

# **WYOMING PUBLIC SCHOOLS**

## **2021-2022 JUNIOR & HIGH SCHOOLS CURRICULUM GUIDE**

# TABLE OF CONTENTS

Mission, Vision, Values and Goals .....	2
Credit Awarding/Graduation Policy .....	3
Graded vs. Credit.....	3
Schedule Change Policy/Dropping of a Course(s) .....	3
Graduation Requirements .....	4
Wyoming Junior High Curriculum .....	5
Expanded Programs.....	6
Michigan Merit Curriculum .....	7
Standardized Testing .....	8
Transcripts .....	8
Testing Out.....	8
Independent Study.....	9
Optional Education Opportunities .....	9
Articulation Agreements .....	9
Program Grid.....	10
Online Learning 21f .....	11
Virtual Learning .....	12
Academic and Career Plan/Pathways .....	13
Tentative Five-Year Plan .....	14
Classes Offered for H.S. Credit.....	15
English Learners (EL) Program .....	17
Applied Arts Department .....	18
Business & Technology Department .....	22
Language Arts Department .....	25
Mathematics Department .....	29
Physical Education/Health Department .....	31
Science Department.....	32
Social Studies Department .....	34
World Language Department.....	36
Special Education Department.....	37
Life Centered Career Education Courses.....	37
Proposed Course Offering Process.....	40
Students New to Country .....	40
Complaint Procedures for Non-Discrimination .....	41

## Mission Statement

Wyoming Public Schools Community will empower all students to discover and achieve their potential in an inclusive, inspiring, and innovative culture of learning.

## Vision Statement

Wyoming Public Schools will be the first choice for education and the pride of our community.

## Values

**Character** - *We believe actions express priorities.*

We believe modeling the core principles of kindness, compassion, grace, trust, integrity, respect, and acceptance strengthens us as a community.

**Continuous Improvement** - *We believe success is linked to high expectations.*

We believe that greatness is achieved through ongoing, incremental improvement.

**Collaboration** - *We are better together.*

We believe authentic relationships and shared responsibility are fundamental to success.

**Diversity** - *We are strengthened by our diversity.*

We believe our differences challenge our points of view and lead to better outcomes.

## Goals

**Every Student Achieving** - We will ensure that every student meets or exceeds high standards by establishing educational equity across all classrooms, schools, and programs.

1. Support and strengthen our Diversity through an inclusive environment.
2. Create and maintain systems of efficient operations at all levels to support a rigorous and robust educational experience in Wyoming Public Schools.

**Every Student Invested in Learning** - We will increase the ownership of learning and achievement in every student by fostering a spirit of inquiry and the joy of learning through rigor, relevance, reflection, and relationships.

1. Encourage and support practices that promote innovation.
2. Apply evidence based best practices in horizontal and vertical alignment structure of our curriculum and expectations pre-K through 12th grade.

**Every Student Prepared for Change and Challenge** - We will reinforce for every student the persistence, determination, and resilience needed to meet the intellectual, civic and social demands of a rapidly changing global environment.

1. Expand and support a culture of collaboration and reflection.
2. Foster a culture of trust, safety, respect, inclusion and accountability for staff and students.

**Every Educator Growing Professionally** - We will advance dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation to improve student outcomes.

1. Foster clear and concise two-way communication and engagement with all stakeholders.
2. Institutionalize a comprehensive approach for data based decision making.
3. Expand stakeholders' personal and professional knowledge and skills to improve student achievement.

## 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 (7) credits toward graduation for each academic year. A student may obtain more than seven 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:

<u>Areas of Study</u>	<u>Credits Required</u>
<b>English Language Arts (Literacy Skills) (ENG)</b> .....	4.0
a. All students will be enrolled in English 9, English 10, English 11, and English 12.	
<b>Social Studies</b> (must include the following): .....	3.0
a. one credit in World History/Geography (in 9 <sup>th</sup> grade) (WHG)	
b. one credit in U.S. History/Geography (in 10 <sup>th</sup> grade) (USG)	
c. one credit of Civics(Government)/Economics (in 11 <sup>th</sup> grade) (CIV/ECN)	
<b>Mathematics</b> .....	4.0
a. one credit for Algebra (ALG)	
b. one credit for Geometry (GEO)	
c. one credit in Algebra II (ALG) <span style="float: right;"><i>(math must be taken in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade years, and additional math or math related in the senior year)</i></span>	
d. one credit of a math elective (MTH)	
<b>Science</b> .....	3.0
a. one credit in Biology (BIO)	
b. one credit in Chemistry and/or Physics (CP) <span style="float: right;"><i>(science must be taken in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade or until 3 credits are obtained)</i></span>	
c. one credit of science elective (SCI)	
<b>Physical Education/Health</b> .....	1.0
a. .5 credit in a physical education activity class (PEH)	
b. .5 credit in Health (HTH)	
<b>Applied Arts (VPAA)</b> .....	1.0
<b>World Language</b> (two years of same language in consecutive years) .....	2.0
<b>Additional Credits Required (ELE)</b>	<u>4.0</u>
<b>TOTAL CREDITS required for graduation</b>	<b>22.0*</b>
* <b>Computer Education (online learning experience embedded in core content classes)</b>	

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 (63-66)
B+ = 3.3 (87-89)	C = 2.0 (73-76)	D- = .7 (60-62)
B = 3.0 (83-86)	C- = 1.7 (70-72)	E = <59.5

*Adopted March 8, 2021*

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.)

