

# WYOMING PUBLIC SCHOOLS

## 2024-2025 HIGH SCHOOL CURRICULUM GUIDE



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## MISSION STATEMENT

Wyoming Public Schools will empower each scholar to reach their immediate and future goals by providing ambitious instruction and embracing diverse voices within a community where everyone belongs.

## VISION STATEMENT

In a culture where we embrace diverse identities, each Wyoming Public School scholar will experience belonging and be challenged to excel academically to positively impact our local and global communities.

## CORE VALUES

**Belonging, Diversity, and Inclusion** - We create culturally affirming spaces where diverse identities are embraced, scholar voice is elevated and acted upon, and all stakeholders experience a sense of belonging as their authentic selves.

**Educational Excellence** - We set high standards, use equitable practices, and deliver ambitious instruction, so that each scholar experiences high academic, social, and emotional growth in order to reach their post-secondary goals and positively impact their communities.

**Continuous Improvement** - We are a learning organization that uses a variety of data sources to inform decisions on the implementation of innovative, adaptive, and sustainable practices to develop the skills, knowledge, and abilities our scholars need to be global leaders.

**Better Together** - We implement intentional structures where colleagues, scholars, families, and community partners collaborate to co-construct meaningful and rigorous learning experiences.

## GOALS

**Every Scholar Achieving** - We will ensure that every scholar 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 Scholar Invested in Learning** - We will increase the ownership of learning and achievement in every scholar 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 Scholar Prepared for Change and Challenge** - We will reinforce for every scholar 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 scholars.

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

## CREDIT AWARDING/GRADUATION POLICY

Any scholar 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) scholars will only be awarded for courses aligned and meeting the Michigan High School Content Expectations course requirements for graduation. Scholar may attempt to test out of English classes for credit or participate in summer programs to meet the four credit requirement.

Any scholar 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 scholar will not be enrolled in more than seven (7) credits toward graduation for each academic year. A scholar 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 scholar's learning through the use of letter grades. Although intended to be used for every course and scholar, 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 scholar. Such situations may include, but are not limited to, a mainstreamed EL or SE scholar, extended injury or illness, and a scholar 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 scholar 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 scholar course requests. Teachers are hired, text books are purchased and rooms are assigned based on those requests. **Therefore, once the school year begins, scholars' schedules are considered final, except for very specific cases.** Please choose all courses, including alternates, with great care and deliberation. Scholars cannot choose teachers, periods of instruction, or lunch periods.

Scholar schedule changes will be limited to:

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

After one week, but before the end of the quarter, scholars 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.

# GRADUATION REQUIREMENTS

- I. Scholars who graduate from high school must satisfactorily complete the minimum of 22 units of credit in classes in grade levels 8-12. Scholars 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. Scholars 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 scholars 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>
* Computer Education (online learning experience embedded in core content classes)	

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

A = 4.0 (93-100)	B- = 2.7 (80-82)	D+ = 1.3 (67-69)
A- = 3.7 (90-92)	C+ = 2.3 (77-79)	D = 1.0 (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 December 11, 2023*

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 scholar educated for at least one year in a school instructed in a language other than English.

**Grand Rapids Community College  
Wyoming High School  
Middle College Program: Associates Degree**

**Program of Study**

**This plan of study should serve as a guide, along with other career planning materials, as you continue your career path.**

All plans must meet high school graduation requirements as well as college entrance requirements. Courses may change based on need and availability.

<b>Grade</b>	<b>Course</b>
<b>10<sup>th</sup> Grade 5 College Credits</b>	Semester 1: Intro to College Semester 2: Personal Health
<b>11<sup>th</sup> Grade 12 College Credits</b>	Semester 1: Intro to Psychology Intro to Theater Semester 2: Appreciation of World and Western Music American Government
<b>12<sup>th</sup> Grade 19 College Credits</b>	Semester 1: Algebra or Statistics English Composition World History since 1500 CE Semester 2: Public Speaking English Composition Psychosocial Aspects of Physical Education & Sports
<b>13<sup>th</sup> Grade at GRCC 24 College Credits</b>	Semester 1: Science with a lab Math related course Elective Elective Semester 2: Science with a lab Math related course Elective Elective

# 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 scholars with an Individualized Education Program (IEP) and for transfer scholars 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>*Scholars 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 scholars with an IEP and transfer scholars who have completed 2 years of high school.</li> </ul> <p>* Scholars 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 scholars with an IEP and transfer scholars 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 scholars with an IEP and transfer scholars 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 scholars with an IEP and transfer scholars 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 scholars with an IEP and transfer scholars 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 scholars with an IEP and transfer scholars 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 scholars with an IEP and transfer scholars who have completed 2 years of high school</li> </ul>

## STANDARDIZED TESTING

**PSAT™** - PSAT testing is given to 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 scholars and teachers to pinpoint areas for focused practice as scholars progress to and through high school.

### **The Michigan Merit Examination (MME)**

The MME is a required state assessment for scholars in grade 11 and eligible scholars 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. Scholars who have taken the full MME will be eligible for dual enrollment. The scores for these tests must be on file before the scholar can dual-enroll. Scholars wishing to dual-enroll must indicate their intentions to the principal or Superintendent in writing. Scholars interested in dual enrollment must contact the Counseling Office for the appropriate paperwork. Dual enrollment options for scholars 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 scholar can only take dual enrollment classes in an area after they have successfully completed all high school course offerings that are aligned.
- A scholar can take multiple dual enrollment courses per semester, but can have no more than seven courses for their entire schedule.

## TRANSCRIPTS

Scholars must request transcripts at [www.parchment.com](http://www.parchment.com). Scholars 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.

## FREE APPLICATION OF FEDERAL SCHOLAR AID - FAFSA

The most vital step in applying for federal grants, work-study, and loans for college is the *Free Application for Federal Scholar Aid* (FAFSA®) form. Go to [FAFSA.gov](http://FAFSA.gov) to complete the application. The FAFSA form must be submitted by May 1st.

## 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 scholar 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 scholar commits to KCTC, the scholar is making a commitment to attend the Center for half of each school day. The other half-day is spent in the scholar's home high school. When a scholar 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 scholars apply for KCTC in February for the following year.

