculus I course. It will explore limits, derivatives, integration, and applications.

**5271/5272 AP CALCULUS AB I/II**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** B or better in either Accelerated Algebra 2 or Pre-calculus or math teacher recommendation.

This course includes all topics in the AP curriculum and will use a college calculus textbook as the nucleus of the course and cover limits, continuity, derivatives, integrals, and their applications. Students enrolled in this course may take the AP Calculus exam, AB level. This course is the equivalent of college-level Calculus 1.

**5275/5276 AP CALCULUS BC I/II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Successful completion of AP Calculus AB.

This course will further the study and application of the derivative and the integral. Students enrolled in this course may take the AP Calculus exam, BC level. This course is the equivalent of college-level of Calculus 2.

**5285/5286 AP STATISTICS I/II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Successful completion of math courses through Algebra 2.

This course is very beneficial for students going into the fields of business, social sciences, or mathematics. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, sampling, and experimentation, anticipating patterns and statistical inference. Students should have the ability to explain process and results in written form.

**5071/5072 MATH FOR PERSONAL FINANCES I/II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Successful completion of Geometry or Algebra 2YA/2YB, Algebra 2A/2B or currently enrolled in any Algebra 2 course.

This course is designed to use current technology such as, graphing calculators and computers and the application of mathematics in the areas of personal earnings, business ventures and investments. This is a full-year course and may be taken concurrently with another math course during junior or senior year. **This class does not meet NCAA requirements.**

# MUSIC – INSTRUMENTAL

**ALL INSTRUMENTAL MUSIC CLASSES SHOULD BE CONSIDERED AS A FULL-YEAR COURSE. ONLY IN VERY RARE CASES, WITH DIRECTOR'S AND COUNSELOR'S APPROVAL, WILL IT BE CONSIDERED FOR LESS THAN A FULL-YEAR COURSE.**

## 5510 MUSIC THEORY

Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** One year of high school band or choir or instructor approval.

This course will cover elements of music reading and listening skills, basic keyboarding skills, music composition and music history.

**NOTE REGARDING MUSIC SEMINAR I/II: STUDENTS WHO WISH TO TAKE MUSIC SEMINAR FOR THE ENTIRE YEAR WILL NEED TO SIGN UP FOR BOTH COURSE NUMBERS (5511 AND 5512). IF ONLY ONE SEMESTER IS TAKEN, ONLY SIGN UP FOR THE FIRST SEMESTER COURSE NUMBER 5511.**

## 5511 MUSIC SEMINAR I

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** None.

This class is designed as **an independent study** for anyone who wishes to improve their skills on a musical instrument. Students will be required to play scales and chord progressions and perform existing songs or new compositions on their instrument in front of the class on a weekly basis. **REQUIREMENTS: Student MUST provide their own instruments including amplifiers and cords for electronic instruments.**

## 5512 MUSIC SEMINAR II

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** None.

This class is designed as **an independent study** for anyone who wishes to improve their skills on a musical instrument. Students will be required to play scales and chord progressions and perform existing songs or new compositions on their instrument in front of the class on a weekly basis. **REQUIREMENTS: Student MUST provide their own instruments including amplifiers and cords for electronic instruments.**

## 5521/5522 CONCERT BAND I/II

Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Junior high/middle school experience or director's approval. Incoming second-semester students **MUST** have director's approval.

This course is designed for all freshmen (and upper classmen) with basic skills. Techniques, scales, basic music theory and music history will be discussed. Many styles of band literature will be studied and performed. Requirements: concerts and festivals, occasional sectionals before or after school; students must purchase uniform parts – white wing-tip tuxedo shirt and black shoes. **Members of this class may join the marching band, which is held after school. Students must be enrolled in a band class to be eligible for marching band.**

## 5561/5562 SYMPHONIC BAND I/II

Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Audition and director's approval.

This course is for intermediate musicians. All styles of music will be studied and performed with an emphasis on modern and current band literature. Intermediate skills will be developed. Requirements: concerts, festivals and occasional sectionals before or after school. Students must purchase uniform parts - white wing-tip tuxedo shirt and black shoes. **Members of this class may join the marching band, which is held after school. Students must be enrolled in a band class to be eligible for marching band.**

## 5601/5602 WIND ENSEMBLE I/II

Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Audition and director approval.

This course is designed for the most advanced instrumental music students. Class size will be smaller and more individualized. Advanced band literature and orchestral transcriptions will be studied and performed. Music theory, history, form and analysis will be discussed. Requirements: concerts, festivals and before or after school sectionals students must purchase uniform parts – white wing-tip tuxedo shirt and black shoes. **Members of this class may join the marching band, which is held after school. Students must be enrolled in a band class to be eligible for marching band.**

# MUSIC – VOCAL/CHOIR

## 5653/5654 MEN'S CHORUS I/II

Gr 9-12 0.5/0.5 credit

**Prerequisite/Recommendation:** None.

This is a non-auditioned choir. It is designed for students in grades 9 through 12 with tenor or bass voices. Students will explore vocal technique, choral singing tone, sight-reading, and performance techniques. Students are required to participate in all concerts, rehearsals, and festivals. **Choir expenses may be required.**

## 5655/5656 TREBLE CHORUS I/II

Gr 9-12 0.5/0.5 credit

**Prerequisite/Recommendation:** None.

This is a non-auditioned choir. It is designed for students in grades 9 through 12 with treble voices. Students will explore vocal technique, choral singing tone, sight-reading, and performance techniques. Students are required to participate in all concerts, rehearsals, and festivals. **Choir expenses may be required.**

## 5651/5652 WOMEN'S VARSITY CHOIR I/II

Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Admission by audition only or by director approval.

This is an auditioned choir for soprano and alto voices. Intermediate to advanced music will be studied and performed. Students will study vocal technique, choral tone, sight-reading skills, music theory and movement to music. **REQUIREMENTS: All concerts, festivals, and occasional performances outside of school. Choir expenses may be required.**

## 5671/5672 VARSITY CHOIR I/II

Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Audition or director approval.

This course is for the advanced singer. Understanding of vocal technique and choral tone is required. Must be able to sight/read music. Intermediate/Advanced music is taught. **REQUIREMENTS: All concerts, festivals, and occasional performances outside of school. Choir expenses may be required.**

**Any instrumental or vocal music course can be taken to fulfill the one graduation requirement credit of Visual, Performing or Applied Arts (VPAA).**

# PHYSICAL EDUCATION

- All physical education classes will be given Physical Fitness Tests.
- Teamwork, sportsmanship, respect and safety will be emphasized in all physical education classes.
- In co-ed classes, girls and boys will be evaluated equally.
- Minimum graduation requirements: Students are required to pass Physical Education 1 or 2 for 0.5 unit of credit.
- All advanced physical education classes may be taken more than once during the student's high school career.

**PLEASE NOTE: A gym uniform (shorts and a t-shirt other than that worn for the remainder of the school day) is recommended to participate in any Physical Education course.**

## REQUIRED

**6021 BOYS PHYSICAL EDUCATION 1**  
**6023 GIRLS PHYSICAL EDUCATION 1**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

Physical Education I is designed for participation in a variety of sports that will enhance life-long activity through an emphasis on personal well-being, sport-specific knowledge and skills, sportsmanship, and cooperative learning. Students will be exposed to skills and concepts with the purpose of promoting and generating an interest in life-long activity. The course includes a unit dedicated to fitness and health. The essential ideas of the fitness unit may be embedded within the other activity-specific units. Specific activities will include, but are not limited to, archery, badminton, bowling, golf, floor hockey, soccer, and volleyball.

**6022 BOYS PHYSICAL EDUCATION 2**  
**6024 GIRLS PHYSICAL EDUCATION 2**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

Physical Education II is designed for participation in a variety of sports that will enhance life-long activity through an emphasis on personal well-being, sport-specific knowledge and skills, sportsmanship, and cooperative learning. Students will be exposed to skills and concepts with the purpose of promoting and generating an interest in life-long activity. The course includes a unit dedicated to fitness and health. The essential ideas of the fitness unit may be embedded within the other activity-specific units. Specific activities will include, but are not limited to, basketball, football, softball, swimming, and tennis.

## ELECTIVES - ADVANCED

**NOTE: The following courses cannot be used to satisfy the Physical Education graduation requirement.**

**6210 ADVANCED MEN'S SPORTS 1**  
**6230 ADVANCED MEN'S SPORTS 2**  
**6240 ADVANCED WOMEN'S SPORTS 1**  
**6260 ADVANCED WOMEN'S SPORTS 2**  
**Gr 10-12 0.5 credit**

**Prerequisite: None.**

These courses are designed for participation in a variety of sports that build upon units covered in PE1 and PE2 that will enhance life-long activity through an emphasis on personal well-being, sport-specific knowledge and skills, sportsmanship, and cooperative learning. Students will be exposed to skills and concepts with the purpose of promoting and generating an interest in life-long activity. The essential ideas of fitness may be embedded within the other activity-specific units. Specific activities may include, but are not limited to, archery, badminton, floor hockey, soccer, volleyball, flag football, basketball, softball, team handball, and table tennis.

**6250/6270 MENS WEIGHT TRAINING I/II**  
**Gr 10-12 0.5 credit**

**Prerequisite: None.**

This course is designed to improve physical strength, endurance, and muscle mass through a variety of weight-lifting exercises. Weightlifting will consist of four days a week with an aerobic activity on the fifth day. Nutrition and living a healthy lifestyle may periodically be introduced.

**6257/6258 WOMENS WEIGHT TRAINING 1/2**  
**Gr 10-12 0.5 credit**

**Prerequisite: None.**

This course is designed to improve physical strength, endurance, and muscle mass through a variety of weight-lifting exercises. Weightlifting will occur 3-4 times a week with 1-2 days of aerobic activity. Additional women's weightlifting will consist of three days a week with two days of aerobic activity.

**6271 ADVANCED TEAM SPORTS (BASKETBALL) – FALL**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This co-ed course is designed for the serious basketball player who wants to develop advanced skills and personal capabilities. Focus shall include weight training, plyometrics and basketball skills and strategies.

**6277 ADVANCED TEAM SPORTS (BASKETBALL) – SPRING**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This co-ed course is designed for the serious basketball player who wants to develop advanced skills and personal capabilities. Focus shall include weight training, plyometrics and basketball skills and strategies.

**6272 ADVANCED PE – BASEBALL**  
**Gr 10-12 0.5 credit**

**Prerequisite: None.**

This course is designed to improve the athlete's knowledge and physical capabilities in the sport of baseball. This course will emphasize weight training, conditioning, umpiring, and speed development. Specific drills will be implemented to further develop each athlete's skills as well as an understanding of their role within a baseball team concept.

**6274 ADVANCED PE – SOFTBALL**  
**Gr 10-12 0.5 credit**

**Prerequisite: None.**

This course is designed to improve the athlete's knowledge and physical capabilities in the sport of softball. This course will emphasize weight training, conditioning, umpiring, and speed development. Specific drills will be implemented to further develop each athlete's skills as well as an understanding of their role within a softball team concept.

6275                      **ADVANCED PE – FOOTBALL**  
Gr 10-12                **0.5 credit**

**Prerequisite:** None.

This course will emphasize weight training, agility, flexibility, and speed development. Specific drills will be implemented to further develop each athlete's skills.

6285                      **AMERICAN RED CROSS LIFEGUARD TRAINING 1**  
Gr 10-12                **0.5 credit**

**Prerequisite:** Must have two of the following in any combination: PE I, PE II, PE Waiver, or teacher approval.

**STUDENTS WHO WISH TO COMPLETE THE AMERICAN RED CROSS LIFEGUARD CERTIFICATION EXAM WILL BE RESPONSIBLE FOR THE COST OF THE SUPPLIES NEEDED AS WELL AS THE CERTIFICATION CARD FEE.**

**Must be 15 years of age on or before the final session of the course and must successfully complete (demonstrate) the following swimming skills:**

1. Swim 300 yards continuously using these strokes in the following order:
  - 100 yards of front crawl using rhythmic breathing and a stabilizing, propellant kick. Rhythmic breathing is to be done by breathing to the side or to the front.
  - 100 yards of breaststroke.
  - 100 yards of front crawl either rhythmic breathing or breaststroke. These 200 yards may be a mixture of front crawl and breaststroke.
2. Timed Event – Starting in the water, swim 20 yards using front crawl or breaststroke, surface dive 7 to 10 feet, retrieve a 10-pound object, return to the surface, and swim 20 yards back to the starting point with the object and exit the water without using a ladder or steps within 1 minute, 40 seconds. This timed event demonstrates the minimum level of speed and strength to build upon and learn the water rescue skills taught in the **course**.

**Certification requirements:**

To receive the course completion certificate, the student must do the following:

- Demonstrate competency in all required skills.
- Demonstrate competency in the three final skill scenarios.
- Correctly answer at least 80% of the questions in each of the four sections of the final written examination (12 out of 15).
- Score at least 80% on section #1.

**Certification Exam:**

This course is designed for the strong swimmer who is knowledgeable of all swim strokes. Certified sections of lifeguarding, water safety, first aid and AED/CPR will be taught. Upon completion of the course, the student will receive certification from the American Red Cross with a lifeguard certificate, which includes first aid and AED/CPR certification. Student needs to pass practical and written portions for full certification. Students will be in the classroom and in the pool. **Suggested materials, equipment, and supplies that will be kept by the student are:** Lifeguard manual, personal face mask.

**\*Students will be tested during the enrollment session the semester prior to class. Students need to pass all prerequisites and have approval of the instructor before class begins.**

# SCIENCE

A total of three science credits must be earned to meet graduation requirements. *Three years of science is the minimum requirement, but four years is strongly recommended for college-bound students.* Many students elect to take two science offerings in their junior and/or senior year. This is highly recommended for students wishing to pursue a career in a science related field.

## Science Pathway Recommendations

### Key for Course Names:

Lowercase = Semester course (0.5 credit)

UPPERCASE = FULL YEAR COURSE (1.0 CREDIT)

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Pathway 1</b> Meets basic graduation requirements (3 credits)	BIOLOGY	Chemistry I AND Physics I	Earth 1 AND Earth 2	<i>Optional: Take <u>ONE</u> of the following:</i> Physics II, Chemistry II, Environmental Science I and/or II, FORENSIC SCIENCE, HUMAN BIOLOGY (CVHS), ANATOMY & PHYSIOLOGY (DHS)
<b>Pathway 2</b> College-bound  <i>Four years recommended</i>	BIOLOGY	Chemistry I AND Physics I	Earth 1 AND Chemistry II or Physics II or Earth 2 or AP BIOLOGY or AP PHYSICS (I OR C)	<i><u>ONE or more</u> of the following:</i> AP BIOLOGY, AP CHEMISTRY, AP PHYSICS (I or C), AP ENVIRONMENTAL, FORENSIC SCIENCE, HUMAN BIOLOGY (CVHS), ANATOMY & PHYSIOLOGY (DHS), Physics II, Chemistry II, Earth II
<b>Pathway 3</b> Strong desire to pursue a science/engineering/medical major in college	BIOLOGY or HONORS BIOLOGY	Honors Chemistry I AND Honors Physics I	Honors Earth I AND AP BIOLOGY or AP CHEMISTRY or AP PHYSICS (I or C)	<i><u>ONE or more</u> of the following:</i> AP BIOLOGY, AP CHEMISTRY, AP PHYSICS (I or C), AP ENVIRONMENTAL, FORENSIC SCIENCE, HUMAN BIOLOGY (CVHS), ANATOMY & PHYSIOLOGY (DHS), Physics II, Chemistry II, Earth II
<b>Pathway 4</b> Non-science college majors interested in earning AP science credits	BIOLOGY or HONORS BIOLOGY	Chemistry I or Honors Chemistry I AND Physics I or Honors Physics I	AP ENVIRONMENTAL SCIENCE	<i><u>ONE or more</u> of the following:</i> AP BIOLOGY, AP CHEMISTRY, AP PHYSICS (I or C), FORENSIC SCIENCE, HUMAN BIOLOGY (CVHS), ANATOMY & PHYSIOLOGY (DHS), Physics II, Chemistry II

**Note:** Students may take electives beyond requirements (if there is room in their schedules) in grades 10 to 12.

### Requirements (min. of 3 credits):

- 1.0 credit: Biology (or Honors)
- 0.5 credit: Chemistry I (or Honors)
- 0.5 credit: Physics I (or Honors)
- 0.5 credit: Earth Science 1 (or Honors)
- 0.5 credit: Earth 2/Chemistry II /Physics II

\* *Alternative options for 3<sup>rd</sup> credit (Earth Science Standards):*

- 1.0 credit: AP Environmental Science
- 1.5 credits: Honors Earth Science I AND AP Biology/AP Chemistry/AP Physics (I or C)

7101 EARTH SCIENCE 1  
Gr 11 0.5 credit

**Prerequisite/Recommendation:** Biology I / II and Chemistry I and Physics I

Earth Science is a State of Michigan graduation requirement, which exposes students to the complexities of the Earth's processes and how populations are affected. Topics include History of the Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Instruction will focus on developing and using models, planning, and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Science and Engineering practices and cross cutting concepts will be incorporated. Lab work is required.