\*\*Both World Language credits will be waived for any student educated for at least one year in a school instructed in a language other than English.

# WYOMING JUNIOR HIGH CURRICULUM

## 7<sup>TH</sup> 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 2<sup>nd</sup> non-core courses:

- Intro to Choir
- Intro to Instrumental Music
- Physical Education (1 semester)/Art 7 (1 semester)
- Full Year PE
- Full Year Art
- Robotics (for 7<sup>th</sup> and 8<sup>th</sup>) (1/2 credit)

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

## 8<sup>TH</sup> GRADE

In addition to English/language arts, math, integrated earth 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 8<sup>th</sup> 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)
- Drama

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

## **EXPANDED PROGRAMS**

### **7-8 LEARNING CENTER (LC)**

Students who demonstrate a need for a different educational setting may be invited to attend school online. Placement in this learning setting will be based on a pattern of behavioral issues. This intervention is intended to help at-risk students get back on track both academically and behaviorally with the potential to return to the traditional school setting.

### **MIDDLE COLLEGE (WMC)**

Wyoming Public Schools Middle College (WMC) is a collaborative project between Wyoming Public Schools (WPS) and Grand Rapids Community College (GRCC) that combines 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 GRCC faculty members. WMC offers students a free opportunity to fulfill their requirements for a high school diploma, engage in college preparatory coursework, learn college readiness skills, and earn up to 62 transferable college credits towards their undergraduate degree and/or an Associate Degree from Grand Rapids Community College. This opportunity provides each student a jumpstart on their college education and the ability to perform 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 increases to two (2) per semester in the second year and 3 college courses per semester during the senior year. During the fifth year, the students are enrolled in a full college credit load on campus at GRCC. The WMC program curriculum fulfills the MACRAO Transfer Agreement (<https://www.macrao.org/macrao-transfer-agreement>), making credits highly transferable to a 4-year institution. GRCC will provide wrap-around services including counseling, tutoring, and media technology.

### **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.

### **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](http://www.michigan.gov/dualenrollment). Students interested in Dual Enrollment should discuss with their counselors.

# 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.)
<b>4 English Language Arts (ELA) Credits</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for ELA (4 credits)</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school</li> </ul>
<b>4 Mathematics Credits</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for Mathematics (3 credits)</li> <li>Proficiency in district-approved 4th mathematics credit options (1 credit)</li> </ul> <p>*Students must have a math experience in their final year of high school.</p>	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.</li> </ul> <p>* Students must have a math experience in one of their two final years of high school.</p>
<b>3 Science Credits</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for Science (3 credits); <b>Or</b></li> <li>Proficiency in some State Content Standards for Science (2 credits) <b>and</b> completion of a department-approved formal career and technical education program (1 credit)</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<b>3 Social Studies Credits</b> <ul style="list-style-type: none"> <li>✓ Proficiency in State Content Standards for Social Studies (3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.</li> </ul>
<b>1 Physical Education and Health Credit</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for Physical Education and Health (1 credit); <b>Or</b></li> <li>Proficiency with State Content Standards for Health (1/2 credit) and district-approved extra-curricular activities involving physical activities (1/2 credit)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.</li> </ul>
<b>1 Visual, Performing, and Applied Arts Credit</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.</li> </ul>
<b>Online Learning Experience</b> <ul style="list-style-type: none"> <li>Course, Learning or Integrated Learning Experience</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<b>2 World Languages Credits</b> <ul style="list-style-type: none"> <li>Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); <b>Or</b></li> <li>Formal coursework or an equivalent learning experience in grades K-12 (1 credit) <b>and</b> completion of a department- approved formal career and technical education program <b>or</b> an additional visual, performing and applied arts credit (1 credit)</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>

## STANDARDIZED TESTING

**PSAT™** - PSAT testing is given to 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> graders in April and 11<sup>th</sup> graders in October. The PSAT 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](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](http://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](http://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.

## 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 are two semesters in length. Further information is available in the high school counseling office, and at [www.thetechcenter.org](http://www.thetechcenter.org). 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. Tenth and 11<sup>th</sup> grade students apply for KCTC in February for the following year.

### **Courses available are:**

<ul style="list-style-type: none"><li>• Applied Construction Technology</li><li>• Auto Collision Repair</li><li>• Automotive Technology</li><li>• Aviation Maintenance Technology</li><li>• Aviation Electronics</li><li>• Criminal Justice</li><li>• Design Lab*</li><li>• Diesel and Equipment Technology</li><li>• Digital Animation &amp; Game Programming</li><li>• Engineering Architectural Design Entrepreneurship &amp; Marketing</li><li>• Graphic Communications</li></ul>	<ul style="list-style-type: none"><li>• Health Careers</li><li>• Hospitality &amp; Culinary</li><li>• HVACR (Heating, Air, Refrigeration)</li><li>• Information Technology</li><li>• Mechantronics</li><li>• Precision Machining Technology</li><li>• Sustainable Agriscience</li><li>• Summer Camps</li><li>• Teacher Academy</li><li>• Welding Technology</li></ul> <p>*apply at the end of 9<sup>th</sup> grade</p>
---	--

### **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.

**NCAA (Athletic Eligibility):** Although the National website [www.ncaa.org/](http://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.