### **Courses available are:**

<ul style="list-style-type: none"><li>• Applied Construction Technology</li><li>• Agriculture for Plants and Animals</li><li>• Auto Collision Repair</li><li>• Automotive Technology</li><li>• Aviation Maintenance Technology</li><li>• Aviation Electronics</li><li>• Biomedical Technology &amp; Research</li><li>• CORE (Career Orientation Readiness Experiences)</li><li>• Criminal Justice</li><li>• Diagnostics</li><li>• Diesel and Equipment Technology</li><li>• Digital Animation &amp; Game Programming</li><li>• Emergency Medical Services (EMS)</li><li>• Engineering</li><li>• Entrepreneurship &amp; Marketing</li><li>• Graphic Communications</li></ul>	<ul style="list-style-type: none"><li>• Health Career Foundations</li><li>• Hospitality &amp; Culinary</li><li>• HVACR (Heating, Air, Refrigeration)</li><li>• Intro to Automotive</li><li>• Intro to Hospitality</li><li>• Intro to Marketing</li><li>• Mechatronics</li><li>• Medical Assistant (MA)</li><li>• Networking &amp; Cybersecurity</li><li>• Nurse Tech/Patient Care Tech (NT, PCT)</li><li>• Pharmacy</li><li>• Precision Machining Technology</li><li>• Teacher Academy</li><li>• Welding Technology</li></ul>
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### **Kent Transition Center**

The Kent Transition Center programs are now part of Kent Career Tech Center as Intro to Career Technical Education (CTE) Programs.

In these year-long courses, juniors and seniors learn what it means to be successful employees and gain valuable skills they can use in work and life. Students learn in the classroom and then apply their knowledge through hands-on projects in our labs. Small class sizes, plenty of support and a just-right pace help students thrive and prepare for life after high school.

Students, based on skills and interests, may choose from the following courses:

CORE (Career Orientation Readiness Experiences)

Pre-Vocational Exploration

Intro to Automotive

Intro to Hospitality

Intro to Marketing

Following a successful year in one of these programs, students have a selection of opportunities for their next step based on their needs and goals.

**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. Scholars 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 scholars 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 scholars.
- To better prepare scholars to enter the world of work.
- To eliminate duplication of course work (by not requiring a scholar 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 scholar 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
Business Management & Marketing	MKTG211	Marketing Foundations	3
Principals of Business	GNBS	General Business Elective	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
French I and II	FNLG	Foreign Language	3
French III	FNLG	Foreign Language	3
French IV	FNLG	Foreign Language	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/Geography (1st Semester)	HIST211	Early United States History	3
U.S. History/Geography (2nd Semester)	HIST212	Modern United States History	3
World History/Geography (1st Semester)	HIST111	Early World History	3
World History/Geography (2nd 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

Scholars take online courses for a variety of reasons. They may be full time online scholars, taking all their courses over the Internet, or they may be part time online scholars, that is, supplementing the courses they take at their school with online courses – including during summer. Many scholars 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 scholars take Advanced Placement (AP) courses because there are not enough scholars 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 scholar’s parent or legal guardian, a scholar 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 scholar 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 scholar request to enroll in an online course?

**Answer:** Yes. There are five approved specific reasons for denial, including: 1) the scholar 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 scholar; 4) the scholar 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 scholar enrollment because the online course is of insufficient quality or rigor, the district shall make a reasonable effort to assist the scholar to find an alternative online course in the same or similar subject that is of acceptable rigor and quality. A scholar or parent may appeal a denied request by submitting a letter to the superintendent of the intermediate school district (ISD) in which the scholar’s educating district is located. A response to the appeal must be issued within 5 days after it is received.

### Checklist

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

# VIRTUAL LEARNING

## **MySchool@Kent**

Wyoming Public Schools will partner with MySchool@Kent, a program of Kent ISD, to provide an online learning option. MySchool@Kent offers a customization of online school, plus the support of a traditional school. Scholars are part of a hybrid program - partially online and partially face-to-face support. Scholars who enroll with MySchool@Kent are still considered WPS scholars. The credits earned will be applied toward a WHS diploma. [MySchool@Kent Flier](#)

**HIGH SCHOOL EDGENUITY COURSES** - Enrollment in an Edgenuity course is made in collaboration with the building principal.

## **ACADEMIC AND CAREER PLAN**

### **Educational Development Plan (EDP)**

An Educational Development Plan (EDP) is a plan of action in which scholars identify/record career goals and an educational pathway to achieve them. In both 7th and 8th grades, scholars will be given opportunities to edit and/or add to their EDP's. EDP's will include scholars' 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 scholars to store work information, activities in which they participate, and volunteer service. Scholars can also monitor their grades and progress toward graduation. Scholars will revisit their EDP's each year to make adjustments.

### **Academic Preparation**

Academic Preparation provides all scholars 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 have been developed in each of these areas for K-12 scholars and are presented in the *Michigan K-12 Common Core State Standards* documents by content area. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable scholars to meet college and career readiness expectations no later than the end of high school. The college and career readiness expectations and high school (grades 9-12) standards work together to provide a sound academic foundation which is important to learning the increasingly complex technical skills required by today's workforce. [Michigan Academic Standards](#)

## CAREER PATHWAYS

The world of work is rapidly changing as existing jobs become more complex and new jobs demand increased levels of education. Scholars 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 scholars 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.

Below is a link to a visual of the career pathways that includes sample high school courses and careers that align with each pathway. Please note that WPS may not offer all the courses listed in the example.

[https://www.michigan.gov/documents/pathways\\_8310\\_7.html](https://www.michigan.gov/documents/pathways_8310_7.html)