**7102 EARTH SCIENCE 2****Gr 11-12 0.5 credit****Prerequisite/Recommendation:** Biology I / II and Chemistry I and Physics I

Earth Science 2 exposes students to the complexities of the Earth's processes and how populations are affected. Topics include Space Systems, Chemistry of the stars, Rocks and Minerals, Glaciers, and Michigan Geology. Instruction will focus on developing and using models, planning, and conducting investigations, analyzing, and interpreting data, using mathematical and computational thinking, and constructing explanations. Science and Engineering practices and crosscutting concepts will be incorporated. Lab work is required.

**7103 HONORS EARTH SCIENCE I****Gr 11 0.5 credit****Prerequisite/Recommendation:** Biology I / II and Chemistry I and Physics I. Student placement will be based on testing/data analysis.

This course is designed for well-qualified students who wish to acquire a deep and broad foundation in Earth Science. Earth Science is a State of Michigan graduation requirement, which exposes students to the complexities of the Earth's processes and how populations are affected. Topics include History of the Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Instruction will focus on developing and using models, planning, and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Science and Engineering practices and cross cutting concepts will be incorporated. Lab work is required.

**7110 HUMAN BIOLOGY I****Gr 11-12 0.5 credit****Prerequisite/Recommendation:** Biology I / II and Chemistry I

Human Biology is an elective course that will look at the human body in detail. It is a good choice for a student with strong study skills and in pursuit of a science or medical career. This semester will focus on foundations of human biology including biochemistry, cells, metabolism, and tissues. Muscular, skeletal, and cardiovascular systems and blood will be discussed, as well as genetics, disease, and current technologies related to each. Projects and laboratory experiences include modeling physiologic principles and comparative anatomy.

**7111 HUMAN BIOLOGY II****Gr 11-12 0.5 credit****Prerequisite/Recommendation:** Biology I / II and Chemistry I and Human Biology I

Human Biology is an elective course that will look at the human body in detail. It is a good choice for a student with strong study skills and in pursuit of a science or medical career. This semester will cover digestive, urinary, nervous, sensory, endocrine, and immune systems. Genetics, disease, and current technologies related to each system will be discussed. Projects and laboratory experiences include modeling physiologic principles and comparative anatomy.

**7121 CHEMISTRY I****Gr 10 0.5 credit****Prerequisite/Recommendation:** Biology I / II

The four main areas of study include structures and properties of matter, chemical reactions, forces and interactions, and energy. Instruction will emphasize developing and using models, planning, and conducting investigations, analyzing, and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

**7122 CHEMISTRY II****Gr 11-12 0.5 credit****Prerequisite/Recommendation:** Biology I / II and Chemistry I

This course is designed for students who desire a deeper understanding of chemistry in preparation for college. The main areas of study include chemical reactions, molarity and stoichiometry, acid/base neutralizations, redox, gas laws, and space science from a chemistry perspective. Instruction will emphasize developing and using models, planning, and conducting investigations, analyzing, and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7141 HONORS CHEMISTRY I****Gr 10 0.5/0.5 credit****Prerequisite/Recommendation:** Biology I / II. Student placement will be based on testing/data analysis.

This course is required preparation to move directly to Advanced Placement Chemistry without completing Chemistry II. This course is designed for well-qualified students who wish to acquire a deep and broad foundation in Chemistry. The four main areas of study include structures and properties of matter, chemical reactions, forces and interactions, and energy. Instruction will emphasize developing and using models, planning, and conducting investigations, analyzing, and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

**7150 ENVIRONMENTAL SCIENCE I****Gr. 11-12 0.5 credit****Prerequisite/Recommendation:** Successful completion of two years of science.

Environmental Science I is designed to provide students with a balanced approach to the diverse study of our environment. First semester gives students an intense look at the connections between all living things, the scientific method as it applies to environmental studies, and ecology as the science that forms the basis of this course. Students will also explore how humans impact the natural world through the topics of biodiversity and conservation, land use, urban sprawl, mining, and food production.

**7170 ENVIRONMENTAL SCIENCE II****Gr. 11-12 0.5 credit****Prerequisite/Recommendation:** Successful completion of two years of science.

Environmental Science II will improve the students' awareness of the environmental problems we are facing now and will be facing in the future. The theme: "Human Impact on Our Environment" will include topics such as population growth, environmental health, energy, solid and hazardous waste management, endangered species, air pollution, and the implications of global warming and ozone depletion.

**7171/7172 AP ENVIRONMENTAL SCIENCE I / II****Gr. 11-12 0.5/0.5 credit****Prerequisite/Recommendation:** Successful completion of two years of science.

This course is designed to be the equivalent of a college-level course in Environmental Science and will prepare students for success on the National Exam. AP Environmental Science (APES) is an inter-disciplinary field of study that integrates material from Biology, Earth Science, Chemistry, Mathematics and Social Sciences to come to an understanding of the natural world and the forces that affect it. The goal of the course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to consider alternative solutions to resolve or prevent them. Topics include an in-depth exploration of ecosystems, biodiversity, population dynamics, resource use and conservation, environmental problems, and the impact of human activities on the earth. Students will engage in comprehensive reading, laboratory investigations, critical writing analysis and projects. This course is rigorous with higher student expectations for scholarship and performance. The curriculum is aligned to that recommended by the College Board, and students are expected to take the AP Exam offered by the College Board and potentially earn college credit. Summer work may be required. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7192/7193 FORENSIC SCIENCE I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Completion of Chemistry I AND Physics I or Honors Chemistry I AND Honors Physics I.

A one-year course in Forensic Science will draw on the curiosity and interest of many students. Forensic Science is the application of basic biological, chemical and physics principles and technological practices. Students will learn basic science skills in fieldwork (collecting evidence) and laboratory work (analyzing evidence). This hands-on course will focus on scientific inquiry, logical thinking, problem-solving procedures and working in teams. Units of study in this course are Crime Scene Investigation, hair, fibers & textiles, fingerprints, drug identification and toxicology, handwriting analysis, forgery, and counterfeiting, soil examination, glass evidence, pollen and spore examination, casts, and impressions. *Capstone courses are designed to give students the chance to apply the knowledge they have acquired throughout their education to real-world situations, and to encapsulate all the learning objectives.* Students will complete a capstone project in each semester, Personal Evidence Portfolio & Mock Crime Scene Development and Processing. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7201/7202 AP BIOLOGY I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Biology I / II and Chemistry I / II or Honors Chemistry I

This course is designed to help the student understand biology in greater detail. AP Biology follows a national curriculum designed to help the student pass the national AP Biology exam offered in spring semester. Students that volunteer to take the test and pass it may earn college credit and a boost in their high school grade point. AP Biology includes topics in cell biology, origins of life, genetics, DNA lab work, evolution, classification systems including kingdoms, and relationships between living things and their environments. Students will learn to connect these ideas to each other within the course framework, so they gain a solid foundation for understanding biology. Students are provided time to engage in inquiry driven lab investigations that reflect the central themes of the four big ideas. The laboratory is integrated throughout the course for a minimum of 25% of instructional time. The course is designed in order to fully immerse students in best practice of inquiry developed lab investigations. This involves students developing their own lab designs, recording their own unique data, and communicating their results to their investigations. Generally, for each unit, students are required to read and study the necessary chapters by completing guided reading questions before the actual start of a unit. The class periods are primarily used to reinforce major concepts of a given unit through lectures, discussions, activities, and labs. Summer work may be required. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7221/7222 AP CHEMISTRY I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Chemistry I / II or Honors Chemistry I

This course is equivalent to two semesters of General Chemistry at most colleges and universities. The laboratory investigations will help develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. A short in-depth review of Chemistry I/II is followed by the study of six big ideas: structure of matter, properties of matter, chemical reactions, kinetics, thermodynamics, and equilibrium. Summer work may be required. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7301 PHYSICS I**  
**Gr 10 0.5 credit**

**Prerequisite/Recommendation:** Biology I / II

Physics is a State of Michigan graduation requirement, which exposes students to the complexities of the physical world as it relates to matter and energy. Topics include motion and stability, forces and interactions, energy, waves, and their applications, as well as technologies for information transfer. Students will be expected to apply their learning in this course to real world scenarios and actively engage with course material. Planning and implementing investigations, analyzing complex data, and mathematical/computational thinking will be emphasized throughout the duration of the class. Laboratory work is required.

**7302 PHYSICS II**  
**Gr. 11-12 0.5 credit**

**Prerequisite/Recommendation:** Physics I

This course is designed for students who desire a deeper understanding of physics in preparation for college. Topics include two-dimensional kinematics, electricity, electromagnetic induction, optics, and astronomy. Students will be expected to apply their learning in this course to real world situations, and actively engage with course material. Course work will include planning and implementing investigations, analyzing data, and mathematical thinking. Lab work is required. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7303 HONORS PHYSICS I**  
**Gr 10 0.5 credit**

**Prerequisite/Recommendation:** Biology I / II. Student placement will be based on testing/data analysis.

This course is required preparation to move directly to Advanced Placement Physics without completing Physics II. This course is designed for well-qualified students who wish to acquire a deep and broad foundation in Physics. Physics is a State of Michigan graduation requirement, which exposes students to the complexities of the physical world as it relates to matter and energy. Topics include motion and stability, forces and interactions, energy, waves, and their applications, as well as technologies for information transfer. Students will be expected to apply their learning in this course to real world scenarios and actively engage with course material. Planning and implementing investigations, analyzing complex data, and mathematical/computational thinking will be emphasized throughout the duration of the class. Laboratory work is required.

**7311/7312 AP PHYSICS I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Pre-calculus or Algebra 2A/2B (may be taken concurrently). Completion of Physics I or Honors Physics I

This course is designed to be the equivalent to one semester of algebra-based physics at most colleges and universities. **This course is ideal for those who wish to pursue a major in any non-engineering career, including most professions in the medical field.** AP Physics will include topics such as motion, statics, dynamics, momentum, energy, and rotation will be studied throughout the year. The curriculum is aligned to that recommended by the college board. College-level text is used, and college-level experiments will be conducted. Summer work may be required. \*It is highly recommended that students check with their potential college or university to see which AP Physics course is necessary for their potential major. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7313/7314 AP PHYSICS C MECHANICS I / II**  
**Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation:** AP Calculus or Calculus I (may be taken concurrently). Completion of Physics I or Honors Physics I

This course is designed to be the equivalent to one semester of calculus-based physics at most colleges and universities. **This course is ideal for those who wish to pursue a major in any engineering, computer science, mathematics, or any career in the physical sciences.** AP Physics C includes concepts such as motion, statics, dynamics, momentum, energy, rotation, gravitation, and oscillation. The curriculum is aligned to that recommended by the college board and applies both differential and integral calculus. College-level text is used, and college-level experiments will be conducted. Summer work may be required. \*It is highly recommended that students check with their potential college or university to see which AP Physics course is necessary for their potential major. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**\*NOTE:** The following science courses may be used to fulfill the math-related credit in the student's senior year; however, courses that are graduation requirements cannot be counted for dual credit:

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics
- Chemistry II
- Forensic Science I/II
- Physics II

# SOCIAL STUDIES

## Minimum Graduation Requirements

Global History (8015/8016)	1.0 credit
U.S. History (8021/8022 or 8501/8502)	1.0 credit
Economics (8250 or 8261/8262)	0.5 credit/1.00 credit
Government (8210 or 8230 or 8231/8232)	0.5 credit/1.00 credit

### 8021/8022 UNITED STATES HISTORY I/II Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** None.

The purpose of study in this course shall be to increase students' knowledge of historical events and ideas, develop historical insights and sharpen their skill in processing and evaluating information. This study should deepen their understanding of the role and commitment of diverse groups in our society in developing and shaping core democratic values. This knowledge, the related values and the analytical skill are necessary in understanding historical cause and effect and in making decisions and acting upon issues that confront students now and in the future.

### 8130 WESTERN CIVILIZATION I Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** None.

This is the study of humankind from prehistory to the start of Rome. Emphasis is on ancient civilizations that had the greatest impact on contemporary U.S. society, such as the Egyptian, Mesopotamian, Persian and Greek, along with a look at Greek Mythology and some classic epic poems like Gilgamesh, the Iliad and Odyssey.

### 8210 U.S. GOVERNMENT Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** None.

The purpose of this course is to describe the basic structure of the U.S. Government. Students will examine the American political system from the federal to local level. Students will develop awareness of current and past political issues. The course will prepare students for participation in the democratic process.

### 8230 U.S. GOVERNMENT – HONORS Gr 12 0.5 credit

**Prerequisite/Recommendation:** None.

Course covers an in-depth study of government problems today, various approaches to resolving issues, exposure to a variety of political philosophies and comparative government analysis.

### 8231/8232 AP U. S. GOVERNMENT I/II Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Senior status required.

This course will be an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.

### 8250 ECONOMICS Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** None.

This one-semester required course focuses on building students' knowledge of both microeconomic and macroeconomic concepts with an emphasis on applying concepts in the real world. The microeconomic portion of the course focuses on basic economic concepts such as scarcity and opportunity cost, economic systems, supply and demand, functions and types of markets, and business organizations. The macroeconomic portion focuses on economic indicators such as GDP, inflation, unemployment, monetary policy, fiscal policy, and trade. Throughout the course students will use their economic knowledge to understand how to meet their needs in an ever-changing world.

### 8261/8262 AP MICROECONOMICS/AP MACROECONOMICS Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** None.

This two-semester course covers both microeconomic and macroeconomic concepts that students would learn in introductory college courses in economics. The microeconomic portion of the course covers basic economic concepts, the nature and functions of product markets, factor markets, market failure, types of firms, markets, and economic systems, and the role of government. The macroeconomic portion of the course covers basic economic concepts, the measurement of economic performance, national income and price determination, the financial sector, inflation, unemployment, stabilization policies, economic growth and productivity, monetary and fiscal policies, as well as trade and the open economy. This course will prepare students for two AP exams offered by the College Board and students will have the opportunity to earn college credit based on success on the exam. This course meets the Social Studies graduation requirement of Economics. **This course has been approved to meet the MMC senior year math-related credit requirement. See math-related information on p. 17 concerning dual credit for graduation requirements.**

### 8290 AMERICAN LEGAL STUDIES Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** None.

A practical guide to the legal system. Concepts include constitutional rights, civil and criminal law, the court system, lawyers, and police powers. Students will be learning practical information and develop problem-solving skills which will benefit them in today's law-saturated society. A heavy emphasis will be placed on actual cases (case law) and current events in American law.