## **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 II

**PROGRAM GRID**  
**Articulation Agreement Approved Placement Courses with Davenport University**

WPS COURSE	DU COURSE #	DAVENPORT COURSE	CREDIT HRS
<b>BUSINESS CLASSES</b>			
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	GNBS	Introduction to Business	3
<b>SCHOOL OF TECHNOLOGY</b>			
Explorations in Technology	BITS101	Computer Essentials	3
<b>GENERAL EDUCATION</b>			
Civics (U.S. Government)	POLS111	American Government	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	SPAN211	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 (1 <sup>st</sup> Semester)	HIST111	Early World History	3
World History (2 <sup>nd</sup> Semester)	HIST112	Modern World History	3
<b>SCHOOL OF HEALTH PROFESSIONS</b>			
Biology	BIOL110 & BIOL110L	Foundations of Cell Biology & Foundations of Cell Biology Lab	4
Chemistry	CHEM150 & CHEM150L	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.”

If a pupil is enrolled in more than two (2) online courses, an educational development plan (EDP) must be created that follows the Department guidance.

### **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.

## **WYOMING JUNIOR HIGH AND HIGH SCHOOL VIRTUAL LEARNING**

Wyoming Junior High and Wyoming High School will offer a virtual learning experience for students. This experience will be intended for students who wish to learn from home and is not intended to be used in combination with our traditional in person course offerings. The student schedule will be completely virtual with the exception of students that may want to participate in Band, Choir, or Middle College. Students enrolled in the virtual school as well as band, choir, and or Middle College will be responsible for their own transportation. Enrollment in the Wyoming Virtual School will require an application, signed contract, and a parent meeting. Wyoming will provide a mentor teacher and office hours to support students that choose the virtual option. It should be noted that students choosing the virtual option may not have the same course offerings that are offered at Wyoming Junior High and Wyoming High School. Wyoming virtual learning will follow the WPS calendar. Students choosing virtual learning are making a semester commitment and can only switch back to in person at semester. Online students need to be self-motivated and self-disciplined. With the freedom and flexibility of the online environment comes responsibility. The online learning environment takes commitment and discipline to master the academic expectations.

# 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 YouScience. 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](http://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, finances, 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.

# TENTATIVE FIVE-YEAR PLAN

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

### First Semester

1. ENGLISH
2. 8<sup>TH</sup> GRADE MATH OR ALGEBRA I\*
3. INTEGRATED EARTH SCIENCE
4. US HISTORY
5. \_\_\_\_\_
6. \_\_\_\_\_

### Second Semester

1. ENGLISH
2. 8<sup>TH</sup> GRADE MATH OR ALGEBRA I\*
3. INTEGRATED EARTH SCIENCE
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/GEOMETRY
3. BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
5. WORLD LANGUAGE
6. \_\_\_\_\_

### Second Semester

1. ENGLISH 9
2. ALGEBRA/GEOMETRY
3. BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
5. WORLD LANGUAGE
6. \_\_\_\_\_

## TENTH GRADE

### First Semester

1. ENGLISH 10
2. ALGEBRA/GEOMETRY/ALGEBRA II
3. CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
5. WORLD LANGUAGE
6. \_\_\_\_\_

### Second Semester

1. ENGLISH 10
2. ALGEBRA/GEOMETRY/ALGEBRA II
3. CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
5. WORLD LANGUAGE
6. \_\_\_\_\_

## ELEVENTH GRADE

### First Semester

1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/MATH ELECTIVE
3. SCIENCE ELECTIVE
4. CIVICS
5. \_\_\_\_\_
6. \_\_\_\_\_

### Second Semester

1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/MATH ELECTIVE
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.

\*Beginning in 9th grade each student will remain with his or her cohort class regardless of the number of credits earned. Counselors will work diligently to inform both the student and parent/guardian when that individual is at risk of not earning a diploma with his or her graduating class. In the event that a student becomes significantly behind in credits, other options that may assist in earning a diploma in an alternate setting will be explored. Seniors must complete the required 22 credits to participate in the commencement ceremony and earn a Wyoming High School Diploma.

## Classes Offered for High School Credit

WPS Courses Available	# Of Semesters	H.S.	Jr. High
EL Courses		X	X (9th only)
LCCE Courses		X	
<b>APPLIED ARTS</b>			
Introduction to Art (Art I)	2		X (9th only)
Foundations of Art	1	X	
Intermediate Art (Art II)	2	X	
Advanced Art (Art III)	2	X	
Art IV	2	X	
Concert Choir	2	X	X
*Honors Choir	2	X	
H.S. Band	2	X	X (9th only)
Jazz Band	2	X	X
Music Appreciation I	1	X	
Music Appreciation II	1	X	
Video Production I	1	X	
Broadcast News & Advanced Video Production	2	X	
Video Production III	2	X	
*CAD 1	2	X	
Digital Art	1	X	
Studio Manager Independent Study	2	X	
Problem Solving and Innovation	1	X	
Drama	1		X (9th only)
Journalism I	1	X	
Journalism II	1	X	
<b>BUSINESS &amp; TECHNOLOGY</b>			
Explorations in Technology	1		X (9th only)
Accounting (Math Elective)	2	X	
Advanced Accounting	2	X	
Accounting III	2	X	
Principles of Business	2	X	
Business Management and Marketing	2	X	
*Intro to Computer Science	2	X	
Ethical Hacking/Countermeasure Security I	1	X	
Ethical Hacking/Countermeasure Security II	1	X	
Device Configuration & Troubleshooting	2	X	
Advanced Cybersecurity	1	X	
Networking Configuration & Design	1	X	
CCNA Routing & Switching	1	X	
Windows Server	1	X	
Advanced Operating Systems	1	X	
<b>LANGUAGE ARTS</b>			
English 9	2		X
Honors English 9	2		X
English 10	2	X	
Honors English 10	2	X	
English 11	2	X	
AP English Language & Composition (11)	2	X	
A.P. English Literature & Composition (12)	2		
English 12	1		
*Mythology	1	X	
*Graphic Novels	1	X	
*Science Fiction	1	X	
*African American Studies	1	X	
*Exploring the Shared Latinx Experience	1	X	