# 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. COLLEGE AND CAREER PATHWAYS \_\_\_\_\_
6. \_\_\_\_\_

### Second Semester

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

## **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 scholar will remain with his or her cohort class regardless of the number of credits earned. Counselors will work diligently to inform both the scholar 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 scholar 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
<b>APPLIED ARTS</b>	
Foundations of Art	1
Intermediate Art II	2
Art III	2
AP Art and Design	2
Sculpture & Ceramics	1
Fiber & Textile Arts	1
CAD 1	2
Digital Art	1
Studio Manager Independent Study	1
Journalism I	1
Journalism II	1
Concert Choir	2
Honors Choir	2
H.S. Band	2
Band Ensemble	1 or 2
Jazz Band	2
Music Appreciation I	1
Music Appreciation II	1
Problem Solving and Innovation	1
Video Production 1	1
Broadcast News & Advanced Video Production	2
Video Production 3	2
<b>BUSINESS &amp; TECHNOLOGY</b>	
Accounting (Math Elective)	2
Accounting II	2
Accounting III	2
Principles of Business	2
Business Management and Marketing	2
Intro to Computer Science	2
AP Computer Science	2
<b>LANGUAGE ARTS</b>	
English 9	2
Honors English 9	2
English 10	2
A.P. Seminar English 10	2
English 11	2
A.P. English Language & Composition 11	2
English 12	1
A.P. English Literature & Composition 12	2
Reader's Workshop I (elective credit only)	1
Reader's Workshop II (elective credit only)	1
Creative Writing I (elective credit only)	1
Creative Writing II (elective credit only)	1
Speech (elective credit only)	1
Yearbook	2
Mass Media & Communications (elective credit only)	1
Mythology	1
Graphic Novels	1
Science Fiction	1
African American Studies	1
Exploring the Shared Latinx Experience	1
Dystopian Novels	1
ELA Lab Classroom	1

<b>MATHEMATICS</b>	
Algebra I	2
Geometry	2
Algebra II	2
Applied Math	2
A.P. Pre-Calculus	2
A.P. Calculus AB	2
A.P. Calculus BC	2
A.P. Statistics	2
Personal Finance	2
Math Lab Classroom	1
<b>PHYSICAL EDUCATION/HEALTH</b>	
Physical Education I	1
Physical Education II	1
Health	1
Lifetime Activities	1
Lifetime Activities II	1
Strength & Conditioning I-VI	1 or 2
Girls Strength & Conditioning	1
Advanced Strength & Conditioning	1
<b>SCIENCE</b>	
Biology	2
Honors Biology	2
Chemistry	2
Honors Chemistry	2
Environmental Science	2
Ecology	2
Anatomy & Physiology	2
Intro to Health Science	2
Physics (Math Elective)	2
A.P. Biology	2
A.P. Chemistry	2
Forensic Science A & B	1
<b>SOCIAL STUDIES</b>	
World History/Geography	2
U.S. History/Geography	2
A.P. U.S. History	2
Civics (U.S. Government)	1
Debate	1
A.P. U.S. Government & Politics	1
Economics	1
Current Issues	1
Psychology	1
A.P. Psychology	2
Sociology	1
Personal Psychology	1
<b>WORLD LANGUAGE</b>	
Spanish I	2
Spanish 1 for Native Speakers	2
Spanish II	2
Spanish 2 for Native Speakers	2
Spanish III	2
Spanish IV	2
Spanish Culture	2
French I	2
French II	2



<b>ENGLISH LEARNER PROGRAM</b>	
EL English 1	2
EL Newcomers	2
EL English Literacy	2
EL English 2	2
EL English 3	2
EL Strategies	2
EL Biology	2
EL Chemistry	2
EL Algebra	2
EL Geometry	2
EL World History	2
EL Economics	1
EL Civics	1
EL U.S. History & Geography	2
<b>EXPANDED PROGRAMS</b>	
West Michigan Construction Institute	2
Educators Rising: Teach 11	2
Peer to Peer Leadership I	2
Peer Mentors II	1
Interpreter Certification Class 12	1

## ENGLISH LEARNERS (EL) PROGRAM

The English Learner (EL) program serves scholars who have recently entered the United States, or speak a language other than English in their home, as they develop English language proficiency in reading, writing, speaking, and listening. English Learners' progress towards proficiency is measured through the state standardized language assessment the WIDA Access. Courses for English Learners are linked to both the Common Core State Standards and the WIDA English Language Development Framework.

**EL ENGLISH 1 (Two semesters - 1 ENG credit)** **(YBE1)**

**EL NEWCOMERS (Two semesters - 1 ELE credit)** **(YBEN)**

**EL ENGLISH LITERACY (Two semesters – 2 ELE credit)** **(YELEL)**

This three hour block is designed for scholars who have recently entered the United States and have demonstrated a basic level of proficiency in the English language as measured by the WIDA ACCESS. This course provides scholars beginner exposure to English in the areas of reading, writing, speaking, and listening. Instructional routines will provide the foundation for scholars to collaborate to build concepts and language while exploring precise vocabulary, language functions, and grammatical targets through daily academic interactions with both oral language and text. Each unit is assessed through a post test with embedded skill questions, written work and presentations.

**EL ENGLISH 2 (Two semesters - 1 ENG credit)** **(YBEL2)**

EL English 2 is designed to support scholars who have recently exited the Newcomers program and are continuing to advance their English language skills in listening, speaking, reading and writing. Through daily academic interactions with peers and teachers, as well as instructional routines for academic vocabulary, discussion, and writing, scholars will explore precise vocabulary, language functions, and grammatical targets through verbal and written responses to a variety of anchor texts. Each issue is assessed through a post test with embedded skill questions, formal writing assessments and presentations.

**EL ENGLISH 3 (Two semesters - 1 ENG credit)** **(YBEL3)**

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

**EL STRATEGIES (Two semesters – 1 ELE credit)** **(YSOS)**

This course is designed to equip scholars 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 scholar needs. This course is limited to English learners. Successful completion of strategies in grades 9-12 results in one elective credit earned per class.

**EL BIOLOGY (Two semesters - 1 BIO credit)** **(YDB)**

This course advances the study of Biology with a special emphasis on the needs of a multilingual learner. Biology is the study of living things. The course attempts to expose the scholars 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. Scholars will use skills in microscope use, calculators, and multimedia presentations. In addition to a biology focus, various Earth Science standards are integrated.

**EL CHEMISTRY (Two semesters - 1CP credit)** **(YDC)**

This course advances the study of Chemistry with a special emphasis on the needs of a multilingual learner. 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, scholars learn to predict and explain chemical reactions. This course contains Algebra related concepts, so if a scholar 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.

**EL ALGEBRA (Two semesters – 1 ALG credit) (YEA)**

This course advances the study of algebra with a special emphasis on the needs of a multilingual learner. 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. Scholars 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. Scholars 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, scholars will focus on the eight mathematical practices as outlined by the Common Core. Graphing calculators are recommended for this course.

**EL GEOMETRY (Two semesters – 1 GEO credit) (YEG)**

This course advances the study of algebra with a special emphasis on the needs of a multilingual learner. 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.

