

Course Selection Handbook
East Grand Rapids High School
2014-2015



East Grand Rapids Public Schools
Official Publication of the Guidance Department

Mission Statement

“Educating and inspiring each student to navigate successfully in a global community”

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Guidance Department

Students are assigned to a guidance counselor alphabetically based upon the first letter of the student's last name.

Mrs. Lori Johnston	A-F
Mrs. Danielle Beller	G-O
Mrs. Lynda Bykerk-Rupke	P-Z

Mrs. Carolynne Allaben, Registrar/Secretary

East Grand Rapids' Guidance emphasizes a balanced and challenging education experience that affords the greatest satisfaction and preserves the greatest number of options after graduation. The mission of the comprehensive program is to conduct activities designed to respond to the developmental needs of all students in the areas of:

Educational Guidance

The educational guidance program shall relate to the educational objectives and needs of the students.

Post-Secondary Guidance

The post-secondary guidance program shall assist students in exploration of their post-secondary options.

Career Guidance

The career guidance program shall assist students in connecting academic learning to future career options.

Personal Guidance

The guidance and counseling staff shall provide assistance for students with developmental, personal and social needs.

Grading Criteria

Semester grades are computed by teachers, using the grades earned in each of the two marking periods plus the student's grade on the semester exam. Only the final semester grade becomes a part of a student's permanent school record. Value of grades used in computing G.P.A.:

A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	E	=	0

Students successfully completing courses designated as Honors and Advanced Placement receive additional weight on their grade point averages.

Graduation Requirements

Department	Credits	Specifics
English	4.0	Specific English department requirements may be found in the English section of this Course Selection Guide.
Mathematics	4.0	1.0 Credit in Algebra, 1.0 Credit in Geometry, 1.0 Credit in Advanced Algebra, and 1.0 in another math or math-related course. All students must successfully complete a math or math-related course during their senior year.
Science	3.0	1.0 Credit in Chemistry or Physics, 1.0 Credit in Biology and 1.0 Credit in a third science course.
Social Studies	3.0	1.0 Credit in World History, 1.0 Credit in U.S. History, .5 Credit in Government, .5 Credit in Economics
Physical Education	.5	
Health	.5	
Visual, Performing Arts & Applied Arts	1.0	
World Language	2.0	Beginning with the Class of 2016**
Electives	7.0	Classes of 2014 and 2015
**Electives	5.0	Beginning with the Class of 2016
Total	23.0	Minimum Credits Required for Graduation

Graduating From East Grand Rapids High School

1. Graduation from East Grand Rapids High School implies that students have satisfactorily completed an approved course of study and that they have satisfactorily passed any examinations and/or other requirements established by the school district.
2. It shall be the responsibility of the Superintendent and the Building Principal to maintain a record system that will adequately provide the information necessary to assure that the above policy is enforced.
3. Only approved courses will be accepted for graduation. Course work taken anywhere but at East Grand Rapids High School must be approved in advance to prevent loss of credit through misunderstanding.
4. Prior credit earned from **accredited** schools is transferable, with the following exceptions: doctrinal religion courses, driver's education, and service activities such as teacher, office or library assistant.
5. Students enrolling in summer school for credit must have prior approval from an East Grand Rapids High School counselor.
6. A student may repeat a course that s/he has taken and passed, but it will not be for credit. Although both grades will be recorded, only the higher grade will be used in computing the G.P.A. (grade point average).
7. Students, through approval of their parents, teachers and counselor, may request to take a course on a Credit/No Credit basis rather than for a letter grade, but it is limited to one course per semester. It is wise to check with a counselor on the merits of doing so, especially if college admission is a factor.
8. Twenty-three credits, with specific departmental requirements, are needed to receive a diploma from East Grand Rapids High School. Students lacking not more than one credit at graduation time will be permitted to participate in commencement exercises, provided they are enrolled in summer school for the necessary credit. The diploma will be withheld until all graduation requirements have been fulfilled.
9. Recognizing that a small percentage of students may be unable to meet certain Michigan Merit Curriculum requirements, a personal curriculum can be developed. Please see your counselor as soon as possible.
10. The high school Guidance Department will provide information and counseling for all students to enable them to develop a schedule of courses that will meet requirements for colleges, vocational schools, or any post-high school program selected by the student and his/her parents.

Graduation Policy for Transfer Students

1. Any student who attends East Grand Rapids High School during the entire senior year will be allowed to graduate from East Grand Rapids High School if he/she fulfills the graduation requirements of the school.
2. Any student who attends East Grand Rapids High School for only the last semester of the senior year will be allowed to graduate from East Grand Rapids High School if she/he fulfills the graduation requirements of this school, and the school s/he has transferred from refuses to grant a diploma.
3. Any student who has attended East Grand Rapids High School through the first semester of the senior year and then transfers to another school will be allowed to receive a diploma from East Grand Rapids High School and participate in the graduation exercises, if she/he fulfills all of East's graduation requirements. This does not apply to a student who is expelled from East Grand Rapids High School.