*Dystopian Novels	1	X	
*Exploring the Shared Latinx Experience	1	X	
*Dystopian Novels	1	X	
*Reader's Workshop I (elective credit only)	1	X	
*Reader's Workshop II (elective credit only)	1	X	
*Creative Writing I (elective credit only)	1	X	
*Creative Writing II (elective credit only)	1	X	
*Speech (elective credit only)	1	X	
*Mass Media & Communications (elective credit only)	1	X	
<b>MATHEMATICS</b>			
Algebra I	2	X	X (9th only)
Geometry	2	X	
Algebra II	2	X	
Applied Math	2	X	
Personal Finance	2	X	
Pre-Calculus	2	X	
AP Calculus	2	X	
AP Statistics	2	X	
<b>PHYSICAL EDUCATION/HEALTH</b>			
Physical Education I	1	X	X
Physical Education II	1	X	
Health	1	X	X
Lifetime Activities I	1	X	X (9th only)
Lifetime Activities II	1	X	
Strength & Conditioning	1 or 2	X	X (9th only)
<b>SCIENCE</b>			
Biology	2	X	X
Honors Biology	2		X (9th only)
Chemistry	2	X	
Honors Chemistry	2	X	
Environmental Science	2	X	
Ecology	2	X	
Anatomy & Physiology	2	X	
*Physics (Math Elective)	2	Odd Years	
*A.P. Biology	2	Odd Years	
*A.P. Chemistry	2	Even Years	
Introduction to Forensic Science	1	X	
<b>SOCIAL STUDIES</b>			
World History/Geography	2	X	X
U.S. History/Geography	2	X	
Civics (U.S. Government)	1	X	
Economics	1	X	
*A.P. U.S. History	2	Even Years	
*A.P. Government	2	Odd Years	
*Debate	1	X	
Current Issues	1	X	
Psychology	1	X	
A.P. Psychology	2	X	
Sociology	1	X	
Personal Psychology	1	X	
*Educators Rising: Teach 11	2	X	
<b>WORLD LANGUAGE</b>			
Spanish I	2	X	X
Spanish II	2	X	X
Honors Spanish II	2		X
Spanish III	2	X	
Spanish IV	2	X	
Spanish Cultures	2	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 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 LEARNER STRATEGIES (Two semesters – 1 ELE credit) (YSOS)**

This course is designed to equip students learning English with educational strategies that will enable them to achieve language goals while accessing mainstream curriculum. This course focuses on improving literacy in English by emphasizing reading, writing, and vocabulary skills. Class size is typically small, which allows teachers to focus on individual student needs. This course is limited to English learners. Successful completion of strategies in grades 9-12 results in one elective credit earned per class.

### **ENGLISH LEARNERS WORLD HISTORY/GEOGRAPHY (Two semesters – 1 WHG credit) (See page 34.) (YWGC)**

### **ENGLISH LEARNERS ECONOMICS (One semester – ½ ECN credit) (See page 35.) (YCE)**

### **ENGLISH LEARNERS CIVICS (GOVERNMENT) (One semester - ½ CIV credit) (See page 34.) (YCG)**

### **ENGLISH LEARNERS U.S. HISTORY (Two semesters - 1 USG credit) (See page 34.) (YCUS)**

# APPLIED ARTS DEPARTMENT

## **BEGINNING ART I (One or two semesters) (for 7<sup>th</sup> & 8<sup>th</sup> Gr.) (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.

## **INTRODUCTION TO ART (Two semesters - 1 VPAA credit) (9<sup>th</sup> Gr. Only) (LAI)**

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.

## **FOUNDATIONS OF ART - (One semester - ½ VPAA credit) (LFA)**

This class is necessary to give students the technical skills and basic understanding of the Elements of Art to be able to begin to express their ideas visually. It is different than Art 1, because it focuses on artmaking skills rather than concepts of art. Students who take this class will have opportunity to learn basic artmaking skills amongst peers who have a similar background of little to no art.

## **INTERMEDIATE ART II (Two semesters - 1 VPAA credit) Prerequisite: 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 III (Two semesters - 1 VPAA credit) Prerequisite: 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 IV (Two semesters - 1 VPAA credit) Prerequisite: 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.

## **CAD 1 - (Two semesters - 1 VPAA or ELE credit) (IC1)**

This course will provide students with opportunities to acquire the competencies required in today's workplace. Small manufacturing companies in the area, such as Artiflex, desire a workforce that have a basic understanding of Software Design. This CAD course would be a unique offering at our district providing these employable skills.