**EL WORLD HISTORY (Two semesters – 1 WHG credit) (YCWHA)**

This course advances the study of World History with a special emphasis on the needs of a multilingual learner. Upon completion of this course scholars will demonstrate proficiency in analyzing physical and cultural aspects of our world. Scholars study relationships and interdependence within and between local, national and global communities. Over time and in varying contexts, scholars construct an increasingly sophisticated geographic perspective.

**EL ECONOMICS (One semester – ½ ECN credit) (YCE)**

This course advances the study of Economics with a special emphasis on the needs of a multilingual learner. Economics stresses economic concepts, theory, and institutions of the United States and comparative economic systems. Scholars explain the major principles, demonstrate skills in everyday 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, scholars practice critical thinking concerning issues such as poverty, minimum wage, business-labor relations and taxation.

**EL CIVICS (GOVERNMENT) (One semester - ½ CIV credit) (YCG)**

This course advances the study of Civics and Government with a special emphasis on the needs of a multilingual learner. Scholars learn to explain the necessity of government in the modern world, identify characteristics of democracy and describe how democracy differentiates from socialism and communism. Scholars will recognize that government in the United States is based on a defined set of core democratic values; scholars 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. Scholars will explain the difference between the legislative, executive, and judicial branches of government. Scholars will relate these topics to current events.

**EL U.S. HISTORY & GEOGRAPHY (Two semesters - 1 USG credit) (YCUS)**

This course advances the study of US History with a special emphasis on the needs of a multilingual learner. Upon completion of U.S. History, scholars 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.

## EXPANDED PROGRAMS

**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 scholars 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 scholars 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 scholar a jumpstart on their college education and the ability to perform successfully with college-level proficiency. The early middle college (EMC) is a Michigan Department of Education approved five-year program of study that begins in their 10th grade year and ends in their 13th/5th year. Scholars initially apply in the spring of their freshmen year. During the first (sophomore) academic year, WMC scholars are enrolled in one college course each semester. The number of college courses increases to two (2) per semester in the second year and three (3) college courses per semester during the senior year. During the fifth (13th year), the scholars are enrolled in a full college credit load on campus at GRCC. All scholars must be enrolled in a district approved "math experience" i.e., a math/math related class their final year of high school to earn their diploma. This course fulfills the fifth year requirement for Middle College scholars. The WMC program curriculum fulfills the Michigan Transfer Agreement (MTA) (<https://www.mitransfer.org/michigan-transfer-agreement>), making credits highly transferable to a 4-year institution. GRCC will provide wrap-around services including counseling, tutoring, and media technology.

**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 scholars. Language allows scholars 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 scholars at approved nonpublic schools to participate in dual enrollment. This allows high school scholars 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 scholars (including 5th year high school scholars) 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 scholars 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). Scholars interested in Dual Enrollment should discuss with their counselors.

### ADVANCED PLACEMENT

College Board's Advanced Placement Program (AP) enables willing and academically prepared scholars to pursue college-level studies - with the opportunity to earn college credit, advanced placement, or both - while still in high school. Scholars learn to think critically, construct solid arguments, and see many sides of an issue - skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that scholars have sought the most challenging curriculum available to them, and research indicates that scholars who take an AP class typically experience greater academic success in college and are more likely to earn a college degree than non-AP scholars. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores. To find colleges that offer credit or placement for AP scores, click [here](#).

Taking an AP course and exam is a collective effort involving scholars, parents/guardians, and the school. An AP course is a yearlong commitment and schedule change requests will not be considered after the second week of school. Each party plays a role and must make the commitment to meet the expectations noted below:

- **The Scholar** is expected to complete assignments, readings and projects outside of class time, and attend support sessions as recommended by the instructor. The scholar agrees to adhere to the WHS Scholar Code of Conduct. **The scholar will take the AP exam on its scheduled date and time as outlined by the College Board.**

**The Parent/Guardian** agrees to be familiar with and accept the AP course requirements and policies, and to help his/her child organize study time in support of class assignments.

### WEST MICHIGAN CONSTRUCTION INSTITUTE (2 semesters - .5 VPA, .5 Math, 1 ELE) (VWMC)

A combination of hands-on and classroom instruction, accredited by the National Center for Construction Education and Research. The program focuses on the commercial construction field with opportunities for students to earn certifications and internship experiences from industry expert staff members. Students enrolling in WMCI as juniors can complete up to two levels of a trade program by the time they graduate high school leading to opportunities for continued construction education or career opportunities. Students attend Monday - Friday. Learn more at [www.wmcinstitute.com](http://www.wmcinstitute.com).

**EDUCATORS RISING: TEACH 11 (Two semesters - 1 ELE credit) [Course Webcast](#) (CERA)**

This class will give scholars 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 scholars 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.

**PEER TO PEER LEADERSHIP I (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 scholars to learn and grow. Scholars will work through team building activities, community service and many more opportunities to build rapport. This course is also for scholars who are interested in leadership and/or working with special education scholars. Together these scholars will learn though a leadership curriculum to become stronger leaders at WHS.

**PEER MENTORS II (One semester - 1/2 ELE credit) (SPPL2)**

**Prerequisite:** Peer to Peer Leadership I or Teacher/Counselor Recommendation

Scholars will be assigned to mentor students(s) in both general education, special education and ELL courses. Scholars may be assigned to work one-on-one, with multiple students, or as a teacher assistant. Scholars will be responsible for providing academic and social support in order to increase the inclusion of students with disabilities and students who are English learners.

**INTERPRETER CERTIFICATION CLASS 12 (One semester - 1/2 ELE credit) (OICC)**

This course is for seniors and provides certification at the age of 18 equipping scholars for translation roles and enhancing their language skills. This course will cover ethics, standards, message transfer skills, cultural competence, and medical terminology.

# APPLIED ARTS DEPARTMENT

## **FOUNDATIONS OF ART - (One semester - ½ VPAA credit) - [Course Webcast](#) (LFA)**

This class is necessary to give scholars the technical skills and basic understanding of the Elements of Art to be able to begin to express their ideas visually. The focus will be on artmaking skills rather than concepts of art. Scholars 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) (LA2)**

**Prerequisites:** Foundations of Art and Sculpture & Ceramics *or* Fiber and Textile Arts

Scholars will be introduced to the major events and movements that have proceeded and influenced contemporary art making. Scholars 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 scholars will gain practical understanding about the multitude of career opportunities in the visual arts. Scholars 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.