### 8360 CURRENT WORLD ISSUES Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** None.

This class will focus on the current issues faced by our modern world. Topics may include terrorism, nuclear weapons, environmental issues, poverty, international conflicts, etc. Particular emphasis will be placed on class discussion. If you enjoyed fourth quarter of Global History, you would likely enjoy this class.

### 8380 PSYCHOLOGY I Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** None.

A Psychology overview course designed for both general education and college-bound students. Students will learn to recognize and understand many factors that affect the behavior of humans and other living organisms. Topics studied include: psychological perspectives, psychological methods, biology and behavior, sensation and perception, consciousness, learning memory, intelligence, thinking and language. Class work is supplemented with discussion, experiments, demonstrations, and guest speakers.

**8390 PSYCHOLOGY II****Gr 10-12 0.5 credit****Prerequisite/Recommendation:** None.

A continuing in-depth study of those factors which influence human behavior. Emphasis will be placed on research, critical thinking skills and application of psychological theories. Topics studied include: human development, motivation, emotion, personality theory, psychological testing, stress, psychological disorders, and social interaction. A term paper or project is required.

**8391/8392 AP PSYCHOLOGY I/II****Gr 10-12 0.5/0.5 credit****Prerequisite/Recommendation:** None.

This course will explore the concepts of Psychology's history, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Memory, Motivation and Emotion, Personality, Testing and Abnormal Psychology. The curriculum for this course will prepare students for success on the College Board Advanced Placement Exam in Psychology. Successful completion of this optional exam results in college credit, saving time and money spent at the university. This course is strongly recommended for those motivated students who have a strong interest in research, analysis, factors which influence behavior and/or plan to take the Advance Placement Exam in Psychology. Key skills necessary for success in college, such as critical thinking and writing, are emphasized along with the major themes and interpretations of Psychology. Students should possess a high level of reading ability.

**8475 THE HISTORY OF MOTIVATION****Gr 10-12 0.5 credit****Prerequisite/Recommendation:** None.

An introduction to the study of behavior and development with an emphasis on factors that determine success and failure. Concepts include human development, personality analysis, problem solving, abnormal behavior, goal setting and self-improvement. Heavy reliance will be placed on the study of contemporary films to illustrate these psychological concepts.

**8035/8036 AP WORLD HISTORY I/II****Gr 9-12 0.5/0.5 credit****Prerequisite/Recommendation:** Completed application, recommendation, and essay.

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. The course will prepare students for the Advanced Placement World History examination offered by the College Board which, if passed, results in the student earning college credit while in high school.

**8517/8518 AP EUROPEAN HISTORY I/II****Gr 11-12 0.5/0.5 credit****Prerequisite/Recommendation:** None.

AP European History is a college-level course that covers European history since 1450 and introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, students would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. The course will prepare students for the Advanced Placement European History examination offered by the College Board which, if passed, results in the student earning college credit while in high school. **This course does not meet the U.S. History graduation requirement.**

**8501/8502 AP UNITED STATES HISTORY I/II****Gr 10-12 0.5/0.5 credit****Prerequisite/Recommendation:** None.

The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretative problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. The course will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Lastly, the course will prepare students for the Advanced Placement examination offered by the College Board, which, if passed, results in the student earning college credit.

**8540 HISTORY OF THE MODERN MIDDLE EAST****Gr 10-12 0.5 credit****Prerequisite/Recommendation:** None.

This course is designed for students interested in taking a closer look at the Middle East, an area of the world that will continue to be significant during the 21<sup>st</sup> century. This course is taught from both a historical and contemporary perspective with current events, movies, and projects being used to enhance student learning. The content focuses on key political, economic, and foreign policy issues in addition to the culture, geography, and religion of the Middle East. The goal of this course is for students to increase their familiarity with the Middle East and the issues that it faces.

**8550 HISTORY OF WORLD RELIGIONS****Gr 10-12 0.5 credit****Prerequisite/Recommendation:** None.

This course is designed to explore the varieties of religious experience in different parts of the world, their historical formation, as well as how these traditions are a part of America's diverse society. The religions we will focus our study on include, Buddhism, Christianity, Hinduism, Islam, and Judaism. We will investigate some of the core issues of each tradition through reading the texts of these traditions, lectures, class discussion, research, and examining media portrayals of each religion. Religion is a topic that is continually being discussed as a part of current world affairs. With expanding globalization students will be encountering more and more diversity in the workplace and in social situations. This course is meant to help students feel comfortable with such diversity.

**8541 AFRICAN AMERICAN HISTORY****Gr 10-12 0.5 credit****Prerequisite/Recommendation:** None.

This course is designed for students who want to study the African American experience through the themes of identity and advocacy from the time periods of Abolition to Hip Hop. This course will focus on African American art, literature, and music told through the stories of trailblazers and the everyday citizen.

**8542 WOMEN'S HISTORY****Gr 10-12 0.5 credit****Prerequisite/Recommendation:** None.

Students will study women and gender issues throughout history while focusing on evolving roles, images, and the struggles and triumphs toward empowerment. Various focus texts, films, art, literature, and current events will add to the thematic exploration of the historical and contemporary narrative. Students will also be asked to make personal connections and implement ideas and concepts from the course through application and critical thinking.

# WORLD LANGUAGES

Beginning with the Class of 2016, students will need to complete two credits of World Language.

**Students must take two consecutive years in the same language.**

Admission to some colleges and universities in Michigan requires two years of study of the same language--three or four years are strongly advised. Taking four years of a world language in high school increases students' chances of fulfilling some college language requirements.

## RECOMMENDED SEQUENCE \*

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
French 1A/1B German 1A/1B Spanish 1A/1B	French 2A/2B German 2A/2B Spanish 2A/2B	French 3A/3B German 3A/3B Spanish 3A/3B	French 4A/4B German 4A/4B Spanish 4A/4B

*\* The sequence may be started at any grade for students who choose not to take advantage of the full, four-year sequence.*

### FIRST YEAR

4001 / 4002 FRENCH 1A/1B  
4101 / 4102 SPANISH 1A/1B  
4201 / 4202 GERMAN 1A/1B  
Gr 9-12 0.5/0.5 credit

**Prerequisite/Recommendation:** None.

The first-year course includes an overview of the culture and language integrating: listening, conversing, reading, and writing. Students will use the language to gain a global perspective. College-bound students should take the **same language for at least two years**.

### SECOND YEAR

4021 / 4022 FRENCH 2A/2B  
4121 / 4122 SPANISH 2A/2B  
4221 / 4222 GERMAN 2A/2B  
Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Pass level 1A/1B.

The second-year course builds upon listening, conversation, reading and writing skills acquired in the first-year course with increasing accuracy and complexity.

### THIRD YEAR

4041 / 4042 FRENCH 3A/3B  
4141 / 4142 SPANISH 3A/3B  
4241 / 4242 GERMAN 3A/3B  
Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Pass level 2A/2B with a grade C or better.

The third-year course builds upon listening, conversation, reading and writing skills acquired in the second-year course with increasing accuracy and complexity. Students will increase their confidence in the spoken language through discussion of more diverse topics.

### FOURTH YEAR

4061 / 4062 FRENCH 4A/4B  
4161 / 4162 SPANISH 4A/4B  
4261 / 4262 GERMAN 4A/4B  
Gr 12 0.5/0.5 credit

**Prerequisite/Recommendation:** Pass level 3A/3B with a grade C or better.

The fourth-year course refines listening, conversation, reading and writing skills acquired in the third-year course. Students will continue to increase their linguistic confidence in the spoken and written language through analysis of various topics.

**THE LOCATION (CVHS OR DHS) OF SOME ADVANCED LANGUAGE COURSES  
WILL BE DETERMINED BY ENROLLMENT.**

## V. CAREER TECHNICAL EDUCATION (CTE) PROGRAMS



Career Technical Education, or CTE as we call it, presents learning within a career context. Many of the core academic competencies found in classes like math, science, and English are embedded into our curriculum but delivered in practical, career-focused, relevant ways. Our programs are laboratories of real-world application where we put learning into practice each day while also developing invaluable employability and technical skills that develop career and college readiness. That is, students will develop skills that can be applied in entry-level employment and continuing education in post-

secondary programs of study. The majority of students who complete a CTE course of study do continue their education into college. Each year, about 6 months after graduation, we contact CTE program completers to conduct a Follow-up Study. We have found that on average about 90% are continuing their education! CTE is always about both career and college readiness; it is never a choice between the two. Did you know that more than 65% of jobs are of a skilled and technical nature?

Getting into college does not guarantee successful completion. Many well-intentioned students never make it past that first or second year. Research has shown us that college success requires two types of maturity: Academic maturity (appropriate level of academic, technical, and employability skills), and career maturity (appropriate level of career direction and goals). Career Technical Education helps to develop both academic and career maturity as students navigate the interconnected paths of interest, academic knowledge, technical skills, and relevant application. A curriculum that focuses on relevance and real-life context takes advantage of what we know about brain-compatible learning. It should be no surprise that learning within the framework of an area that interests us makes learning more meaningful and motivates us more. CTE instructors are teachers plus! In addition to teacher training, they each have a minimum of 4,000 hours of work experience in the related industry and take specialized coursework to earn occupational endorsement(s) in their area of expertise. They also frequently upgrade their skills. CTE offers programs in a variety of interest areas. Students may choose from:

Automotive Technology	Design Technology/Engineering
Business (4 pathways): Business Management Accounting & Finance Information Technology Cybersecurity	Family & Consumer Science
	Graphic Design
	Marketing
Careers in Education	Mechatronics & Robotics
Construction Trades	Medical Academy
Culinary Arts	Woodworking & Cabinetmaking

CTE offers some additional unique benefits and opportunities.....

- ★ **Internships** for credit are available to juniors and seniors who have previously completed courses in a related CTE program with a 2.0, have teacher recommendation, and are enrolled in a concurrent related CTE course in their junior or senior year. For information on Internship courses, please refer to the Internship section on page 51.
- ★ Work-Based Learning (WBL) – Embedded into every CTE program are opportunities to connect directly with professionals in program-related occupations. WBL can be experiences like: field trips (physical or virtual), industry tours, guest presenters, job shadows, industry-mentored projects, classroom demonstrations and informational interviews, just to name a few.
- ★ **Articulation** offers qualified students in some CTE programs the opportunity to earn college credit or advanced standing at the college level. Please consult with your counselor or CTE instructor for details OR visit the following website: <https://www.chippewavalleyschools.org/academics/careers/> and click on Articulation.
- ★ **Visual, Performing & Applied Art** (VPAA) credit is required for ALL students. All CTE programs are approved to fulfill this requirement. Please consult with your counselor for details.
- ★ **World Language** credit is required for ALL students. Students may replace 1 credit of World Language with 1 credit of CTE when CTE is taken as a second (or additional) VPAA credit.
- ★ **Certifications** such as CIW, First Aid/CPR, Microsoft Office Applications, ProStart, and OSHA safety training are examples of highly valued, industry-recognized credentials that can be earned by qualified students while they are still in high school.
- ★ **Student Organizations** associated with our CTE programs include: **BPA** (Business Professionals of America); **DECA** (Distributive Education Clubs of America); **HOSA** (Health Occupations Students of America); **MITES** (MI Industrial Technology Education Society); and **SkillsUSA** provide experiences in leadership, teamwork, citizenship and character development through participation in activities and competitions. Other leadership opportunities also exist in CTE programs that do not participate in one of the above.

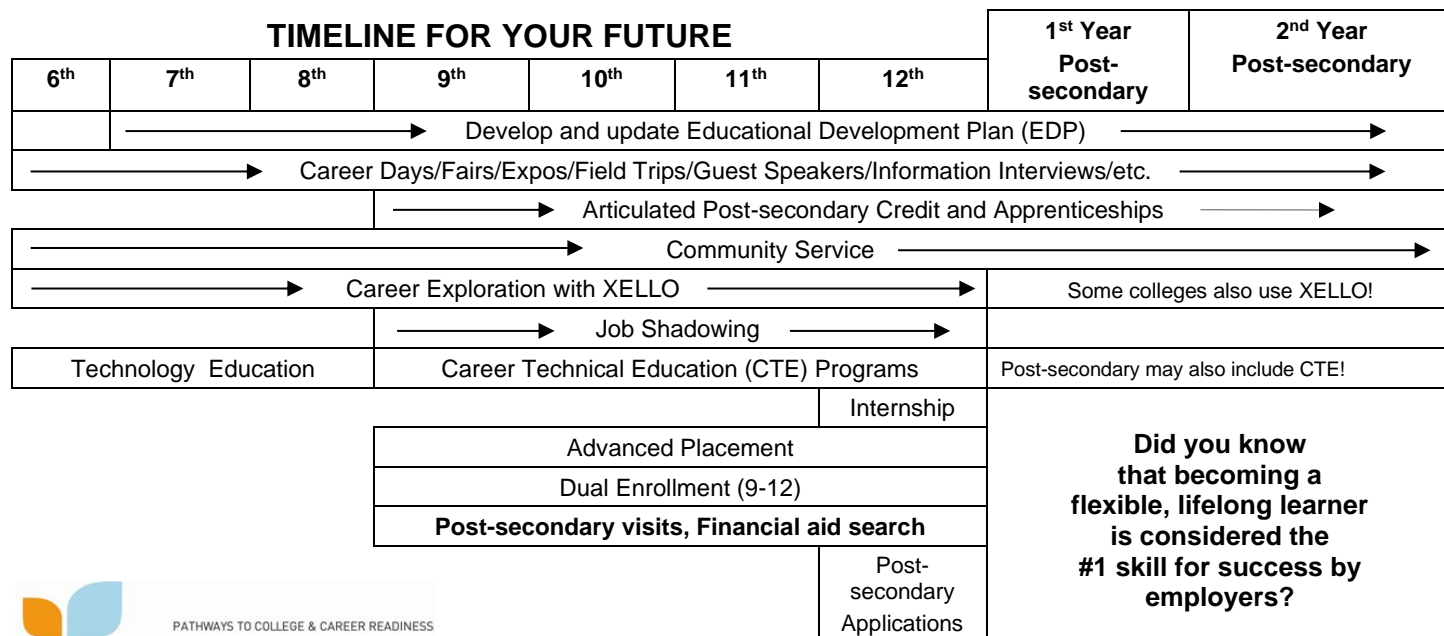
The following CTE courses may be used to fulfill the math-related credit in the student's senior year; however, courses that are graduation requirements cannot be counted for dual credit. See Course descriptions for detailed course information.

Auto Technology 2 & 3	Culinary Arts 2 & 3	Marketing 3
Accounting	Design Technology	Mechatronics & Robotics
Construction Trades	Finance & Banking	Woodworking & Cabinetmaking
Consumer Education *	Independent Living *	

**Please be advised:** Students who select CTE courses that require travel with our shuttle service, should opt for a 2-hr block course, if possible, as doing so minimizes the impact of lost instructional time due to traveling.



Career preparation is not just the responsibility of CTE, but an integral part of the total educational experience. All students need to be equipped with the necessary educational and 21<sup>st</sup> Century skill set to be college and career ready. Your career preparation is an ongoing process supported by participation in activities and programs focused on self-awareness, career exploration, academic and technical skills development, decision-making and planning. All of this leads to your successful transition into a career and lifelong learning process that is in alignment with your individual interests.