Selecting Classes

The East Grand Rapids Board of Education has established the following guidelines regarding a student's course load:

1. **All students, in all grades, are to be scheduled in six classes per semester.**
2. Requests for an exception to number one (1) will be examined on a case-by-case basis, taking into consideration what the student's parent, counselor and building principal believe is in the student's best educational interest.
3. A college preparatory curriculum consists of a MINIMUM OF FOUR ACADEMIC courses (English, mathematics, social studies, science, world language) each of the four high school years. The more selective the college one has in mind, the more rigorous the academic load should be, both in course difficulty and in number of classes taken.

Dual Enrollment

Students are eligible to apply for dual enrollment upon meeting the requirements as set forth in the Rules and Regulations of Board of Education Policy 7648 and 7648-R. This shall apply to students who meet all of the following criteria:

1. Classified as 9th, 10th, 11th, or 12th grade.
2. Enrolled full-time, with at least one high school class.
3. Be in high school not more than four years.
4. Have a qualifying score on the MME or alternative (Explore, Plan, PSAT, or ACT) in subject being taken, or be enrolling in a computer science, foreign language, or fine arts course.
5. Not be a foreign exchange student.
6. Not taken more than 10 total dual enrollment classes in high school.
7. If the student first enrolls in grade 9 the student may not enroll in more than two dual enrollment courses for the first three years they participate and not more than four (4) in the fourth year of participation.
8. If the student first enrolls in grade 10 the student may not enroll in more than two dual enrollment courses for the first year they participate and not more than four (4) courses in the second and third academic years.
9. If the student first enrolls in grade 11 or grade 12 the student may not take more than six dual enrollment courses during those academic years and may not take more than a maximum of ten (10) courses between both those years.

Assessment	Test Section	Content Area	Minimum Dual Enrollment Qualifying Score
PSAT	Critical Reading	Reading	44
	Writing Skills	Writing	49
	Mathematics	Mathematics	45
PLAN	Mathematics	Mathematics	18
	Reading	Reading	17
	Science	Science	19
	English	English	21
ACT	Mathematics	Mathematics	18
	Reading	Reading	17
	Science	Science	19
	English	English	21
MME	Reading	Reading	1100
	Writing	Writing	1100
	Mathematics	Mathematics	1100
	Science	Science	1100
	Social Studies	Social Studies	1100

Any exceptions to the above requirements must have the approval of the Director of Guidance and the High School Principal.

The post-secondary course must meet all of the following criteria:

1. Be academic in nature or applicable to career preparation.
2. Is offered for credit (not remedial or non-credit bearing) at a university, community college, or independent non-profit degree granting college or university.
3. Is not a hobby, craft, recreational, physical education, theology, divinity, or religious course.
4. Is not offered as part of the high school curriculum, or is not available to the eligible student due to a scheduling conflict beyond the student's control.
5. 50% of the course must fall within the school district's academic year.
6. Does not give the student more than full-time enrollment unless the family/student bears the cost of additional courses.

Students successfully completing the requirements of an elective course offered by an accredited post-secondary institution may receive high school credit, providing all guidelines have been met. These elective courses shall not include courses in English, math, science, social studies, physical education and health that are required by the State of Michigan as graduation requirements (Cf. 7630) unless waived by the high school principal or Director of Guidance. The tuition fee for dual enrollment courses shall only be borne by the District for students enrolled full-time with no more than six (6) classes per semester. The dual enrollment class shall be counted as one of the six (6) classes. Students may take dual enrollment courses beyond their full-time program; however, the cost of such coursework shall be borne by the family/student.

Online Courses

East Grand Rapids High School strongly believes that face-to-face classroom instruction at the high school is the best learning environment for students. If the opportunity exists for students to enroll in a face-to-face course offered at the high school the student is strongly encouraged to do so. Section 21f of the Michigan School Code permits students to enroll in up to two online courses per semester.

East Grand Rapids High School strongly believes that a student should only choose an online course if (1) a desired course is not offered by East Grand Rapids High School or (2) a student's course schedule presents a conflict which prohibits the student from enrolling in a face-to-face course offered at East Grand Rapids High School. An online course should not be chosen if East Grand Rapids High School offers the course and the course can be scheduled in the student's daily schedule.

In addition, a student may not enroll in an online course if (1) the course is not offered for credit, (2) the student previously gained credits in the course, (3) the course is inconsistent with the student's graduation requirements or post-secondary plans, (4) the student does not possess the prerequisite knowledge and skills to be successful in the course, (5) the student demonstrated failure in previous online coursework in the same subject, (6) the course is of insufficient quality or rigor, as determined by the district, or (7) the cost of the course exceeds 1/12 of the district's foundation allowance.

Requirements:

Online learning presents challenges that are different from the face-to-face classroom experience. This form of learning requires a high degree of self-discipline and motivation; the ability to keep up with ongoing, and sometimes very demanding expectations without the constraints of a fixed time and place setting; and the ability to deal with isolation that may occur from this form of individual learning.