**DIGITAL ART – (One semester - ½ VPAA or ELE 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.

**STUDIO MANAGER INDEPENDENT STUDY - (One semester - ½ VPAA or ELE credit) (ISM)**

This class expands the level of thinking and responsibility to real world application with skills that transfer to life. Students would learn and execute proper care of inventory/supplies, devise creative and engaging displays/exhibits, and understand and implement employability/managerial skills necessary to become a studio manager.

**DRAMA (One semester – ½ VPAA or ELE 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.)

**JOURNALISM I (One semester – ½ VPAA or 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 VPAA or 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.

**INTRODUCTION TO CHOIR 7-9<sup>th</sup> 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 VPAA 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 music theory, sight-reading and intermediate vocal technique.

**HONORS CHOIR (Auditioned Group) (Two semesters - 1 VPAA 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) Jr. High (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 or 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) Jr. High Prerequisite:** 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) Prerequisite:** 2 yrs. experience or director approval **(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 VPAA 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.

**MUSIC APPRECIATION I (One semester – ½ VPAA or ELE 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 VPAA or ELE 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.

**PROBLEM SOLVING AND INNOVATION (One semester - ½ VPAA or ELE credit) (BPSI)**

This team taught course covers a broad range of topics and subject areas that will require students to use complex cognitive and conceptual skills. Perception, logic and imagination will be used to innovate and problem solve. Students will learn to reflect on *how* they think and therefore develop and hone metacognitive skills.

**VIDEO PRODUCTION 1 (One semester – ½ VPAA or ELE credit\*) (IVP1)**

**Prerequisite:** Tech Competency assessment at 77% or higher or Explorations in Technology

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.)

**BROADCAST NEWS & ADVANCED VIDEO PRODUCTION**

**(Two semesters – 1 VPAA or ELE credit) Prerequisite:** Video Production I **(IVP2)**

Students will get working knowledge of jobs and tasks involved in video production and broadcast news. The students will begin in-depth exploration of audio mixing boards, studio cameras, studio lights, video mixers, microphones and computers. They will be introduced to broadcast news journalism and work to develop a student news broadcast. The main focus of this course will give the students hands-on training to the art of broadcast journalism, video production, and filming techniques.

**VIDEO PRODUCTION 3 (Two semesters – 1 VPAA or ELE credit)****(IVP3)****Prerequisite:** Broadcast News & Advanced Video Production

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.

# BUSINESS & TECHNOLOGY DEPARTMENT

## **COMPUTERS I – 7<sup>th</sup> or 8<sup>th</sup> 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 – 7<sup>th</sup> or 8<sup>th</sup> grade (One semester) (GCP2)**

Computers II students will be exposed to be more advanced skills in the word processing, presentation and spreadsheet applications than 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 students will learn Microsoft Word, Excel and PowerPoint programs and will have the opportunity to attempt to pass the Microsoft Office Specialist certification test. The Computers II will also work through basic computer science curriculum where they will be introduced to a variety of coding languages. Collaboration, problem solving, and coding with a specific emphasis in website development, game and animation programs will be the main goal of this portion of the course.

## **EXPLORATIONS IN TECHNOLOGY (One semester for 9<sup>th</sup> 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.

## **ACCOUNTING (Two semesters - 1 MTH or ELE credit) (GACT1A & GACT1B)**

**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) - Prereq: Accounting (GACT2A & GACT2B)**

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.

## **ACCOUNTING III (Two semesters - 1 ELE credit) (GACT3A & GACT3B)**

**Prerequisite:** Accounting and Advanced Accounting

The problem and project based approach is used to refine and progress advanced accounting skills. Students apply basic and advanced accounting principles to problems dealing with partnerships, corporations and not-for-profit organizations.

## **PRINCIPLES 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)**

**Prerequisite:** 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.

## **INTRODUCTION TO COMPUTER SCIENCE - (Two semesters - 1 ELE credit) (GISC)**

An engaging course that explores a variety of basic computational thinking and programming concepts through a project-based learning environment. Every unit culminates in a comprehensive project and roughly 75% of student time is spent building projects and practicing the skills they are learning.

## **ETHICAL HACKING/COUNTERMEASURE SECURITY I - (One semester - ½ ELE credit) (GEH1)**

IT Fundamentals Pro prepares students for the Test Out IT Fundamentals Pro and CompTIA IT Fundamentals (FC0-U61) certification exams. Students considering careers in information technology will use multiple learning formats to acquire foundational concepts, knowledge and skills. Certifications will be paid by the District for students earning an 80% or higher in this course, or by instructor approval.

## **ETHICAL HACKING/COUNTERMEASURE SECURITY II - (One semester - ½ ELE credit)(GEH2)**

**Prerequisite:** Ethical Hacking/Countermeasure Security I

This course prepares students for the Test Out Ethical Hacker Pro and EC Council Certified Ethical Hacker exams. Students considering careers in information technology and or cybersecurity will use multiple learning formats to acquire advanced concepts, knowledge and skills. Certifications will be paid by the District for students earning an 80% or higher in this course, or by instructor approval.

## **DEVICE CONFIGURATION & TROUBLESHOOTING - (Two semesters - 1 ELE credit) (GDCT)**

**Prerequisite:** Ethical Hacking/Countermeasure Security OR Foundations of TECH-IMG-3E

PC Pro prepares students for the Test Out PC Pro and CompTIA A+ 220-1001 (Core 1) and 220-1002 (Core 2) certification exams. Students use multiple learning formats to learn how to install, manage, and secure computer hardware and master home and corporate OS environments. Certifications will be paid by the District for students earning an 80% or higher in this course, or by instructor approval.

