WYOMING PUBLIC SCHOOLS

2017-2018
JUNIOR & HIGH SCHOOLS
(including Frontiers)
CURRICULUM GUIDE

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WYOMING PUBLIC SCHOOLS

Mission Statement

Wyoming Public Schools Community Empowering all students for lifelong learning.

Vision Statement

Wyoming Public Schools is committed to excellence in teaching and learning for all students. We will provide effective instructional leadership, responsible fiscal management, and quality learning environments, which improve student outcomes. Wyoming Public Schools holds high expectations for students and staff. We share with our community the responsibility for the education of all students so that they will be prepared to live and work in a rapidly changing world.

Belief Statements

Wyoming Public School staff and community believe that:

- The primary mission of the school is teaching and learning for all.
- Continuous improvement is an essential part of our success.
- All members of the school community are important and valued.
- A commitment to Quality is essential for every member of the organization.
- People that work in schools are in the best position to improve student performance.
- Parent, guardian, and community involvement is critical to student success.
- There are two kinds of schools – improving and declining.
- Our students deserve the best teachers, teaching in the most effective ways.
- Student achievement is based on what students can do, as well as what they know.
- Diversity among all individuals is to be valued and celebrated.

Board of Education Goals

Goal 1: Wyoming Public Schools Community shall hold high expectations for all students, families, staff and Board of Education.

Goal 2: Wyoming Public Schools Community shall work as equal partners by:

- Seeking parental and staff expertise
- Establishing family friendly schedules
- Providing involvement opportunities for all families.

Goal 3: Wyoming Public Schools Community shall provide a safe and orderly environment.

Goal 4: Wyoming Public Schools shall provide personal and professional growth for all staff.

Goal 5: Wyoming Public Schools Community shall demonstrate mutual respect, caring and loyalty for all.

Wyoming Public Schools
High School Credit Awarding/Graduation Policy

Any student transferring to Wyoming Public Schools from another institution will have prior high school credit(s) awarded based on the following:

- Credits will only be awarded when provided on official transcripts.
- Credits awarded from an accredited High School which has a comparable class that is a course requirement for graduation, will be given full credit.
- Credits awarded from an accredited Michigan High School which does not have a comparable class that is a core or elective requirement for graduation, will be given elective credit. Credits from out of state schools will be awarded in compliance with the Michigan Merit Curriculum.
- A course on religious doctrine, one that teaches to a specific faith indigenous to the parochial school teaching it, will not be accepted as credit.
- Credits from a non-accredited institution will only be awarded when accompanied by necessary documentation (syllabus, assignments, textbooks, etc.) at the discretion of the building principal or by successfully passing the testing out process.
- Credit for English Learner (EL) students will only be awarded for courses aligned and meeting the Michigan High School Content Expectations course requirements for graduation. Student may attempt to test out of English classes for credit or participate in summer programs to meet the four credit requirement.

Any student who transfers to Wyoming Public Schools from another institution will be eligible for obtaining a diploma based on the following:

- Meet credit requirements, as specified in the High School handbook and Board policy, through a combination of transferred and WPS awarded credits.
- Attend WPS for a minimum of one full academic year prior to graduation.*
- A student will not be enrolled in more than seven credits toward graduation for each academic year. A student may obtain more than 7 credits in a single year by testing out, recovery, or other method.

**This requirement may be waived at the discretion of the principal for unusual circumstances e.g. transfer from out of the area, court placement, etc.*

Graded vs. Credit/No Credit Option for Grading

It is the intent of the Wyoming Public Schools secondary staff to provide an accurate reflection of a student's learning through the use of letter grades. Although intended to be used for every course and student, there may be situations that warrant the use of a credit/no credit grade. These would be the rare exception, rather than the rule and should be used only in unusual circumstances or when it is in the best interest of the student. Such situations may include, but are not limited to, a mainstreamed EL or SE student, extended injury or illness, and a student enrolled mid-marking period. As no letter grade will be given, a decision regarding the credit/no credit award must be made within the first week of either return from an extended absence or new enrollment. The final decision regarding the credit/no credit option will be made by the principal after consultation with the classroom teacher and school counselor. Note: Credit – testing out. An exception to this would be a student who successfully tests out of a course, by state law their transcript will note credit for the course.

Schedule Change Policy/Dropping of a Course(s)

Each year the master schedule is built based on student course requests. Teachers are hired, text books are purchased and rooms are assigned based on those requests. **Therefore, once the school year begins, students' schedules are considered final, except for very specific cases**. Please choose all courses, including alternates, with great care and deliberation. Students cannot choose teachers, periods of instruction, or lunch periods.

Student schedule changes will be limited to:

- Incomplete Schedules
- Duplicate Classes
- Errors affecting a timely graduation
- Placement changes to KCTC/Dual Enrollment/KTC/etc.
- Student was placed in a class that he/she did not request.

After one week, but before the end of the quarter, students may seek approval from the principal, classroom teacher, and counselor to drop a class for a similar class, i.e. Honors English 10 to English 10 for academic reasons, without grade penalty. This also includes changing out of a full-year course at semester. Schedule change request forms will be available prior to each semester, and will require a parent/guardian signature.

WYOMING HIGH SCHOOL
GRADUATION REQUIREMENTS

I. Students who graduate from high school must satisfactorily complete the minimum of 22 units of credit in classes in grade levels 8-12. Students must be enrolled in a minimum of six units of credit in each grade from 9-12 not to exceed seven enrolled courses in a single year. One credit equals one class hour for one school year or successful completion of learning requirements through testing out.

II. Students graduating from the district shall satisfactorily complete the following minimum specific requirements:

Areas of Study **Credits Required**

English Language Arts (Literacy Skills) (ENG) 4.0
- a. All students will be enrolled in English 9, English 10, English 11, and English 12.

Social Studies (must include the following): 3.0
- a. one credit in World History/Geography (in 9th grade) (WHG)
- b. one credit in U.S. History/Geography (in 10th grade) (USG)
- c. one credit of Civics(Government)/Economics (in 11th grade) (CIV/ECN)

Mathematics 4.0
- a. one credit for Algebra (ALG)
- b. one credit for Geometry (GEO)
- c. one credit in Advanced Algebra (AII)
- d. one credit of a math elective (MTH)

(math must be taken in the 9th, 10th, and 11th grade years, and additional math or math related in the senior year)

Science 3.0
- a. one credit in Biology (BIO)
- b. one credit in Chemistry and/or Physics (CP)
- c. one credit of science elective (SCI)

(science must be taken in the 9th, 10th, and 11th grade or until 3 credits are obtained)

Physical Education/Health 1.0
- a. .5 credit in a physical education activity class (PEH)
- b. .5 credit in Health (HTH)

Applied Arts (VPF) 1.0

World Language (two years of same language in consecutive years) 2.0

Additional Credits Required (ELE) 4.0

TOTAL CREDITS required for graduation **22.0***

*** Computer Education (online learning experience embedded in core content classes)**

The grade point average (GPA) is awarded as follows:

A = 4.0 (93-100)	B- = 2.7 (80-82)	D+ = 1.3 (67-69)
A- = 3.7 (90-92)	C+ = 2.3 (77-79)	D = 1.0 (65-66)
B+ = 3.3 (87-89)	C = 2.0 (73-76)	
B = 3.0 (83-86)	C- = 1.7 (70-72)	

Adopted January 23, 2017

Advanced Placement (AP) and corresponding Middle College classes are awarded an additional point on the GPA scale. (For example: AP Government and Middle College Government.) **Student must take the AP test (in May) to qualify for the additional point. A grade of a D or E does NOT qualify for the additional point in any case.** (Example: B- in an AP class is awarded a 3.7 on the GPA scale.) Students shall include courses for credit in English language arts (literacy skills), social studies, mathematics and science while they are in the ninth and tenth grades. Students are highly encouraged to complete a career pathway program (eight semesters) as outlined on pages 15-21 in this guide.

**For any student who attended schooling of a year or more in a non-English school, the World Language credit will be waived or earned if student tests out.

WYOMING JUNIOR HIGH CURRICULUM

7TH GRADE

In addition to the core courses (English/language arts, math, science, and social studies), students will be enrolled in two non-core courses during two class periods.

Required non-core courses:

- Health (1 semester)
- Computer/Technology (1 semester)

Choices for the 2nd non-core courses:

- Intro to Choir
- Intro to Instrumental Music
- Physical Education (1 semester)/Art 7 (1 semester)
- Full Year PE

Note: Students in study skills classes or reading will have less than two non-core class periods.

8TH GRADE

In addition to English/language arts, math, integrated science and US history/geography, students will choose elective courses during two class periods.

Below is a list of the elective choices taken for high school (HS) credit. (Students must receive a C- or better to obtain HS credit in 8th grade.)

- Concert Choir (2 semesters -must have 1 year Choir)
- Health (One semester)
- Intro to Art (2 semesters)
- Physical Education 1 (1 semester)
- Spanish 1 (2 semesters)
- Dance (1 semester)
- Drama
- French 1

Note: Students in math skills or Read 180 courses will have less than two class periods for electives.

EXPANDED PROGRAMS

7-8, 9-12 LEARNING CENTER (LC)

The 7-8 LC program consists of a self-contained extended academic time and support in the four core content courses, along with mentoring, community connection, team building, and behavioral support in a specialized setting. The 9-12 LC program consists of a self-contained/paced blended learning (primarily computer-based) time and support in meeting the graduation requirements for the Michigan Merit Curriculum in a specialized setting. Students will be identified to attend these programs based on current and previous behavior and course work challenges with the intent to significantly change their current path of progress with the potential to return to the regular school setting. Students follow a traditional school calendar, but the daily schedule at the high school program has a shortened-day option. Time in the program can range from one semester to multiple years.

MIDDLE COLLEGE (WMC)

Wyoming Public Schools Middle College (WMC) is a collaborative project between Wyoming Public Schools (WPS) and Grand Rapids Community College (GRCC) as a school-within-a-school five-year, "hybrid" entity combining the best elements of high school and college. The WMC students attend school at Wyoming High School through their senior year and engage in an exciting college-preparatory curriculum taught by highly-qualified and fully-certified Wyoming secondary and GRCC teachers during the first three years. WMC offers students the opportunity to fulfill their requirements for a high school diploma, college preparatory coursework experience, college readiness skills, and earning up to sixty-two (62) transferable college credits towards their undergraduate degree and/or an Associate Degree from Grand Rapids Community College (GRCC). This opportunity provides each student a free jumpstart on their college education and the ability to performing successfully with college level proficiency. Students initially apply in the spring of their Freshmen year. During the first (sophomore) academic year, WMC students are enrolled in one college course each semester. The number of college courses each semester increases each year until in the fifth year, the students are taking only a single high school course in addition to a full college credit load. The transferability rate for college coursework should be close to 100% whether it be to a Michigan college or university, depending on student grades, and based on established MACRAO agreements. GRCC will provide wrap-around services as deemed necessary and in consultation between GRCC, WPS, and the student, including counseling, tutoring, and media services.

Consideration Requirements for Student Admission to WMC:

- 2.5 Overall GPA for High School Awarded Credit Courses (through end of 9th grade)
- Grade Level or higher scores on Scholastic Reading Inventory (SRI) and Math Inventory (SMI)
- Appropriate score on the ACCUPLACER, a computerized placement test given to all GRCC students in Reading, Mathematics, and Writing. WPS students should receive a minimum of a 71 in Reading, a 5 in Writing, and a 77 in Mathematics to be eligible for the Middle College program.
- Currently on track to obtain a high school diploma (appropriate course track and success)
- Approval of the principal and appropriate school staff
- Student Letter (Why I would like to be admitted to the Middle College) and Transcript

INTERNSHIP

Work-based learning is a program for senior to provide students with a planned program of job training and other employment experiences related to a chosen career as noted in their Educational Development Plan. There are six major recognized types of work-based learning experiences for secondary students in Michigan, as well as an additional school-related component, regarding the employment of minors as follows: 1) student/visitor, 2) volunteer, 3) work-based learning (non-CTE programs (paid and unpaid student learner), 4) work-based learning state-approved CTE programs (paid and unpaid student learner), 5) in-district/in-school placement (unpaid student learner), and 6) minor employee with a work permit.

MICHIGAN MERIT CURRICULUM (MMC)
The Personal Curriculum

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year.)
4 English Language Arts (ELA) Credits • Proficiency in State Content Standards for ELA (4 credits)	✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits • Proficiency in State Content Standards for Mathematics (3 credits) • Proficiency in district-approved 4th mathematics credit options (1 credit) *Students must have a math experience in their final year of high school.	✓ 1 credit of the state content standards for Mathematics may be modified to ½ credit so long as the modification continues to provide the state content standards ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school. * Students must have a math experience in one of their two final years of high school.
3 Science Credits • Proficiency in State Content Standards for Science (3 credits); **Or** • Proficiency in some State Content Standards for Science (2 credits) **and** completion of a department-approved formal career and technical education program (1 credit)	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
3 Social Studies Credits ✓ Proficiency in State Content Standards for Social Studies (3 credits)	✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit, or department approved formal career and technical education program. ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.
1 Physical Education and Health Credit • Proficiency in State Content Standards for Physical Education and Health (1 credit); **Or** • Proficiency with State Content Standards for Health (1/2 credit) and district-approved extra-curricular activities involving physical activities (1/2 credit)	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program. ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.
1 Visual, Performing, and Applied Arts Credit • Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program. ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.
Online Learning Experience • Course, Learning or Integrated Learning Experience	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits • Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); **Or** • Formal coursework or an equivalent learning experience in grades K-12 (1 credit) **and** completion of a department- approved formal career and technical education program **or** an additional visual, performing and applied arts credit (1 credit)	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school

STANDARDIZED TESTING

PSAT™ - PSAT testing is designed for 8th and 9th graders that is taken each spring. The PSAT 8/9 assesses the same knowledge and skills as the SAT. The exams serve as a "check-in" on progress, allowing students and teachers to pinpoint areas for focused practice as students progress to and through high school.

The Michigan Merit Examination (MME)

The MME is a required state assessment for students in grade 11 and eligible students in grade 12 based on Michigan high school standards. It is administered each spring, and consists of three components:

- SAT® college entrance examination
- WorkKeys® job skills assessments in reading, mathematics, and "locating information"
- M-STEP ELA, mathematics, science, and social studies tests
  http://www.michigan.gov/mde/0,1607,7-140-22709_35150---,00.html

The MME is the measure used for dual enrollment eligibility determination. Students who have taken the full MME will be eligible for dual enrollment. The scores for these tests must be on file before the student can dual-enroll. Students wishing to dual-enroll must indicate their intentions to the principal or Superintendent in writing. Students interested in dual enrollment must contact the Counseling Office for the appropriate paperwork. Dual enrollment options for students do not include courses available through district course offerings. For further information please consult the WPS Board Policy at www.wyomingps.org.

- A student can only take dual enrollment classes in an area after they have successfully completed all high school course offerings that are aligned.
- A student can take multiple dual enrollment courses per semester, but can have no more than seven courses for their entire schedule.

TRANSCRIPTS

Students must request transcripts at www.parchment.com. Students will need to register and create a log-in to request transcripts. Transcripts include results of the SAT, grade point average, rank in class, current schedule and courses completed. Many colleges still require that test results be sent to them directly from the testing company.

DUAL ENROLLMENT

Legislation (Public Act 160 of 1996) and the Career and Technical Preparation Act (Public Act 258 of 2000) provides dual enrollment options for high school students. Language allows students to begin taking dual enrollment classes in 9th grade and to take up to 10 dual enrollment classes in grades 9-12. It also allows students at approved nonpublic schools to participate in dual enrollment. This allows high school students the opportunity to earn both high school and college credit in both academic and career and technical education programs. Payment for such enrollment is made from a school district's state aid foundation grant based on a formula. In some cases it may not be paid in full. The Acts establish eligibility criteria for students (including 5th year high school students) institutions, and courses; require eligible charges (tuition, mandatory course or material fees, and registration fees) to be billed to a school district; establishes enrollment and credit requirements; requires school districts to provide counseling and information to eligible students and their parents; and requires intermediate school districts to report these dual enrollments to the Michigan Department of Education. For more information on this legislation please call 517.241.6895 or 517-241-0439, or visit the Michigan Department of Education Website at www.michigan.gov/dualenrollment. Students interested in Dual Enrollment should discuss with their counselors.