To be successful in an online class, a student must be a self-starter with a strong sense of direction, have the ability to set goals, and possess the perseverance to follow through. A successful online student will work independently, stay on task, and maintain a regular schedule of logging on and keeping up with readings, course assignments, homework and other expectations. The content of online courses is generally as rigorous as that found in a face-to-face classroom course. An online class is different, not necessarily easier or harder, and the added factor of self-motivation and self-discipline may cause additional challenges for a student.

Available Courses:

A Statewide Online Course Catalog, maintained by Michigan Virtual University, contains the syllabi for online courses offered by any Michigan district and Michigan Virtual School. The Statewide Online Course Catalog can be accessed at www.micourses.org. Any online course in which a student chooses to enroll must be for credit, consistent with graduation requirements, backed by a Michigan Certified teacher, of sufficient quality and/or rigor, and within the cost guidelines established in Section 21f of the Michigan School Code. If not, East Grand Rapids High School may deny the student/parent request to enroll in an online course.

Cost:

If East Grand Rapids High School approves a student to enroll in an online course, the course must be one of the student's six required classes per semester. The district will pay for the cost of the course up to 1/12 of the state's foundation allowance. The student/parent will bear the cost of any online course that is taken as a seventh class.

Enrollment:

If a student desires to enroll in an online course the student must attend the Online Course Meeting held during the March registration period and submit an application for an online class by the published application deadline. **Students who do not register and apply for an online course during East Grand Rapids High School's registration and application period will NOT be permitted to enroll in an online course.**

Testing Out Policy

East Grand Rapids High School, in compliance with the Michigan School Code, will allow students to “test out” of any course or subject credit area. These tests will be a sound demonstration that a student meets or exceeds the content expectations associated with the subject credit area. Because some end-of-year tests do not serve as comprehensive measures of content and skill “mastery” as expressed in the Michigan School Code, students may be required to demonstrate a reasonable degree of mastery either through a written examination, written papers, portfolios, and/or other comparable forms.

The following statements will apply to the testing out provision:

1. This policy will apply equally to all students.
2. Course advancement, credit and/or waiver will only be granted for a C+ or better. If there is no final exam, credit will be earned by exhibiting mastery through the basic assessment used in the course which may consist of a portfolio, performance paper, project and/or presentation.
3. When testing out of high school courses, this testing out provision will count toward graduation requirement credit. Successful completion of the testing out provision will also count toward fulfillment of a requirement for a subject area or a course sequence.
4. When testing out of middle school algebra or middle school geometry, this testing out provision will count toward a high school graduation requirement credit. If a passing score is earned by a student on the algebra or geometry test out, the student will receive graduation requirement credit upon enrolling in high school.
5. Successful completion of this testing out provision for any other middle school courses besides algebra and geometry will only count toward fulfillment of a requirement of a course sequence and not toward graduation requirement credits.
6. Once credit is earned by testing out, a student may not receive credit thereafter for a course lower in course sequence concerning the same subject area.
7. Students may test out of a credit for a course from which h/she has been dropped for non-attendance; however, the grade earned from the dropped course will remain.
8. Credits earned through testing out will not be included in a computation of grade point average.
9. The Principal and/or designee will establish reasonable times when testing out is available.

Timeline for Testing Out Options

March 2014	A letter of explanation from the Guidance Office will be sent to parents.
May 9, 2014	Deadline to submit Request for Testing Out Form to the Guidance Office.
June 6, 2014	Students may obtain a course syllabus and a description of what will serve as demonstration of “mastery” of the course outcomes. Testing out syllabi and related items may be picked up in the Guidance Office.
August 25, 2014	Assessments for all courses will be administered at 9:00 am.

NCAA ELIGIBILITY LIST

Courses, which Appear on the East Grand Rapids High School List of Approved Courses

**For a specific, up-to-date list for your graduation year,
please check the NCAA website at www.NCAAClearinghouse.org

English	Social Studies	Mathematics
American Studies Composition I Composition II Contemporary Literature Creating Writing/Adv Creative Writing English 1-2 English 1-2 (H) English 3-4 English 3-4 (H) English 5-6 English 5-6 (H) English 7-8 English Literature AP English Language AP Public Speaking	American Studies Constitutional Studies (H) Current Issues Economics Government Government AP Human Geography AP Macroeconomics AP Microeconomics AP Psychology I and II Psychology AP Sociology I US History US History AP World History World History AP World History (H)	Calculus AB AP Calculus AB/BC AP Statistics Adv Algebra 1-2 Alg Adv/Funct/Stats & Trig (H) Algebra Funct/Stats/Trig Funct/Stats/Trig/ (H) Statistics AP Geometry Pre-Calculus/Discrete Math Pre-Calc/Intro Cal (H)
Natural/Physical Science	Additional Core Courses	
Anatomy/Physiology Biology Biology AP Biology (H) Chemistry Chemistry AP Chemistry (H) Genetics/Forensics Physics Physics (H) Physics AP Environmental Science	French 1-2 French 3-4 French 5-6 French 7-8 French 7-8 (H) French 9-10 French 9-10 (H) Spanish 1-2 Spanish 3-4 Spanish 3-4 (H) Spanish 5-6 Spanish 5-6 (H) Spanish 7-8 Spanish 7-8 (H) Spanish 9-10 Spanish Language AP	Latin 1-2 Latin 3-4 Latin 5-6 Latin 5-6 (H) Latin 7-8 Latin 7-8 (H)