## **ADVANCED CYBERSECURITY - (One semester - ½ ELE credit) (GAC)**

**Prereq:** Ethical Hacking/Countermeasure Security OR Device Configuration & Troubleshooting Security Pro prepares students for Test Out's Security Pro certification exam and CompTIA's Security+ SY0-501 certification exam. Students learn how to secure a corporate network using a layered security model. Certifications will be paid by the District for students earning an 80% or higher in this course, or by instructor approval.

## **NETWORKING CONFIGURATION AND DESIGN - (One semester - ½ ELE credit) (GNCD)**

**Prerequisite:** Device Configuration & Troubleshooting

Network Pro prepares students for the Test Out Network Pro certification exam and CompTIA's N10-007 certification exam. Students gain the knowledge and skills they need to install, configure, and maintain a network for a small business. Certifications will be paid by the District for students earning an 80% or higher in this course, or by instructor approval.

## **CCNA ROUTING AND SWITCHING - (One semester - ½ ELE credit) (GRS)**

**Prerequisite:** Device Configuration & Troubleshooting AND Networking Configuration and Design Routing and Switching Pro builds a student's ability to use Cisco networking devices and prepares them for five certification exams: Test Out Routing Pro, Test Out Switching Pro, Cisco ICND1 (100-105), Cisco ICND2 (200-105), and the Cisco CCNA composite exam (200-125). Certifications will be paid by the District for students earning an 80% or higher in this course, or by instructor approval.

**WINDOWS SERVER - (One semester - ½ ELE credit)****(GWS)****Prerequisite:** Device Configuration & Troubleshooting

The Server 2016 Pro: Identity portion of the course prepares students for Test Out's Server Pro 2016: Identity certification exam and Microsoft's Identity with Windows Server 2016 certification exam (70-742). Through this course, students gain valuable experience in managing identities using the functionalities in Windows Server 2016. Students will learn to install, configure, manage, and maintain Active Directory Domain Services (AD DS) as well as implement Group Policy Objects (GPOs). They will also learn how to implement and manage Active Directory Certificate Services (AD CS), Active Directory Federations Services (AD FS), Active Directory Rights Management Services (AD RMS), and Web Application proxy.

The Server 2016 Pro: Install and Storage portion of the course prepares students for Test Out's Server Pro 2016: Install and Storage certification exam and Microsoft's Installation, Storage, and Compute with Windows Server 2016 certification exam (70-740). Through this course, students gain valuable experience with installation, storage, and OS features and functionality available in Windows Server 2016.

The Server 2016 Pro: Networking portion of the course prepares students for Test Out's Server Pro 2016: Networking certification exam and Microsoft's Networking with Windows Server 2016 certification exam (70-741). Through this course, students gain valuable experience with networking features and functionality available in Windows Server 2016. It covers DNS, DHCP, and IPAM implementations, in addition to remote access solutions, such as VPN and Direct Access. It also covers DFS and BranchCache solutions, high performance network features and functionality, and implementation of software-defined networking (SDN) solutions, such as Hyper-V Network Virtualization (HNV) and Network Controller. Certifications will be paid by the District for students earning an 80% or higher in this course, or by instructor approval.

**ADVANCED OPERATING SYSTEMS - (One semester - ½ ELE credit)****(GAOS)****Prerequisite:** Device Configuration & Troubleshooting

Linux Pro (Semester 2) helps students prepare for certification and become proficient Linux command-line interface users. After completing this course, students are prepared to take Test Out's Linux Pro certification exam and CompTIA's Linux+ XK0-004 exams. Students gain experience with hardware & system configuration, system operation & maintenance, security, automation & scripting, and troubleshooting & diagnostics. Certifications will be paid by the District for students earning an 80% or higher in this course, or by instructor approval.

# 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.

## 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 7<sup>th</sup> 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
- WR 6:2, 6:3, and 6:4 80% or higher (7<sup>th</sup> grade)
- MSTEP - 1 or high 2 in Reading & Writing
- 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.

## ENGLISH SKILLS 7 (Two semesters)

(BES7A & BES7B)

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.

## ENGLISH SKILLS 8 (Two semesters)

(BES8A & BES8B)

This course emphasizes literature, writing, vocabulary, and grammar as aligned with Common Core ELA 8th grade standards. It is designed for students to improve their reading and writing abilities using personalized NWEA Map Skills data to identify target areas to maximize growth for each student. Students are selected for this course based on English grades, MAP scores (below 217) and teacher recommendation.

## 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. Standard grades must have an A/B average in Honors LA 7, MSTEP scores must be a 1 or high 2 in Reading & Writing, and student must be highly motivated. Meeting these three requirements would guarantee continued placement.

## 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.

**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 16<sup>th</sup> century to the 21<sup>st</sup> century. Students advance their writing skills in creative, persuasive, and technical writing. A major paper is required each marking period.

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

This is a college-level writing course that engages students in becoming skilled readers of primarily non-fiction (modern and historical) prose written in a variety of rhetorical contexts. Students will become skilled writers who compose for a variety of purposes through practicing extensive reading and writing, using a well-developed vocabulary and standard English grammar, and utilizing varied syntax and diction to develop individual style. Both the reading and writing should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students can expect to write bi-weekly essays. Throughout the course we will address grammatical and mechanical issues which appear in students' papers. Students must also identify the audience, context, purpose, and claim for each of the readings throughout the year. The main types of writing emphasized in this course are primarily analytical and argumentative. Students will develop their writing portfolios through the use of the writing process, using multiple drafts and peer as well as instructor feedback. Responsibility and self-discipline are important for success.