TESTING OUT

The Board of Education of the Wyoming Public School District acknowledges that some pupils may have acquired knowledge or skills at levels that would allow them to demonstrate a reasonable degree of mastery without taking specified courses. Sections 1279 b of the School Code of Michigan reads:

The board of a school district shall grant high school credit in any course to a pupil enrolled in high school, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or, if there is no final exam, by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation. For the purpose of earning credit under this section, any high school pupil may take the final examination in any course. Credit earned under this section shall be based on a "pass" grade and shall not be included in a computation of grade point average for any purpose. Credit earned under this section may or may not be counted toward graduation, as the board of the school district may determine, but the board's determination shall apply equally to all such credit for all pupils and credit earned under this section shall be counted toward fulfillment of a requirement for a subject area course and shall be counted toward fulfillment of a requirement as to course sequence. Once credit is earned under this section, a pupil may not receive credit thereafter for a course lower in course sequence concerning the same subject area.

In order to Test Out, the student must receive a final grade of 77% or higher. Further information on testing out of specific courses is available from the Counseling Office.

INDEPENDENT STUDY **(1 semester – ½ credit, 2 semesters – 1 credit)**

A course offering in the regular schedule with a course syllabus/objective. Independent study is available only when class numbers are low or a scheduling conflict occurs. Prior teacher and principal approval are required.

OPTIONAL EDUCATION OPPORTUNITIES

Kent Career Technical Center

Many vocational programs are offered at the KCTC at the East Beltline/Knapp Corner campus or other regional sites. Programs vary from one semester to two years in length. Further information is available in the high school guidance office. When a student commits to KCTC, the student is making a commitment to attend the Center for half of each school day. The other half-day is spent in the student's home high school. When a student completes a KCTC program, a certificate of completion is awarded. Job placement services and articulation opportunities are available at KCTC.

Courses available are:

- 3D Animation/Game Design
- Accounting Online
- Accounting System and Solutions
- Applied Construction Technology
- Auto Collision Repair
- Automotive Technology
- Aviation Maintenance Technology
- Aviation Electronics
- Criminal Justice
- Design Lab
- Diesel and Equipment Technology
- Engineering Architectural Design
- Entrepreneurship & Marketing
- Graphic Communications
- Health Careers
- Health Careers Early College Academy
- Hospitality
- HVACR (Heating, Ventilation, Air Conditioning, Refrigeration)
- Information Technology
- Mechantronics
- Precision Machining Technology
- Sustainable Agriscience

Kent Transition Center

KTC is an adaptive learning environment for the academically challenged or "at risk" students throughout Kent County. Developed for entry-level vocational training for juniors and seniors, KTC offers two-year sequential programs in: Landscape/Horticulture, Business Skills, Facilities maintenance, Hospitality and Retail.

ARTICULATION AGREEMENTS

Articulation agreements allow students who complete selected courses in high school in a satisfactory manner (generally 80% or greater) to obtain free college-level credit for that course work. Currently, WPS has articulation agreements with Grand Rapids Community College (GRCC) and Davenport College. These courses may not be transferable to other colleges or universities.

The benefits and purpose of articulation agreements are:

- To provide more post-secondary educational options for capable students.
- To better prepare students to enter the world of work.
- To eliminate duplication of course work (by not requiring a student to repeat a course in college that they've already completed successfully in high school).

Upon enrolling in one of the above colleges, there will be no cost to the high school student for credit for the articulated course if all other articulation guidelines of that college are met. Individual course descriptions indicate whether a class has been approved for articulation. See your school counselor for more and specific information.

GRCC- Accounting I and II and Web Page Design

NCAA (Athletic Eligibility): Although the National website www.**ncaa**.org/ has a great deal of information, the building athletic office has additional information to clarify. Students who intend to participate in a Division I or II sport in college are responsible to apply to the NCAA Clearinghouse in their junior year.

PROGRAM GRID

Articulation Agreement Approved Placement Courses with Davenport University

WYOMING PUBLIC SCHOOLS COURSE	DU COURSE #	DAVENPORT COURSE NAME	CREDIT HRS
BUSINESS CLASSES			
Accounting I - 1st Year	ACCT201	Accounting Foundations I	4
Accounting II - 2nd Year	ACCT202	Accounting Foundations II	4
Advanced Business	MKTG211	Marketing Foundations	3
Foundations of Business	BUSN120	Introduction to Business	3
SCHOOL OF TECHNOLOGY			
Explorations in Technology	BITS101	Computer Essentials	3
Web Page Design	CISP220	Web Page Applications	3
GENERAL EDUCATION			
Civics (U.S. Government)	POLS111	American Government	3
French I and II	FREN111	Introduction to French	3
French III	FREN121	Intermediate French	3
French IV	FREN131	Advanced French	3
Psychology	PSYC101	Introductory Psychology	3
Sociology	SOCY101	Introductory Sociology	3
Spanish I and II	SPAN111	Beginning Spanish I	3
Spanish III	SPAN121	Beginning Spanish II	3
Spanish IV	SPAN131	Intermediate Spanish	3
Speech	COMM120	Presentation Techniques	3
U.S. History (1st Semester)	HIST211	Early United States History	3
U.S. History (2nd Semester)	HIST212	Modern United States History	3
World History (1st Semester)	HIST111	Early World History	3
World History (2nd Semester)	HIST112	Modern World History	3
SCHOOL OF HEALTH PROFESSIONS			
Biology	BIOL110 & BIOL110L	Foundations of Cell Biology & Foundations of Cell Biology Lab	4
Chemistry	CHEM150	Foundations in Chemistry & Foundations of Chemistry Lab	4
Human Anatomy & Physiology (semester 1)	BIOL120	Essentials Anatomy & Physiology	4
Human Anatomy & Physiology (semester 2)	BIOL115	Anatomy & Physiology with Human Disease I	4

ONLINE LEARNING - 21f

Students take online courses for a variety of reasons. They may be full time online students, taking all their courses over the Internet, or they may be part time online students, that is, supplementing the courses they take at their school with online courses – including during summer. Many students use online courses for credit recovery when they have failed a class that is required for their program or graduation. Others take courses that their schools cannot or do not offer. Many students take Advanced Placement (AP) courses because there are not enough students in their school to offer a face-to-face AP class. Some use online courses for elective credit and personal enrichment.

Who is eligible to participate in the new digital learning initiative, 21f?

Answer: With the consent of the student's parent or legal guardian, a student enrolled in a public local district or public school academy in any of grades 7 to 12 are eligible to enroll in up to two FREE online courses (if the courses do not make the student greater than 1.0 FTE) from the online course catalog published by the educating district, or they may select courses from the statewide catalog of online courses that contains the courses found in the educating district catalog in addition to courses published by other district course providers statewide, including *Michigan Virtual School* courses. Section 21f defines an online course as a "…course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment, in which pupils are separated from their teachers by time or location or both, and in which a teacher who holds a valid Michigan teaching certificate is responsible for determining appropriate instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies."

Can a district deny a student request to enroll in an online course?

Answer: Yes. There are five approved specific reasons for denial, including: 1) the student has previously gained the credits provided from the completion of the online course; 2) the online course is not capable of generating academic credit; 3) the online course is inconsistent with the remaining graduation requirements or career interests of the student; 4) the student does not possess the prerequisite knowledge and skills to be successful in the online course or has demonstrated failure in previous online coursework in the same subject; and 5) the online course is of insufficient quality or rigor. If a district denies a student enrollment because the online course is of insufficient quality or rigor, the district shall make a reasonable effort to assist the student to find an alternative online course in the same or similar subject that is of acceptable rigor and quality. A student or parent may appeal a denied request by submitting a letter to the superintendent of the intermediate school district (ISD) in which the student's educating district is located. A response to the appeal must be issued within 5 days after it is received.

Checklist

- The student has access to the place and the technology needed on a regular basis to work on assignments.
- The student has the basic computer skills needed to navigate the course and complete and submit assignments.
- The student has support for her or his IEP.
- The course fits in the student's academic plan and the credits are needed.
- The student knows the course grade will become part of the academic record, grades, credits, etc.
- The student understands that online courses often take as much or more time than face-to-face courses.
- The student has sufficient time in his/her schedule to complete assignments.
- The school offers a mentor or another adult, who the student knows and how to contact to support learning.
- The student knows the start and end dates of the course.
- The student is willing and able to ask for help from the online instructor via email, text, phone, or in person and respond to the instructor using the same methods.
- You and the student know how to contact the help desk to resolve technical issues.

FRONTIERS HIGH SCHOOL PROGRAM

Sophmore, Junior, and select Senior students may submit an application to participate in the Frontiers program. Returning Frontiers students need not apply. Upon acceptance into the program, these students will take all of their core courses in an online environment in order to meet all of the Michigan graduation requirements outlined by the Michigan Merit Curriculum (MMC). Successful graduates of the program earn a traditional Wyoming Public Schools diploma. In comparison to the traditional high school format, the two significant differences in the Frontiers program's structure are:

- **Attendance Requirements** - The State Department of Education has waived the 1,098 hours that traditional high school students must be in attendance on campus. Students still have attendance requirements, but they are reduced and varied based on individual student proficiency and progress.
- **Elective Course Graduation Requirements** - Frontiers participants are eligible for graduation after earning 19.5 total credits. The required courses are outlined below.

Frontiers Graduates

English Language Arts (Literacy Skills) 4.0

a. All students will be enrolled in English 9, English 10, English 11, and English 12.
b. Some English Electives (noted as Language Arts credit) may be utilized to fulfill unsatisfactory completion of one semester of English 9, 10, 11, and 12 course requirement.

Social Studies (must include the following): 3.0

a. one credit in World History/Geography
b. one credit in U.S. History/Geography
c. one credit of Civics(Government)/Economics

Mathematics 4.0

a. one credit for Algebra
b. one credit for Geometry
c. one credit in Algebra II
d. one credit of a Math elective

Science 3.0

(Students with high school science explorative credit from the M.S. will enroll in Biology in their Freshman year.)

a. one credit in Biology
b. one credit in Chemistry and/or Physics
c. one credit of Science elective

Physical Education/Health 1.0

a. .5 credit in a Physical Education activity class.
b. .5 credit in Health

Applied Arts 1.0

Currently includes Art, Vocal, Drama and Instrumental Music courses.

Study Skills* 0.5

(Students will take this course during their first year enrolled in the Frontiers program.)

Consumer and Career Skills 0.5

Second Year World Language 2.0

(First year proficiency of the same language must be earned as a prerequisite.)

Post-Secondary Educational Pathway (PEP) 0.5

Computer Education/Online Learning Experience ..... **

*** Prerequisite to PEP course**
**** Computer Education (online learning experience) granted with online course experiences for graduates.**

TOTAL CREDITS required for graduation 19.5***

FRONTIERS COURSE DESCRIPTIONS
(These courses are unique to the online experience.)

Study Skills (One semester - .5 credit) ***(VSK)***
In this one-semester course, students develop essential study skills for academic success, including organization and time management, applying reading strategies, taking notes, writing strong papers, researching and properly citing information. Explicit modeling and ample practice are provided for each study skill to support student mastery. Instruction on how to be a responsible online learner is threaded throughout the course as well as a basic understanding of software, hardware, and troubleshooting common technology issues. By the end of the course, students will have tools they need to be academically successful in both traditional and digital learning environments. Students will typically take this course during their first semester in Frontiers.

Consumer and Career Skills (One semester - .5 credit) ***(VCCS)***
This course is designed to give students a sense of awareness as they preparation for their future. Topics covered will include concepts to develop financial responsibility and making sound financial choices, as well as information about what characteristics make a good employee and a strong competitor in the job market. This is a required course for any Frontiers student enrolled in the program after the 2011-2012 school year.

Post-Secondary Educational Pathway (PEP) (One semester - .5 credit) ***(PEP)***
This course starts with a career exploration module, followed by college visits and specific program exploration. If planning for college or trade school, this course will help students to not only explore all options and possibilities, it will also help the student reach those goals by following through all aspects of the application procedure. This course is required for any student following the Post-Secondary Educational Pathway (PEP).

Financial Math (Full Year - 1 credit) ***(MTH)***
This course will cover a wide variety of practical mathematics relating to commercial, business, and personal finance. Learn how to make responsible financial decisions, plan for future financial stability, and develop a wider understanding of how economic principles affect us. This course can be taken to satisfy the senior math requirement.

Art History (One semester - .5 credit) ***(LAH)***
This course explores the history of Art from early medieval times through the 20th century. Students will compare, recognize and understand the significance of Art from a variety of regions and cultures from various time periods. This course satisfies one-half of the Applied Arts requirement for the Frontiers program.

Introduction to Art (One semester - .5 credit) ***(LA1)***
This course is designed to foster the development of a further appreciation for Art. Students will explore various styles, elements, and approaches of art as well as its cultural purposes. This course satisfies one-half of the Applied Arts requirement for the Frontiers program.

Medical Terminology (One Semester - .5 credit) ***(VMT)***
This semester-long course introduces students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to healthcare settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course will provide students entering the healthcare field with a deeper understanding of the application of the language of health and medicine. Students are introduced to these skills through direct instruction, interactive tasks, and practice assignments.

ACADEMIC AND CAREER PLAN

Educational Development Plan (EDP)

An Educational Development Plan (EDP) is a plan of action in which students identify/record career goals and an educational pathway to achieve them. Students will learn about career pathways in 7th grade through the use of Career Cruising. In both 7th and 8th grades, students will be given opportunities to edit and/or add to their EDP's. EDP's will include students' Career Pathway choices, careers in which they are interested and four-year plans for classes that will assist them in entering those careers. The EDP will also be a place for students to store work information, activities in which they participate, and volunteer service. Students can also monitor their grades and progress toward graduation. Students will revisit their EDP's each year to make adjustments. EDP's are available for parents and students online at www.wyomingps.org - information page.

Academic Preparation

Academic Preparation provides all students with opportunities to gain important knowledge and develop critical skills in academic subject matter that will prepare them for adult life roles and continuing education. In Michigan, the core academic content areas include English/Language Arts, Mathematics, Science, and Social Studies. Content standards and benchmarks have been developed in each of these areas for K-12 students and are presented in the *Michigan Grade Level Content Expectations (GLCE's) and High School Content Expectations (HSCE's) and Common Core.* Academic preparation is a critical component of the Career Preparation System. Success and upward mobility in careers is highly dependent upon the ability to be both academically and technically proficient. A sound academic foundation is important to learning the increasingly complex technical skills required by today's workforce.

Career Pathways

The world of work is rapidly changing as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in this highly competitive global economy. Career Pathways will provide students focus and foundation for their learning experiences that not only meet their academic potential and career interest, but lead to lifelong learning and achievement. The following six Career Pathways have been identified:

Arts and Communications: This career path is for the creative thinker who is good at communicating ideas. This is for careers related to the humanities, the performing, visual, literary, and media arts.
Business, Management, Marketing, and Technology: This career path is for the organized person who likes planning activities, and working with numbers or ideas. This is for careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.
Engineering/Manufacturing and Industrial Technology: This career path is for the mechanically inclined and practical person who is curious about how things work and enjoys working with his/her hands. This is for careers related to technologies necessary to design, develop, install, or maintain physical systems.
Health Sciences: This career path is for the person who likes to care for people or animals and enjoys learning more about science and medicine. This is for careers related to the promotion of health as well as the treatment of injuries, conditions, and disease.
Human Services: This career path is for the friendly, open, understanding, and cooperative person who thinks it is important to do something that makes things better for other people. This is for careers related to the care and service of others, civil service, education, hospitality, and the social services.
Natural Resources and Agri-science: This career path is for the nature loving person who is curious about the physical world and interested in plants and animals.