Business

Course Name	Grade Level, Prerequisites, Length	Course Description
Introduction to Business	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ Full Year 	<p>Introduction to Business is designed to provide students with an introduction to the everyday business world. The emphasis of the course is to give students an opportunity to discover the many areas that make up the foundation of the business world. This exploration will include topics such as economics, business ethics, technology, credit, consumer rights, investments, risk management, and personal financial management. This course fulfills the required 1.0 Visual, Performing and Applied Arts credit needed for graduation.</p>
Business Management	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ One Semester 	<p>Business Management offers the student a solid foundation about business and its environment. It offers a basic introduction to the marketing process along with the people skills and human resources necessary for effective management. Emphasis is placed on putting the student in a "leadership" position and continually asking the student to think in terms of making decisions as an owner and not as an employee. Throughout the semester the class will experience the scenarios involved in running a business firsthand through implementation of a class business. Students will decide on a product, create marketing strategies, become an investor in the company, and sell the product through the development of their own private company. This course fulfills the required 1.0 Visual, Performing and Applied Arts credit needed for graduation.</p>
Personal Finance	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ Full Year 	<p>Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal, household budgets, simulate use of checking, and savings accounts, demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions to ensure financial stability and security. NOTE: Any student who intends to use this course towards their senior year mathematics requirement should see their counselor.</p>
Sports and Entertainment Marketing	<ul style="list-style-type: none"> ▪ 10-12 ▪ None ▪ One Semester 	<p>Are you interested in a career in the field of sports, entertainment, marketing, or recreation? Sports and Entertainment Marketing is designed to introduce the student to one of the fastest growing industries in the world. Students will study the basic marketing concepts with applications to various entertainment organizations both locally and nationally. This class will give you hands-on experience as you research, create, price, and develop promotions for various events at the high school. Students will gain valuable experience from many speakers around the area who are working in this growing field. This course will include diverse aspects of this billion dollar industry through concepts of sports management, legal issues, public relations, promotion, product marketing and recreation.</p>
Accounting	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ Full Year 	<p>Learn about one of the most in-demand careers in the business world today! The skills and concepts can be applied to careers in entertainment, government, technology, and the travel industry. The student will use basic accounting principles and theories in management decisions for sole proprietorships, partnerships, and corporations. Students will use spreadsheet software to create financial statements and learn how to work with journals, ledgers, balance sheets, income, and capital statements. This course will prepare you with a solid background for any business study in college and provide you with an understanding of how financial decisions are made. NOTE: Any student who intends to use this course towards their senior year mathematics requirement should see their counselor.</p>

Communications

Course Name	Grade Level, Prerequisites, Length	Course Description
Public Speaking	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ One semester 	This course covers basic public speaking skills from writing to delivery and nonverbal communication. It is geared for students interested in developing public speaking skills and confidence in public speaking. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Theater I	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ One semester 	This course will focus on all areas of theater performance and production. There will be significant study of theater history and development, including plays from each major historical period. Students will work in the following areas: acting, staging, and theater production. This class should not be repeated, it is the prerequisite for Theatre II. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Theater II	<ul style="list-style-type: none"> ▪ 10-12 ▪ Permission of instructor only ▪ One semester, may be repeated 	The class is designed for the serious actor, director, and playwright. The focus of the class is an in depth experience into the performance side of theatre. Advanced acting methods and theories will be explored. Directing techniques and analysis will be studied as well as the basics of script writing. Activities such as scene work, one-act plays, and development of original works will be the focus. This course may be repeated depending on the student's area of interest in selected areas of theatre. This class will comprise a minimum of one public performance. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Theater Production	<ul style="list-style-type: none"> ▪ 10-12 ▪ Permission of instructor only ▪ One semester, may be repeated 	This course has been developed for those students interested in the technical aspects of theatre. The emphasis is on design and production. Areas to be covered are set design and construction, properties, lighting design and focusing, sound design and board operation, costume design and construction, basic and specialty makeup application, stage management and backstage safety. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Television Production I	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ One semester 	Television Production I introduces students to fundamental technical and creative aspects of television production, operation of equipment, camera and sound techniques, script writing, editing, graphics, and programming. Multi-camera live studio television will be emphasized and on-location pre-recorded segments will be incorporated into productions. History and technical developments in television are discussed, as are current events. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Television Production II	<ul style="list-style-type: none"> ▪ 10-12 ▪ Television Production I and application, permission of instructor ▪ One semester, may be repeated 	Television Production II is a product-oriented class. The class will produce a "magazine" style television program incorporating segments on sports, entertainment, information, school events, community events topics or personalities pertaining to school or the community, and live studio performances. A student taking TV II will experience the excitement and urgency of creating a television product while providing a valuable medium of communication for both the school and the community. All students will perform the necessary production tasks including: camera work, managerial tasks as producers or directors, and on-air performance. Writing and script writing will be stressed, as will deadline skills. All shows produced will be shown to the community via cable access television. This is an application only class. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Journalistic Writing I	<ul style="list-style-type: none"> ▪ 9-12 ▪ One semester 	This course is designed for students who seek to improve their writing skills and have an interest in the print media. The class will approach journalistic ethics, the history of journalism and all aspects of newspaper production. Students will 1) write stories weekly; 2) learn basic graphic design and layout-skills using Adobe Indesign; 3) discuss contemporary issues in journalism; and 4) assist in fundraising activities. Students demonstrating proficiency and commitment may advance to the Journalism II class at the discretion of the instructor. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