**ENGLISH 12 (One semester - ½ ENG credit) (BE12)**

Consider this course the final step in your high school English career. Students will read a variety of literature about life's struggles (mental health, discrimination) but also how to overcome life's challenges. This course is not an isolated journey -- you will be working with peers throughout the semester on course work and assessments. English 12 will send you into the world with confidence about reading and writing that will make you want to seize the day.

**AP ENGLISH LITERATURE AND COMPOSITION 12 (Two semesters - 1 ENG credit) (BE12P)**

AP Literature and Composition is a college-level writing course designed to expose students to a wide variety of literature, primarily novels, dramas and poetry written in English. Students are expected to apply a wide range of listening, speaking, reading and writing strategies as they study texts from a wide range of historical time periods. Students must draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, and their understanding of textual features, so a strong background in reading and writing is helpful for success. Reading outside of class is expected and necessary; students who dislike rigorous reading and discussing works of literature are discouraged from taking the course. Students will primarily compose analytical writing in preparation for the AP Literature and Composition test in May. Students are expected to develop their writing portfolios by establishing their sense of voice, fluency, writing for a variety of audiences and purposes, and communicating their intent appropriately and in a more sophisticated manner. Responsibility and self-discipline are important for success. This class is designed for deep thinkers and lovers of literature.

**READER'S WORKSHOP I (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 II – (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 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 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.

**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.

**MYTHOLOGY (One semester – ½ ENG credit) (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. Readings include collections of short stories centered around creation, love, and heroes. Nonfiction about historical events is also included, as well as media including documentaries, TedEd, Crash Course, and contemporary film. Writing assignments will focus on the literature of the course.

**GRAPHIC NOVELS (One semester – ½ ENG credit) (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. The required readings are *American Born Chinese* by Gene Luen Yang, *Maus* by Art Spiegelman, and *My Friend Dahmer* by Derf Backderf. The students will also read six graphic novels from a variety of genres independently.

**SCIENCE FICTION (One semester - ½ ENG credit) (BSF)**

Space...the final frontier! Take a journey through the galaxy inside the sky lab and see the universe up close. Learn what it takes to survive on Mars by growing your own food and use scientific reaction to produce the hydrogen gas and then, in combination with the oxygen, create water! Finally, experience an altered reality by using VR technology. Science Fiction is a popular genre of writing that allows us to see how these stories impact our world, worlds from long ago, or even light years away. Literature that the class will explore together are *Ready Player One* (Ernest Cline), *The Martian* (Andy Weir), and *The Hitchhiker's Guide to the Galaxy* (Douglas Adams), along with students' choice books.

**AFRICAN AMERICAN STUDIES (One semester - ½ ENG credit) (BAA)**

Ever wonder why history classes don't teach us about African Americans other than slavery and civil rights. This class will teach you how African Americans impacted our nation. Come take a trip to learn how 400 years of political, social, and economic struggle can be celebrated through literature, film, poetry, and music. Read about Frederick Douglass' battle for freedom, watch how director Spike Lee portrays Malcolm X, recite the poetic words of Maya Angelou, and listen to TPac's fight against the "system."

**EXPLORING THE SHARED LATINX EXPERIENCE (One semester - ½ ENG credit) (BESL)**

The Latinø...Latina...Latinx experience doesn't discriminate whether a person is male, female, Cuban, Mexican, Guatemalan, or Caucasian, etc. Students enrolled in this class will examine political and social issues of the Hispanic community through a variety of lenses: art, music, literature, film poetry and today's pop culture. Take a journey through the Latinx movement beginning with the mid-twentieth century and the rise of the Chicanx population in the US. The course will explore community, class, immigration and the Latinx identity, and offer students the opportunity to explore several works of contemporary literature spanning from young adults to the New York Times best sellers. Students will develop critical skills through interpretation, collaboration, discussion, essay writing and evaluation. The semester will be spent reading and discussion a wide spectrum of literary work that focuses on Hispanic themes. Students will examine the ways in which contemporary authors are representing the experience of Hispanics living in the U.S. today.

**DYSTOPIAN NOVEL (One semester - ½ ENG credit) (BDN)**

Each student will read a total of four (4) novels for this class. Two (2) novels will be studied together as a class. They are *Anthem*, by Ayn Rand, and *Brave New World* by Aldous Huxley. The other two novels will be students' choice -- read and studies in a book club/literature style circle. Each student will write two (2) formal essays. One informational and one argument. Each student will participate in a speaking and listening assignment. Vocabulary and grammar will be taught using the two (2) texts.

# 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 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 7<sup>th</sup> grade math curriculum at an accelerated pace, then are taught topics that are normally found in Pre-Algebra as extensions of the relevant 7<sup>th</sup> grade material. The ability to consistently complete all homework, grade level (or higher) scores on common assessments and MAP, 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
- 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 math course that provides additional support in mathematics. Students have an opportunity for repeated practice, pre-teaching, re-teaching and/or explicit teaching of essential math skills (e.g. computation, problem-solving). It is designed to strengthen the basic and fundamental math skills of students. MAP (Measure of Academic progress) skills data will be utilized to demonstrate skills mastery and progress monitoring. This class will consist of an individualized computer component and teacher intervention. Students are selected for this course based on Math grades, MAP scores and teacher recommendation.