Arts and Communications Pathway

Careers related to humanities, and the performing, visual, literary and media arts. Sample career include artists, journalists and graphic designers. These careers are interesting to people who value creativity.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8th Grade		8th Grade Math Algebra I Geometry	8th Grade Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir, Integrated Science
9th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	Additional Core Requirements: .5 Physical Education, .5 Health, Visual/Performing/Applied Arts
10th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives – KCTC programs – Graphic Design/Production I-IV Regional Theatre Technology
12th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 13th year 2-year college Sample for Journalism GRCC	College Writing OR English Composition 1 English Composition 2	Trigonometry College Algebra	Biological Science Elective Physical Science Elective	Survey of American Government Western Civilization to 1500	PE Elective
14th year 2-year college Sample for Journalism GRCC	Introduction to Journalism Great American Writers			General Psychology Principles of Economics 1 U.S. History through Reconstruction OR U.S. History from Reconstruction to the Present	Humanities elective Elective

Recommended Electives: *Foreign Language, Creative Writing I, Drama, Speech, Journalism, Band/Jazz Band, Choir, Video Production I, II, Applied Writing, Web Page Design and Development, KTC, Introduction to Art, Intermediate Art, Advanced Art, AP Art, Humanities, AP US History, Advanced Technology, AP Government

Certified Programs – completion of a specialized program while enrolled in high school or after
Salaries range from $5,000.00 – $37,410.00

Artist	Interior Designer	Photographer
Disc Jockey	Florist	Upholsterer

Associate's Degree/Trade school Programs – years of training or education after high school
Salaries range from $14,640 to $50,410.00

Computer Animator	Drafter	Video Game Developer
Fashion Designer	Website Designer	Jeweler

Bachelor Degree and Higher – 4 or more years of training or education after high school
Salaries range from $24,250 to $54,860.00

Archeologist	Curator	Writer
Art/Music Therapist	Medical Illustrator	Editor

Business, Management, Marketing and Technology Pathway

Careers related to all aspects of business including accounting, business administration, finance, information processing and marketing. Examples of careers in this pathway include accountants, business managers and auto salespersons. These careers are interesting to people who are good with math and enjoy being the leader of a club or captain of a team.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8th Grade		8th Grade Math Algebra I Geometry	8th Grade Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir, Integrated Science
9th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	Additional Core Requirements: .5 Physical Education, Health, Visual/Performing/Applied Arts.
10th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives: Web Design
11th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives: Foundations of Business, Accounting I, Web Design & Personal Finance KCTC programs: Accounting Online Certified Business Tech Information Tech Computerized Accounting Marketing/Entrepreneurship Computerized Banking Microsoft Online
12th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives: Foundations of Business, Accounting I, Adv. Accounting, Personal Finance KCTC programs
Postsecondary 13th year 4-year college Applied Business Davenport Some credits can be articulated see related page	Composition Advanced Composition Presentation Techniques	Intermediate Algebra Introduction to Statistics	Science Elective	Diversity in Society Microeconomics	Humanities Elective Career and Education Seminar or Open Electives Accounting Foundations I
14th year 4-year college Applied Business Davenport	Professional Writing	Corporate Finance		Macroeconomics	Accounting Foundations II Microcomputer Applications: spreadsheet

Recommended Electives: *Foreign Language, Speech, Advanced Technology, Accounting, Advanced Accounting, Web Page Design and Development, Personal Finance, Explorations in Technology, KTC, Internships, Humanities, Speech, AP US History, Foundations in Business, Advanced Business, AP Government

Certified Programs – completion of a specialized program while enrolled in high school or after
Salaries range from $15,000 to $60,320

Web Developer/Master	Auctioneer	Entrepreneur
Event Planner	Caterer	Legal Secretary

Associate's Degree/Trade school Programs – years of training or education after high school
Salaries range from $20,000 to $95,310

Sports Marketer	Arts Administrator	Air Traffic Controller
Video Game Developer	Account Manager (Banking)	Computer Programmer

Bachelor Degree and Higher – 4 or more years of training or education after high school
Salaries range from $20,000 to $100,000

Publisher	Fundraiser	Bank Manager
Statistician	Computer Engineer	Certified Public Accountant

Engineering/Manufacturing and Industrial Technology Pathway

Careers related to technologies necessary to design, develop, install or maintain physical systems. Working with tools, equipment and other kinds of machinery is important to people who have careers in this pathway. Sample careers include mechanics, airplane pilots and engineers.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8th Grade		8th Grade Math Algebra I Geometry	8th Grade Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir, Integrated Science
9th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	Additional Core Requirements: .5 Physical Education, Health, Visual/Performing/Applied Arts
10th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives – KCTC programs
12th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 1st semester Automotive Servicing Certificate Program GRCC	**KCTC Programs for 11th and 12th grade**: Applied Construction Tech Electro/Electricity HVACR CAM/CNC/Machining	Engineering Drafting/CAD Plastics tech Pre-Engineering Wood Products Manufacturing Auto Collision	Automotive Tech Aviation Maintenance Tech Diesel and Equipment Tech Power Sports	Auto Engine Design and Service Auto Steering and Suspension Auto Ignition Systems Welding 2	Basic Vehicle Performance Auto Electrical Systems Automotive Brake Systems
14th year 2nd semester Automotive Servicing Certificate Program GRCC				Auto Power Trains Auto Electronic Control Systems Auto Fuel Injection Automotive Air Conditioning and Heating	Automotive Drivability Automatic Transmissions Technical Mathematics Applied Auto Servicing

Recommended Electives: *Foreign Language, Web Page Design and Development, Humanities, Speech, Computer classes

Certified Programs – completion of a specialized program while enrolled in high school or after
Salaries range from $14,510 to $34,620

Painter	Concrete Mason	Airport Ground Crew
HACR Tech	Diesel or Heavy Equipment Mechanic	Drywaller/Plasterer

Associate's Degree/Trade school Programs – years of training or education after high school
Salaries range from $21,250 to $53,120

Aircraft Mechanic/Avionics Tech	Automobile Mechanic	Tool and Die Maker
Electrician	Electrical/Electronics Engineering Tech	Home Inspector

Bachelor Degree and Higher – 4 or more years of training or education after high school
Salaries range from $20,020 to $58,320

Land Surveyor	Aerospace Engineer	Agricultural Engineer
Electrical Engineer	Environmental Engineer	Mathematician

Health Sciences Pathway

Careers related to the promotion of health as well as treatment of injuries and disease. Examples of careers in this pathway are physicians, nurses, and veterinarians.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8th Grade		8th Grade Math Algebra I Geometry	8th Grade Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir, Integrated Science
9th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	Additional Core Requirements: .5 Physical Education, Health, Visual/Performing/Applied Arts
10th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives – KCTC programs: Health Careers- new/advanced Health Careers - EMT
12th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 13th year 2-year college Dental Hygiene GRCC Requires one year of Pre-Dental Hygiene classes	College Writing OR English Composition 1 English Composition 2		Human Anatomy & Physiology 1 General Microbiology Inorganic, Organic, and Biochemistry Human Anatomy &Physiology 2	General Psychology Elective Social Studies Survey of American Government	First Aid Therapeutic Relationships or Fundamentals of Public Speaking or Interpersonal Communications
14th year 2-year college Dental Hygiene GRCC 1st year of actual Dental Hygiene Program includes Summer classes and a 2nd year of program		Nutrition for the Dental Hygienist Infection Control in Dentistry Introduction to Dentistry	Dental Head and Neck Anatomy, Embryology and Histology Pre-Clinical		Applied Oral Disease Prevention and Preventive Therapies Dental Radiography (theory and lab first 7 weeks, clinic last 7 weeks)Pre-Clinical 2 (lab changes to clinic after 1st 7 weeks) General Oral Pathology for Dental Hygiene

Recommended Electives: Foreign Language, Psychology, Sociology, Health, AP Psychology, AP Biology, AP Chemistry, Anatomy and Physiology, Humanities, Speech, AP US History, Advanced Technology

Certified Programs – completion of a specialized program while enrolled in high school or after
Salaries range from $12,000 to $33,350

Cardiovascular Technician/Technologist	Phlebotomist	Dental Laboratory Technician
EMT	Medical Secretary	Biophotographer

Associate's Degree/Trade school Programs – years of training or education after high school
Salaries range from $13,574 to $48,000

Registered Dental Hygienist	Medical Technician	Diagnostic Medical Sonographer
Veterinary Technician/Assistant	Licensed Practical Nurse	Funeral Director

Bachelor Degree and Higher – 4 or more years of training or education after high school
Salaries range from $25,000 to $221,000

Orthodontist	Veterinarian	Medical Librarian
Dance/Movement Therapist	Physical Therapist	Physician Assistant

Human Services Pathway

Careers in child-care, civil service, education, hospitality and social services. Careers in the pathway include counselors, teachers, and religious leaders (rabbi, priest, minister). These careers are interesting to people who value working with people.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8th Grade		8th Grade Math Algebra I Geometry	8th Grade Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir, Integrated Science
9th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	Additional Core Requirements: .5 Physical Education, .5 Health, Visual/Performing/Applied Arts.
10th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/ Economics	Recommended Electives – KCTC programs – Criminal Justice Hospitality Management
12th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 13th year 2-year college Sample for Paraprofessional Education GRCC	English Composition 1 English Composition 2	Intermediate Algebra*		Survey of American Government Social Science Elective	Human Growth and Development Adult-Child Interaction Preschool Methods Elementary Games and Rhythms First Aid Introduction to Teaching OR Foundations of Early Childhood
14th year 2-year college Sample for Paraprofessional Education GRCC	Children's Literature Emergent Literacy	Mathematics for Ele. Teachers 1 OR Mathematics for Ele. Teachers 2	General Biology OR General Physical Science	Child Dev. General Psychology	Young Children with Special Needs Humanities Elective (Recommended: SP 101 Introductory Spanish) Electives 2

Recommended Electives: *Foreign Language, Creative Writing I, Drama, Speech, , Band/Jazz Band, Choir, Applied Writing, Web Page Design and Development, KTC, Introduction to Art, Intermediate Art, Advanced Art, AP Honors Art, Humanities, AP US History, Advanced Technology

Certified Programs – completion of a specialized program while enrolled in high school or after
Salaries range from $1,000 to $38,300

Paralegal	Butcher	Housekeeper
Fast Food Worker	Nanny	Nail Technician

Associate's Degree/Trade school Programs – years of training or education after high school
Salaries range from $14,490 to $45,360

Religious Worker	Library Technician	Hairstylist
Cosmetologist	Gerontologist	Child & Youth Worker

Bachelor Degree and Higher – 4 or more years of training or education after high school
Salaries range from $20,000 to $129,200

Lawyer	Federal Agent	Teacher
Probation/Parole Officer	Social Worker	Forensic

Natural Resources & Agriscience Pathway

Careers related to natural resources, agriculture and the environment. Fish and game wardens, marine biologists and farmers are careers in this pathway.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8th Grade		8th Grade Math Algebra I Geometry	8th Grade Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir, Integrated Science
9th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	Additional Core Requirements: .5 Physical Education, .5 Health, Visual/Performing/Applied Arts
10th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives – KCTC programs – Agriscience Alternative Energy Program
12th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 13th year 4-year college Pre-Veterinary Ferris University	English composition 1 English composition 2 Speech communication	MATH 115 or higher or ACT math subtest score of 24 or higher, plus 1 yr high school Algebra with a C- or better	General Biology 1 General Biology 2 Introductory Physics General Chemistry 1		9 credits Culture Enrichment classes 9 credits Social Awareness 1 course Global Consciousness 1course Race/Ethnicity/Gender
14th year 4-year college Pre-Veterinary Ferris University Program prepares students for transfer to MSU Veterinary program	Advanced English/Speech Fundamentals of Public Speaking	Adv Algebra & Analytical Trig	Human Physiology and Anatomy 1 Human Physiology and Anatomy 2		Computer competence

Recommended Electives: *Foreign Language, AP Biology, AP Chemistry, Physiology, Physics, Chemistry, Ecology, KTC, Humanities, Speech, Sociology, Advanced Health

Certified Programs – completion of a specialized program while enrolled in high school or after
Midpoint Salaries range from $15,190 to $38,010

Farmer	Horticulturist	Nursery/Greenhouse Grower
Landscaper	Food Inspector	Fisher

Associate's Degree/Trade school Programs – years of training or education after high school
Midpoint salaries range from $5,850 to $45,910

Environmental Technician	Zookeeper	Conservation Officer
Arborist	Water Treatment Plant Operator	Park Warden/Ranger

Bachelor Degree and Higher – 4 or more years of training or education after high school
Midpoint salaries range from $18,000 to $78,580

Astronomer	Microbiologist	Forester
Zoologist	Meteorologist	Geologist

TENTATIVE FIVE-YEAR PLAN

EIGHTH GRADE (*Junior High School courses which are for high school credit)

First Semester
1. ENGLISH
2. 8TH GRADE MATH OR ALGEBRA I*
3. SCIENCE 8
4. US HISTORY
5. _____
6. _____

Second Semester
1. ENGLISH
2. 8TH GRADE MATH OR ALGEBRA I*
3. SCIENCE 8
4. US HISTORY
5. _____
6. _____

***Algebra I and Elective courses eligible for H.S. credit are listed on page 4.**

NINTH GRADE

First Semester
1. ENGLISH 9
2. ALGEBRA I/GEOMETRY
3. BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
5. WORLD LANGUAGE
6. _____

Second Semester
1. ENGLISH 9
2. ALGEBRA I/GEOMETRY
3. BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
5. WORLD LANGUAGE
6. _____

TENTH GRADE

First Semester
1. ENGLISH 10
2. GEOMETRY/ALGEBRA I & II
3. BIOLOGY/CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
5. WORLD LANGUAGE
6. _____

Second Semester
1. ENGLISH 10
2. GEOMETRY/ALGEBRA I & II
3. BIOLOGY/CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
5. WORLD LANGUAGE
6. _____

ELEVENTH GRADE

First Semester
1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/ADV. MATH
3. SCIENCE ELECTIVE
4. CIVICS
5. _____
6. _____

Second Semester
1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/ADV. MATH
3. SCIENCE ELECTIVE
4. ECONOMICS
5. _____
6. _____

TWELFTH GRADE

First Semester
1. ENGLISH 12
2. ALGEBRA II/MATH ELECTIVE
3. _____
4. _____
5. _____
6. _____

Second Semester
1. ENGLISH 12
2. ALGEBRA II/MATH ELECTIVE
3. _____
4. _____
5. _____
6. _____

Additional Requirements:
1 credit of P.E./Health; 1 credit of Applied Arts; 2 credits of World Language; 20 hours of online experience embedded into core content classes.

CLASSIFICATION OF STUDENTS

Freshman_____Students with less than 5 credits
Sophomore_____Students with at least 5 credits, 4 of which must be cores
Juniors_____Students with at least 11 credits, 7 of which must be cores
Seniors_____Students with at least 17 credits, 11 of which must be cores

Classes Offered for High School Credit

WPS Courses Available	H.S.	Jr. High
SPECIALTY COURSES		
EL Courses	X	X (9th only)
LCCE Courses	X	
APPLIED ARTS		
Band	X	X (9th only)
Dance	X	X
Jazz Band	X	X
Music Appreciation I	X	
Music Appreciation II	X	
Choir Concert	X	X
Honors Choir	X	
Introduction to Art (Art 1)	X	X
Intermediate Art (Art 2)	X	
Advanced Art (Art 3)	X	
Art 4	X	
Digital Art	X	
Video Production 1-3	X	
BUSINESS & TECHNOLOGY		
Accounting	X	
*Advanced Accounting	X	
Business Management & Marketing	X	
*Advanced Technology	X	
Computer Programming	X	
Principals of Business	X	
Explorations in Technology		X (9th only)
Foundations of Technology	X	
Personal Finance	X	
Web Page Design & Development 1	X	
Web Page Design & Development 2	X	
LANGUAGE ARTS		
English 9		X
Honors English 9		X
English 10	X	
Honors English 10	X	
English 11	X	
AP English Language 11	X	
English 12	X	
A.P. English Literature 12	X	
English 12 Hybrid	X	
*Creative Writing I & II	X	
Reader's Workshop 1 & 2	X	
Speech	X	
Applied Writing	X	
Mass Media and Communications	X	
Drama	X	X
Humanities	X	
*Journalism I - II	X	
*Mythology	X	
*Graphic Novels	X	
*Shakespeare	X	
*Grammar and Usage	X	
*Science Fiction	X	
*Contemporary Fiction	X	
*African American Studies	X	

*If sufficient number of requests.