The National Career Clusters™ Framework is comprised of 16 National Career Clusters™ and 79 related Career Pathways. Michigan – and several other states – have adopted a 17<sup>th</sup> CAREER Cluster in Energy. While Michigan's 6 Career Zones are ideal for elementary level exploration, the more specific Career Clusters and Career Pathways can be more effective for middle and high school exploration and planning. Through XELLO, students in Grades 7-12 can explore careers within the 17 Career Clusters. Within 12 of the Career Clusters (those noted with an \*) we are proud to be able to offer several CTE programs in addition to Family and Consumer Science (FCS) courses.

### The 17 Michigan Career Clusters are:

- Agriculture, Food & Natural Resources
- Architecture & Construction\*
- Arts, A/V Technology & Communications\*
- Business Management & Administration\*
- Education & Training\*
- Energy
- Finance\*
- Government & Public Administration
- Health Science\*
- Hospitality & Tourism\*
- Human Services
- InformationTechnology\*
- Law, Public Safety, Corrections & Security
- Manufacturing\*
- Marketing\*
- Science, Technology, Engineering & Math\*
- Transportation, Distribution & Logistics\*

### The 6 Michigan Career Zones are:

Arts and Communications	
Business Management, Marketing & Technology	
Health Sciences	
Human Services	
Engineering Manufacturing & Industrial Technology	
Natural Resources/Agriscience	

To learn more about XELLO, career preparation, and CTE visit:

CAREER TECHNICAL EDUCATION: <http://www.chippewavalleyschools.org/academics/cte/>

CAREER DEVELOPMENT & XELLO: <http://www.chippewavalleyschools.org/academics/careers>

# AUTOMOTIVE TECHNOLOGY

**Automotive Technology 1A/1B (2 hr block)**  
**Automotive Technology 2A/2B (2 hr block)**  
**Automotive Technology 3A BC/3B BC (2 hr block)**  
**Automotive Technology Internship (Juniors and Seniors)**

Chippewa Valley's Automotive Technology program is a NATEF (National Automotive Technicians Education Foundation) certified program providing students with an ASE (Automotive Service Excellence) approved curriculum. This includes state-of-the-art technology and equipment, embedded in hands-on learning, and meets the NATEF provision to provide up to 20% of the content in an online learning format. The program of study in Automotive Technology is part of the National Career Cluster called *Transportation, Distribution and Logistics*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**9001/9002 AUTOMOTIVE TECHNOLOGY 1A / 1B (2 hr)**

**Gr 10-11 1.0/1.0 credit**

**Prerequisite/Recommendation: None.**

This course is designed for students with mechanical ability and a genuine interest in pursuing a career in one of the many automotive-related fields. It is the first year of a two-year Automotive Certification program, which offers instruction in the basic theory and service methods used in the automotive field. **Scheduling preference will be given to sophomores and juniors who have the option to complete the two-year program.**

**9011/9012 AUTOMOTIVE TECHNOLOGY 2A / 2B (2 hr) \***

**Gr 11-12 1.0/1.0 credit**

**Prerequisite/Recommendation: Automotive Technology 1A/1B with a 2.0 and teacher recommendation.**

This Automotive Certification course is designed to reinforce and build upon skills and knowledge attained in Automotive Technology 1A/1B. A greater emphasis is placed on methods of repair and service procedures. During the year the students will work in groups and practice many diagnostic and repair procedures. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9013/9014 AUTOMOTIVE TECHNOLOGY 3A BC / 3B BC (2 hr) \***

**Gr 12 1.0/1.0 credit**

**Prerequisite/Recommendation: Automotive Technology 2A/2B with a 2.0 and teacher recommendation.**

This advanced course will have an emphasis on project-based learning. Primary learning units will be Advanced Electrical, Drivability (Engine Performance), Mechanical Unit Repair, Major and Minor Vehicle Diagnosis, Service, and Repair. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

- <https://www.chippewavalleysschools.org/academics/careers/>

**NOTE: TRANSPORTATION TECHNOLOGY I/II IS AN EXPLORATORY ELECTIVE AND IS PROVIDED AS A TRANSPORTATION-AWARENESS COURSE ONLY. IT IS NOT PART OF AN EMPLOYMENT-PREPARATORY SEQUENCE IN AUTOMOTIVE TECHNOLOGY OR DESIGN TECHNOLOGY.**

**4745/4746 TRANSPORTATION TECHNOLOGY I / II (1 hr)**

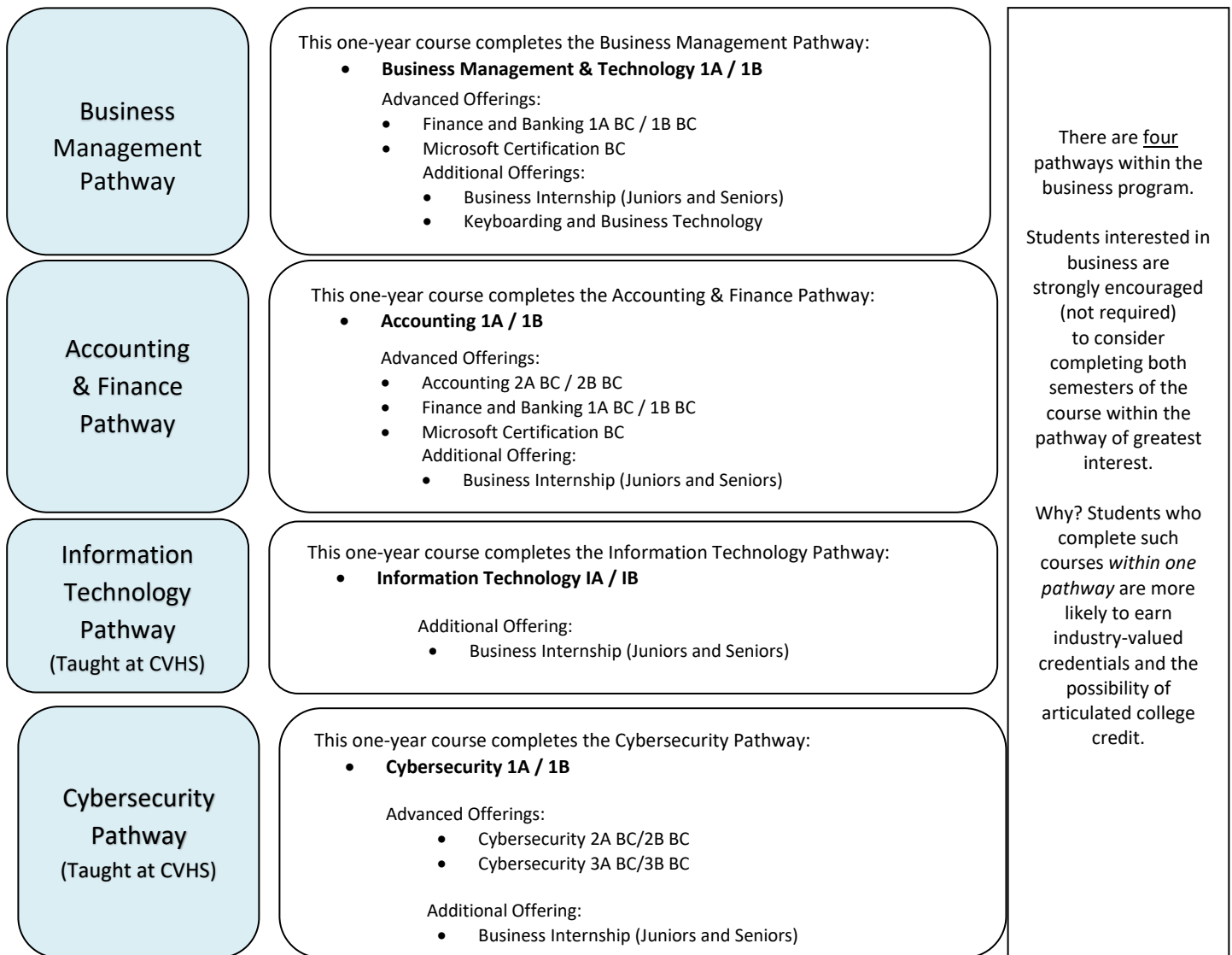
**Gr 9-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

Transportation Technology is designed for students to enjoy hands-on project-based learning. Students will learn about various modes of transportation and the technology associated with them as they build, test, analyze and fix their projects to get from point A to point B. Throughout the course students will consider innovative alternative /sustainable energies with random methods of propulsion while discussing and incorporating suitable technologies. Topics may include a historical perspective on transportation systems, aerospace, automotive, cargo and resources shipping, traditional/nontraditional engines, or systems of power, and future transportation systems. This class includes hands-on projects that differ from year-to-year. Examples of possible projects could include: recycled vehicles; R.P.V. (random propulsion vehicles); model scratch rockets; hot air balloons; Styrofoam boats; Hover Crafts; Maglev vehicles (magnetic levitation), unique paper and balsa scratch airplanes; and others. Students will have fun developing their high demand hands on technical problem-solving skills through exciting projects connected to the technology of transportation.

# BUSINESS AND INFORMATION TECHNOLOGY SERVICES

Business courses are beneficial no matter where your career interests lie. Students with a strong interest in business are strongly encouraged to consider completing an entire pathway as there are benefits in doing so.



The goal of the Business and Information Technology Services program is to enhance a student's understanding of the "real world" business environment. Students may choose from among four pathways within the business program: Business Management Pathway; Accounting & Finance Pathway; Cybersecurity Pathway and Information Technology Pathway. Please note, in the diagram above, the numbered courses within each pathway that lead to optional program/pathway completion. Students who choose to complete a pathway will gain knowledge and skills aligned with that same pathway in post-secondary education, and the potential of articulated college credit.

## BUSINESS MANAGEMENT PATHWAY

The program of study in business management will introduce students to concepts and skills used in a variety of management and administration positions. This includes curriculum focused on topics such as communications; information technology & applications; finance & economics; international business; data management; human resources & personnel; operations & quality management; leadership; law, ethics & government regulations; and project management. Planning and starting a new business is also explored along with your individual career and professional development. These Business Management courses are designed to provide a strong foundation for post-secondary education and to be a valued contributor within the entry-level workplace. Students will have the opportunity to obtain industry certification in Microsoft Office Specialist and/or Communication Skills for Business. Successful completion of the business management program will have a solid foundation upon which to continue their business studies with in-depth courses in Finance and Banking. The program of study in business management is part of the National Career Cluster called Business, Management and Administration. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**1476/1477 BUSINESS MANAGEMENT & TECHNOLOGY 1A / 1B****Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Either Business Management & Technology 1A/1B OR Accounting 1A/1B can be used as the REQUIRED PREREQUISITE to the advanced Business Management courses and/or Finance & Banking. Note that students must successfully complete both semesters of one course with a 2.0 or better. Please plan accordingly.

Students in Business Management and Technology will develop a foundation in the many activities, problems, and decisions that are intrinsic to the management of a successful business, as well as an appreciation for the importance of these responsibilities. Areas to be examined include information technology, business organization and planning, business management and leadership, project management, entrepreneurship, operations and quality management, safety, and related careers. Additional topics covered: international business, data management, financial analysis and economics, ethical and legal responsibilities, and communication. By gaining an understanding of these areas, students will be better prepared to enhance the business decisions of tomorrow. Students will have the opportunity to obtain industry certification in Microsoft Word, Microsoft PowerPoint and/or Communication Skills for Business.

**1571/1572 FINANCE AND BANKING 1A BC / 1B BC****Gr 11-12 0.5/ 0.5 credit**

**Prerequisite/Recommendation:** Business Management & Technology 1A/1B or Accounting 1A/1B

In the first semester course F&B 1A BC, students will explore the American Banking System from the standpoint of the bank and the consumer. Topics will include money management strategies, checking account simulations, fundamentals of investing and types of personal and business insurance. Financial literacy skills will be learned through an interactive computer simulation website along with Dave Ramsey's Personal Foundations in Finance. Students will have the opportunity to tour the Federal Reserve Bank. **This course has been approved to meet the MMC senior year math-related credit requirement.**

In the second semester course, F&B 1B BC students will explore financial management as it applies to individuals and businesses. Topics will include investing your financial resources through the stock market, bonds, mutual funds, savings accounts, and money markets. Students will learn to fill out various tax forms and will develop tax planning strategies. Through the Stock Market Game (virtual online simulation), students will experience analyzing and trading a \$100,000 stock portfolio. Other aspects of business finance such as managing payroll, pricing, sources, and uses of funding, as well as financial planning will be included. Students will have the opportunity to obtain industry certification in Microsoft Excel. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**1574 MICROSOFT CERTIFICATION BC****Gr 11-12 0.5 credit**

**Prerequisite/Recommendation:** Business Management & Technology 1A/1B or Accounting 1A/1B or Marketing 1/2

To succeed in today's competitive job market, you need to build and demonstrate your technology expertise and skills. Microsoft Office Specialist (MOS) Certifications are highly respected and valued in any working environment. This course will cover the skills necessary to prepare students to take the MOS Specialists Certification Exams in Word, Excel, PowerPoint, Outlook, Access, SharePoint, and/or OneNote. Students may also have the opportunity to take Expert level certification exams in Word and Excel. **This is a one-hour, one-semester course which can be taken more than once to continue to earn additional/advanced certifications.**

**1410 KEYBOARDING & BUSINESS TECHNOLOGY (1 hr)****Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** None.

This course is designed to provide business-oriented and college-bound students with the beginning computer skills needed to succeed in high school, college, and the business world. Skills covered will include keyboarding (alphabetic and numeric keypad) and reinforcement of proper keyboarding techniques. Additional topics will include computer literacy and computer applications such as document formatting and word processing activities (using Microsoft Word) and computer presentation applications (using Microsoft PowerPoint). We will also explore business etiquette and effective communication to help further employability skills. This course is recommended to be taken before other business courses for students who have not mastered proper keyboarding techniques. **This course DOES NOT qualify as a related class for Business Internship in the senior year.**

**Note:** These CTE courses may fulfill the 1-credit Visual, Performing, & Applied Art (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

## **ACCOUNTING & FINANCE PATHWAY**

The program of study in accounting and finance will introduce students to concepts and skills used in professional accounting environments. Students who complete the accounting class series will learn basic and advanced accounting concepts utilizing computer technology and will be able to apply their knowledge to entry-level positions in bookkeeping and/or accounting. College-bound accounting students will find themselves better prepared for college coursework. The program of study in accounting is part of the National Career Cluster called *Finance*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**1481/1482 ACCOUNTING 1A / 1B (1 hr) \*****Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** None.

Whether you are planning on taking business courses in college, starting your own business, or working as a business professional, accounting is the course for you. This class covers accounting basics, including analyzing transactions, financial statements, payroll records and more. Students will learn the basic accounting principles for service and merchandising businesses as they apply to sole proprietorships, partnerships, and corporations. Both manual and computerized accounting will be incorporated in this course. This is one of two courses that complete a program of study in the Accounting & Finance Pathway. Students who choose to do so may be eligible for articulated college credit. Students will have the opportunity to obtain industry Certification in Microsoft Excel. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**1501/1502 ACCOUNTING 2A BC / 2B BC (1 hr) \*****Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Accounting 1A/1B.

This course is a continuation of accounting concepts mastered in Accounting 1A/1B. Managerial Accounting will be the focus on this course. Students will develop a more in depth understanding of: depreciation, bonds, manufacturing accounting, loans, interest, inventory, receivables, payables, stock, and dividends. Both manual and computerized accounting will be incorporated. Students who complete Accounting 2A BC/2B BC may be eligible for articulated college credit. Students will have the opportunity to obtain industry certification in Intuit Certified Bookkeeping Professional and Intuit QuickBooks Certified User Online. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note:** These CTE courses may fulfill the 1-credit Visual, Performing, & Applied Art (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

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## **INFORMATION TECHNOLOGY PATHWAY**

Information Technology (IT) will introduce students to concepts and skills used in digital/multimedia environments, important to businesses everywhere. The program of study in information technology is part of the National Career Cluster called by the same name, *Information Technology*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**1587/1588 INFORMATION TECHNOLOGY IA / IB (1 hr) \***  
**Gr 10-12 0.5/0.5 credits**

**Prerequisite/Recommendation: None.**

In today's world, web pages are the most common medium for sharing ideas and information. Learning to design websites is an incredibly useful skill for any career path. The Information Technology Web Design course is a project-based course that teaches students how to build their own web pages using HTML and CSS. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi page websites. Students will learn the foundations of user interface design, rapid prototyping, and user testing, and will work together to create professional, mobile responsive websites.