## **ART III (Two semesters - 1 VPAA credit) Prerequisite: Intermediate Art II (LART3)**

Scholars will complete in-depth art works using a medley of media and ideas. Building upon the skills and knowledge gained in Foundations to Art and Intermediate Art scholars will focus on constructing the components of a successful art portfolio. Scholars will be given the opportunity to submit their portfolios for Advanced Placement Studio Credit from the College Board. Scholars will complete a series of weekly homework assignments and are required to participate in class critiques, individual assessments and a public art show.

## **AP ART AND DESIGN - (Two semesters - 1 VPAA) Prerequisite: Art III (LAAD)**

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

## **SCULPTURE AND CERAMICS - (One semester - ½ VPAA) (LSC)**

**Prerequisite:** Completion of 1 semester of Foundations of Art with a C or higher

This course offers a hands-on exploration of the world of three-dimensional art. From clay modeling and sculptural techniques to hand-building and glazing in ceramics, students will dive into the creative process. Inspired by art history and contemporary trends, students will build a unique portfolio while developing essential skills and unleash their artistic voices.

## **FIBER AND TEXTILE ARTS - (One semester - ½ VPAA) (LFTA)**

**Prerequisite:** Completion of one semester of Foundations of Art with a C or higher

This class provides a unique art experience different from traditional art classes, focusing on three-dimensional art through embroidery, weaving, crochet/knit, fashion design, macramé, and textile arts while connecting to both historical and contemporary aspects of the fiber arts.

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

This course will provide scholars 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) - [Course Webcast](#) (LDA)**

Scholars 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. Scholars 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.

**JOURNALISM I (One semester – ½ VPAA or ELE credit) (BJ1)**

This course gives scholars the opportunity to write and design the school newspaper. Scholars 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.

Scholars 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. Scholars essentially become copy editors. Using critical thinking and previous knowledge of grammar, and scholars help one another improve as journalists. In addition, scholars 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.

**CONCERT CHOIR (Two semesters – 1 VPAA credit) - [Course Webcast](#) (JCC)**

Scholars 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. Scholars 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) - [Course Webcast](#) (JHC)**

Scholars 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. Scholars will be involved in advanced music theory, sight-reading and advanced vocal technique.

**H.S. BAND (Two Semesters - 1 VPAA credit and ½ PE credit waived) - [Course Webcast](#) (JB)**

**Prerequisite:** 2 yrs. experience or director approval

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 scholars intermediate/advanced-level instruction in band performance skills in preparation for concerts, with emphasis on intermediate/advanced music theory, interpretation, and technical proficiency.

**BAND ENSEMBLE - (One to Two semesters - 1 VPAA credit) (JBE)**

This is an alternate course for our non-marching band scholars during the first quarter and a third band for those scholars who need more support. This band will proceed as a traditional concert band ensemble. Throughout the year, scholars will continue to build upon skills that they have learned at Junior High School and build upon musical talents through small and large ensemble music making. Scholars will have the opportunity to get to know one another and experience rich and meaningful music choices while building off of prior knowledge. The ensemble will learn musical concepts, build ensemble skills, and rehearse music as individuals and as a band.

**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. Scholars 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 scholars 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) - [Course Webcast](#) (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, scholars will explore and understand music as it relates to categorical and geographical cultures. Scholars 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) - [Course Webcast](#) (JMAII)**

This course will provide an overview of the progression of musical styles throughout history and the influence they have had on American music. Scholars 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 scholars to use complex cognitive and conceptual skills. Perception, logic and imagination will be used to innovate and problem solve. Scholars 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

Scholars 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)**

Scholars will get working knowledge of jobs and tasks involved in video production and broadcast news. The scholars 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 scholar news broadcast. The main focus of this course will give the scholars 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

Scholars will be using advanced level video skills in a district wide video program. Scholars will be expected to produce various video production projects throughout the district and city of Wyoming. The scholars 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 scholars a hands-on training to the art of video production and filming techniques. Additionally, scholars will be spending time working with local TV station WKTV on an internship basis.



# BUSINESS & TECHNOLOGY DEPARTMENT

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

**Scholars may receive credit from GRCC or Davenport for this class.**

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

## **ACCOUNTING II (Two semesters - 1 ELE credit) - Prerequisite: Accounting (GAA2A & GAA2B)**

The problem and business simulation approach is used to refine basic accounting skills. Scholars 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 II

The problem and project based approach is used to refine and progress advanced accounting skills. Scholars 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)**

Scholars will develop ethical, legal and financial skills that apply to the business world. Scholars 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. Scholars 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 and/or Accounting

This course provides scholars with real hands-on project-based applications of concepts learned in Business Management, Marketing, Non-profits, and Human Resources workforce by running the WPS district scholar store, The Wolf Den. Marketing, inventory, financial services and business skills are integrated throughout the course as scholars use a variety of software applications to produce and prepare documents for the scholar store. A major emphasis is placed on guiding scholars through the operation of a real-world business 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 scholar time is spent building projects and practicing the skills they are learning.

## **AP COMPUTER SCIENCE 10-12 - (Two semesters - 1 ELE credit) (GACS)**

This introductory college-level computing course introduces students to the breadth of the field of computer science. Students will learn design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems (including the internet) work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical.

## 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 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. Scholars 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 scholars 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 scholar's writing style. Writing assignments stem from both literature and personal experience. Vocabulary exercises serve to prepare the scholar for college entrance testing. Scholars 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 scholar's life. Composition includes informational, narrative, persuasive, and research writing, and scholars must write a minimum of four multiple-paragraph, process-written compositions. The course also develops the speaking and listening skills connected to Language Arts.

### **AP SEMINAR ENGLISH 10 (Two semesters - 1 ENG credit) (BE10S)**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. All AP students are required to take the AP exam in May.

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

Scholars study American literature selected from the 16<sup>th</sup> century to the 21<sup>st</sup> century. Scholars 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)**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Scholars evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. All AP scholars are required to take the AP exam in May.

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

Consider this course the final step in your high school English career. Scholars 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)**

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Scholars engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, scholars consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require scholars to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. All AP scholars are required to take the AP exam in May.

**READER'S WORKSHOP I (One semester – ½ ELE credit) (BRW)**

As a member of this class, you will thumb through the pages of both teacher-selected and scholar-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 scholars 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 scholar-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. Scholars 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 scholars 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 scholars share/tutor reading with Intermediate scholars. *(BRW2 will offer different activities from BRW1. Scholars 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 scholars through a series of 18 writing workshops. Scholars 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 scholars 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 scholars 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.