Journalistic Writing II	<ul style="list-style-type: none"> ▪ 10-12 ▪ Journalistic Writing I or MIPA Camp, English teacher recommendation and application ▪ Full year 	This course offers practical experience in newspaper publishing in a self-directed workshop environment. Students apply for leadership positions and are selected to serve on an editorial board to plan, design, edit and write each issue of <i>The East Vision</i> . All students are responsible for writing stories, covering beats and fundraising. In addition, students may develop skills in computer graphics and design using Adobe Suites, photography, cartooning, web design and maintenance, illustration, and business management. Journalistic ethics are continually reviewed and applied in all aspects of production and print. This course fulfills 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Yearbook	<ul style="list-style-type: none"> ▪ 10-12 ▪ Application and two teacher recommendations. A limited number of students accepted. ▪ Full year 	Students enrolled in this course are responsible for the production of the East Grand Rapids High School annual yearbook. The course is designed to give students a variety of experiences in layout, design, business, writing, reporting, photography and work on the computer. The course is aimed at teaching students the many roles involved in publishing and marketing a yearbook. After school time is a requirement for this class. This course fulfills 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Film Studies	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ One semester 	This class will cover the history of the American film industry and look at the various genres. Viewing and analyzing films will be the basis of the class. In analyzing film, students will examine elements of plot, setting, and style as well as a historical perspective, directors, editing and cinematography. Students will also be introduced to basics of the film making process: pre-production, production and post-production. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Digital Film Making	<ul style="list-style-type: none"> ▪ 10-12 ▪ Film Studies, Television Production I or TV II and/or teacher permission ▪ One semester, may be repeated 	This class is designed for the serious filmmaker. The focus of the class is an in-depth experience into the pre-production, production and post-production aspects of digital filmmaking. Students will work in groups and alone to produce short films. Activities such as story boarding, script writing, acting for the camera, camera techniques and editing are the basis of the class. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

English

English Graduation Requirements: Four credits in English. To ensure adequate preparation in written English skills, each student must complete one of the following courses of study:

Option 1: Four years of *traditional* English courses: English 1-2 or (H), English 3-4 or (H), English 5-6 or AP English Languages, English 7-8 or AP English Literature.

Option 2: Four credits, with three (3) years of traditional English and in lieu of English 7-8, any combination of the following: Contemporary Literature, Composition I, Composition II or Creative Writing.

Course Name	Grade Level, Prerequisites, Length	Course Description
English 1-2	<ul style="list-style-type: none"> ▪ 9 ▪ None ▪ Full year 	English 1-2 provides the freshman student with broad experience in all areas of language arts: reading, writing, speaking, and listening. Students will experience readings in a variety of literary forms that serve as a foundation for later high school English courses. Developmental work in writing, vocabulary, critical reading, and grammar is an integral part of the course. Students will create one multimedia presentation. Students are encouraged to purchase A Guide to MLA Documentation for use throughout their English coursework.
English 1-2 (H)	<ul style="list-style-type: none"> ▪ 9 ▪ Selection by English department ▪ Full year 	The literature in English 1-2 Honors is, for the most part, classical in nature and is studied not only for its literary value, but also for its reflection of specific historical period and peoples. Along with the literature studied, students are also exposed to extensive work in vocabulary, grammar, and the mechanics and process of writing. Students will create one multimedia presentation. <i>Acceptance to English 1-2 (H) is based on 8th grade grades and EXPLORE test scores.</i>
English 3-4	<ul style="list-style-type: none"> ▪ 10 ▪ Successful completion of a minimum of one semester of English 1-2 ▪ Full year 	English 3-4 is a comprehensive English course for sophomores. In content, it covers American and World literature including novels, drama, short stories, non-fiction and poetry. Included in the course of study is extensive work in grammar, vocabulary, and writing. Students will create one multimedia presentation.
English 3-4 (H)	<ul style="list-style-type: none"> ▪ 10 ▪ Selection by English department ▪ Full year 	English 3-4 Honors is a comprehensive English course designed for highly motivated students, who wish in-depth handling of material and a competitive academic environment. In content it covers American and World Literature with its study of literary genres. It focuses on critical reading and strong writing skills. Part of the course of study will include extensive work in grammar, vocabulary and writing. Students will create one multimedia presentation. <i>Students gain admittance by maintaining a B+ average in 1st and 2nd marking period on the exam for freshman Honors English or by submitting a completed self-evaluation form to the second semester freshman English teacher. Acceptance will be based on 9th grade grades, EXPLORE test scores, and teacher evaluation.</i>
English 5-6	<ul style="list-style-type: none"> ▪ 11 ▪ Successful completion of a minimum of one semester of English 3-4 ▪ Full year 	English 5-6 is a comprehensive English course for juniors. The course content consists of a variety of selections from American literature and informational texts from the seventeenth century to the present, a regimen of vocabulary study, a study of such composition-related areas as punctuation, sentence mechanics, and good usage, and a variety of expository writing assignments accompanied by appropriate composition instruction. Students will create one multimedia presentation.
AP Language and Composition	<ul style="list-style-type: none"> ▪ 11 ▪ Selection by English department ▪ Full year 	AP Language and Composition challenges students to harness the power of rhetoric as they approach fiction and especially non-fiction texts from a wide range of time periods, styles, authors and subjects. This course emphasizes developing within each student, not only close reading strategies, but also effective writing and speaking skills. The framework for the course builds from three essential questions and one essential statement, one for each grading period. Essential questions are organized by concept and the reading/writing skills addressed within the unit rather than chronologically. We will use American non-fiction written texts as the foundational pieces and supplement with fictional texts, world texts and visual texts. Students electing this course should anticipate a rigorous pace. Students who possess most or all of the following characteristics should perform well in this course: <ul style="list-style-type: none"> ➤ The ability to read accurately from a range of genres