WPS Courses Available	H.S.	Jr. High
MATHEMATICS		
Pre-Algebra		X (9th only)
Algebra I	X	X
Algebra Essentials	X	
Math Skills 9 (name change)		X
Geometry	X	X
Geometry Essentials	X	
Applied Math	X	
Algebra II	X	
Algebra II Essentials	X	
Pre-Calculus	X	
AP Calculus	X	
AP Statistics	X	
PHYSICAL EDUCATION/HEALTH		
Physical Education 1	X	X
Physical Education 2	X	
Health	X	X
Lifetime Activities	X	X (only 9th)
Lifetime II	X	
Strength and Conditioning I - VI	X	X (only 9th)
SCIENCE		
Integrated Science I	X	
Biology	X	X
Honors Biology		X
*A.P. Biology	X	
Chemistry	X	
Honors Chemistry	X	
*A.P. Chemistry	X	
Intro to Forensics	X	
Ecology	X	
Environmental Science	X	
Anatomy and Physiology	X	
Physics	X	
Intro to Robotics	X	
SOCIAL STUDIES		
World History/Geography	X	X
U.S. History/Geography	X	X
A.P. U.S. History	X	
Civics (U.S. Government)	X	
A.P. Government (Civics) 12	X	
Economics	X	
Debate	X	
Current Issues	X	
Psychology 11, 12	X	
A.P. Psychology	X	
Sociology	X	
Personal Psychology	X	
WORLD LANGUAGE		
French I - IV	X	X (I & II)
Spanish I - IV	X	X (I & II & Honors II)
Spanish Literature & Composition I	X	
Honors Spanish II		X

ENGLISH LEARNERS (EL) PROGRAM

Students who have recently entered the United States from many parts of the world, or speak a language other than English in the home, develop proficiency in English. Based on a standardized state language assessment, the ACCESS for ELLs, students at the beginning and basic intermediate level learn everyday vocabulary, sentence structure and grammar usage which further improves communication in both social and academic settings. Course components are listening, speaking, reading and writing with an emphasis on developing academic language.

NEWCOMERS' ENGLISH (Two semesters – 1 ½ ELE credit) *(YBN)*

This three hour block is designed for students who have recently entered the United States. Based on a standardized state language assessment, the ACCESS for ELLs, students at the basic level learn everyday vocabulary and sentence patterns which lead to appropriate English communication in social settings. Students also develop academic and critical thinking skills which allow them to fully participate in the core curriculum of the school. Course components include listening, reading, writing and speaking.

ENGLISH LEARNERS ENGLISH 9 (Two semesters - 1 ENG credit) *(YBE9)*

This course emphasizes study skills and homework habits along with the subject matter of literature, grammar, and composition with a special emphasis on the needs of a second language learner. EL students will demonstrate proficiency in the reading and studying of literature, grammar, and composition. The study of literature incorporates an in-depth examination of its various forms: short story, drama, novel and poetry. Paragraph writing focuses on detailed support and sentence variety with subordination. Students must complete at least four writing projects per year including a research paper.

ENGLISH LEARNERS ENGLISH 10 (Two semesters - 1 ENG credit) *(YBE10)*

This course advances the study of literature, grammar and composition with a special emphasis on the needs of a second language learner. Literature is interpreted as it applies to the student's life. EL students will demonstrate proficiency in the reading and studying of literature, grammar, and composition. Composition includes technical, persuasive and creative writing. In addition, students must write a minimum of four multiple-paragraph compositions.

ENGLISH STRENGTHENING OF SKILLS (Two semesters – 1 ELE credit) *(YSOS)*

This course emphasizes reading, writing, vocabulary and academic learning strategies for students whose second language is English. This course focuses on improving EL students' reading and writing skills allowing EL students to become competent readers and writers. This course is limited to EL students taking EL English 9, EL English 10 or to EL students who are enrolled in mainstreamed English courses.

ENGLISH LEARNERS WORLD HISTORY/GEOGRAPHY ***(YWGC)***
(Two semesters – 1 WHG credit) (See page 41.)

ENGLISH LEARNERS ECONOMICS ***(YCE)***
(One semester – ½ ECN credit) (See page 42.)

ENGLISH LEARNERS CIVICS (GOVERNMENT) ***(YCG)***
(One semester - ½ CIV credit) (See page 41.)

ENGLISH LEARNERS U.S. HISTORY ***(YCUS)***
(Two semesters - 1 USG credit) (See page 41.)

ENGLISH LEARNERS BIOLOGY ***(YDB)***
(Two semesters - 1 Life BIO credit) (See page 39.)

ENGLISH LEARNERS INTEGRATED SCIENCE I ***(YDIS)***
(Two semesters - 1 SCI credit) (See page 39.)

ENGLISH LEARNERS CHEMISTRY ***(YDC)***
(Two semesters – 1 CP credit) (See page 39.)

APPLIED ARTS DEPARTMENT

BEGINNING ART 1 (One or two semesters) ***(LAB1)***
In this course students will explore the world of Art. Students will examine exciting cultures and their expressions through Art. Artmaking will be a primary focus in areas such as clay, printmaking, drawing, painting and sculpture, and will be used to create personal responses to ideas that are studied.

BEGINNING ART 2 (One or two semesters) ***(LAB2)***
In this course students will explore and investigate big ideas about making art and the cultural context art has been made in. Artmaking is a primary focus. Students will develop personal responses in visual forms. Students will create personal expressive solutions to a variety of artistic problems.

INTRODUCTION TO ART (Two semesters - 1 VPF credit) ***(LA1)***
In this course students will answer the questions; Where has art been? Where is art going? And how do I fit into the world of art? Through a broad investigation of the art from many diverse cultures students will engage in various art-making approaches. Students will be taught to examine and analyze ideas that artists have used from prehistoric times to the modern age. Students will be given the opportunity to explore both traditional and non-traditional art materials. Students are required to complete homework drawings in a sketchbook, to take tests, and to write about art as well as taking an exam at the end of the semester.

INTERMEDIATE ART (Two semesters - 1 VPF credit) Prereq: Completion Intro to Art ***(LA2)***
Students will be introduced to the major events and movements that have proceeded and influenced contemporary art making. Students will learn about drawing and painting techniques, with a focus on the human form, multiple imaging, digital imaging and traditional and non-traditional handmade crafts. Over the course of this class students will gain practical understanding about the multitude of career opportunities in the visual arts. Students are required to complete homework drawings in a sketchbook, to take tests, and to write about art as well as taking an exam at the end of the semester.

ADVANCED ART (Two semesters - 1 VPF credit) Prereq: Completion of Intermediate Art ***(LA3)***
Students will complete in-depth art works using a medley of media and ideas. Building upon the skills and knowledge gained in Introduction to Art and Intermediate Art students will focus on constructing the components of a successful art portfolio. Students will be given the opportunity to submit their portfolios for Advanced Placement Studio Credit from the College Board. Students will complete a series of weekly homework assignments and are required to participate in class critiques, individual assessments and a public art show.

ART 4 (Two semesters - 1 VPF credit) Prereq: Completion of Advanced Art ***(LA4)***
Students will learn through formal and informal structured activities, the ability to understand and respond to a work of art. The student will learn about visual literacy where he/she observes, describes, analyzes, interprets, and makes judgments about art forms. Students will create and learn about art processes, art materials and techniques, and in assembling an art portfolio. Students will be given the opportunity to submit their portfolios for Advanced Placement Studio Credit from the College Board. Students who submit an AP portfolio will receive additional points on the GPA scale. Students will complete a series of weekly homework assignments every marking period and write art criticism reports. At the completion of each semester students will take an exam summarizing the skills learned that semester.

INTRODUCTION TO CHOIR 7-9th Grade (Two Semesters) ***(JIVM)***
In this course, students will understand what it means to be a part of a performing group. Performances of great choral literature are scheduled throughout the school year and participation is expected to receive credit. Singing is a large part of class participation. Students will be involved in a project-based class with exposure to music theory, sight-reading and basic vocal technique.

CONCERT CHOIR (Two semesters – 1 VPF credit) ***(JCC)***
Students will continue to explore what it means to be a part of a performing group and will be expected to sing on a daily basis. They will begin to progress toward a more advanced repertoire and standard of choral singing. Performances of great choral literature are scheduled throughout the school year and participation is expected to receive credit. Students will be involved in a project-based class with exposure to basic and intermediate must theory, sight-reading and intermediate vocal technique.

HONORS CHOIR (Auditioned Group) (Two semesters - 1 VPF credit) ***(JHC)***
Students are chosen for this group through an audition process that happens in the second semester of the current school year. They will sing advanced repertoire with a high standard of choral singing. Performances of great choral literature are scheduled throughout the school year and participation is expected to receive credit. Students will be involved in advanced music theory, sight-reading and advanced vocal technique.

SILVER BAND (Two Semesters) ***(JSB)***
This course functions as the first year of instrumental instruction in our Band program and is open to any student wishing to play a wind or percussion instrument. The Silver Band performs three of four concerts outside of school throughout the year. Participation in these concerts, as well as special rehearsals and activities are required in order to receive full credit. The Silver Band is designed to offer students beginning-level instruction in band performance skills in preparation for concerts, with emphasis on music theory, interpretation, and technical proficiency.

PURPLE BAND (Two Semesters) Prereq: 1 year of Band or director approval ***(JPB)***
This course functions as the second year of instrumental instruction and is open to any wind or percussion student who has at least ONE year of Band instruction. The Purple Band performs concerts outside of school throughout the year. Participation in these concerts, as well as special rehearsals and activities are required in order to receive full credit. Purple Band is designed to offer students intermediate-level instruction in performance skills in preparation for concerts, with emphasis on music theory, interpretation, and improved technical proficiency.

H.S. BAND (Two Semesters) Prereq: 2 yrs. experience or approval by band directors. ***(JB)***
The H.S. Band functions as a marching band during the fall, performing at school related games, festivals, and competitions. During the winter and spring, the band divides into the Wind Ensemble and Symphonic Band, playing at concerts, school functions, and small and large group festivals. Most performances are held at night or on Saturdays. Extra rehearsals held during the week, special activities, and performances throughout the year are required to receive full credit. The High School Band is designed to offer students intermediate/advanced-level instruction in band performance skills in preparation for concerts, with emphasis on intermediate/advanced music theory, interpretation, and technical proficiency.

JAZZ BAND (Two semesters - 1 VPF credit) Prerequisite: Audition by director. ***(JJB)***
The Jazz Band rehearses during the 0 hour and performs music in all genres of jazz. Students will gain valuable performance experience, as well as opportunities for solo and group improvisation. Performances are held after school, evenings, and Saturdays. Special rehearsals and performances are required to receive full credit. The High School Jazz Band is designed to offer students intermediate/advanced-level instruction in jazz performance skills in preparation for concerts, with emphasis on intermediate/advanced jazz music theory, interpretation, and technical proficiency.

DANCE (One semester - 1 VPF credit*) ***(MD)***
This course is designed as a one semester course that provides students a foundation in dance. Students will begin to develop technical strength through the basic skills of folk-ethnic, square, contra, social, and aerobic dance movements. Learning the vocabulary of these dances as well as the principles and elements of each style is essential. The course will also focus on students' development of movement skills, cardiovascular endurance, strength, flexibility/balance, process sensory information, body awareness, dance history, genre, dance terminology, critical analysis/journal, personal creativity, choreographed movements and performances. (*Only 1/2 credit goes toward graduation credits.)

MUSIC APPRECIATION I (One semester – ½ VPF credit) ***(JMAI)***
This course will take an in-depth look at the music of our everyday lives, focusing on music as an expression of who we are. In this context, students will explore and understand music as it relates to categorical and geographical cultures. Students will take an active role not only as a consumer of music, but as a creator of their own music, having an understanding of basic musical elements.

MUSIC APPRECIATION II (One semester – ½ VPF credit) ***(JMAII)***
This course will provide an overview of the progression of musical styles throughout history and the influence they have had on American music. Students explore the meanings, stories, and messages in music, as well as the multiple uses of music in the context of media, events, religion, and political expression. The class will discuss the impact of the advances of technology on how music is created and listened to, and how that will affect the future of music and music making.

WEB PAGE DESIGN & DEVELOPMENT 1 (Two semesters – 1 ELE credit) ***(GWEB)***

Prerequisite: Students will need to pass the Tech Competency assessment at 77% or higher – or – Explorations in Technology *can count as an Applied Arts credit* **(VPF)**

Students will use software to design and create their own web pages. Students will learn and apply hypertext markup language (HTML) code to create professional looking websites. Students will enhance the style of web pages utilizing cascading style sheets (CSS). The creation of a user-friendly and accessible website will be emphasized and other scripting techniques may be applied. Students will also explore Adobe Dreamweaver CS6, Flash CS6 and Photoshop CS6 software to enhance web pages by designing, optimizing and integrating original web graphics into their web pages. Students will also learn techniques to create applications within their web pages.

WEB PAGE DESIGN & DEVELOPMENT 2 (Two semesters – 1 ELE credit) ***(GWEB2)***

Prerequisite: Web Page Design & Development 1 *can count as an Applied Arts credit* **(VPF)**

Students will use advanced applications to create enhanced web pages. Students will build on the Web Design and Development 1 skills and learn advanced Adobe Photoshop CS6, and Dreamweaver CS6 skills. Students will learn and apply advanced Photoshop CS6 skills including photo editing, drawing and painting with color, and enhancing and repairing photos. Students will build on their basic Dreamweaver CS6 skills and apply CSS templates, web page animation and enhanced audio and video.

VIDEO PRODUCTION 1 (One semester – 1 VPF credit*) ***(IVP1)***

Prereq: Students will need to pass the Tech Competency assessment at 77% or higher – or – Explorations in Technology class *can count as an Applied Arts credit* **(VPF)**

Students will get an introduction to the history, careers, and job tasks involved in the video industry. These careers are found primarily in the Arts and Communications pathway and can be directly related to the video industry as a video editor, photographer, writer, marketing specialist, and on-air personality. The main topics to be explored are: research, writing, presentation, videotaping, video editing, and on camera interviewing and reporting. (*Only 1/2 credit goes toward graduation credits.)

VIDEO PRODUCTION 2 (One year – 1 ELE credit) (VPF) Prereq: Video Production I ***(IVP2)***

Students will get working knowledge of jobs and tasks involved in video production. The students will begin working with audio mixing boards, studio cameras, studio lights, video mixers, microphones and computers. The students will be responsible for filming, editing and compilation of school sporting events, performances and news broadcasts. The main focus of this course will give the students a hands-on training to the art of video production and filming techniques.

VIDEO PRODUCTION 3 (One year – 1 ELE credit) (VPF) Prereq: Video Prod. II ***(IVP3)***

Students will be using advanced level video skills in a district wide video program. Students will be expected to produce various video production projects throughout the district and city of Wyoming. The students will be responsible for filming, editing and compilation of school sporting events, performances and news broadcasts. The main focus of this course will give the students a hands-on training to the art of video production and filming techniques. Additionally, students will be spending time working with local TV station WKTV on an internship basis.