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

- <https://www.chippewavalleyschools.org/academics/careers/>

**PLEASE NOTE: STUDENTS WISHING TO TAKE CERTIFICATION EXAMS FOR INFORMATION TECHNOLOGY MAY BE RESPONSIBLE FOR THE COST OF SUCH EXAMS.**

## **CYBERSECURITY PATHWAY**

Cybersecurity will introduce students to concepts and skills used in protecting data and resources, important to businesses everywhere. Because of the frequency of cyber-attacks, careers are varied, and qualified professionals are in demand. The program of study in Cybersecurity is part of the National Career Cluster called *Information Technology*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**1599/1600 CYBERSECURITY 1A / 1B (1 hr) \***  
**Gr 10-12 0.5/0.5 credits**

**Prerequisite/Recommendation: None.**

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber-attacks. This course prepares students with crucial skills to be responsible citizens in a digital future. Students will learn foundational cybersecurity topics including networking fundamentals, software security, system administration and the basics of cryptography and programming.

**1601/1602 CYBERSECURITY 2A BC / 2B BC**  
**Gr 11-12 0.5/0.5 credits**

**Prerequisite/Recommendation: Cybersecurity 1A/1B**

Cybersecurity 2 will allow students the opportunity to further their knowledge and skills acquired in Cybersecurity 1. Students may either continue their studies with an emphasis in security, networking, or programming. Second year students may also participate in the CyberPatriot National Youth Cyber Education Program. Students in this course will have the opportunity to earn various Certificates of Completion and certifications.

**1603/1604 CYBERSECURITY 3A BC / 3B BC**  
**Gr 12 0.5/0.5 credits**

**Prerequisite/Recommendation: Cybersecurity 2A BC/2B BC**

Cybersecurity 3 will allow students the opportunity to further their knowledge and skills acquired in Cybersecurity 2. Students may either continue their studies with an emphasis in security, networking, or programming. Third year students may also participate in the CyberPatriot National Youth Cyber Education Program. Students in this course will have the opportunity to earn various Certificates of Completion and certifications.

**PLEASE NOTE: STUDENTS WISHING TO TAKE CERTIFICATION EXAMS FOR INFORMATION TECHNOLOGY MAY BE RESPONSIBLE FOR THE COST OF SUCH EXAMS.**

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

- <https://www.chippewavalleyschools.org/academics/careers/>

**Note: These CTE courses may fulfill the 1-credit Visual, Performing, & Applied Art (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)**

# CAREERS IN EDUCATION

## (Formerly Teacher Cadet)

This program of study is part of the National Career Cluster called *Education and Training*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

The Careers in Education Program is an innovative, hands-on collegiate level program ideal for students interested in pursuing a career to become a:

- High School Teacher (Secondary)
- Middle School Teacher (Secondary)
- Elementary School Teacher
- Elementary Specials Teacher (Art, PE, Music)
- Special Education Teacher
- Counselor
- Social Worker
- Media Specialist
- Childcare Worker
- Preschool Teacher
- School Administrator
- College Professor
- Pediatric Therapy
- Human Resource Administrator
- Corporate Training and Development
- Author of Educational Materials
- Juvenile Advocate/Lawyer
- Psychologist
- Speech Pathologist

**9479/9480 INTRODUCTION TO CAREERS IN EDUCATION 1A/1B**  
**Gr 10-11 0.5/0.5 credits**

**Prerequisite/Recommendations: None.**

Introduction to Careers in Education is a course designed for students interested in pursuing a career in the educational field and/or getting an inside glimpse at the world of teaching. Students learn important foundational knowledge and skills about working with children and careers in education in-class instruction. Course work focuses on the whole child, family, and personal relations, as well as health and safety. In addition, students will thoroughly examine the importance of working with children.

The Child development unit covers the full range of childhood and adolescence chronically, encompassing the prenatal period, infancy and toddlerhood, the preschool years, middle childhood, and adolescence. Within these periods the focus is on physical, cognitive, and social development. Students may observe and be actively involved with an early childhood education program. An instructional component will be integral to the "in classroom" experience with a strong emphasis on writing. Students will also examine and research the topics of educational history, schooling options, and the certification process. Students will also study and practice teaching methodologies and strategies, lesson planning and classroom management then use the information during classroom observations in addition to assisting in a variety of classrooms.

Students are also given the opportunity to begin the process to obtain a CDA (Child Development Associate) or a MiYDA (The Michigan Youth Development Associate Certificate or Credential).

**9483/9484 CAREERS IN EDUCATION 2A/2B (2 hr/1-yr)**  
**Gr 11-12 1.0/1.0 credits**

**Prerequisite/Recommendations: Introduction to Careers in Education 1A/1B**

**Completed application (available in Guidance office), teacher recommendation, interview, and Careers in Education instructor approval is required. Student's enrollment will not be finalized until after completing the application and the interview process. The application is to be turned in to the Careers in Education Instructor during scheduling time and then an interview will be scheduled.**

Careers in Education 2A/2B is designed for students who wish to continue to explore the education field. Students will gain hands-on experience during the field experience in a classroom that is mentored by a certified Chippewa Valley Educator at the early childhood, elementary, or middle school level. Students will apply those concepts and skills learned in Introduction to Careers in Education 1A/1B and will participate in many activities, including observing, tutoring, leading small groups, preparing a classroom, creating special projects, and eventually developing and teaching a lesson of their own. Throughout the field experience, program participants work in a variety of capacities including one-on-one instruction, supervising small groups/projects, and eventually teaching at least one lesson to the class. Students will also be responsible for turning in weekly attendance sheets, writing reflective journals, attending weekly class meetings, and completing online assignments and trainings. Throughout the course, students collect artifacts of concept application and experience achievements to create a comprehensive end-of-the-year portfolio.

**This course places a strong emphasis on language arts, writing, professionalism, and excellent attendance.**

Upon completion of the Careers in Education Program, graduates may qualify for college credit (direct credit) at:

- Baker College
- Central Michigan University
- Davenport University
- Ferris State University
- Grand Valley State University
- Macomb Community College
- Oakland University
- Saginaw Valley State University
- Western Michigan University

**Students must provide their own transportation to the Field Experience placement sites.**

**Note: This course may fulfill the one credit of Visual, Performing or Applied Arts (VPAA) graduation requirement or 2<sup>nd</sup> year World Language requirement.**

# CONSTRUCTION TRADES

(Taught at Dakota)

Construction Trades 1A / 1B (2 hr block)

OR

Construction Trades 1YA, 1YB, 1YC, 1YD (1 hr each)

## Advanced Offerings

Construction Trades 2A BC / 2B BC (2 hr block)

Construction Trades 3A BC / 3B BC (2 hr block)

Construction Trades Internship (Juniors and Seniors)

Construction Trades is a one-year program providing basic and advanced instruction in all areas of residential construction. The majority of training is hands-on in the Dakota High School Construction Lab. The instructional objective is to provide the students with core competencies in residential construction, preparing them for entry into post-secondary construction management, Carpentry Apprenticeship Programs, and entry-level work in construction trades. A second (production) objective is to complete a single-family pre-manufactured (modular) home, which is utilized by Habitat for Humanity upon completion. To develop leadership skills, students will also be involved in several student organizations, such as SkillsUSA, MITES and BIA Student Chapter. The program of study in Construction Trades is part of the National Career Cluster called, *Architecture and Construction*. To learn more about this, or any of the 16 National Career Clusters, visit [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**9121/9122 CONSTRUCTION TRADES 1A / 1B (2 hr) +++**

**Gr 9-12 1.0/1.0 credit**

**Prerequisite/Recommendation: None.**

Class meets for one to two hours daily in the Construction Lab at Dakota High School. Students will gain proficiency in correct, safe usage of hand, stationary and portable power tools commonly associated with residential construction. Students will also learn correct construction terms; basic construction concepts; materials usage, estimating and measurement. They will be instructed in the fundamentals of residential construction systems such as foundations, framing, window/door installation, roofing, siding, masonry, plumbing, and electrical wiring. **This course has been approved to meet the MMC senior year math-related credit requirement.**

OR

**9135/9136 CONSTRUCTION TRADES 1YA / 1YB (1 hr) +++**

**Gr 9-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None if taking 1YA/1YB. May select 1YB without 1YA only if credit has already been earned for 1YA.**

**9137/9138 CONSTRUCTION TRADES 1YC / 1YD (1 hr) +++**

**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Construction 1YA/1YB. May select 1YD without 1YC only if credit has already been earned for 1YC.**

Class meets for one hour daily in the Construction Lab at Dakota High School. Enrolling in four one-hour, one-semester classes is equivalent to the one-year, two-hour course option. Students need to complete four semesters of Construction Trades 1YA, 1YB, 1YC, and 1YD to be eligible to enroll in Construction Trades 2A/2B. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9125/9126 CONSTRUCTION TRADES 2A BC / 2B BC (2 hr) \***

**Gr 10-12 1.0/1.0 credit**

**Prerequisite/Recommendation: Successful completion of Construction Trades 1A/1B or 1YA, 1YB, 1YC, 1YD.**

Class meets for two hours daily at the Dakota High School Construction Lab. Students will apply and further develop skills learned in Construction Trades 1 through extensive hands-on experience as they work to complete a modular home. Students will work in a production environment in which they will learn the importance of effective teamwork to meet production schedules, to stay within project budget and to deliver a product, which meets specific quality objectives. Students will be required to work as a volunteer with any Habitat for Humanity chapter for a minimum of 6 hours. Personal management skills necessary for success in the construction trades will be stressed. Additional topics taught in the Construction Trades class include Site Preparation, Employability Skills, Green Technology Construction Techniques, exposure to Heavy Equipment/Civil Construction Techniques, and Construction Business Management. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9344/9345 CONSTRUCTION TRADES 3A BC / 3B BC (2 hr) \***

**Gr 12 1.0/1.0 credit**

**Prerequisite/Recommendation: Successful completion of Construction Trades 2A BC/2B BC.**

This course will provide additional hands-on experience in the field of Construction based on skills learned in Construction 2. Students will be expected to be a leader on the job, and to be assigned Project Manager duties with descriptions from the instructor including: material list break down, cost break down of list, labor estimating, contractor scheduling, BIA membership, MITES completion involvement and Michigan Building Code. Students will work in a production environment to learn the importance of effective teamwork to meet production schedules, stay within project budget and deliver a modular home, which meets specific quality objectives. Students are required to work as a volunteer with a Habitat for Humanity chapter for a minimum of 6 hours. Employability skills necessary for success in the Construction Trades will be stressed. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

**+++** *The first half of the Construction Trades program may be completed in the **one-year/two-hour** block (1A/1B) OR scheduled in four smaller, **one hour/one-semester** courses (1YA, 1YB, 1YC, 1YD). The second half of the program remains a **one-year/two-hour** course. A complete program of study totals 2.0 credits.*

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the “Articulation” section of the district website at:**

- <https://www.chippewavalleyschools.org/academics/careers/>

**Please be advised:** Students who select CTE courses that require travel with our shuttle service, should opt for a 2-hr block course, if possible, as doing so minimizes the impact of lost instructional time due to traveling.

# CULINARY ARTS

## (Taught at Dakota)

Culinary Arts 1A / 1B (2 hr block)  
Culinary Arts 2A / 2B (2 hr block)  
Culinary Arts 3A BC / 3B BC (2 hr block)  
Culinary Arts Internship (Juniors and Seniors)  
Tourism and Hospitality (1 hr)

Students entering the Culinary Arts Program will have the opportunity to gain skills and knowledge through the use of the National Restaurant Association Education Foundation (NRAEF) ProStart program. ProStart is a two-year high school restaurant and food service management curriculum that blends classroom learning with mentored work experience and national competitions. Students who meet the academic standards, complete a checklist of competencies, and participate in at least 400 hours of a mentored work experience, are awarded the industry-recognized ProStart National Certificate of Achievement. The program of study in Culinary Arts is part of the National Career Cluster called, *Hospitality and Tourism*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**9091/9092 CULINARY ARTS 1A / 1B (2 hr) \***  
**Gr 10-12 1.0/1.0 credit**

**Prerequisite/Recommendation:** None.

The primary goal of this career-oriented course is to provide students the opportunity to acquire skills, which prepare them for successful entry and advancement within the Hospitality Industry. The class provides extensive experience in large quantity food production and customer relations. These skills are best demonstrated and applied in the operation of "The Meeting Grounds Restaurant," a full-service restaurant open to the public where students are responsible for all facets of food production, customer service and portion control.

**9101/9102 CULINARY ARTS 2A / 2B (2 hr) \***  
**Gr 11-12 1.0/1.0 credit**

**Prerequisite/Recommendation:** Culinary Arts 1A/1B and teacher recommendation.

This advanced course is designed to equip students with the experiences and skills necessary for making personal career decisions and progressing professionally within the hospitality and food service industry. Pre-preparation, quantity food production, menu planning, restaurant management, cost control and accounting are just a few of the areas emphasized. These skills are best applied through the operation of The Meeting Grounds Restaurant. This course educates students about comprehensive sustainability in order to become aware of the environment and how the hospitality & culinary industry can make a positive impact. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9095/9096 CULINARY ARTS 3A BC / 3B BC (2 hr) \***  
**Gr 12 1.0/1.0 credit**

**Prerequisite/Recommendation:** Culinary Arts 2A/2B and teacher recommendation.

This advanced course is designed to provide food service and management skills for students to support making personal career decisions and progressing professionally within the food service industry. Managing skills are practiced on a daily basis for the behind-the-scenes skills that include inventory, ordering, pricing, menu planning, sanitation management, and cost control. These skills are best applied through the operation of "The Meeting Grounds Restaurant." **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

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**9086 TOURISM AND HOSPITALITY (1 hr)**  
**Gr 9-11 0.5 credit**

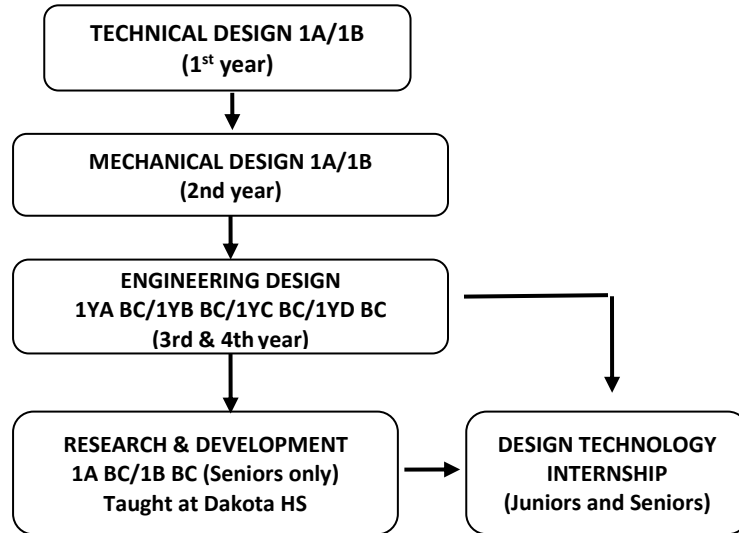
**Prerequisite/Recommendation:** None.