## **8<sup>TH</sup> 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 9<sup>th</sup> 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.

**GEOMETRY (Two semesters – 1 GEO credit) Prerequisite:** Algebra I **(EG)**

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.

**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 univariate and bivariate statistics, circular and triangular trigonometry, and cyclic events. Graphing calculators are highly recommended for this course.

**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 1<sup>st</sup> 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.

**PERSONAL FINANCE (Two semesters – 1 MTH or ELE 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.

# 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 I (One semester – ½ PEH credit)**

**(MPE)**

## **PHYSICAL EDUCATION II (One semester – ½ PEH credit)**

**(MPE2)**

Course provides students with the knowledge, skills, fitness, CPR, 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 or two semesters - ½ ELE credit per semester)**

**(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.

## **INTEGRATED EARTH SCIENCE (Two semesters)**

**(DIES)**

This class is for 8<sup>th</sup> grade only, and consists of the Next Generation Science Standards (NGSS) standards mainly in the area of Earth Science. Additional science strands are embedded making it a well-rounded and rigorous course. This approach is intended to support the transition from the Michigan High School Content Expectations (HSCE) to NGSS experiences.

## **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. In addition to a biology focus, various Earth Science standards are integrated.

## **HONORS BIOLOGY (Two semesters -1 BIO credit) (9<sup>th</sup> 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. In addition to a biology focus, various Earth Science standards are integrated.

## **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. In addition to a chemistry focus, various Earth Science standards are integrated.

## **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. In addition to a chemistry focus, various Earth Science standards are integrated.

## **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.

**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.

**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 SCI or Math credit) (offered in odd years) (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.

**A.P. BIOLOGY (Two semesters -1 SCI credit) (offered in odd years) (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.

**A.P. CHEMISTRY (Two semesters – 1 SCI credit) (offered in even years) (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, or 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.

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

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.

# 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, the Holocaust, 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) Prereq: U.S. History (*offered in even years*) (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) (offered in odd years) (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 (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.

**EDUCATORS RISING: TEACH 11 (Two semesters - 1 ELE credit) (CERA)**

This class will give students the opportunity to explore the planning, thinking, field experience and work that goes into becoming a great teacher. The curriculum showcases teaching as a complex and rewarding profession and will INSPIRE students to pursue it as a future career. The long-term goal of this program is to provide a great learning experience, surrounded by positivity and add diversity to the teaching workforce throughout WPS.

# WORLD LANGUAGE DEPARTMENT

## **SPANISH I (Two semesters - 1 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 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 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 WLG or ELE 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 WLG or ELE 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 CULTURE (Two semesters - 1 WLG or ELE credit)**

**(FSC)**

**Prerequisite:** Spanish native speaker and/or proficient in Spanish OR after completion of Spanish IV 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 student's conversational skills while providing a deeper understanding of the cultural diversity in the Spanish speaking world. The class will focus on exploration of cultural issues through a variety of activities centered on improving speaking, translating and interpreting skills. The class will use authentic Spanish texts to learn about the history and traditions of different countries as well as current events in the Spanish speaking world. The strong emphasis on culture and conversation will empower students to become more fluent speakers and relate better to different cultures.

# **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 is 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.

**PEER TO PEER LEADERSHIP (Two semesters - 1 ELE credit) (SPPL)**

A course where leadership and mentoring join 10<sup>th</sup>-12<sup>th</sup> graders working together to development a compassionate, understanding and safe environment for students to learn and grow. Students will work through team building activities, community service and many more opportunities to build rapport. This course is also for students who are interested in leadership and/or working with special education students. Together these students will learn though a leadership curriculum to become stronger leaders at WHS.

**PEER TO PEER LEADERSHIP 2 (One semesters - 1/2 ELE credit) (SPPL2)**

**Prereq:** Peer to Peer Leadership

This course will allow students who excelled in the first year to actually implement their skills within a real setting. Students will get to be a peer mentor to a special education student within the general education setting or within a self-contained special education classroom. They will support them academically and socially in order to increase the inclusion of our students with special education with general education peers.

**WYOMING HIGH SCHOOL  
PROPOSED COURSE OFFERING PROCESS**

**Step 1:**

If a teacher would like to submit a proposal for a new course, the teacher completes the required form and communicates the proposed offering with their respective department. If the department is in support of the course, the department chair signs off on the proposal. Then, the SI chair, and high school principal, if in support, sign off on the proposal. This must be completed and turned into the high school principal on or before October 31 of the current school year to be considered for the following school year.

**Step 2:**

All proposals submitted will be reviewed by a team composed of the following individuals: high school principal, high school counselor, and the Director of Teaching & Learning. After reviewing the proposals, the high school principal will communicate with teacher(s) if their proposal was accepted. At that point, the teacher will need to complete and turn in a course syllabus for their proposed course no later than January 20 of the current school year.

**Step 3:**

The proposed course offering(s) and syllabus will be brought to the Board of Education for review and approval at the last Board of Education meeting in January of the current school year.

**WYOMING HIGH SCHOOL  
STUDENTS NEW TO COUNTRY**

A 10th, 11th or 12th grade student entering the country and enrolling at Wyoming High School with no academic records will be allowed to participate in commencement and earn a diploma by completing the MMC requirements.

# 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](mailto: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