DIGITAL ART – (One semester ½ VPF credit) ***(LDA)***

Students will explore the history of photography, careers in photography, basic photography principals, and how to properly shoot indoor and outdoor settings. Basic settings and functions of digital cameras will be explored along with learning the industry standard photographic software, Adobe PhotoShop CS6. Throughout the course career preparation standards will be included which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, and technology and employment literacy.

BUSINESS & TECHNOLOGY DEPARTMENT

COMPUTERS I – 7th or 8th grade (One semester) ***(GCP1)***

Students will be exposed to various components in the ever changing world of technology, including keyboard applications, word processing applications, presentation applications, spreadsheet applications, and research strategies on the web. Students will also learn how to be digital citizens while creating positive digital footprints and using proper etiquette on the web. Students will also be exposed to a unit in Cyber Safety with a focus in cyber bullying and prevention. The students will work and collaborate in the Cloud, primarily using Google applications, and will learn to use the computer as a tool for efficiency. It will be expected that all Computers I students will be exposed to at least half of the skills taught in the 21things4students.net website.

COMPUTERS II – 7th or 8th grade (One semester) ***(GCP2)***

Computers II students will be exposed to be more advanced skills in the word processing, presentation and spreadsheet applications then what they learned in Computers I. These advanced skills will be skills necessary not only for current and future coursework but also for college and career readiness. The Computers II student will also be exposed to more Cyber Safety programs and preventions. Other skills learned will be the student working with and editing digital images, social networking skills, legal and fair public domain use and copyright laws, career preparation, mobile computing, screencasting, digital storytelling and hands on learning skills. The students will work and collaborate in the Cloud, primarily using Google applications, and will learn to use the computer as a tool for efficiency. It will be expected that all Computers II students will be exposed to at least the other half of the skills taught in the 21things4students.net website.

EXPLORATIONS IN TECHNOLOGY (One semester for 9th grade only) ***(GET)***

This course will encompass multiple areas of technology that users are faced with everyday in both the work and home environments. Students will gain a basic working knowledge of web page design, video capture and editing, Internet safety and digital citizenship, email, presentation media, and mobile computing. This class will teach students the necessary skills to produce successful outcomes utilizing a variety of technology tools, software and applications. The expectation of this class is that it will not only teach students to use technology effectively, but will also direct their interest into specific areas of technology that can be explored in further detail through high school offerings.

FOUNDATIONS OF TECHNOLOGY (One semester - ½ ELE credit) ***(GFT)***

This course is a basic computer class with added focus on practical application in the business world. Students will work on project-based activities typically found in areas such as marketing, Human Resources, Business Management, Administration, etc. The skills taught in Word and Excel prepares students for employment.

ACCOUNTING (Two semesters - 1 ELE credit) - *can count as a Math elective credit* **(MTH)** ***(GACT1)***

Students may receive credit from GRCC or Davenport for this class.

The two main objectives are to prepare students for employment in business and to give students a foundation for business administration programs offered at two- and four-year colleges. Students learn a working accounting vocabulary and learn to apply basic accounting principles to service and merchandising-type businesses using microcomputer applications.

ADVANCED ACCOUNTING (Two semesters - 1 ELE credit) ***(GACT2)***

Prerequisite: Accounting

The problem and business simulation approach is used to refine basic accounting skills. Students apply basic accounting principles to problems dealing with partnerships and corporations using microcomputer applications.

ADVANCED TECHNOLOGY (One semester – ½ ELE credit) ***(GAT)***

Prerequisite: Explorations in Technology

This course is an advanced computer class with added focus on information management, accessibility and advanced technology concepts. Students will create career-focused documents applicable to the ever-changing business and technology fields.

PRINCIPALS OF BUSINESS (Two semesters – 1 ELE credit) ***(GPBA & GPBB)***

Students will develop ethical, legal and financial skills that apply to the business world. Students will be exposed to and work on various projects typically found in business areas such as Marketing, Human Resources, Business Management, Administration, etc. Additional focus on professional development, entrepreneurship, business processes and management skills will be explored. Students will apply material to current events in today's business world through the use of technology and real-world experiences.

BUSINESS MANAGEMENT AND MARKETING (Two semesters – 1 ELE credit) ***(GBMMA & GBMMB)***

Prereq: Principals of Business

This course provides students with real hands-on project-based applications of concepts learned in Business Management, Marketing, Non-profits, and Human Resources workforce. Personal computing and business skills are integrated throughout the course as students use a variety of software applications to produce and prepare documents for local businesses and publications. Students also will learn how to use and select appropriate software for generating information and learn how operations function in a real business setting by working with their local school district and businesses. A major emphasis is placed on guiding students through real-world experiences to aid in the school-to-career transition.

PERSONAL FINANCE (Two semesters – 1 ELE credit) ***(GPF)***

can count as Math elective credit **(MTH)**

Students learn what it takes to make wise financial decisions as a consumer, worker, and citizen. These financial decisions including managing checking/savings accounts, applying for car loans, handling credit, creating budgets, investing in markets, choosing insurance types based on need, and preparing tax forms. The student will also learn what it takes to live on their own in terms of renting an apartment, applying for home mortgages, and how to obtain and maintain a successful career. This course fulfills the fourth year requirement for math.

WEB PAGE DESIGN & DEVELOPMENT 1 (Two semesters – 1 ELE credit) ***(GWEB)***

Prerequisite: Students will need to pass the Tech Competency assessment at 77% or higher – or – Explorations in Technology *can count as an Applied Arts credit* **(VPF)**

Students will use software to design and create their own web pages. Students will learn and apply hypertext markup language (HTML) code to create professional looking websites. Students will enhance the style of web pages utilizing cascading style sheets (CSS). The creation of a user-friendly and accessible website will be emphasized and other scripting techniques may be applied. Students will also explore Adobe Dreamweaver CS6, Flash CS6 and Photoshop CS6 software to enhance web pages by designing, optimizing and integrating original web graphics into their web pages. Students will also learn techniques to create applications within their web pages.

WEB PAGE DESIGN & DEVELOPMENT 2 (Two semesters – 1 ELE credit) ***(GWEB2)***

Prerequisite: Web Page Design & Development 1 *can count as an Applied Arts credit* **(VPF)**

Students will use advanced applications to create enhanced web pages. Students will build on the Web Design and Development 1 skills and learn advanced Adobe Photoshop CS6, and Dreamweaver CS6 skills. Students will learn and apply advanced Photoshop CS6 skills including photo editing, drawing and painting with color, and enhancing and repairing photos. Students will build on their basic Dreamweaver CS6 skills and apply CSS templates, web page animation and enhanced audio and video.

COMPUTER PROGRAMMING – (Two semesters – 1 ELE credit) ***(GP1)***

The Computer science course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These perspectives help people utilize computers to address real-world problem in contemporary life.

LANGUAGE ARTS DEPARTMENT

All areas and materials are linked to the Common Core State Standards which are embedded in each literature unit and cover all four of the areas of Language Arts. Writings and grammar for the year fulfill the Common Core State Standards and include narrative, argumentative, informative, and research-based pieces.

LANGUAGE ARTS BLOCK Extended Opportunity (7th Grade) ***(BEX)***

The Language arts portion of this course emphasizes students' basic reading and writing skills. It is designed for struggling readers in grades 4-9 to improve their reading ability, and also gain knowledge of various strategies in order to become competent readers. *The READ 180 reading intervention program* is used with these students. *READ 180 Next Generation Edition* is a comprehensive reading intervention program for struggling readers in grades four through twelve. The goals of the program are to increase students' decoding, fluency, vocabulary, comprehension, and writing skills. This course also emphasizes literature, writing, and vocabulary. *This course is combined with **MATH BLOCK** and courses are taught in 2-90 minute consecutive blocks of time to further work on improving basic math, reading and writing skills.*

ENGLISH/LANGUAGE ARTS 7 ***(BE7)***

This course emphasizes literature, writing, and vocabulary. The genres of drama, mystery, and mythology are the literary focus. Writings for the year include narrative, argumentative, informative, and research-based pieces. Sadlier-Oxford vocabulary books are used to enhance the students' reading comprehension and knowledge base.

HONORS ENGLISH/LANGUAGE ARTS 7 ***(BE7P)***

This course presents a challenging program to students who have already demonstrated a proficiency in the listed 7th grade course requirements. Comparative analysis and critical evaluation of literary works are used to improve thinking and writing skills. Writing assignments stem from both literature and personal experience. Vocabulary exercises serve to prepare the student for college entrance testing. Students must complete at least four writing projects per year including a research topic.

- Standard grades – preferably has an A/B in Language Arts
- SRI score (recommended but not required) - (7th grade) 1075 or above, (8th grade) 1125 or above, (9th grade) 1175 or above
- WR 6:2, 6:3, and 6:4 80% or higher (7thgrade)
- MEAP - 1 or high 2 in Reading & Writing
- Student must be highly motivated

Meeting all five requirements would guarantee placement. If a student meets four out of five requirements he/she would be considered on a person to person basis. Final decision may depend on spaces available.

READING SKILLS 7 (Two semesters) ***(BSR7)***

This course emphasizes organization and strengthening of study skills. See Language Arts Block for description of the Read 180 program. It is designed for students to improve their reading ability, and also gain knowledge of various strategies in order to become competent readers. *The READ 180 reading intervention program* is used with these students. *READ 180 Next Generation Edition* is a comprehensive reading intervention program for struggling readers in grades 4-9. MEAP score 3 or 4, SRI score 850 or below and grades E, D in English to qualify.

ENGLISH/LANGUAGE ARTS 8 (Two semesters) ***(BE8)***

This course emphasizes literature, writing, vocabulary, and grammar. Writings for the year include narrative, argumentative, informative, and research-based pieces. Sadlier-Oxford vocabulary books are used to enhance the students' reading comprehension and knowledge base.

READING SKILLS 8 (Two semesters) ***(BSR8)***

This course emphasizes organizational and strengthening of study skills. It is designed for students to improve their reading ability, and also gain knowledge of various strategies in order to become competent readers. *The READ 180 reading intervention program* is used with these students. *READ 180 Next Generation Edition* is a comprehensive reading intervention program for struggling readers in grades four through twelve. MEAP score 3 & 4, SRI score 950 or below and grades E, D in English to qualify.

HONORS ENGLISH/LANGUAGE ARTS 8 (Two semesters) ***(BE8P)***

This course presents a challenging program to students who have demonstrated a proficiency in the course requirements for English/Language Arts 8. Comparative analysis and critical evaluation of literary works are used to improve thinking and writing skills. Writing assignments stem from both literature and personal experience. Vocabulary exercises serve to prepare the student for college entrance testing. Students must complete at least four writing projects per year including a research topic.

CONTINUED Placement (from 7th to 8th grade):

- Standard grades – must have an A/B average in Honors LA 7
- SRI score - 1125 or above (7th to 8th), 1175 or above (8th to 9th)
- MEAP - 1 or high 2 (Reading & Writing)
- Students must be highly motivated

Meeting all four requirements would guarantee continued placement.

HIGH SCHOOL OFFERINGS

Students in the English department experience a solid integration of technology tools such as laptops and other multimedia devices. Each year in the required ninth through twelfth grade English courses students experience at least five hours of online learning experiences in the form of one or more of the following: online Timed Writings, online vocabulary reading and diction workshops, online research for research papers (such as data bases, web quests, etc.), online Moodle class work, and/or online Holt Elements of Literature experiences (such as text interaction, online quizzes, web-based literature connections, etc.).

ENGLISH 9 (Two semesters - 1 ENG credit) ***(BE9)***

This course emphasizes study skills and homework habits along with the subject matter of literature, grammar and composition. The study of literature incorporates an in-depth examination of its various forms: short story, drama, novel and poetry. Paragraph writing focuses on detailed support and sentence variety with subordination. Students must complete at least four writing projects per year including research paper.

****Students with low SRI scores may be placed in the English 9 class that incorporates Read 180.***

HONORS ENGLISH 9 (Two semesters - 1 ENG credit) ***(BE9P)***

This course presents a challenging program to students who have demonstrated a proficiency in reading and writing. Comparative analysis and critical evaluation of literary works are used to improve thinking and listening skills. Grammar is studied with emphasis on the refinement of the student's writing style. Writing assignments stem from both literature and personal experience. Vocabulary exercises serve to prepare the student for college entrance testing. Students must complete at least four writing projects per year including a research paper. An “A” in 8th Grade English, and/or recommendation by an English teacher is suggested to take this course.

ENGLISH 10 (Two semesters - 1 ENG credit) ***(BE10)***

This course advances the study of literature, grammar, and composition. Literature is interpreted as it applies to the student's life. Composition includes informational, narrative, persuasive, and research writing, and students must write a minimum of four multiple-paragraph, process-written compositions. The course also develops the speaking and listening skills connected to Language Arts.

HONORS ENGLISH 10 (Two semesters - 1 ENG credit) ***(BE10P)***

This course offers students an opportunity to enhance critical thinking and writing. The students read unabridged world literature. Composition includes technical, persuasive, and creative writing. An “A” or “B” in Honors English 9 or an “A” in regular English 9 and/or recommendation by the 9th grade English teacher are suggested to take this course.

ENGLISH 11 (Two semesters - 1 ENG credit) ***(BE11)***

Students study American literature selected from the 16th century to the 21st century. Students advance their writing skills in creative, persuasive, and technical writing. A major paper is required each marking period.

AP ENGLISH LANGUAGE 11 (Two semesters - 1 ENG credit) ***(BE11P)***

This course offers accelerated students an opportunity to further prepare themselves for the 12th grade Advanced Placement course. Students read unabridged American literature and improve their persuasive and analytical writing skills. An “A” or “B” in Honors English 10 or an “A” in regular English 10 and/or recommendation by the 10th grade English teacher are suggested to take this course.

ENGLISH 12 (Two semesters - 1 ENG credit) ***(BE12)***
Students study a variety of literature. In addition to some creative writing, students write about the literature and complete a research project. A major paper is required each marking period.

AP ENGLISH LITERATURE 12 (Two semesters - 1 ENG credit) ***(BE12P)***
Students read a variety of novels, plays, essays, and poetry. The material studied is taken primarily from American and British writers. At the conclusion of the course, students have the opportunity of taking the English AP exam sponsored by the College Board Corporation in order to earn college credit. An "A" or "B" in all previous English courses or signatures by two English teachers is recommended.

ENGLISH 12 HYBRID – (Two semesters - 1 ENG credit) ***(BE12H)***
While the focus of the course is British and World Literature—so there will be novels, poems, plays, and short stories—the class will also cover the writing, language, and speaking and listening standards set by the state. Students will periodically attend live lectures and discussions given by the instructor at the school; however, the majority of the class will be working online. Papers, homework and projects will be submitted electronically. Students can expect to spend time on online discussion boards, blogs, Google© Classroom, or other internet platform set by the instructor. The live component is mandatory and essential for the student to fulfill speaking and listening requirements.

READER'S WORKSHOP 1 (One semester – ½ ELE credit) **(*BRW*)**
Are you a book lover? Maybe you like to read but never had the time. Maybe you are just waiting to discover the joy of reading. This class is for you! As a member of this class, you will thumb through the pages of both teacher-selected and student-selected materials, have the opportunity to share what you read and learn from the books, and be exposed to different authors, styles, and topics all while discovering what makes good literature enjoyable to read. This course will create a Shelfari to share with the book community, write book reviews for the school media center and teen appropriate sites (i.e. teen reads), post discussions using Synergy, and other creation tools to reflect what is read. This course will give students an opportunity to take their love or even faint warmth of reading and become involved in the process of reviewing, dialoging, and sharing views and knowledge over the content that was read. This course is to create life-long readers.