Students will gain an understanding of the core skills needed, education and work experiences required in order to advance in the world's second largest industry – Tourism and Hospitality. Students will also become familiar with the various career paths and opportunities available in the other main branches of the tourism and hospitality industry. Portions of the course will include lessons on world cultures and their food. Students will gain basic exposure to the culinary arts. **This course is not approved as a senior math-related credit.**

**NOTE: The tourism and hospitality course is an exploratory elective and is provided as a tourism and hospitality awareness course only.**

**Please be advised:** Students who select CTE courses that require travel with our shuttle service, should opt for a 2-hr block course, if possible, as doing so minimizes the impact of lost instructional time due to traveling.

# DESIGN TECHNOLOGY



The Design Technology Program is a planned series of three career preparation courses. These courses provide students with an in depth, sequenced educational experience in mechanical design. Beginning with a course in Technical Design, students learn the basics of visualization and design. This course is followed by Mechanical Design and Engineering Design. A fourth-year course of Research and Development allows for in-depth hands-on Project Based Learning (PBL) with state-of-the-art manufacturing equipment. All courses and methods are progressive, concurrent with energy and green industry, and relevant to CTE standards. The programs of study within Design Technology are part of the National Career Clusters. The Mechanical Design Pathway is part of the cluster called *Science, Technology, Engineering, and Mathematics* (STEM). To learn more about these, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**9501/9502 TECHNICAL DESIGN 1A / 1B (1 hr)**  
**Gr 9-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** None.

This is a first course of a possible four-year design program. Students will be introduced to methods of design such as Computer Aided Design (CAD), sketching and digital media to develop technical drawings. Students learn innovative engineering techniques of geometric construction orthographic projection, 2D drawings (AutoCAD), and 3D modeling (Inventor). **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9507/9508 MECHANICAL DESIGN 1A / 1B (1 hr) \***  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Technical Design 1A/1B. After successful completion of Tech Design 1A and with teacher recommendation, a student may bypass Tech Design 1B and enroll in the next level course of Mechanical Design 1A/1B.

This second-year course continues development of visualization skills, use of electronic digital media, technical design, and basic design elements of dimensioning, sectioning, auxiliary projection, with the introduction of simple assembly designs. This course gives students an in-depth look at the utilization of CAD and drafting related careers as future options. Students are introduced to the concepts of design techniques including 3D parametric modeling, solid modeling, surface modeling, rendering and mechanical assemblies in a technical design environment. In addition, students will be introduced to fabrication lab safety through the construction of small design and build projects. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9511/9512 ENGINEERING DESIGN 1YA BC / 1YB BC (1 hr) \***  
**9513/9514 ENGINEERING DESIGN 1YC BC / 1YD BC (1 hr) \***  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Mechanical Design 1A/1B and one year of AutoCAD experience.

In this third-year course, students take an advanced look at the engineering design profession. Students will learn to apply design concepts, engineering problem solving, and visual graphic techniques while maintaining professional ethics, and responsibility. Students will be introduced to design theory of basic machine elements through the introduction of dies, jigs and other industrial applications. Students will accomplish typical industry design practices including the preparation of complete production tool designs using the CAD system. Understanding the theory of detail design procedures will be explained through the latest design methods, technical skills, industrial applications, and practices of mechanical assembly. Topical areas may include: bill of materials, subassemblies, standard parts, fasteners, dimensioning, visualization and advanced 3-dimensional CAD techniques. Students will incorporate rapid prototyping technology for model design, analysis and verification of a fully defined new part. The building of simple projects will be included in the course experience while maintaining personal safety in the fabrication lab. **This course has been approved to meet the MMC senior year math-related credit requirement.**

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

- <https://www.chippewavalleyvalleyschools.org/academics/careers/>

**9465/9466 RESEARCH AND DEVELOPMENT 1A BC / 1B BC (2 hr) \* - (TAUGHT AT DAKOTA HIGH SCHOOL)**

**Gr 12 1.0/1.0 credit**

**Prerequisite/Recommendation: Engineering Design 1YA BC/1YB BC and permission of the instructor, with two or more years of AutoCAD and/or Inventor experience (3D Solids).**

In this fourth-year course students will have the opportunity to design and develop a variety of new products and mechanisms using the latest in engineering design techniques. With concept sketching and visualization as a foundation, projects will be designed, engineered, prototyped, fabricated and tested for performance and durability. Students will focus on 3-D solid part design and analysis using the CAD system. Results from the applications of various digital electronic media may include; Photo-Realistic Rendering, Animation, Finite Element Analysis (FEA) and Plastic Rapid Prototyping of 3-D solids. Special emphasis is placed on the Research and Development of fully defined new products. Students will use all essential metal and woodworking tools in the DHS fabrication lab to manufacture and assemble their final projects. Students will be required to give a final portfolio presentation of their research and will depart the class with a greater understanding of the development of tangible industry processes, methods, new product development and equipment. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

- <https://www.chippewavalleyschools.org/academics/careers/>

**Please be advised:** Students who select CTE courses that require travel with our shuttle service, should opt for a 2-hr block course, if possible, as doing so minimizes the impact of lost instructional time due to traveling.

# FAMILY & CONSUMER SCIENCE

## COURSE OFFERINGS BY GRADE LEVEL

GRADE 9	GRADE 10
Beginner Sewing & Design Advanced Sewing & Design FR Health <i>(required)</i> Housing & Interior Design I & II Nutrition Education I & II	Beginner Sewing & Design Advanced Sewing & Design Housing & Interior Design I & II Nutrition Education I & II Parenting
GRADE 11	GRADE 12
Consumer Education Beginner Sewing & Design Advanced Sewing & Design Housing & Interior Design I & II Human Relations Nutrition Education I & II Parenting	Consumer Education Beginner Sewing & Design Advanced Sewing & Design Housing & Interior Design I & II Human Relations Independent Living Nutrition Education I & II Parenting

These FCS courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

### 3064 BEGINNER SEWING AND DESIGN

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** None.

Students will learn how to operate a sewing machine as well as basic hand sewing techniques. Students will also explore fashion and design and then implement their skills to create a variety of projects which may include (but not limited to) clothing, accessories, pillows, blankets, custom bags, housewares, stuffed animals, recycled fabrics, etc. **Materials required for the class will be provided by the instructor. Students may provide their own materials or purchase completed projects that utilize teacher supplied materials.**

### 3065 ADVANCED SEWING AND DESIGN

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** Beginner Sewing and Design or demonstration of skill and teacher approval.

This course is a continuation of Beginner Sewing and Design, where students will be given the opportunity to build on the basic skills previously acquired. Students will construct projects that apply their previous knowledge of fashion design to create garments and accessories of their choosing. Students will learn new challenging techniques to increase their sewing skill level including (but not limited to) reading and customizing sewing patterns, utilizing different fabric types, installing zippers, etc. **Materials required for the class will be provided by the instructor. Students may provide their own materials or purchase completed projects that utilize teacher supplied materials.**

### 3115 NUTRITION EDUCATION I

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** None.

This course will provide you with an overview of good nutrition principles that are necessary for physical and mental wellness for a long, healthy life. Instructional materials include food safety, basic nutrients, digestion, nutritional guidelines, diet, and disease, preparing and serving nutritious foods and how to improve eating habits. In this course students will also learn some basic cooking skills as they participate in enrichment labs.

### 3120 NUTRITION EDUCATION II

Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** Nutrition Education I.

The science of Nutrition is exploding as scientists uncover the healing powers of many foods. New diet trends and studies emerge on a daily basis. This course explores these new discoveries and trends and help students to distinguish fact from fallacy. Students will examine the relationship between diet and disease, nutrition research methodology, functional foods, toxic foods, nutritional needs throughout the life cycle, weight management, diets, and eating for sports performance. The enrichment labs in Nutrition II have an emphasis on "natural, functional foods."

### 3210 CONSUMER EDUCATION

Gr 11-12 0.5 credit

**Prerequisite/Recommendation:** None.

If you feel your money is managing you instead of you managing your money, choosing this class will help you regain control of your personal finances. You will explore financial management and planning, credit decisions, insurance, taxation, investing, understanding the stock market, consumerism and, of course, how to make wise earning and spending choices. Using real-life situations, you will gain the skills which will enable you to realize your financial goals.

**This course has been approved to meet the MMC senior year math-related credit requirement.**

**3250 INDEPENDENT LIVING**  
**Gr 12 0.5 credit**

**Prerequisite/Recommendation: None.**

If you want to be ready for independence, this class is for you. It emphasizes the need to be self-motivated while studying personal management. Skills to be learned include the wise use of credit, how to correctly use a checking account, assessing insurance needs, how to make housing decisions, meal planning and food preparation and many more. Personal goals will be the basis for applying these skills in making decisions during class as well as throughout life. As a capstone experience, students will utilize "On Your Own: Coast to Coast," a computer software simulation that will allow them to apply the skills learned in class to navigate the ups and downs of living independently as they face obstacles, choices, and challenges that mimic "real world" situations. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**3235 HUMAN RELATIONS**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This activity-based course will explore the topics of character, values, self-esteem, diversity, tolerance, communication, anger management, team building, dating, love, marriage, divorce, aging, and death. This course is designed to assess personal strengths and weaknesses, and to promote personal growth through introspection and shared experiences. As a result, students will learn how they can build successful and effective relationships with co-workers, significant others, and family members.

**3297 PARENTING**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

The responsibilities and rewards of becoming a parent as well as the need to strengthen the family will be explored in this course while also discovering the developmental needs of the young child. Students will study changes that occur in parenthood through interaction and practical experiences such as "Real Care-II," which simulates parenting of an infant. Students will explore the physical, intellectual, emotional, and social growth and development through age six. This course is designed to promote strong families, parenting skills, early childhood development, and positive relationships.

**3280 HEALTH**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course is required for graduation. It emphasizes critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance lifelong health. The primary focus is on behaviors that have the greatest effect especially those related to decision making and goal setting; nutrition; physical activity; safety; substance abuse and refusal; and sexual behaviors that lead to HIV, STDs, and unintended pregnancy, as developmentally appropriate.

**3170 HOUSING AND INTERIOR DESIGN I**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course provides a broad overview of how to plan, layout, design and furnish the interior of a residential and commercial space. Students will study and work on projects involving architectural design, floor plans, color schemes, principles of design, housing needs, universal design, and related careers in housing/interior design. Practical applications will include drawings, renderings, computerized floor plans and presentation boards.

**3190 HOUSING AND INTERIOR DESIGN II**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: Housing and Interior Design I.**

This class extends the learning from Housing and Interior Design I. Advanced projects will be based on design principles and client specifications. Topics may include windows, lighting, flooring, furniture, color schemes, architecture, kitchen and bath design, landscaping, and computerized floor plans.

# GRAPHIC DESIGN

## Two Ways to Become Skillful in Graphic Design

Students can learn the skills to become career and college ready in the graphic design field by enrolling in one of two possible pathways:

### Graphic Design OR Graphics/Yearbook Publication

Either pathway includes the essential 12 segments of curriculum standards needed to become a successful program completer in Michigan, but each approaches the study of graphic design in a different way.

## GRAPHIC DESIGN COURSES

### PROGRAM COMPLETER COURSES:

#### Design Pathway

**Graphic Design Introduction** (1 hour / 1 semester)

**Graphic Design Intermediate** (1 hour / 1 semester)

#### **Advanced Course Offerings:**

- **Graphic Design 1A/1B** (2 hour / 1 year)  
or
- **Graphic Design 1YA, 1YB, 1YC, 1YD** (1 hour / 1 semester)

#### **Beyond Completer Course Offerings:**

- **Graphic Design 2A BC/2B BC** (2 hour / 1 year)  
or
- **Graphic Design 2YA BC, 2YB BC, 2YC BC, 2YD BC** (1 hour / 1 semester)

#### **Graphic Design Internship Offerings:**

- **Graphic Design Internship 1/2** (2 hour / 1 year)
- **Graphic Design Internship 1A/1B** (1 hour / 1 year)

#### Yearbook Publication Pathway

**Yearbook Publication 1A/1B** (1 hour / 1 year)

**Yearbook Publication 2A/2B** (1 hour / 1 year)

#### **Beyond Completer Course Offerings:**

- **Yearbook Publication 3A BC/3B BC** (1 hour / 1 year)
- **Yearbook Publication 4A BC/4B BC** (1 hour / 1 year)

#### **Graphic Design Internship Offerings:**

- **Yearbook Publication Internship 1/2** (2 hour / 1 year)
- **Yearbook Publication Internship 1A/1B** (1 hour / 1 year)

There are two pathways within the Graphics Communication program.

Students interested in graphics are strongly encouraged (not required) to consider completing all the numbered courses within the pathway of greatest interest.

Students who complete such courses within one pathway are more likely to earn industry-valued credentials and the possibility of articulated college credit.

These classes are taught at CVHS

The Graphic Design Program gives the student the opportunity to fulfill the Visual, Performing and Applied Art (VPAA) requirement for graduation. In the Graphic Design program, students will blend knowledge of the core content areas with specific skills used in the workplace. Articulation credit to certain post-secondary institutions will be granted to program completers through an articulation agreement and/or portfolio review. Additional benefits of taking Graphic Design include participating in Internship, preparing for industry-based certifications, and entry into a career and/or college. The program of study in Graphic Design is part of the National Career Cluster called, *Arts, Audio/Visual Technology and Communications*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**STUDENTS SHOULD ENROLL IN BOTH GRAPHIC DESIGN INTRODUCTION AND GRAPHIC DESIGN INTERMEDIATE OR GRAPHICS/YEARBOOK PUBLICATION 1A / 1B IN THE SAME YEAR.**

**9229 GRAPHIC DESIGN INTRODUCTION (1 hr)****Gr 9-12 0.5 credit****Prerequisite/Recommendation: None.**

The primary goal of this course is to introduce students to the publishing skills needed for the graphic design industry and/or higher education through various lessons, assignments, and projects. This course covers the following areas of study: digital layout, design, electronic pre-press, scanning, desktop and electronic publishing, formatting, and manipulating text and graphics for print and the web. Computer safety procedures, work-based learning opportunities, and student leadership roles will be introduced and practiced throughout the course. Program software utilized: Adobe Creative Suite (InDesign, Illustrator, Photoshop, and Acrobat). A cumulative electronic portfolio produced upon completion of this course.

**9230 GRAPHIC DESIGN INTERMEDIATE (1 hr)****Gr 9-12 0.5/0.5 credit****Prerequisite/Recommendation: Graphic Design Introduction.**

The primary goal of this course is to introduce students to the drawing and photo editing skills needed for graphic design in industry and/or higher education through various lessons, assignments, and projects. This course covers the following areas of study: computer drawing, vector artwork design, formatting, enhancing, correcting, and manipulating text, images, photos, and graphics for print and the web. Computer safety procedures, work-based learning opportunities, and student leadership roles will be developed and practiced throughout the course. Program software utilized: Adobe Creative Suite (InDesign, Illustrator, Photoshop, and Acrobat). A cumulative electronic portfolio produced upon completion of this course.