**YEARBOOK (Two semesters - 1 ELE credit) Prereq: Permission by instructor is required (BYB)**

This course is designed for scholars to work on the production of a school yearbook. Advertising for sales of ads and yearbooks, business skills, photography, construction of page layouts, artwork and writing are all skills they will utilize in production of the yearbook. Scholars will work individually, together, and with the community toward the development and successful production of a product that will be cherished by Wyoming High School scholars for years to come.

**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. Scholars recognize elements of television programming and use this knowledge to differentiate between quality and weak broadcasting. Also, scholars analyze and criticize filmmaking. Scholars survey film history, major film genres, and the manipulative skills of advertising. In addition, scholars perform in group projects relating to films and television.

**MYTHOLOGY (One semester – ½ ENG credit)****(BMY)**

This course provides scholars 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 and Roman stories and their influence on the arts and literature of Western civilization. Assignments and class activities will reflect scholar understanding of how ancient peoples used stories to explain their origins, their place in the world and the universe, and their relationships to each other. Writing assignments will focus on the literature of the course.

**GRAPHIC NOVELS (One semester – ½ 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 scholars 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 scholars 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 scholars' choice books.

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

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. Scholars 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 scholars the opportunity to explore several works of contemporary literature spanning from young adults to the New York Times best sellers. Scholars 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. Scholars 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 scholar 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 scholars' choice -- read and studies in a book club/literature style circle. Each scholar will write two (2) formal essays. One informational and one argument. Each scholar will participate in a speaking and listening assignment. Vocabulary and grammar will be taught using the two (2) texts.

**ELA LAB CLASSROOM (One semester - ½ ELE credit)****(BELALC)**

ELA Lab Classroom support scholars with additional time and support in developing the prerequisite skills that are needed for success in the Tier I core classroom. Lab Classrooms are supplemental in nature as they are an added layer of support beyond Tier I core classes. A reliance on essential standards helps personalize student needs in a mastery-based approach. Students are placed through a combination of teacher recommendation and performance on state, national, and/or local assessments.

# MATHEMATICS DEPARTMENT

## **ALGEBRA I (Two semesters – 1 ALG credit) (EAI)**

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. Scholars 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. Scholars 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, scholars 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. Scholars 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, scholars 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 scholars who have taken Algebra II but do not intend on taking Pre-calculus. This course aligns scholar learning for the necessary college required math course, College Algebra.

## **AP PRE-CALCULUS (Two semesters – 1 MTH credit) Prerequisite: Algebra II (EAPCA)**

AP Pre-Calculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning. AP Pre-Calculus is designed to be the equivalent of a first semester college pre-calculus course. All AP students are required to take the AP exam in May.

## **MATH LAB CLASSROOM (One semester - ½ ELE credit) (EMTHLC)**

Math Lab Classroom support scholars with additional time and support in developing the prerequisite skills that are needed for success in the Tier I core classroom. Lab Classrooms are supplemental in nature as they are an added layer of support beyond Tier I core classes. A reliance on essential standards helps personalize student needs in a mastery-based approach. Students are placed through a combination of teacher recommendation and performance on state, national, and/or local assessments.

**AP CALCULUS AB (Two semesters – 1 MTH credit) Prerequisite:** AP Pre-Calculus (EAC)

**AP CALCULUS BC (Two semesters – 1 MTH credit)**

**Prerequisite:** AP Pre-Calculus & AP Calculus (EACBC)

AP Calculus AB and AP Calculus BC focus on scholars' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require scholars to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued function; develops additional integration techniques and applications, and introduces the topics of sequences and series. Graphic calculators are strongly recommended for this course. All AP scholars are required to take the AP exam in May.

**AP STATISTICS (Two semesters - 1 MTH credit) Prerequisite:** Algebra II (EAS)

The AP Statistics course introduces scholars to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Scholars use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Graphic calculators are strongly recommended for this course. All AP scholars are required to take the AP exam in May.

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

Scholars 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 scholar 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 scholars intending to attend college will not adequately prepare them for the necessary college required course, College Algebra.

# PHYSICAL EDUCATION/HEALTH DEPARTMENT

**PHYSICAL EDUCATION I (One semester – ½ PEH credit) (MPE)**

**PHYSICAL EDUCATION II (One semester – ½ PEH credit) (MPE2)**

Course provides scholars with the knowledge, skills, fitness, CPR, and attitudes to lead a healthy lifestyle. Scholars 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. Scholars may take either class or both.)*

**HEALTH (One semester - ½ HTH credit) (MH)**

Scholars acquire accurate health information and develop healthful attitudes and behavior patterns in order to live long, productive lives. Scholars learn the skills necessary to make responsible decisions and modify behaviors that promote healthy lifestyles. Health provides scholars 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. Scholars 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.

Scholars 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 Activities. Additional scholar 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.

**GIRLS STRENGTH & CONDITIONING - (One semester - ½ ELE credit) (MSCG)**

This course will focus on developing and improving health related fitness for girls only. This includes muscular strength and endurance, cardiovascular endurance, flexibility, mobility and improved body composition. Different forms of training will include using free weights, weight machines, resistance bands, medicine balls, weight sleds, kettle bells, battle ropes and own body weight. This class will enhance a quality of life and improve the ability to do everyday activities.

**ADVANCED STRENGTH & CONDITIONING - (One semester - ½ ELE credit) (MASC)**

**Prerequisite:** Any Strength & Conditioning class with a B or higher and teacher recommendation.

An intense training course for serious lifters, focusing on strength, endurance, mobility, stability, power, speed, agility, performance, and scientific principles of conditioning through resistance and cardiovascular training. Correct recovery will also be covered including diet, sleep, active recovery, stretching techniques, band work, etc.

# SCIENCE DEPARTMENT

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

Biology is the study of living things. The course attempts to expose the scholars 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. Scholars 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 scholars the concepts and principles of biology and prepare scholars for advanced level courses. Scholars will develop a conceptual framework for modern biology and recognize unifying themes that integrate the major topics of biology. Scholars 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. Scholars 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, scholars learn to predict and explain chemical reactions. This course contains Algebra related concepts, so if scholar 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 scholars will study the basic theories and concepts of chemistry. The intent is to prepare scholars to pursue chemistry on a more advanced level (AP Chemistry), and to prepare scholars 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. Scholars 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 scholars 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)**

Scholars 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. Scholars 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.