READER'S WORKSHOP 2 – (One semester – ½ ELE credit) **(*BRW2*)**
The reader's workshop is designed to foster independent reading skills. Each workshop begins with a mini lesson during which a particular skill or strategy is discussed. Following the lesson, there is independent reading time. This time will be divided several ways – truly independent reading, small group literature circles or small group instruction. As a member of this class, you will thumb through the pages of both teacher-selected and student-selected materials, have the opportunity to share what you read and learn from the books, and be exposed to different authors, styles, and topics all while discovering what makes good literature enjoyable to read. Students will create their own book blog as well as join GoodRead to share reviews with the book community, post discussions using Synergy, and other creation tools to reflect what is read. This course will give students an opportunity to take their love of reading and become involved in the process of reviewing, dialoging, and sharing views and knowledge over the content that was read. This course is to create life-long readers as students share/tutor reading with Intermediate students. (*BRW2 will offer different activities from BRW1. Students may take either class or both.*)

CREATIVE WRITING I (One semester - ½ elective ELE credit) ***(BCW1)***
This course is designed to develop the writing skills and style of students through a series of 18 writing workshops. Students write all forms of literature (e.g., short story, poetry, plays etc.), and read several texts and examples of writing as models. It is important that students who take this course enjoy writing imaginatively.

CREATIVE WRITING II (One semester – ½ elective ELE credit) ***(BCW2)***
A continuation and advanced level of writing from Creative Writing I. This course focuses on adolescent literature and writing. It involves a substantial amount of reading as well as writing.

SPEECH (One semester – ½ ELE credit) ***(BSPE)***
This course is designed to teach students to express themselves in several areas of oral communication: public speaking, oral reading, and group discussion. The study of logical and argumentative thinking is included in this class. In addition, speaking, listening, outlining, and communication skills are stressed.

APPLIED WRITING (One semester – ½ ELE credit) ***(BWRI)***
Students focus on learning the elements of analytical, creative, business, and technical writing. Applying the knowledge of process writing in connection with all three areas of writing is a priority. Students can expect to write a professional resume, analytical essays, short stories, and poetry, along with other types of writing assignments. In addition, students perform in cooperative groups for peer editing and/or critiques.

MASS MEDIA AND COMMUNICATIONS (One semester – ½ ELE credit) ***(BMM)***
This course combines the interest in various media (television, advertising, films) and the importance of group dynamics. Students recognize elements of television programming and use this knowledge to differentiate between quality and weak broadcasting. Also, students analyze and criticize filmmaking. Students survey film history, major film genres, and the manipulative skills of advertising. In addition, students perform in group projects relating to films and television.

DRAMA (One semester – 1 VPF credit*) ***(BDRA)***
This performance course offers students an opportunity to be involved with all aspects of theatre: pantomimes, improvisations, acting, directing, and performing scenes. In addition, students study the history of theatre, read plays by well-known writers, and analyze professional acting performances. (*Only 1/2 credit goes toward graduation credits.)

HUMANITIES (One semester – ½ ELE credit) ***(BH)***
Prerequisite: 9th and 10th grade English recommended
The purpose of this one semester course is to increase critical thinking skills through the study of humanities. This class will focus on the philosophy, music, literature, art, and film that demonstrate the ideas that contributed to the development of the western civilization and modern society. There is a strong emphasis on reading and writing in this class. A comprehensive research paper is required to pass this class.

JOURNALISM I (One semester – ½ ELE credit) ***(BJ1)***
This course gives students the opportunity to write and design the school newspaper. Students publish the paper monthly, writing a variety of articles, including reviews, features, editorials, entertainment, and straightforward news and sports stories. Additional course work involves studying the role of the media in modern society.

JOURNALISM II (One semester – ½ ELE credit) ***(BJ2)***
Prerequisite: Journalism I or permission of instructor.
Students continue to build on the skills learned in Journalism I. With an understanding of basic Journalism, they expand their skills writing in a variety of styles and genres. This class also places a stronger emphasis on editing skills. Students essentially become copy editors. Using critical thinking and previous knowledge of grammar, and students help one another improve as journalists. In addition, students expand their understanding of the role of the media in today's society. They will critically breakdown who is delivering the news, and further determine how it affects their understanding of events around them.

MYTHOLOGY (One semester – *½ ELE or ½ ENG) ***(BMY)***
This course provides students with opportunities to read, understand, and enjoy myths through time with the examination of how the myths impact our own culture. It will focus on Greek, Roman and Egyptian stories and their influence on the arts and literature of Western civilization. Other mythologies such as Chinese, Native American, and African may be studied as well. Assignments and class activities will reflect student understanding of how ancient peoples used story to explain their origins, their place in the world and the universe, and their relationships to each other. Writing assignments will focus on the literature of the course.

GRAPHIC NOVELS (One semester – *½ ELE or ½ ENG) ***(BGN)***
Graphic novels are more than comic books. They are a new genre of literature, melding visual art and complex narratives. The class will engage students in a variety of projects discussions, and writing assignments, exploring how graphic novels reflect our culture and ourselves.

SHAKESPEARE (One semester – *½ ELE or ½ ENG) ***(BSH)***
A single semester class in which students will read, view, and perform Shakespeare. The class will study a selection of plays (tragedy, comedy, and historical), and will be a combination of reading, writing, viewing, and performance. Shakespeare's plays develop students' understanding of poetic rhythm, imagery, figurative language, and plot development.

GRAMMAR AND USAGE (One semester – *½ ELE or ½ ENG) ***(BGU)***
Is it proper to say "between you and me" or "between you and I"? This course will answer this question and many others. Students will learn the rules for grammar and usage. The course will cover everything from the parts of speech to comma usage. Further, students will apply their understanding of usage to the writing process, focusing on effective revision and editing.

SCIENCE FICTION (One semester - *½ ELE or ½ ENG) ***(BSF)***
Cybernetics, cryogenics, computers, artificial intelligence, and bioengineering are thriving fields of research and are already woven into our lives; how might these and space exploration impact our lives in the future? The class will explore this popular genre of writing and see how these stories impact our world, even as they tell stories of worlds from long ago or far away. Students will gain a rich understanding and better picture of why this genre has exploded in popularity in the last century to become one of the prevalent types of story told in our world today.

CONTEMPORARY FICTION (One semester - *½ ELE or ½ ENG) ***(BCF)***
This course will offer students the opportunity to explore several works of contemporary literature spanning from young adults to New York Times best sellers. Students will develop critical skills through interpretation, collaboration, discussion, essay writing and evaluation. The semester will be spend time exploring a wide spectrum of literary works published within the last two decades. The reading list will include works from various genres (short stories, novella, novels, etc). Students will examine the ways in which contemporary authors are representing the experience of living in the world today.

AFRICAN AMERICAN STUDIES (One semester - *½ ELE or ½ ENG) ***(BAA)***
Students enrolled in African American studies will examine political and social issues through a variety of lenses: art, music, literature, film, poetry and today's pop culture. Take a journey through the African American movement beginning with the colonization of the African continent to the slave trade. The course will explore the African American struggle throughout the 19th and 20th century with focus on community, class and gender outlined by protests, migration and the urbanization of this community.

***Students in 11th grade will get ½ of an elective credit, and those in 12th grade will get ½ of an English credit.**

MATHEMATICS DEPARTMENT

All areas and materials are linked to the Common Core State Standards which are embedded in all four of the areas of Mathematics.

MATH BLOCK Extended Opportunity (7th Grade) ***(EMX)***

Math Block is designed to give students with low Scholastic Math Inventory (SMI) test scores an opportunity to get extra support while still learning the 7th grade Common Core Standards. Students receive an additional half hour of math intervention each day. During this time, students work on improving basic math skills while working in small groups, one-on-one with the teacher and/or through interactive math web sites. (The criteria is that students meet both Math Skills and the Read 180 – 7.)

*This course is always combined with **LANGUAGE ARTS BLOCK** and courses are taught in 2 - 90 minute consecutive blocks of time to further work on improving basic math, reading and writing skills.*

MATH 7 (Two semesters) ***(EM7)***

Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

HONORS MATH with Pre-Algebra ***(EMA7)***

Students work through the 7th grade math curriculum at an accelerated pace, then are taught topics that are normally found in Pre-Algebra as extensions of the relevant 7th grade material. The ability to consistently complete all homework, grade level (or higher) scores on standardized test such as the MEAP or SMI (Scholastic Math Inventory), and teacher recommendation are normally required for entrance into this class. Relative maturity is required for this class along with all the components of that resource i.e. a good attitude and the willingness to work hard on the subject material.

HONORS PLACEMENT ***(EMA7N)***

- Standard grades – must have an A/B in Mathematics
- SMI score - (7th grade) 900 or above, (8th grade) 1000 or above, (9th grade) 1100 or above
- MEAP – 1or 2
- Student must be highly motivated

Meeting all four requirements would guarantee placement. If a student meets three out of four requirements he/she would be considered on a person to person basis. Final decision may depend on spaces available. See Algebra I for course content description.

MATH SKILLS (Two semesters) ***(EMS)***

A support program that consists of equal parts computer time using Math 180 and time with the teacher. It is designed to strengthen the basic math skills of the student and to raise their fundamental math skills with their SMI score to a proficient level. The students have to be motivated to work well on the computer and continue to demonstrate a desire for self-improvement to be considered for placement and retention in this course. Math 180 can be used by 7th & 8th graders, and students are placed through teacher recommendation and SMI scores.

8TH GRADE MATH (Two semesters) ***(EM8)***

Grade 8 instructional time will focus on three critical areas: (1) Formulating and reasoning about expressions and equations. This will include modeling and solving linear equations, as well as systems of equations. (2) Grasping the concept of functions, and using functions to describe quantitative relationships. (3) Analyzing two and three dimensional space and figures using distance, angle, similarity, and congruence. Students will also gain an understanding of the Pythagorean Theorem, and apply that understanding to real world situations.

PRE-ALGEBRA (Two semesters – 1 ELE credit for 9th grade only) ***(EPA)***

Pre-Algebra makes the transition from concrete arithmetic to abstract reasoning. Students will be introduced to linear relationships and patterns through visual and physical experiences based on the common core standards. These experiences will lead to graphic, symbolic, numeric, and verbal interpretation of linear patterns. Provides the bridge from the abstract to the real world. A scientific calculator is recommended for this course.

ALGEBRA I (Two semesters – 1 ALG credit) ***(EA1)***

Algebra 1 builds on the abstract thinking skills introduced in Pre-Algebra. Critical properties, rules, definitions, and problem solving strategies are studied and applied throughout this course. Students will go from linear expressions to an in-depth study of linear relationships, systems, and other functions. These functions include, but are not limited to; quadratics, exponentials, and rational functions of higher degrees. Students learn to represent and critically think about functions in three ways: algebraically, in tables, and graphically. Topics also include bivariate data analysis and radical equations. In addition to content standards, students will focus on the eight mathematical practices as outlined by the Common Core. Graphing calculators are recommended for this course.

ALGEBRA ESSENTIALS (Two semesters – 1 ALG credit) ***(EA1E)***

Algebra Essentials builds on the abstract thinking skills introduced in Pre-Algebra. Students will practice the basic math skills needed to explore expressions, equations, and inequalities. Overview of the course includes seeing structure in expressions, arithmetic with polynomials, rational functions, and creating and reasoning with equations.

GEOMETRY (Two semesters – 1 GEO credit) ***(EG)***

Prerequisite: Algebra I

Geometry is a visual mathematics grounded in construction that differs from the abstract nature of Algebra. It reviews relationships between angles, triangles, quadrilaterals, circles, simple 3 dimensional shapes, classification and application properties of simple shapes, application of congruence, area, and volume. It extends to real world and spatial visualizations, right triangles and right triangle trigonometry, connections between transformation and linear functions, and coordinates geometry. Geometry requires the understanding of mathematical logic and reasoning as it applies to life and career.

GEOMETRY ESSENTIALS (Two semesters – 1 GEO credit) ***(EGE)***

Prerequisite: Algebra

Geometry Essentials is a visual mathematics grounded in construction that differs from the abstract nature of Algebra. It reviews relationships between angles, triangles, quadrilaterals, circles, simple 3 dimensional shapes, classification and application properties of simple shapes, application of congruence, area, and volume. It extends to real world and spatial visualizations, right triangles and right triangle trigonometry, connections between transformation and linear functions, and coordinates geometry. Geometry requires the understanding of mathematical logic and reasoning as it applies to life and career.

ACCOUNTING (Two semesters - 1 ELE credit) - *can count as a Math credit* **MTH** ***(GACT1)***

Students may receive credit from GRCC or Davenport for this class.

The two main objectives are to prepare students for employment in business and to give students a foundation for business administration programs offered at two- and four-year colleges. Students learn a working accounting vocabulary and learn to apply basic accounting principles to service and merchandising-type businesses using microcomputer applications.

ALGEBRA II (Two semesters – 1 AII credit)

Prerequisite: Geometry ***(EA2)***

Algebra II begins by extending the concepts of functions such as linear, quadratic, polynomial, exponential, and logarithmic. The course then moves into rational and trigonometric functions. Students will explore the concepts of accuracy, error, sequences, and iteration in terms of numerical and logarithmic ideas. Conic sections are studied as a link between Algebra and Geometry. Further concepts include univariant and bivariant statistics, circular and triangular trigonometry, and cyclic events. Graphing calculators are highly recommended for this course.

ALGEBRA II ESSENTIALS (Two semesters – 1 AII credit) ***(EA2E)***

Prerequisite: Geometry Essentials

Algebra II Essentials will put more focus on what are considered key or essential concepts in Algebra II. This course begins by extending the key concepts in Algebra such as linear, quadratic, polynomial, and exponential functions. The course also includes basic trigonometric functions and concepts. Students will learn more about concepts in statistics and data analysis.

PERSONAL FINANCE (Two semesters – 1 ELE credit) ***can count as MTH credit*** ***(GPF)***
Students learn what it takes to make wise financial decisions as a consumer, worker, and citizen. These financial decisions including managing checking/savings accounts, applying for car loans, handling credit, creating budgets, investing in markets, choosing insurance types based on need, and preparing tax forms. The student will also learn what it takes to live on their own in terms of renting an apartment, applying for home mortgages, and how to obtain and maintain a successful career. This course fulfills the fourth year requirement for math, but for students intending to attend college will not adequately prepare them for the necessary college required course, College Algebra.

PHYSICS (Two semesters - 1 CP credit) - ***can apply toward a MTH credit*** ***(DP)***
Physics is the physical science that is concerned with the relationship between matter and energy. Students will discover the concepts of motion, light, and electricity. Since physics is a laboratory science, students will spend time in the laboratory where measurement and problem solving techniques will be presented. Mathematics is the language of physics, and an adequate preparation in algebra and geometry is essential to success in physics.

APPLIED MATH (Two semesters – 1 MTH credit) Prerequisite: Algebra II ***(EAM)***
This advanced math course will expand on a number of mathematical concepts introduced in Algebra II. Topics will include trigonometry, probability & statistics, and discrete mathematics. In addition, students will spend time learning more practical applications of mathematics such as financial literacy and various problem solving. This course provides a fourth-year math option for those students who have taken Algebra II but do not intend on taking Pre-calculus. This course aligns student learning for the necessary college required math course, College Algebra.

PRE-CALCULUS (Two semesters – 1 MTH credit) Prerequisite: Algebra II ***(ESPC)***
Pre-calculus is the preparation for calculus. The study of the topics, concepts, and procedures of pre-calculus deepens students' understanding of algebra and extends their ability to apply algebra concepts and procedures at higher conceptual levels, as a tool, and in the study of other subjects. The theory and applications of trigonometry and functions are developed in depth. New mathematical tools such as vectors, matrices, and polar coordinates are introduced, with an eye toward modeling and solving real-world problems. Graphing calculators are highly recommended for this course.

AP CALCULUS (Two semesters – 1 MTH credit) Prerequisite: Pre-calculus ***(EAC)***
Calculus consists of a full high school academic year that is comparable to a 1st semester calculus college course. The main focus will be topics in differential and integral calculus. It is expected that students who take Calculus will seek college credit, college placement, or both. Students will be taking the AP Calculus test at the completion of the course. There is a fee to take the AP exam. Graphing calculators are highly recommended for this course.