**OR****Graphics/Yearbook Publication Pathway (only)****2243/2244 GRAPHICS/YEARBOOK PUBLICATION 1A/1B \*****Gr 9-12 0.5/0.5 credit****Prerequisite/Recommendation: Completed application (available during scheduling and/or from Yearbook advisor), teacher recommendation and Yearbook Advisor approval required.**

The goal of this course is to introduce students to the publishing skills needed for yearbook publication, and graphic design for industry and/or higher education through various lessons, assignments, and projects. This course covers the following areas of study: digital layout; design; using digital photography in publication; using PDFs in published works; scanning; desktop and electronic publishing; formatting, manipulating, and editing text; and yearbook for publication. Program software utilized: Walsworth Online Design Software. This course is ideal for students who are looking for a career in Journalism. Members of this course are responsible for the creation of the 300+ page Chippewa Valley High School Yearbook. Students in this class need to be able to work independently. All yearbook staff members are expected to sell yearbooks and advertisements as part of their assessment. Students are required to work after school, on weekends and over holiday breaks, if necessary. This course provides real world work experience as students work to meet scheduled deadlines. A cumulative electronic portfolio is produced upon completion of this course. It is strongly recommended that students have some computer knowledge. **NOTE: Students are required to register for both Graphics/Yearbook Publication 1A and 1B. Students may *not* take only one semester of this course.**

**Note: These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)**

**Graphic Design Pathway (only)****9231/9232 GRAPHIC ADVANCED DESIGN 1A/1B (2 hr) \*****Gr 10-12 1.0/1.0 credit****OR****9255 GRAPHIC ADVANCED DESIGN 1YA \*****9256 GRAPHIC ADVANCED DESIGN 1YB \*****9257 GRAPHIC ADVANCED DESIGN 1YC \*****9258 GRAPHIC ADVANCED DESIGN 1YD \*****Gr 10-12 0.5 credit per 1 hour course****Prerequisite/Recommendation: Course Graphic Design Introduction and Intermediate**

This course reinforces and strengthens the technical graphic design specific for industry and/or higher education through various Adobe Illustrator, InDesign, Photoshop, and Acrobat tutorials. This course covers the following areas of study: advanced digital computer layout, design, electronic pre-press desktop and electronic publishing, formatting, and manipulating text and graphics, vector artwork design, 3D vector artwork, perspective drawings, animation, formatting, enhancing, correcting, and manipulating images, for print and the web. Students will participate in their CTSO further to develop their technical and leadership skills utilizing advanced tutorials and projects supporting the graphics school projects. A cumulative electronic portfolio is produced upon completion of this course.

**STUDENTS WHO SUCCESSFULLY COMPLETE THE REQUIRED GRAPHIC DESIGN COURSES AND WANT TO CONTINUE THEIR ADVANCED LEARNING ARE INVITED TO TAKE ONE OR MORE "BEYOND COMPLETER" (BC) COURSES BELOW:**

**9235/9236 GRAPHIC ADVANCED DESIGN 2A BC / 2B BC (2 hr)****Gr 11-12 1.0/1.0 credit****OR**

9237 GRAPHIC ADVANCED DESIGN 2YA BC  
9238 GRAPHIC ADVANCED DESIGN 2YB BC  
9267 GRAPHIC ADVANCED DESIGN 2YC BC  
9268 GRAPHIC ADVANCED DESIGN 2YD BC  
Gr 11-12 0.5 credit per 1 hour course

**Prerequisite/Recommendation:** Course Graphic Design Introduction, Intermediate, 1A/1B (2 hr) or 1YA, 1YB, 1YC, 1YD (1 hr)

This course provides hands-on and consulting skills for students to hone their employability and job skills needed for graphic design in industry and/or higher education. Students will produce independent assignments for district jobs, public and private sector requests using Adobe Creative Suite. Students will serve as "Graphics Consultants" providing design, layout, and production of school and community jobs such as tickets, posters, signs, banners, programs, note pads, brochures, pamphlets, flyers, business cards, hand-outs, logo designs, and web layouts. Communication, teamwork, problem solving, self-management, planning and organizing skills will be integrated in these "consulting" assignments as well as participating in the Graphics CTSO. A cumulative electronic portfolio is produced upon completion of this course.

OR

**Graphics/Yearbook Publication Pathway (only):**

2245/2246 GRAPHICS/YEARBOOK PUBLICATION 2A/2B \*  
Gr 10-12 0.5/0.5 credit

**Prerequisite:** Graphics/Yearbook 1A/1B

In the Graphics/Yearbook 2A course, students will be using Walsworth Online Design Software, applying rules of graphic design in 2-page yearbook spreads. Students will be using (provided) DSL cameras to take photos and videos, editing images, writing, editing images, writing, editing, and peer-editing all text, and creating layouts for the yearbook. Students will work collaboratively to create the yearbook theme, design the annual cover, and section contents, all while mentoring new Graphics/Yearbook Publication 1A/1B students. Students will begin marketing and promoting sales of the yearbook as well as soliciting senior advertisements and sponsorships. **NOTE: Students are required to register for both Graphics/Yearbook Publication 2A and 2B. Students may not take only one semester of this course.**

In the Graphics/Yearbook Publication 2B second semester course, students will continue to implement designated theme, graphic design, edit section content, edit and peer edit spreads and utilize enhanced photographic images for yearbook spreads. Students will meet designated print deadlines, monitor print process remotely and finalize submission of yearbook. Students will continue to market and sell yearbooks as well as solicit sponsorships from the surrounding community. Students will create digital app videos which are embedded within the yearbook to enhance spreads. A strong emphasis is placed on leadership skills through mentoring, recruiting future staff members and incorporating team building throughout the year. **NOTE: Students are required to register for both Graphics/Yearbook Publication 2A and 2B. Students may not take only one semester of this course.**

2247/2248 GRAPHICS/YEARBOOK PUBLICATION 3A BC / 3B BC \*  
Gr 11-12 0.5/0.5 credit

**Prerequisite:** Graphics/Yearbook 2A/2B

This course will cover the topics of Graphics/Yearbook Publication 1A/1B and 2A/2B in greater depth by allowing students to take on leadership positions such as Editor in Chief and Assistant/Managing Editors. These students oversee all elements of the 300 Page Hardcover book: cover design and theme, represented in 11 separate sections using 150 2-page spreads, its creation and while using their solid understanding of yearbook software, Walsworth Online Design Software, to meet all scheduled deadlines. Ethics is also an important and integral component of this advanced class. Students lead by example and serve as effective coaches for their peers. Alongside the instructor, third year Graphics/Yearbook students are responsible for training new staff members and serve as mentors to the entire team. Students are also responsible for editing, evaluating, and clearing students who have completed their spreads. Participation in the local Career Technical Student Organization will further enhance student leadership opportunities. This course also includes a significant amount of writing, in preparation for post-secondary experiences, for both college coursework and expectations in the graphics industry. **NOTE: Students are required to register for both Graphics/Yearbook Publication 3A BC and 3B BC. Students may not take only one semester of this course.**

2249/2250 GRAPHICS/YEARBOOK PUBLICATION 4A BC / 4B BC \*  
Gr 12 0.5/0.5 credit

**Prerequisite:** Graphics/Yearbook 3A BC/3B BC

This course will cover the topics of Graphics/Yearbook 1A/1B, 2A/2B and 3A BC/3B BC in greater depth by allowing students to take on leadership positions such as Editor in Chief and Assistant/Managing Editors. These students oversee all elements of the 300 Page Hardcover book: cover design and theme, represented in 11 separate sections using 150 2-page spreads, its creation and while using their solid understanding of yearbook software, Walsworth Online Design Software, to meet all scheduled deadlines. Ethics is also an important and integral component of this advanced class. Students lead by example and serve as effective coaches for their peers. Alongside the instructor, fourth year Graphics/Yearbook Publication students are responsible for training new staff members and serve as mentors to the entire team. Students are also responsible for editing, evaluating, clearing students who have completed their spreads, critiquing all elements of yearbook and finalizing every spread that goes into the production. Participation in the local Career Technical Student Organization will further enhance student leadership opportunities and is strongly encouraged. Participation in state-level competitions is also a requirement for fourth year students. This course also requires a significant amount of writing, in preparation for post-secondary experiences, for both college coursework and expectations in the graphics industry. **NOTE: Students are required to register for both Graphics/Yearbook Publication 4A BC and 4B BC. Students may not take only one semester of this course.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

- <https://www.chippewavalleysschools.org/academics/careers/>

# MARKETING

## Marketing 1 and Marketing 2 (1 hr each) Marketing 3A BC / 3B BC - School Store (2-hr block) Marketing Internship (Juniors and Seniors)

The program of study in Marketing is part of the National Career Cluster called, *Marketing, Sales and Service*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**1701/1702                      MARKETING 1 (1 hr) / MARKETING 2 (1 hr) \***  
**Gr 10-12                      0.5 credit/0.5 credit**

**Prerequisite/Recommendation: None.**

Marketing 1 introduces students to the fundamental principles of marketing. Topics include the foundations and functions of marketing, selling, promotion, social media, Entrepreneurship, risk management, operations, strategic market planning, and a major emphasis on Economics. Marketing 1 will set the stage for further study of marketing, encourage students to think critically about the business world, prepare students for participation in DECA activities, introduce students to the real world of work, and help them prepare for a marketing related career. Students will be introduced to the operation of the school-based enterprise where they will gain hands-on experience. **Students are required to take Marketing 2 to be eligible for Marketing 3 in their senior year.**

**Prerequisite/Recommendation: for Marketing 2 (this course is a continuation of Marketing 1).**

Marketing 2 is a continuation of Marketing 1 to reinforce and build upon students' knowledge of marketing. Topics include pricing, financial analysis, channel management, marketing information management, product service planning, human resources management, and careers in marketing. Students will be involved in the buying activities that are associated with the school-based enterprise. Marketing 1 and 2 are essential for students who plan on studying marketing or business in college. **It is strongly recommended that students sign up for Marketing 2 (second semester) to be eligible for Marketing 3 in their senior year.**

**1715/1716                      MARKETING 3A BC / 3B BC - School Store-General Merchandising (2 hr) \***  
**Gr 11-12                      1.0/1.0 credit**

**Prerequisite/Recommendation: Successful completion of Marketing 1 and Marketing 2. Completed application (available in the guidance office) and teacher recommendations. The application is to be turned into your marketing teacher during the scheduling timeframe. Your application, marketing grade, attendance, tardies, and recommendations will be reviewed for acceptance.**

This is a two-hour block class that prepares students to apply skills and concepts learned in Marketing 1 and 2 in a variety of project-based learning experiences. Students will use higher order thinking skills and develop key competencies in the areas of critical thinking and problem-solving communication, collaboration, creativity, and innovation. Students will have the opportunity to operate the school-based enterprise "The Wigwam." Students will be encouraged to compete in DECA written events. Students will be expected to participate in leadership opportunities within the school, including mentoring, charity initiatives, and partnering with area businesses in collaborative projects. Topic areas emphasized include: management, operations, math fundamentals, interpreting numbers, maintaining financial records, sales, selecting and displaying merchandise, promotion, product service planning, marketing information management, project and time management, business ethics, and human relations. If you are independently motivated and want to put into ACTION what you have learned, then this is the class for you. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

- <https://www.chippewavalleysschools.org/academics/careers/>

**Get involved with DECA, an association of marketing students who compete at local, state and national levels.**  
**Open to all students enrolled in a marketing class.**

# MECHATRONICS & ROBOTICS

(Taught at Dakota)

Mechatronics & Robotics 1A/1B (2 hr)

Mechatronics & Robotics 2A BC/2B BC (2 hr)

Mechatronics & Robotics Internship (Juniors and Seniors)



## MECHATRONICS & ROBOTICS PROGRAM OVERVIEW:

Successful completers of this STEM\*based, 2-year program will gain foundational knowledge and skills in the high-demand, multidisciplinary area of mechatronics. "Mechatronics" comes from combining the words **mechanical** and **electronics**, though it actually also includes *computer-controls*. Mechatronics integrates principles from four engineering disciplines: electrical, mechanical, computer, and industrial. Thus, students will learn about robots, machines, electronics, hydraulics & pneumatics, electrical motor controls, sensors, computer-aided design (CAD), programming, programmable logic controls (PLC), diagnostics, computer numeric control (CNC), and other topics that together form the basis of "smart" devices used in Mechatronics & Robotics and advanced automated systems. This important knowledge is needed not only by highly skilled technicians who help install, program, trouble-shoot and fix problems, but also by engineers who plan, design, develop, or otherwise work with complex mechatronic systems. To learn more visit:

[www.chippewavalleyschools.org/academics/careers/mechatronics-and-robotics/](http://www.chippewavalleyschools.org/academics/careers/mechatronics-and-robotics/)

\*STEM refers to the integration of science, technology, engineering, and math.

### 9515/9516 MECHATRONICS & ROBOTICS 1A / 1B (2 HR) \*

Gr 10-12 1.0/1.0 credit

**Prerequisites:** An interest in hands-on learning and the interface between humans, machines, and technology.

Within a state-of-the-art lab, students will begin the journey into learning the various disciplines (see above overview) involved in mechatronics. Underlying theory and principles will gradually come together, and come to life, through a combination of learning strategies including hands-on learning, computer-based lessons, use of high-tech trainers and equipment, industry experts and site visits, and (perhaps most importantly), periodic, student-created projects that apply learning and allow students to develop novel solutions to challenges. Students can expect to improve their understanding of many physics principles that are naturally embedded in mechatronics. In addition to appropriate STEM\* knowledge and skills, 21st century skills like critical thinking, collaboration, creative problem-solving and effective communication will be developed. Opportunities for student leadership, participation in competitions, and work-based learning experiences, will also be woven in throughout. **This course has been approved to meet the MMC senior year math-related credit requirement and VPAA credit.**

### 9517/9518 MECHATRONICS & ROBOTICS 2A BC / 2B BC (2 HR)

Gr 11-12 1.0/1.0 credit

**Prerequisites/Recommendation:** Mechatronics & Robotics 1A/1B.

In the second year, students will incorporate and build upon their knowledge of mechatronics learned in the first year through more complex, project-based application. Additional opportunity for work-based learning, student leadership, and competition will be incorporated. (See Mechatronics & Robotics overview at top of page and description for Mechatronics 1A for details about mechatronics content.) This is a seamless continuation of Mechatronics 1A/1B (see above) this course will incorporate a capstone experience or project which will be concluded and shared. **This course has been approved to meet the MMC senior year math-related credit requirement and VPAA credit.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

- <https://www.chippewavalleyschools.org/academics/careers/>

**Please be advised:** Students who select CTE courses that require travel with our shuttle service, should opt for a 2-hr block course, if possible, as doing so minimizes the impact of lost instructional time due to traveling.

# MEDICAL ACADEMY

## Medical Careers 1A / 1B (1 hr) + Medical English 11A / 11B Medical Careers 2A BC / 2B BC (2 hr block) + Medical English 12A / 12B Medical Careers Internship (Juniors and Seniors)

The program of study in Medical Careers is part of the National Career Cluster called *Health Science*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**9263/9264 MEDICAL CAREERS 1A / ANATOMY IN HEALTH & DISEASE 1B (1 hr) \***  
**Gr 11 0.5/0.5 credit**

**Prerequisite/Recommendation:** Successful completion of 10<sup>th</sup> grade English, science, and math courses. **Co-requisite:** Medical English 11A/11B. Do you have a strong interest in a medical career? This course will prepare you for college and a career in the healthcare field. This is a skill-based course that provides the foundation to pursue healthcare as a career. Students will also be trained in essential skills as a Patient Care Technician. Some of the skills will include vital signs, CPR/First Aid, medical terminology, and infection control. Upon completion of this course, students earn ½ credit in Career and Technical Education and ½ credit in Anatomy in Health and Disease (elective science credit). Students interested in applying for Medical Careers 2A/2B BC will be required to meet specific attendance, grade, and employability skill requirements. Student selecting Medical Careers 1A/1B, as well as students applying to Medical Careers 2A/2B BC, are required to take the companion Medical English 11A/11B or 12A/12B course (or they may opt to take AP English; however, Medical English is strongly recommended.)