		<ul style="list-style-type: none"> ➤ The ability to discuss intelligently and listen carefully ➤ The ability to write with clarity and the willingness to take writing through multiple drafts ➤ A sense of responsibility regarding reading and writing assignments ➤ The maturity to accept and offer criticism constructively <p>AP English Language exams are administered in May.</p> <p><i>Students must apply for admittance by maintaining a B+ + in 1st and 2nd marking period and on the exam for sophomore year in Honors English or by submitting a completed self-evaluation form to the sophomore English teacher second semester. Acceptance to the program will be based on junior grades, PLAN scores, and teacher evaluation.</i></p>
American Studies	<ul style="list-style-type: none"> ▪ 11 ▪ Successful completion of a minimum of one semester of English 3-4 ▪ Full year, two hours per day 	This interdisciplinary course, replacing both English 5-6 and U.S. History that have similar themes and issues, will be taught as a two-hour class. Through the course, students will gain an understanding of the strong connections between American events and American thought and writing. The many themes, literary styles and eras that encompass American Literature will be studied against the backdrop of social change, economic development and upheavals, political transitions, and military activities of the United States. Material will be studied both chronologically and thematically with an emphasis on particular events, documents, people, authors and literary works to help understand the connection between the history and the literature.
English 7-8	<ul style="list-style-type: none"> ▪ 12 ▪ Successful completion of a minimum of one semester of English 5-6 ▪ Full year 	English 7-8, the fourth year of traditional English, is a comprehensive survey of English (British) literature from <u>Beowulf</u> to the present. Other emphases are on vocabulary development and expository writing. Students will create one multimedia presentation.
AP English Literature and Composition	<ul style="list-style-type: none"> ▪ 12 ▪ Selection by English department ▪ Full year 	AP English Literature is a comprehensive study of the Western Canon, ranging from Dante to present day fiction and poetry. Readings are arranged thematically around the "Other," sin and redemption, Existentialism, and identity. A seminar-format course, there is an emphasis on close literary analysis, timed in-class essays, and longer papers. Students will create a multimedia presentation. Students must maintain a B average first semester to be eligible to continue for second semester. The Advanced Placement English exam is administered in May.
Contemporary Literature	<ul style="list-style-type: none"> ▪ 11-12 ▪ English 3-4 ▪ One semester 	This reading intensive course (7 to 9 novels) will focus on contemporary literature presented with corresponding critical theory, present day issues, and various films. Reading will cover multi-cultural contemporary literature written since 1960. Writing assignments include analysis papers, movie responses and reader responses.
Composition I	<ul style="list-style-type: none"> ▪ 11-12 ▪ English teacher recommendation ▪ One semester 	Composition I is for students who need remedial instruction in basic writing skills. The course is tailored to individual needs, but the general focus of emphasis will be the writing of effective sentences, unified paragraphs, and brief compositions. Students will read various articles and models of written work on which to grade their writing.
Composition II	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ One semester 	This course is open to students whose writing skills are commensurate with their grade level and who want to sharpen their skills in preparation for college or for a career. The major course activity is an extensive program of instruction in the writing process that includes twelve to fourteen essay assignments. In addition, the course will include a thorough review of principles of good sentence craftsmanship, punctuation, usage, and spelling. Journal entries will serve as platforms for expositions.