AP STATISTICS (Two semesters - 1 MTH credit) Prerequisite: Algebra II ***(EAS)***
AP Statistics is a course built around four themes. The first explores data and the design of studies. Students compare univariate and bivariate data sets using graphical and numerical summary measures. Principles of data collection and study design aim to minimize bias and variability of resulting data. Second, probability models and their application are investigated using discrete probability distributions, conditional probability, Bayes' Theorem, and normal distribution. The third theme is statistical inference. Students learn the logic and terminology of confidence interval estimation and significance testing. These are applied to questions involving means and proportions, categorical data, and simple linear regression models. Last, model assessment teaches students to assess the validity of assumptions of the models and assess the effect of departures from model assumptions. Graphing calculators are highly recommended for this course.

PHYSICAL EDUCATION/HEALTH DEPARTMENT

HEALTH 7 (One semester) ***(MH7)***
Teen Leadership curriculum will be used to help students develop a healthy self-concept, build healthy relationships, and cultivate a sense of personal responsibility. They will practice skills in communication, responsible decision making, and goal setting. Students will gain an understanding of basic nutrition through food analysis and meal planning. They will learn about tobacco, alcohol, and other drugs, safety and resolving conflicts. Reproductive education including male and female anatomy will be taught along with abstinence and refusal skills.

PHYSICAL EDUCATION 7 (One semester) ***(MPE7)***
This course focuses on improving major and minor motor skills, lifelong fitness, individual and team sports, skill development, and personal and social character. Students will learn to understand their personal physical fitness levels and how to create a lifestyle that promotes healthy physical fitness and nutrition choices. This class is intended to build the foundation for a healthy and active lifestyle.

PHYSICAL EDUCATION 1 (One semester – ½ PEH credit) ***(MPE)***
PHYSICAL EDUCATION 2 (One semester – ½ PEH credit) ***(MPE2)***
Course provides students with the knowledge, skills, fitness, and attitudes to lead a healthy lifestyle. Students who engage in health-enhancing physical activity are able to assess, achieve, and maintain fitness, make wise lifestyle choices, and exhibit appropriate personal-social character traits while participating in many physical activities. These activities include team and individual activities, as well as aerobic activities. Two days a week will be devoted to fitness activities and training. *(PE2 will offer different activities from PE1. Students may take either class or both.)*

HEALTH (One semester - ½ HTH credit) ***(MH)***
Students acquire accurate health information and develop healthful attitudes and behavior patterns in order to live long, productive lives. Students learn the skills necessary to make responsible decisions and modify behaviors that promote healthy lifestyles. Health provides students with practical knowledge in the following areas: nutrition, tobacco, alcohol and other drugs, diseases, mental health and stress, human sexuality and AIDS education, and other health related issues. Students will also learn various aspects of personal safety, including basic first aid and proper use of CPR (cardiopulmonary resuscitation) and AED (automated external defibrillator) training.

LIFETIME ACTIVITIES (One semester - ½ ELE credit) ***(MLA)***
Prerequisite: One semester credit of Physical Education. Students receive in-depth instruction, and participate in lifetime sports including: indoor tennis, pickleball, badminton, eclipse ball, table tennis, frisbee golf, softball, bowling, karate, flag football, aerobics and cardiovascular fitness, along with other fitness activities. Two days a week will be devoted to fitness activities and fitness training.

LIFETIME II (One semester – ½ ELE credit)
This class would be an enhanced course from Lifetime I. Additional student exposure to these specific but not limited to: CPR, aerobics, boater safety, and intro to weight training.

STRENGTH AND CONDITIONING I-VI (One semester - ½ ELE credit) ***(MSC)***
Prerequisite: One semester of Physical Education. This is the Base Phase which introduces muscle and joint anatomy identification, safety, spotting, and orientation of weight room, proper lifting and operation of all equipment, introduction to flexibility, physical conditioning (running program), box squat and towel bench core lifts. BFS (Bigger, Faster, Stronger) core lifting will be increased by 5%. Each Strength and Conditioning level includes a higher phase and 5% growth in the BFS (Bigger, Faster, Stronger) core lifting as well as other expectations.

SCIENCE DEPARTMENT

SCIENCE 7 (Two semesters) ***(DS7)***

This course is designed to teach students how to think scientifically. By the end of the year students should have mastered the following areas: Weather, Scientific Method, Measurement, Waves–Sound and Light, Chemistry, Cells, Genetics, and Plants. *The following classes include a minimum of 5 hours of online learning experiences. Students will practice using technology tools including laptops or desktop computers and other multimedia devices. Students will use iPads, Edmodo, Moodle, Webquest, and virtual reality simulations and online field trips.

SCIENCE 8 (Two semesters) ***(DS8)***

This course includes standards on chemistry, life science, physical science, earth science and the scientific process. This diverse approach is intended to develop broad foundation and understanding of science concepts from which all students can confidently enter and successfully complete the remainder of their high school science courses.

INTEGRATED SCIENCE I (Two semesters -1 SCI credit) ***(DIS)***

This class combines the Michigan High School Content Expectations (HSCE) standards for Chemistry, Anatomy, Geology, Astronomy, Genetics and Physical Science to complete this well-rounded and rigorous course. This diverse approach is intended to develop a broad foundation and understanding of science concepts from which all students can confidently enter and successfully complete the remainder of their high school science courses.

BIOLOGY (Two semesters -1 BIO credit) ***(DB)***

Biology is the study of living things. The course attempts to expose the students to a wide variety of life science areas through classroom and laboratory experiences. Subject areas include cell anatomy and physiology, genetics, microbiology, botany, invertebrate and vertebrate zoology, and ecosystems. Students will use skills in microscope use, calculators, and multimedia presentations.

HONORS BIOLOGY (Two semesters -1 BIO credit) (9th grade only) ***(DHB)***

This course is a rigorous, and more in depth version of Biology. This advanced college preparatory lab science course is designed to teach students the concepts and principles of biology and prepare students for advanced level courses. Students will develop a conceptual framework for modern biology and recognize unifying themes that integrate the major topics of biology. Students will learn about the scientific process, molecules and cells, cellular reproduction and genetics, evolution, microbiology, ecology, and the form and function of fungus, plants and invertebrate and vertebrate animals. Laboratory activities stress the development of important skills such as detailed observation, accurate recording, experimental design, and data interpretation and analysis. Students will develop critical thinking skills through research and discussions on issues relating to current advancements in Biology.

A.P. BIOLOGY (Two semesters -1 SCI credit) ***(DAPB)***

Prerequisite: Biology or Honors Biology and Chemistry or Honors Chemistry - This course provides an in-depth look at all areas of biology. Students will often be responsible for several types of assignments at the same time. A summer assignment may be given to prospective students to be completed by the first day of class in September. Students will be preparing to take the A.P. Exam in Biology sponsored by the College Board Corporation.

CHEMISTRY (Two semesters – 1 CP credit) ***(DC)***

Chemistry studies the nature of matter and its behavior in chemical and physical changes. Class-work includes lecture, problem solving and laboratory investigations. Course content includes describing and computing the mole concept, understanding atomic theory and identifying the activity of chemical reactions. Using the knowledge of the periodic chart, and laboratory examples, students learn to predict and explain chemical reactions. This course contains Algebra related concepts, so if student has difficulty in Algebra they may wish to wait until they are in Adv. Algebra.

HONORS CHEMISTRY (Two semesters – 1 CP credit) ***(DHC)***

This course is a traditional approach to chemistry in which students will study the basic theories and concepts of chemistry. The intent is to prepare students to pursue chemistry on a more advanced level (AP Chemistry), and to prepare students for college science courses. Regular class periods will consist of lecture and problem-solving sessions, laboratory work and discussion. Course content includes stoichiometry, the periodic table, each of the state of matter, atomic bonding, acids, bases and equilibria, solutions, electrochemistry, the elements, and an introduction to nuclear chemistry, organic chemistry and biochemistry. Students will develop critical thinking skills through research and discussions about issues relating to current advancements in Chemistry.

A.P. CHEMISTRY (Two semesters – 1 SCI credit) ***(DAPC)***

Prerequisite: Chemistry or Honors Chemistry - This class is recommended for students interested in pursuing a career in either medicine, health, chemical engineering, nursing, physical therapy, of other fields of work directly related to the study of chemistry. The course will involve a rigorous schedule in order to accomplish the classroom and laboratory work. Areas of emphasis included: atomic theory, chemical bonding, nuclear chemistry, gases, liquids, solutions, and colligative properties, reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics. Students will be preparing for the A.P. Chemistry exam sponsored by the College Board. Students may receive college credit by college recommendation. Most colleges give credit to students who do well on the test. Physics is also recommended.

ECOLOGY (Two semesters – 1 SCI credit) ***(DE)***

Students will investigate fundamental environmental issues through scientific inquiry and experience the basics of ecology and sustainable living through labs, activities, current articles from the media, and discussion. Study emphasizes the application of topics from earth science, biology, and chemistry. Students will acquire the insight and knowledge to better understand the complexities of environmental issues. Topics to be covered include: basic principles of ecology, population dynamics, energy flow through the biosphere, ecology of communities, and the exploration of various biomes, ocean ecosystems, and the atmosphere.

ENVIRONMENTAL SCIENCE (Two semesters – 1 SCI credit) ***(DENV)***

This class provides an introduction to the most important and useful concepts in the study of the environment. Material is presented from an analytical and interdisciplinary perspective for which we view environmental issues in order to deal with them successfully. This class teaches students how to think critically while learning and applying integrated scientific disciplines to contemporary environmental issues. Some of the areas covered will include: earth as a system, sustaining living resources, energy, water, air, and society's impact on the environment.

ANATOMY AND PHYSIOLOGY (Two semesters - 1 SCI credit) Prereq: Biology ***(DA)***

Anatomy and Physiology is the study of structures and functions of the human body. The inner organs of the body are examined including cells, tissues, organs, organ systems, and how they are interrelated and work together as an entire organism. A laboratory dissection is included in this course. Microscopes and multimedia are used throughout the year.

PHYSICS (Two semesters - 1 CP credit) - ***can apply toward a MTH credit*** ***(DP)***

Physics is the physical science that is concerned with the relationship between matter and energy. Students will discover the concepts of motion, light, and electricity. Since physics is a laboratory science, students will spend time in the laboratory where measurement and problem solving techniques will be presented. Mathematics is the language of physics, and an adequate preparation in algebra and geometry is essential to success in physics.

INTRODUCTION TO FORENSIC SCIENCE 11, 12 (One Semester - ½ credit) ***(DF)***

Prereq: Biology & Chemistry (Anatomy and Physiology highly recommended but not required.) - Students will learn how the many branches of science apply to the field of Forensic Science and solving crimes. It will involve concepts from biology, anatomy, chemistry, genetics and other scientific disciplines. Students will learn by a variety of methods, including (but not limited to): readings outside class, the Internet, laboratory experiments, group work, discussion and student projects. A student's communication skills, writing skills, critical thinking and problem solving skills are important for their success in this class. Topics covered include a history of Forensic Science, physical evidence, trace evidence and microscopy, documentation, psychology of criminals, biology, DNA evidence, toxicology, serology, and careers in Forensic Science.

INTRODUCTION TO ROBOTICS – (One semester – ½ ELE credit) ***(IIR)***

This class will cover the fundamentals of problem solving, system design, and programming. Students who successfully complete this course will learn basic physics and physical science concepts, fundamental engineering concepts, programming concepts, teamwork, collaboration, robotics competitions and the robotics industry. Building and programming robotics applies science, technology, engineering and math (STEM) concepts.

SOCIAL STUDIES DEPARTMENT

SOCIAL STUDIES 7 (Two semesters) ***(CS7)***
Using the Five Themes of Geography: location, place, region, movement, and human-environment interaction; students explore the geography, history and culture of Europe, Africa, Asia and Australia.

U.S. HISTORY 8 (Two semesters) ***(CS8)***
Students will acquire a wealth of historical information regarding American History from the early Colonial to 1877. Particular attention will be given to Christopher Columbus' Global Exchange, the founding of the 13 colonies, the establishment of our nation and government by the various founding fathers, the westward expansion beginning with the Louisiana Purchase, the Mexican War, the causes leading to the separation of the United States, the Civil War, and the Reconstruction and restoration of the Union. Students will demonstrate knowledge, skill and values necessary to be life-long participants in American society. They investigate cultural diversity and recognize the worth and dignity of self and others. U.S. History will relate historical events and trends to present day situations and policies.

WORLD HISTORY/GEOGRAPHY (Two semesters – 1 WHG credit) ***(CWH)***
Upon completion of this course students will demonstrate proficiency in analyzing physical and cultural aspects of our world. Students study relationships and interdependence within and between local, national and global communities. Over time and in varying contexts, students construct an increasingly sophisticated geographic perspective.

U.S. HISTORY/GEOGRAPHY (Two semesters - 1 USG credit) ***(CUS)***
Upon completion of U.S. History, students demonstrate knowledge, skill and values necessary to be life-long participants in American society. They investigate cultural diversity and recognize the worth and dignity of self and others. U.S. History will relate historical events and trends to present day situations and policies. Emphasis will be from the Civil War to the present.

A.P. U.S. HISTORY (Two semesters -1 ELE credit) **Prerequisite**: U.S. History ***(CAPUS)***
This course is more demanding and challenging than the regular U.S. History course. Students should be self-motivated and self-directed learners. This class analyzes and explores the economic, political, and social changes in America since Columbus. Students' master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. They'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. Students should have a strong English background as they will be expected to respond to historical concepts and questions both orally and in written form. Students will be expected to keep up with the assigned readings on a daily basis as the course will move at a very fast pace. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP Exam and for further study in history, political science, economics, sociology and law.

CIVICS (U.S. GOVERNMENT) (One semester – ½ CIV credit) ***(CG)***
Students learn to explain the necessity of government in the modern world, identify characteristics of democracy and describe how democracy differentiates from socialism and communism. Students will recognize that government in the United States is based on a defined set of core democratic values; students will be able to state how the government of the United States came into being and how we are protected by documents such as the Declaration of Independence and the Constitution. Students will explain the difference between the legislative, executive, and judicial branches of government. Students will relate these topics to current events.

DEBATE (One semester – ½ ELE credit) ***(CD)***
Debate is designed to develop students' ability to support and present logical, researched argument. Students must have a strong reading comprehension and writing skills. The content is dictated by the national debate topic for that given year. Theory, structure of debate, research, debate organization and oral presentation or arguments culminates in class and competition. Debaters must compete outside of school at a minimum of one tournament and one league invitational.

A.P. GOVERNMENT (CIVICS) 12 (One semester – ½ CIV credit) ***(CAPG)***

Students learn the principles and processes of the American political and economic systems and the people and institutions that facilitate those systems. This will be accomplished through intense reading, discussion, participation in simulations and decision-making models along with writing. Specific focus will be on the Constitution, the Presidency, the Congress, the Courts, and the political and policy-making process as it is used by the leaders in the Federal Government. This course is designed for college-bound students and the course content and structure is designed to enable students to attain college credit for their efforts through the A.P. American Government Exam.

ECONOMICS (One semester – ½ ECN credit) ***(CE)***

Economics stresses economic concepts, theory, and institutions of the United States and comparative economic systems. Students explain the major principles, demonstrate skills in every day economic situations, demonstrate an understanding of the Federal Reserve and fiscal policy, and demonstrate an understanding of the complexities of the global economy. In addition, students practice critical thinking concerning issues such as poverty, minimum wage, business-labor relations and taxation.

CURRENT ISSUES (One semester – ½ ELE credit) ***(CCI)***

This course includes the examination of current issues at all levels; international, national, state, and local. Issues dealing with peace and security, environment, development, and human rights will be covered. A variety of techniques including individual and group research and presentations will be used to study these issues. This course involves a great deal of reading, including a weekly news magazine and local newspapers as a basis for many of the discussion topics.