**2125/2126 ENGLISH 11A / 11B**  
**Gr 11 0.5/0.5 credit**

**Prerequisite/Recommendation:** Successful completion of English 10 or Advanced English 10

This Medical Academy English course will meet all of the eleventh-grade English content standards in reading, writing, speaking, and listening. This course is designed to provide students with the critical thinking, writing and research skills needed to succeed in any challenging post-secondary curriculum. Students will master a variety of writing formats including essays, research, creative and technical writing. Students will improve in the areas of grammar, vocabulary, and rhetoric. Technology will be utilized for instruction and presentations, both group and individual. Students will prepare for the SAT AND ACT – Work Keys exams and Michigan Merit Exam by practicing specific test-taking strategies. The curriculum explores healthcare topics through the lens of English language arts. **This course is the REQUIRED companion English course for Medical Careers 1 students.**

**9273/9274 MEDICAL CAREERS 2A BC / ANATOMY IN HEALTH & DISEASE 2B BC (2 hr) \***  
**Gr 12 1.0/1.0 credit**

**Prerequisite/Recommendation:** Successful completion of Medical Academy 1A/1B and Medical English 11A/11B (or AP English I/II) with a minimum of 3.0 GPA. Attendance, employability skills and teacher recommendation are evaluated. **Co-requisite:** Medical English 12A/12B. **Students must apply and receive acceptance during junior year to register for the senior level of the Medical Academy.**

This course will prepare you for college and employment in the healthcare field. This course will continue learning and training from Medical Careers 1A/1B. Students will gain additional skills including Phlebotomy, specimen collection, application and recording of ECG's (electrocardiograms). Students will be completing the Patient Care Technical program and be eligible to test for certification at the end of second year. During class, students will also attend McLaren Macomb Hospital for 6 months in which they will apply the skills they have learned in the Medical Academy. Students interested in a career in healthcare benefit from the on-the-job training, patient care skills, education in anatomy and physiology, medical terminology, and certifications offered in the 2-year program. Upon completion of this course, students earn 1 credit in Career and Technical Education and 1 credit in Anatomy in Health and Disease (elective science credit). Successful completion of year 1 and 2 may lead to employment eligible to apply for entry level jobs at the end of the program within hospitals and clinics.

**2127/2128 ENGLISH 12A / 12B**  
**Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Only students who applied and received acceptance during junior year may register for this class.

This Medical Academy English course meets the English Content Standards in reading, writing, speaking, and listening in addition to meeting the on-line learning requirements for the Michigan Merit Curriculum. Students will develop critical reading, writing, research, and analytical skills. This course includes tests, quizzes, writing assignments, individualized vocabulary and grammar study, discussion boards, projects, and debates, all delivered in an online format. This course's content is rigorous and requires highly motivated, organized students who are able and willing to work independently. **This course is the REQUIRED companion English course for Medical Careers 2 students.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

- <https://www.chippewavalleyhschools.org/academics/careers/>

# WOODWORKING & CABINETMAKING

## (Taught at Dakota)

Pathway to program completion:

### Woodworking 1 and 2 Advanced Woodworking Internship (Juniors and Seniors)

The program of study in Woodworking & Cabinetmaking is part of the National Career Cluster called *Manufacturing*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**4770/4790 WOODWORKING 1 / 2 (1 hr/1 yr)**

**Gr 9-11 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

Woodworking 1 content includes the safe use of hand and electric power tools, safety, measurement, and plan layout. Students will design and construct a project with the use of CNC programming and equipment. Students will start with a smaller project and progress to a larger one second semester.

Woodworking 2 studies furniture and furniture accessory construction. Students will continue to safely use hand, power, and stationary power tools. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**4810/4830 WOODWORKING 3 BC / 4 BC (1 hr)**

**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Woodworking 1 and 2.**

Furniture construction is featured in Woodworking 3 BC. Students may elect to build or continue a large project or build a number of fine small projects. The project chosen shall be a challenge to the student's ability level. Millwork and exclusive use of power tools are covered.

Furniture construction and industrial process is featured with millwork and exclusive use of power tools. The student will construct a large project of his or her own choice and design. The project chosen shall be a challenge to the student's ability level. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9321/9322 ADVANCED WOOD & MILLWORK/CABINETMAKING 1A BC / 1B BC (2 hr) \***

**Gr 10-12 1.0/1.0 credit**

**Prerequisite/Recommendation: For 1A: Woodworking 1 and 2; for 1B Woodworking 1, 2 and 3 BC or Advanced Woods 1A BC.**

Actual cabinet-making shop conditions are duplicated. Students will use power machinery, as well as hand, portable electric, and air power tools. Two projects during the year will be of the student's choice. Wood experience and technology taught will enable the student to secure a job in a cabinetmaking shop or a related area of trade. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9327/9328 ADVANCED WOOD & MILLWORK/CABINETMAKING 2A BC / 2B BC (2 hr) \***

**Gr 11-12 1.0/1.0 credit**

**Prerequisite/Recommendation: Woodworking 1, 2, 3 BC and 4 BC or Advanced Woods 1A BC/1B BC.**

Actual cabinet-making shop conditions are duplicated. Students will use power machinery, as well as hand, portable electric and air-powered tools. Two projects during the year will be the student's choice. Wood experience and technology taught will enable the student to secure a job in a cabinetmaking shop or a related area of trade. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note: These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)**

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

- <https://www.chippewavalleyschools.org/academics/careers/>

**Please be advised:** Students who select CTE courses that require travel with our shuttle service, should opt for a 2-hr block course, if possible, as doing so minimizes the impact of lost instructional time due to traveling.

# CTE Student Internship

## Available to 11th & 12th grade Advanced CTE Students

Career Technical Education offers a unique opportunity for junior or senior advanced level CTE students through their Internship Program. This program allows students to gain a **paid "on-the-job" work experience** in the career area of their choice. An Individual Educational Training Plan and Training Agreement are developed for each student-trainee detailing his/her specific learning activities. This course may be taken for one or two hours. Student wages are equivalent to those earned by other trainees in those particular occupations.

### Internship will help you:

- Build your professional resume
- Explore a career before graduation
- Network with business professionals

### General requirements for all CTE Internship Students

- Must be a junior or senior with a 2.0 or better in your CTE course(s)
- Receive teacher recommendation from previous CTE instructor(s)
- Provide your own transportation
- Achieve 200 hours of work per semester
- Adhere to the education training plan, specific to your employer

**9021/9022            AUTOMOTIVE TECHNOLOGY INTERNSHIP 1/2 (2 hr)**  
**9023/9024            AUTOMOTIVE TECHNOLOGY INTERNSHIP 1A/B (1hr)**

**Prerequisite/Recommendation:** Automotive Technology 1A/1B and concurrently enrolled in Automotive Technology 2A/2B or 3A BC/3B BC.

**9081/9082            BUSINESS INTERNSHIP 1 / 2 (2 hr)**  
**9083/9084            BUSINESS INTERNSHIP 1A / 1B (1 hr)**

**Prerequisite/Recommendation:** 2 semesters of a business course and concurrently enrolled in one related business course each semester.

**9035/9036            CONSTRUCTION TRADES INTERNSHIP 1/2 (2 hr)**  
**9037/9038            CONSTRUCTION TRADES INTERNSHIP 1A/1B (1 hr)**

**Prerequisite/Recommendation:** Construction Trades 1A/1B or 1YA, 1YB, 1YC, 1YD and concurrently enrolled in Construction Trades 2A BC/2B BC OR 3A BC/3B BC.

**9111/9112            CULINARY ARTS INTERNSHIP 1/2 (2 hr)**  
**9113/9114            CULINARY ARTS INTERNSHIP 1A/1B (1 hr)**

**Prerequisite/Recommendation:** Culinary Arts 1A/1B and concurrently enrolled in Culinary Arts 2A/2B or Culinary Arts 3A BC/3B BC.

**9605/9606            DESIGN INTERNSHIP 1 / 2 (2 hr)**  
**9607/9608            DESIGN INTERNSHIP 1A / 1B (1 hr)**

**Prerequisite/Recommendation:** Mechanical Design 1A/1B and concurrently enrolled in Engineering Design 1A BC/1B BC or Research and Development.

**9251/9252            GRAPHIC DESIGN INTERNSHIP 1/2 (2 hr / 1 yr) OR GRAPHICS YEARBOOK INTERNSHIP 1/2 (2hr / 1 yr)**  
**9253/9254            GRAPHIC DESIGN INTERNSHIP 1A/1B (1 hr / 1 yr) OR GRAPHICS YEARBOOK INTERNSHIP 1A/1B (1hr / 1 yr)**

**Prerequisite/Recommendation:** Graphic Design Introduction & Intermediate and concurrently enrolled in an Advanced Graphic Design (BC) course.

**9191/9192            MARKETING INTERNSHIP 1 / 2 (2 hr)**  
**9193/9194            MARKETING INTERNSHIP 1A / 1B (1 hr)**

**Prerequisite/Recommendation:** Marketing 1 and concurrently enrolled in one related marketing course each semester.

**9245/9246            MECHATRONICS & ROBOTICS INTERNSHIP 1/2 (2 hr)**  
**9247/9248            MECHATRONICS & ROBOTICS INTERNSHIP 1A/1B (1 hr)**

**Prerequisite/Recommendation:** Mechatronics 1A/1B and concurrently enrolled in Mechatronics 2A BC/2B BC course each semester.

**9281/9282            MEDICAL CAREERS INTERNSHIP 1 / 2 (2 hr)**  
**9283/9284            MEDICAL CAREERS INTERNSHIP 1A / 1B (1 hr)**

**Prerequisite/Recommendation:** Medical Careers 1A and concurrently enrolled in Medical Careers 1B or 2A BC/2B BC.

**9331/9332            ADVANCED WOOD/MILL/CABINET INTERNSHIP 1/2 (2 hr)**  
**9333/9334            ADVANCED WOOD/MILL/CABINET INTERNSHIP 1A/1B (1 hr)**

**Prerequisite/Recommendation:** Woodworking 1/2 and concurrently enrolled in a BC course.

## VI. SPECIAL PROGRAMS

**9491/9492            STUDENT LEADERSHIP 1A / 1B**  
**Gr 10-12            0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

This class is designed for students who have a serious interest in student activities and the development of their leadership abilities. This course will teach characteristics of leadership as well as emphasize skills such as goal setting, communication, organization, time management and project planning. Once skills have been taught, they will be put into practice through hands-on activity and event planning within the school and community.

## VII. SUPPORTIVE LEARNING PROGRAM

**9140/9150**                      **WORK EXPERIENCE – SEMESTER 1/2**

**Gr 10-12**                      **0.5/0.5 credit**

**Prerequisite/Recommendation:** Approval from Transition Coordinator

This course gives students an opportunity to extend their preparation for employment beyond the classroom. Students will develop occupational competencies by participating in a school-community partnership program. Students will be assessed on the jobsite and receive an evaluation. Students may or may not receive compensation for their work. Students are placed in this course based on their IEP goals and objectives.

**NOTE:** Students may take this course for numerous hours, more than one year.

**Chippewa Valley Schools Grievance Procedures  
for  
Title VI of the Civil Rights Act of 1964  
Title IX of the Education Amendment Act of 1972  
Title II of the Americans with Disability Act of 1990  
Section 504 of the Rehabilitation Act of 1973  
Age Discrimination Act of 1975**

**Section 1**

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Any person believing that Chippewa Valley Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Title II of the Americans with Disability Act of 1990, (4) Section 504 of the Rehabilitation Act of 1973, and (5) the Age Discrimination Act of 1975 may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinators at the following address:

**Dr. Adam Blanchard, Assistant Superintendent of Human Resources** for Title VI, IX and II  
**Ms. Tara Koch, Director of Special Education** for Section 504  
Chippewa Valley Schools Administration Building, 19120 Cass Avenue, Clinton Twp., MI 48038

**Section II**

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The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer within 10 business days. The complainant may initiate formal procedure according to the following steps.

**Step 1.** A written statement of the grievance signed by the complainant shall be submitted to the local Civil rights Coordinator within 10 business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant with 10 business days.

**Step 2.** A complainant wishing to appeal the decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within 10 business days after receipt of the coordinator's response. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within 10 business days.

**Step 3.** If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within 10 business days of receiving the superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within 20 days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within 10 days of this meeting.

Anyone at any time may contact the Office of Civil Rights for information and/or assistance at (216) 522-4970. If the grievance has not been satisfactorily settled, further appeal may be made to the Regional U.S. Department of Education Office for Civil Rights, 600 Superior Ave. East, Bank One Center, Suite 750, Cleveland, Ohio 44114-2611. Inquiries concerning the nondiscrimination policy may be directed to Director, Office for Civil Rights, U.S. Department of Education, Washington, D.C. 20202. The local coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

**NOTICE OF NONDISCRIMINATION**

It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038, Telephone: (586)-723-2090. Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Telephone: (586)723-2180.



# Chippewa Valley Schools

## *Career Technical Education*



### What will you be prepared to do after graduation?

Each year, Chippewa Valley Schools offers Career and Technical Education (CTE) programs at Chippewa Valley High School and Dakota High School. These programs are designed to prepare students for a broad range of employment opportunities and continuing education. A ten-year follow up study has found that the most successful high school graduates were those who took a solid college-prep program and a **Career Technical Education** program of study. CTE programs are staffed by teachers with related business and industry experience that enhances the learning process with real-world relevance. CTE programs are offered in these areas:

CTE PROGRAMS	MATH RELATED	PREREQUISITES
<b>Automotive Technology</b>	<b>Year 2 or 3*</b>	<p><b>Some CTE programs are taught at one high school only, but programs are available to students enrolled at both high schools.</b></p> <p><b>A complete program of study usually involves a sequence (or multiple) courses. Advanced courses often have the preceding course as a prerequisite.</b></p> <p><b>For these reasons, students should <u>plan early</u> to include CTE as part of their 4-year high school experience.</b></p> <p><b>For seniors only, students may apply 1 credit of specified CTE courses as "Senior Math-Related Credit".</b></p>
<b>Business (4 pathways)</b>		
• <b>Business Management</b>		
• <b>Accounting &amp; Finance</b>	✓	
• <b>Information Technology</b>		
• <b>Cybersecurity</b>		
<b>Careers in Education</b>		
<b>Construction Trades</b>	✓	
<b>Culinary Arts</b>	<b>Year 2 or 3*</b>	
<b>Design Technology</b>	✓	
• <b>Engineering</b>		
<b>Family &amp; Consumer Science</b>	✓	
<b>Graphic Design</b>		
<b>Marketing</b>	<b>Year 2*</b>	
<b>Mechatronics &amp; Robotics</b>	✓	
<b>Medical Academy</b>		
<b>Woodworking &amp; Cabinetmaking</b>	✓	

**\*See course description for specific information.**

### CTE is education that works!

- **VPAA** - CTE programs may fulfill the **Visual, Performing and Applied Art (VPAA)** requirement for graduation.
- **World Language Credit** – Students may replace one credit of World Language with one credit of CTE when CTE is taken as a second (or additional) VPAA credit.
- **Internships** – CTE offers qualified junior and senior students the opportunity to participate in Internship.
- **Articulation** – CTE offers qualified students the opportunity to earn college credit or advanced standing at the college level through articulation agreements.
- **Certifications** - CTE programs will prepare students for industry-based certifications, education beyond high school, and entry into a career pathway.

**For more information about CTE and Career Preparation, please visit**

<http://www.chippewavalleyschools.org/careers/>

<http://www.chippewavalleyschools.org/academics/cte/>

All CTE programs follow the District's policies of nondiscrimination on the basis of race, color, sex (including, but not limited to, sexual orientation, gender identity), religion, national origin or ancestry, age, disability, height, weight, genetics or marital status in its programs, services, activities, or employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation. Support services are available through Carl D. Perkins Education Act for students with special needs. **NOTICE OF NONDISCRIMINATION:** It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, sex (including, but not limited to, sexual orientation, gender identity), religion, national origin or ancestry, age, disability, height, weight, genetics or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180.