Creative Writing	<ul style="list-style-type: none"> ▪ 11-12 ▪ English teacher recommendation ▪ One semester 	<p>Creative Writing is designed for students who demonstrate a strong aptitude and desire to express themselves creatively through the genres of poetry, short story, creative nonfiction, and drama. Students are required to keep a personal journal and to write from their own experiences in a voice that is both honest and perceptive. Students are expected to participate fully in the workshop atmosphere of the class, which includes sharing their creative work with their classmates, utilizing journal and exercise writing time effectively, offering constructive criticism, and writing multiple drafts toward producing polished finished products. Course includes: reading, studying and responding to professionally produced poetry, fiction, and plays.</p>
Advanced Creative Writing	<ul style="list-style-type: none"> ▪ 12 ▪ "A" average in Creative Writing; permission of instructor ▪ One semester 	<p>A course for students who have successfully completed Creative Writing, have shown exceptional talent, and are interested in continuing their writing. Along with expressing themselves creatively in poetry, short story and dramatic writing, students produce a literary magazine.</p>

Health and Physical Fitness

Course Name	Grade Level, Prerequisites, Length	Course Description
Health Education	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ One semester 	<p>The health education course increases student knowledge about health related issues while meeting the district's one semester health education requirement for graduation. The course covers basic health, nutrition, fitness, sexuality, smoking, alcohol, drugs, C.P.R., stress management, and long range health planning. Each health education unit incorporates cognitive, affective, and skill objectives into an activity-centered program. Students are involved in group discussions, role-playing, lectures, guest speakers, and videos in order to gain basic information to become informed health decision-makers. This course meets the Health Education requirement for graduation.</p>
Physical Education	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ One semester 	<p>This course offers a variety of team and individualized sports including: soccer, football, volleyball, tennis, badminton, basketball, introduction to weight training, swimming, and various indoor games. The four components of fitness and target heart range will be covered. The activities involve student objectives in physical fitness, motor skills, knowledge of sports and activities, as well as social and emotional development. This course meets the Physical Education requirement for graduation.</p>
Lifetime Fitness	<ul style="list-style-type: none"> ▪ 10-12 ▪ Physical Education ▪ One semester 	<p>This course offers instruction and experiences in a variety of lifetime fitness activities. The emphasis in this class will be achieving a goal level of physical fitness. Each student will design a comprehensive individual fitness program to be implemented in the Fitness Center. This routine will develop an understanding of the importance of fitness as a part of daily life. The program will be centered on flexibility, muscular strength and endurance, cardiovascular endurance, and body composition. There will also be an emphasis on participation of lifetime activities to ensure a lifelong healthy and active lifestyle. Some activities include: volleyball, badminton, tennis, softball, bocce ball, pickle ball, Frisbee golf, ladder ball, yoga, Pilates, and core strengthening.</p>
Team Games for Fitness	<ul style="list-style-type: none"> ▪ 10-12 ▪ Physical Education ▪ One semester 	<p>The goal of this course is to offer students the opportunity to improve fitness through organized team activities. Students will compete as team members in a unique tournament format. The course will provide activities in soccer, tennis, water polo, football, badminton, Olympic team handball, volleyball, Ultimate Frisbee, and other indoor games. Each game will include emphasis on rules, strategies, team cooperation, sportsmanship, and evaluation.</p>

Mathematics

Course Name	Grade Level, Prerequisites, Length	Course Description
Algebra I	<ul style="list-style-type: none"> ▪ 9-12 ▪ Middle School recommendation or permission of counselor ▪ Full year 	Algebra I is designed to give the student a wider scope in content than the traditional first year algebra course. It integrates geometry, statistics, and probability into the algebra course. Reading and problem solving are emphasized throughout the course.
Geometry	<ul style="list-style-type: none"> ▪ 9-12 ▪ Algebra and Middle School recommendation ▪ Full year 	Geometry is designed to give the student a wider scope in content than the traditional geometry course. It uses coordinates and transformations throughout the course in both two and three dimensions. Algebra is integrated with geometry throughout the course. Reading and problem solving are also emphasized throughout the course.
Advanced Algebra	<ul style="list-style-type: none"> ▪ 10-12 ▪ Geometry ▪ Full year 	Advanced Algebra is designed to give the student a wider scope in content than the traditional Advanced Algebra course. Substantial amounts of Geometry are included in this course. Reading and problem solving are emphasized throughout the course.
Functions, Statistics and Trigonometry	<ul style="list-style-type: none"> ▪ 11-12 ▪ Advanced Algebra ▪ Full year 	Functions and Statistics is designed to give the student a wider scope in content than a traditional Analysis course. Reading and problem solving are emphasized throughout the course.
Pre-calculus and Discrete Mathematics	<ul style="list-style-type: none"> ▪ 11-12 ▪ Function/Statistics/Trigonometry ▪ Full year 	Pre-calculus and Discrete Mathematics is designed to give the student a wider scope in content than the traditional Pre-calculus course. Reading and problem solving are emphasized throughout the course.
Advanced Algebra Honors/Functions, Statistics and Trigonometry Honors	<ul style="list-style-type: none"> ▪ 9-10 ▪ Completion of Geometry with a grade of C+ or better and teacher recommendation ▪ Full year 	This course is the beginning of a two-year honors sequence. Three courses will be taught in two years, Advanced Algebra, FST and AP Statistics. Students enrolling in this course should plan on staying on the honors track for at least two years.
Functions, Statistics and Trigonometry Honors/Advanced Placement Statistics	<ul style="list-style-type: none"> ▪ 10-12 ▪ Completion of Advanced Algebra Honors/FST Honors with a grade of C+ or better and teacher recommendation ▪ Full year 	This course is the second course in the two-year honors sequence. This course covers the conclusion of the Functions, Statistics and Trigonometry as well as Advanced Placement Statistics. The Advanced Placement Statistics portion of the course will begin at the start of the second semester. Near the conclusion of this course, students will take the Advanced Placement exam. This course is in sequence with the freshman honors course covering Advanced Algebra, FST and AP Statistics in two years.
Pre-calculus and Introductory Calculus Honors	<ul style="list-style-type: none"> ▪ 11-12 ▪ Completion of FST Honors/AP Statistics with a grade of C+ or better or teacher recommendation ▪ Full year 	This course covers the same topics as regular Pre-calculus and Discrete Mathematics, as well as an introduction to Calculus. This course is recommended for students who are interested in taking the Advanced Placement BC Calculus exam the following year. This course prepares students for a study of Calculus; it explores topics in Algebra, Trigonometry, and Analytic Geometry for their relevance to Calculus. This course is the first of a two-year sequence with the Advanced Placement Calculus BC course, in which students will cover three courses in two years: PDM, Calculus I (AB) and Calculus II (BC).
Advanced Placement Calculus AB	<ul style="list-style-type: none"> ▪ 12 ▪ Completion of Pre-calculus Discrete Math with a grade of a C- or better or teacher recommendation ▪ Full year 	This course follows the Advanced Placement Calculus AB curriculum. Much time is devoted to the development of the concepts of limits and their applications to the derivative. The idea of differential approximations is introduced early and is investigated to a greater depth. Other topics include the mean value theorems of the differential and the integral, exponential functions, natural logarithms, and derivatives and integrals of all the trigonometric, circular, exponential, and logarithmic functions. The course concludes with the Advanced Placement Calculus AB exam offered in May.