**INTRO TO HEALTH SCIENCE 11-12 (Two semesters - 1 SCI credit)****(DIHS)****Prerequisites:** Biology & Chemistry

This course offers student with in-depth exploration of the structures and functions of the human body across levels of organization: cells, tissues, organs, and systems. Students will engage with multiple representations of the human body, including anatomical diagrams, medical imaging and histology, animal or vertical dissection, and other laboratory investigations and technologies. Students will learn to reason and communicate effectively about the development and function of anatomical structures, physiological processes, and body systems, as well as how they work together to maintain health and homeostasis.

**PHYSICS (Two semesters - 1 SCI or Math credit)***(may only be offered in odd years)***(DP)**

Physics is the physical science that is concerned with the relationship between matter and energy. Scholars will discover the concepts of motion, light, and electricity. Since physics is a laboratory science, scholars 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)***(may only be offered in odd years)***(DAPB)****Prerequisite:** Biology or Honors Biology and Chemistry or Honors Chemistry

AP Biology is an introductory college-level biology course. Scholars cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. All AP scholars are required to take the AP exam in May.

**A.P. CHEMISTRY (Two semesters – 1 SCI credit)***(may only be offered in even years)***(DAPC)****Prerequisite:** Chemistry or Honors Chemistry

The AP Chemistry course provides scholars with a college-level foundation to support future advanced coursework in chemistry. Scholars cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course is recommended for scholars interested in pursuing a career in medicine, healthcare, chemical engineering, or other fields of work directly related to the study of chemistry. All AP scholars are required to take the AP exam in May.

**FORENSIC SCIENCE A & B 10-12 (One Semester - ½ SCI or ELE credit)****(DF)****Prerequisite:** B can be taken before A

This course covers diverse topics in forensic science with extended projects and lab experiences, exploring DNA, chemical reactions and the role of science in law. Students will experience a large number and wide variety of interactive, hands-on lab activities to develop problem-solving and critical-thinking skills. A typical unit will include lecture, discussion, laboratories, article readings on related crimes, multimedia experiences, quizzes and tests (including lab practical portions). *(Scholars may take either or both classes.)*

## SOCIAL STUDIES DEPARTMENT

### **WORLD HISTORY/GEOGRAPHY (Two semesters – 1 WHG credit) (CWH)**

Upon completion of this course scholars will demonstrate proficiency in analyzing physical and cultural aspects of our world. Scholars study relationships and interdependence within and between local, national and global communities. Over time and in varying contexts, scholars construct an increasingly sophisticated geographic perspective.

### **U.S. HISTORY/GEOGRAPHY (Two semesters - 1 USG credit) (CUS)**

Upon completion of U.S. History, scholars 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.

### **AP U.S. HISTORY (Two semesters -1 ELE credit) Prerequisite: U.S. History (CAPUS)** *(may only be offered in even years)*

In AP U.S. History, scholars investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Scholars develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that scholars explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. U.S. History is equivalent to a two-semester introductory college course in U.S. history. All AP scholars are required to take the AP exam in May.

### **CIVICS (U.S. GOVERNMENT) (One semester – ½ CIV credit) (CG)**

Scholars learn to explain the necessity of government in the modern world, identify characteristics of democracy and describe how democracy differentiates from socialism and communism. Scholars will recognize that government in the United States is based on a defined set of core democratic values; scholars 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. Scholars will explain the difference between the legislative, executive, and judicial branches of government. Scholars will relate these topics to current events.

### **DEBATE (One semester – ½ ELE credit) (CD)**

Debate is designed to develop scholars' ability to support and present logical, researched argument. Scholars 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.

### **AP U.S. GOVERNMENT & POLITICS 12 (One semester – ½ CIV credit) (CAPG)** *(may only be offered in odd years)*

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Scholars will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. AP U.S. Government and Politics is equivalent to a one-semester introductory college course in U.S. government. All AP scholars are required to take the AP exam in May.

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

Economics stresses economic concepts, theory, and institutions of the United States and comparative economic systems. Scholars 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, scholars 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 scholars study and understand the major movements and issues in psychology. There is major emphasis on the readings from the textbook, but scholars 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 scholars evaluate the various ideas of the major schools of psychology.

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

The AP Psychology course introduces scholars to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, scholars explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, scholars employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year. All AP scholars are required to take the AP exam in May.

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

Scholars gain knowledge of society and a general awareness of the problems facing it today. Scholars understand that sociology is perspective, a way of looking at reality, rather than merely a body of accumulated research findings. Scholars 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, scholars will learn how they can reach their potential and how to better understand others.

# WORLD LANGUAGE DEPARTMENT

## **SPANISH I (Two semesters - 1 WLG credit) - [Course Webcast](#) (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 scholars in speaking, listening, reading and writing activities.

## **SPANISH 1 FOR NATIVE SPEAKERS (Two semesters) - 1 WLG credit (FSINS)**

Spanish 1 for Native Speakers (SNS) is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable scholars whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the community. SNS will allow scholars to explore the cultures of the Hispanic world including their own, and it will enable scholars to gain a better understanding of the nature of their own language as well as other languages to be acquired.

## **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, scholars concentrate on the ability to communicate in target language. Scholars develop a more extensive vocabulary and a command of advanced verb tenses and sentence structure. Finally, scholars will compare and contrast target culture with that of our own and that of other Spanish speaking countries.

## **SPANISH 2 FOR NATIVE SPEAKERS (Two semesters) - 1 WLG credit (FS2NS)**

Spanish 2 for Native Speakers (SNS) is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable scholars whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the community. SNS will allow scholars to explore the cultures of the Hispanic world including their own, and it will enable scholars to gain a better understanding of the nature of their own language as well as other languages to be acquired.

## **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, scholars 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, scholars 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 scholar'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 scholars to become more fluent speakers and relate better to different cultures.

**FRENCH I (Two semesters - 1 WLG credit) - [Course Webcast](#) (FF1)**

The course will use French as the principal language of instruction, communication, and content. The primary goal of the class is to introduce and build conversational and interpretation skills while providing a deeper understanding of cultural diversity in French speaking countries as it relates to the world. The class will also offer a focus on cultural issues through a variety of authentic French activities introducing history and traditions of different countries as well as current events in the French speaking world. The strong emphasis on culture and conversation will empower scholars to work toward fluency and relate better to different cultures.