PSYCHOLOGY 11, 12 (One semester – ½ ELE credit) ***(CPSY)***

In this introductory course students study and understand the major movements and issues in psychology. There is major emphasis on the readings from the textbook, but students are also required to write a term paper. Participation in library research and classroom discussions is used in not only reinforcing textbook information but in helping students evaluate the various ideas of the major schools of psychology.

A.P. PSYCHOLOGY (Two semesters – 1 ELE credit) ***(CPSYP)***

Students will learn about the history of psychology, research methodology, the biology of psychology, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development, personality, testing, abnormal psychology and its treatments, and social psychology. The vocabulary and important people in psychology, the thinking skills necessary to evaluate research, and preparation for the Advanced Placement Test in psychology will be emphasized.

SOCIOLOGY (One semester – ½ ELE credit) ***(CSOC)***

Students gain knowledge of society and a general awareness of the problems facing it today. Students understand that sociology is perspective, a way of looking at reality, rather than merely a body of accumulated research findings. Students develop a broad awareness of the origins of modern sociology which include industrialization, urbanization, and certain historical political developments.

PERSONAL PSYCHOLOGY (One semester – ½ ELE credit) ***(CPP)***

This course will emphasize mental, emotional, and physical wellness. This course will outline how human behavior leads to success and/or failure. Using current research, students will learn how they can reach their potential and how to better understand others.

WORLD LANGUAGE DEPARTMENT

FRENCH I (Two semesters - 1 ELE/WLG credit) ***(FF1)***
The target language is introduced. Vocabulary such as greetings, numbers, calendar, family, daily activities, and descriptions; and grammar such as verb conjugation, sentence structure and noun/verb/adjective agreement is introduced. In addition, cultural diversity and aspects of typical daily life of target culture are discussed. A variety of teaching and learning styles are used to engage students in speaking, listening, reading and writing activities.

FRENCH II (Two semesters - 1 ELE/WLG credit) ***(FF2)***
Prerequisite: Completion of French I or test equivalent with a minimum of 77% - Building on skills acquired in French I, students concentrate on the ability to communicate in target language. Students develop a more extensive vocabulary and a command of advanced verb tenses and sentence structure. Finally, students will compare and contrast target culture with that of our own and that of other French speaking countries.

FRENCH III (Two semesters - 1 ELE/WLG credit) ***(FF3)***
Prerequisite: Completion of French II or test equivalent with a minimum of 77% - Building on skills acquired in French I and II, students continue to concentrate on the ability to communicate in target language. Thematic units covering cultural topics such as Art, Geography, History, Music among others, and sophisticated grammar, verb tenses, and sentence structure will be the focus.

FRENCH IV (Two semesters - 1 ELE/WLG credit) ***(FF4)***
Prerequisite: Completion of French III or test equivalent with a minimum of 77% - Building on skills acquired in French I, II, III, students will integrate their skills in vocabulary, grammar and culture to read, write, listen and speak in a more advanced manner. Emphasis will be placed on composing original compositions and reading complex literature such as poetry, children's books, novels and classics.

SPANISH I (Two semesters - 1 ELE/WLG credit) ***(FS1)***
The target language is introduced. Vocabulary such as greetings, numbers, calendar, family, daily activities, and descriptions; and grammar such as verb conjugation, sentence structure and noun/verb/adjective agreement is introduced. In addition, cultural diversity and aspects of typical daily life of target culture are discussed. A variety of teaching and learning styles are used to engage students in speaking, listening, reading and writing activities.

SPANISH II (Two semesters - 1 ELE/WLG credit) ***(FS2)***
Prerequisite: Completion of Spanish I or test equivalent with a minimum of 77% - Building on skills acquired in Spanish I, students concentrate on the ability to communicate in target language. Students develop a more extensive vocabulary and a command of advanced verb tenses and sentence structure. Finally, students will compare and contrast target culture with that of our own and that of other Spanish speaking countries.

HONORS SPANISH II (Two semesters - 1 ELE/WLG credit) Offered at JH only. ***(FS2H)***
Prerequisite: Highly successful in Spanish I – This course is teacher recommended and created to meet the needs of highly motivated students who intend to enroll in Spanish 3 and 4. This class will be taught in Spanish with a focus on literacy. Students will develop an extensive vocabulary and command of advanced verb tenses and sentence structures. Finally, students will compare and contrast cultures of English and Spanish speaking countries.

SPANISH III (Two semesters - 1 ELE/WLG credit) ***(FS3)***
Prerequisite: Completion of Spanish II or test equivalent with a minimum of 77% - Building on skills acquired in Spanish I and II, students continue to concentrate on the ability to communicate in target language. Thematic units covering cultural topics such as Art, Geography, History, Music among others, and sophisticated grammar, verb tenses, and sentence structure will be the focus.

SPANISH IV (Two semesters - 1 ELE/WLG credit) ***(FS4)***
Prerequisite: Completion of Spanish III or test equivalent with a minimum of 77% - Building on skills acquired in Spanish I, II and III, students will integrate their skills in vocabulary, grammar and culture to read, write, listen and speak in a more advanced manner. Emphasis will be placed on composing original compositions and reading complex literature such as poetry, children's books, novels and classics.

SPANISH LIT & COMPOSITION I (Two semesters – 1 ELE/WLG credit) ***(FSL1)***

Prerequisite: Spanish speaker and/or proficient in Spanish OR after completion of Spanish III with prior approval from the course instructor. - The course will use Spanish as the principle language of instruction, communication, and content. The primary goal of the class is to improve the students' literacy in Spanish. The class will focus on grammar, reading, writing, critical text analysis, vocabulary and academic language, as well as exploration of cultural issues. The class will use authentic Spanish literature and texts from various periods and genres. The strong emphasis on reading and writing will empower students to become not only bilingual (the ability to speak two languages), but also bi-literate (the ability to read and write in two languages).

SPECIAL EDUCATION DEPARTMENT

Resource Program

The resource program is designed to support students with disabilities working towards or through the high school standards. Special education teachers in the resource program address a variety of student needs related to reading, writing, math and/or behavior. The support can be provided in co-taught or pull out settings, depending on student needs as documented in the individual education program (IEP). Co-taught classes consist of one general education teacher and one special education teacher partnering to teach the content expectations. Pull out classes are taught by special education teachers in order to provide supplemental instruction and extended learning opportunities within core content standards.

LIFE CENTERED CAREER EDUCATION (LCCE) COURSES

Special education teachers teach the Cognitively Impaired Categorical Program. The curriculum is designed to teach students daily living skills, personal-social skills and occupational skills. We service a variety of students with many different disabilities, but our prime focus in on Cognitively Impaired students. Each student has the opportunity to be educated at a mastery level according to his/her ability level. When applicable, students can take team taught or general education classes. Students, who take classes in the Life Skills program, will receive a Certificate of Completion in order to be able to access other vocational oriented programs after completing High School. In order to achieve completion of courses, students must meet the requirements of the course, complete their goals and objectives, and be able to continue to work on their transition goals. This typically takes four years, but could take longer depending on the needs of the students. An IEP team will best determine the course of action for students. This program requires the commitment from staff, parents and the community.

Course Offerings

The following courses main focus are on preparing students for entering the world of work along with preparation of personal-social skills, and daily living skills. Course objectives and outcomes may change throughout the years as the needs of the students change. Courses are designed to be a year long, unless otherwise noted. Course objectives are also designed to be mastered within the school year but may be altered or extended depending on the needs of the student. Determination of classes will be based on the needs of the students as determined by their IEPC and their transition plan. Courses may not be offered each year.

Functional mathematics and reading skills are essential components of the LCCE courses. They are embedded in every class with examples including: vocabulary, bus schedules, recipes, reading for information, textbooks, math skills that support career readiness, employment and independent living.

NINTH GRADE LANGUAGE ARTS ***(SBIBE)***

Students in this course will be presented everyday language arts skills for use in academic, home, community and/or vocational settings. In addition to functional reading and writing particular emphasis is placed on speaking and listening for success. Electronic communications (e.g., email, Google® docs, Microsoft Office, telephone) are also embedded in this course.

CAREER PREPARATION ENGLISH (Two semesters – 1 credit) ***(SBCE)***

Students in this course will learn about themselves in order to choose and plan for a career. The course focuses on career and self awareness, interest inventories, and how to find and secure a job. Students will be exposed students to the responsibilities they will face on a job.

LANGUAGE ARTS DE (Two semesters – 1 credit) ***(SBDE)***

This course focuses on aspects of driver's education. Students will gain knowledge of traffic rules, safety, and the responsibilities of driving as a driver, passenger or pedestrian. This course is designed to prepare students to get their Temporary Instruction Permit (TIP) when they turn 18 years of age.

NINTH GRADE MATH ***(SCIEM)***
Students are presented basic math skills with real world applications. Simple computations, working with money, telling time, measurement, place value, and rounding are all examples of pertinent course material. Additionally, students will be taught and given extensive opportunity to solve problems using calculators.

BASIC ENGLISH AND WRITING (Two semesters – 1 credit) ***(SBEW)***
This course focuses on improving student's grammar and writing in several ways: basic grammar both verbal and written, Daily Oral Language and spelling. Every 6-9 weeks a different writing project will be assigned. Using proper grammar and writing will make students sound more professional in their daily lives and at their place of employment.

CONSUMERS MATH (Two semesters – 1 credit) ***(SECM)***
Students are presented basic math skills used in everyday situations- paying taxes, buying food, banking and investing, and managing a household. The course helps students become informed consumers. Calculators will be used in this class.

NINTH GRADE SCIENCE ***(SCSCI)***
Students enrolled in this course will be presented a variety of concepts including water cycle, weather, seasons, solar systems and biomes.

LIFE SCIENCE (Two semesters – 1 credit) ***(SDS)***
This course focuses on the study of living things. Students will be studying the structure and functions of the human body and how body systems interact. Plant life, weather, and ecology are also emphasized.

NINTH GRADE LIFE SKILLS ***(SCILS)***
Students will be introduced (or review as applicable) adaptive and functional skills such as cooking, grooming, hygiene and socially appropriate behaviors (i.e. proper etiquette). Opportunities to practice/apply these skills in community based instruction (CBI) will be provided.

EARTH SCIENCE (Two semesters – 1 credit) ***(SDES)***
Earth Science provides information on science as it relates to our Earth and solar system. Students will also study the physical features of our Earth and preserving our environment.

LIFE SKILLS (Two semesters – 1 credit) ***(SMLS)***
This class will focus on basic cooking skills and the chemistry of cooking. Students will also discuss concepts relating to valuing themselves and others, communication skills, making better choices, team building, and dealing with stress.

NINTH GRADE SOCIAL STUDIES ***(SCISST)***
This course introduces the student to U.S. geography and global landmarks, including the regional diversity associated with each area. Particular emphasis is placed on learning local geography, local history and local landmarks.

U.S. GEOGRAPHY (Two semesters – 1 credit) ***(SCUG)***
This course will concentrate on U.S. geography. Each of the fifty states will be covered to examine their unique attractions and cultural events.

GOVERNMENT/ECONOMICS (Two semesters – 1 credit) ***(SCGE)***
Students will learn how our government is set up and functions, and what a citizen's part is in the governmental process. They will study all aspects of the Legislative, Executive, and Judicial branches. They will be encouraged to take an active role as citizens, to vote, and study the voting process. Students will also study current events.

FAMILY LIVING/PARENTING (Two semesters – 1 credit) ***(SMFLP)***
In family living, students will focus on family life, their role in a family, and their future roles in a family. They will reflect on single living, married life and the challenges they will face. Human sexuality is also a part of this class. In parenting, students will learn the process of child development from conception to birth, the joys and responsibilities of parenting, and caring for and guiding children.

COMMUNITY BASED INSTRUCTION (2 hour course - **Two semesters – 2 credits**) ***(SVCB)***
Community work sites and in-school sites have been established to enable special education students the opportunity to develop work related behaviors and specific job skills. Student work directly with employees at these sites and will be assessed on work related behaviors. These sites correspond with courses offered at the Kent Transition Center which they will participate in during their junior year. There is a focus on learning to ride the RAPID, WorkKeys test preparation, and awareness of their strengths and areas to improve. A student/parent contract will be required for students to participate in CBI community sites.

TRANSITIONS (Two semesters – 1 credit) ***(SBT)***
This course is designed for juniors and seniors who will be transitioning out of Wyoming High School and into another vocationally oriented site. This course emphasizes life skills and vocational skills to help students become independent. It reviews English, math and career skills that students have learned along with learning new skills in these areas. Student will review how to become self-advocates as they transition to the next phase of their lives.

VOCATIONAL TRAINING I (3 hour course) **(Two semesters – 3 credits)** ***(SVVT1)***
This course utilizes Kent Transition Center to develop vocational skills.

VOCATIONAL TRAINING II (3 hour course) **(Two semesters – 3 credits)** ***(SVVT2)***
This course is an extension of the training students receive at Kent Transition Center by utilizing Worked Based Learning. It is managed by KTC and their staff. Students earn school credits when placed at a job site to learn work related skills such as communication, personal/social skills, job skills and much more.

BASIC COMPUTER APPLICATION (Two semesters – 1 credit) ***(SIC)***
Students learn and/or improve computer-keyboarding skills. They use IBM compatible computers in networked labs. Students create and edit documents using Word, Excel, and PowerPoint. Microsoft Publisher is also explored. Students will learn to appropriately explore the Internet. Students learn to use computers as a basic tool in all classes and prepare for using computers in the world of work.

STRATEGIES (Two semesters - 1 ELE credit) ***(SSOS)***
This course is designed to assist students with academic performance and meeting IEP goals and objectives. Class size is typically small, which allows teachers to focus on individual student needs identified in the core academic classes and/or the IEP. Students will be graded CR or NC based on performance in both Strategies and core classes. Successful completion of Strategies in grades nine through 12 results in one elective credit earned per class.

WYOMING PUBLIC SCHOOLS
COMPLAINT PROCEDURES FOR NONDISCRIMINATION

Section I
Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which may be referred to as a grievance, with the District's Civil Rights Coordinator.

Sarah Earnest, Assistant Superintendent for Employee Relations
Wyoming Public Schools
3575 Gladiola Avenue SW
Wyoming, Michigan 49519

The individual may also, at any time, contact the U.S. Department of Education, Office for Civil Rights, Cleveland Office, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: ocr.cleveland@ed.gov; Web: http://www.ed.gov/ocr.

Section II
A person who believes s/he has a valid basis for a complaint, may discuss the matter informally and on an oral basis with the District's Civil Rights Coordinator, who will investigate the complaint and reply with an answer to the complainant. If the informal procedures do not resolve the matter to the complainant's satisfaction or s/he skips the informal process, s/he may initiate formal procedures according to the following steps:

Step 1 - Investigation by the District Civil Rights Coordinator: A person may initiate a formal investigation by filing a written complaint with the District Civil Rights Coordinator. The complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, and describe the alleged discriminatory action in sufficient detail to inform the Civil Rights Coordinator of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the Civil Rights Coordinator for good cause. The Civil Rights Coordinator will conduct an impartial investigation of the complaint. As part of the investigation, the Civil Rights Coordinator shall interview any witnesses and review other evidence provided by the complainant. The investigation shall be completed within ten (10) business days of the written complaint being filed. The Civil Rights Coordinator will notify the complainant in writing of his/her decision and will maintain the District's files and records relating to the complaint.

Step 2 - If the complainant is not satisfied with the Civil Rights Coordinator's Step 1 decision, s/he may submit, in writing, a signed statement of appeal to the Superintendent of Schools within five (5) 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 ten (10) business days of receiving the written appeal.

Step 3 - If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

The complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a Complaint with the Office for Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

The Civil Rights Coordinator will provide a copy of the District's complaint procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

A copy of each of the Acts, and the regulations on which this notice is based, may be found in the Civil Rights Coordinator's office.

Prohibition Against Retaliation
The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws. Revised 5/19/10