**FRENCH II (Two semesters - 1 ELE/WLG credit) (FF2)**

Prerequisite: Completion of French I or test equivalent with a minimum of 75%

Building on skills acquired in French I, scholars concentrate on the ability to communicate in target language. Scholars develop a more extensive vocabulary and a command of advanced verb tenses and sentence structure. Finally, scholars will compare and contrast target culture with that of our own and that of other French speaking countries.

# **SPECIAL EDUCATION DEPARTMENT**

## **RESOURCE PROGRAM**

The resource program supports scholars with disabilities working through the Michigan Merit Curriculum towards a high school diploma. Consistent with each scholar's individual education program (IEP), teachers provide specially designed instruction in reading, writing, math and/or behavior so that scholars may (a) participate in the general education curriculum, and (b) make progress on their IEP goals.

## **LIFE CENTERED CAREER EDUCATION (LCCE)**

Life Centered Career Education (LCCE) provides scholars instruction in daily living skills, interpersonal and social skills, and occupational skills. LCCE courses support scholars with disabilities working on alternate standards towards a certification of completion. The coursework is intended to increase scholar independence in home, school, community, and/or employment environments. In order to achieve completion of courses, scholars must meet the requirements of the course and make progress on their goals and objectives. Decisions to pursue a certificate of completion and to participate in LCCE courses are made on a case-by-case basis through the individual education program (IEP) process. The IEP process includes input from scholars, families and the school with particular consideration given to each scholar's post-secondary goals.

### **Course Offerings**

LCCE courses focus on preparing scholars for life after high school. This includes entering the world of work, community engagement, and daily living skills. 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 scholar. 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.

### **9TH GRADE LANGUAGE ARTS**

**(SBE9)**

Scholars 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)**

Scholars 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. Scholars will be exposed to the responsibilities they will face on a job.

### **NAVIGATING THE COMMUNITY (Two semesters – 1 credit)**

**(SNCA&B)**

This course focuses on aspects of driver's education and transportation within scholars' community. Scholars will gain knowledge of traffic rules, safety, and the responsibilities of driving as a driver, passenger or pedestrian. This course is designed to prepare scholars to get their Temporary Instruction Permit (TIP) when they turn 18 years of age, as well as preparing them to navigate their communities with or without their Driver's License.

**10TH GRADE LANGUAGE ARTS (Two semesters – 1 credit) (SBE10A&B)**

This course focuses on improving scholar'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 scholars sound more professional in their daily lives and at their place of employment.

**CONSUMERS MATH (Two semesters – 1 credit) (SECM)**

Scholars are presented basic math skills used in everyday situations- paying taxes, buying food, banking and investing, and managing a household. The course helps scholars become informed consumers. Calculators will be used in this class.

**LIFE SCIENCE (Two semesters – 1 credit) (SDS)**

This course focuses on the study of living things. Scholars will be studying the structure and functions of the human body and how body systems interact. Plant life, weather, and ecology are also emphasized.

**SKILLS 1 (Two semesters – 1 credit) (SSIA&B)**

Scholars will be introduced (or review as applicable) adaptive and functional skills such as cooking, grooming, making good choices, team building, dealing with stress, 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. Scholars will also study the physical features of our Earth and preserving our environment.

**GOVERNMENT/ECONOMICS (Two semesters – 1 credit) (SCGE)**

Scholars 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. Scholars will also study current events.

**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 scholars the opportunity to develop work related behaviors and specific job skills. Scholar 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. A scholar/parent contract will be required for scholars to participate in CBI community sites.

**SKILLS 2 (Two semesters – 1 credit) (SS2A&B)**

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 and vocational skills to help scholars become independent. It reviews English, math and career skills that scholars have learned along with learning new skills in these areas. Scholars 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 scholars receive at Kent Transition Center by utilizing Worked Based Learning. It is managed by KTC and their staff. Scholars 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.

**STRATEGIES (Two semesters - 1 ELE credit) (SSO)**

This course is designed to assist scholars with academic performance and meeting IEP goals and objectives. Class size is typically small, which allows teachers to focus on individual scholar needs identified in the core academic classes and/or the IEP. Scholars will be graded CR or NC based on performance in both Strategies and core classes. Successful completion of Strategies in grades 9-12 results in one elective credit earned per class.

**U.S. HISTORY (Two semesters - 1 ELE credit)****(SCUS)**

This class will comprise of a 9-week focus on Geography: locating oceans and continents along with a unit on the geography of the United States. The U.S. unit will cover general facts, physical features and climates, people, natural resources, and regions in the U.S. The rest of the course will cover the United States' involvement in the Spanish-American War, the Suffrage Movement, World War I, World War II, a brief overview of the Cold War, Korean War, and Vietnam. Finally ending with a unit on Civil Rights.

**LIFE SKILLS MATH (Two semesters – 1 credit)****(SELMS)**

Scholars will learn math that they would use throughout their lives. Some topics covered are Odd/Even, Reading and Writing numbers, Least to Greatest, Greater Than/Less Than, Calendar, Graphs, Coordinates, Measurement, Average/Mean, Word Problems, Buying Food, Rounding Money, Earning Money, Sales Tax, Menu Math, Discounts, Budgeting, Area, Perimeter and Circumference.

**CI MATH SKILLS (Two semesters – 1 credit)****(SCIMS)**

In this course, scholars will learn skills needed to be successful in higher level math courses like Algebra 1. Scholars will be exposed to skills like, but not limited to negative and positive numbers, fractions, algebraic expressions and equations, statistics and probability and geometry. Scholars will be more prepared after this class to keep pace and understand skills within general education math courses.

**CI COMPUTERS (Two semesters - 1 credit)****(SCWA & SCWB)**

Students will become familiar with using a computer for business and personal use. Students will learn and practice all aspects of Google Suites including email, documents, presentations, and spreadsheets. Students will also work to improve their typing, communication, and spelling skills. In addition to those skills, students will spend time engaging in lessons focusing on cybersecurity (avoiding digital scams, protecting information, and inappropriate technology use) and digital life skills (online shopping, grocery ordering, job applications, online banking, etc.).



## **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.

## **SCHOLARS NEW TO COUNTRY**

A scholar 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; 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