Advanced Placement Calculus AB/BC	<ul style="list-style-type: none"> ▪ 12 ▪ Completion of Pre-calculus & Intro to Calculus Honors with a grade of C+ or better and teacher recommendation ▪ Full year 	<p>This course follows the Advanced Placement Calculus AB and BC curriculums. Two-thirds of the topics in the Advanced Placement Calculus AB course are covered as well as topics from the Calculus BC curriculum. This course investigates integration techniques and infinite series. A study of plane, parametric, polar, vector, and differential equations is a large portion of the course content. This course concludes with the Advanced Placement Calculus BC exam. This course is the second of a two-year sequence with the PDM/Calculus Honors course, in which students will cover three courses in two years: PDM, Calculus I (AB) and Calculus II (BC).</p>
Statistics	<ul style="list-style-type: none"> ▪ 12 ▪ Successful completion of FST or PDM ▪ Full year 	<p>In this course, students will investigate data patterns with density and normal curves and study statistical correlation of data. Students will design experiments and study probability with discrete, continuous, binomial and geometric distributions. Students will be able to interpret results using significance tests and make inference for distributions, proportions, Chi-Square procedures and regression models. Near the end of the course, students may choose advanced work to complete skills needed for taking the Advanced Placement exam in Statistics. This course is an elective math course for students wishing to further develop their mathematical skills.</p>
Real World Mathematics	<ul style="list-style-type: none"> ▪ 12 ▪ Successful completion of Advanced Algebra as a junior ▪ Full year 	<p>This is a senior-only course for students who earned credit for Advanced Algebra as juniors. The focus of this course would be applications of statistical methods, i.e., applying descriptive and inferential statistics to “real-world” data sets. Students will investigate data patterns, design surveys, collect and interpret data, create various displays of data, and produce reports communicating conclusions they reached from their investigations with their data. Other topics include using numbers in our lives, and understanding interest rates, loans, amortization, and house financing. This class is recommended for seniors who struggled in Advanced Algebra and would have difficulty with FST.</p>

Performing Arts

Course Name	Grade Level, Prerequisites, Length	Course Description
Symphony Band	<ul style="list-style-type: none"> ▪ 9-12 ▪ Director Approval ▪ Full year 	<p>Symphony Band is open to all high school students who demonstrate adequate proficiency of technical skills on a band instrument. The band rehearses daily, and, during the football season, rehearses on Wednesday evenings from 7:00 - 9:00 p.m., as the fall schedule dictates. After football season the band continues its concert curriculum in preparation for the concert schedule, while continuing to develop student performance skills. Members are also eligible for various woodwind, brass, and percussion experiences as they are offered. These experiences may include solo and ensemble festivals, jazz ensemble, percussion ensembles and musical theater pit orchestra. Note: Students electing Symphony Band are expected to complete both semesters of the course and should plan their schedules accordingly.</p> <p>This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation.</p>
Orchestra	<ul style="list-style-type: none"> ▪ 9-12 ▪ Director approval ▪ Full year 	<p>Orchestra is open to high school students who demonstrate adequate proficiency of technical skills on an orchestral string instrument. The string sections will meet as a full ensemble each day. The brass, woodwind and percussion sections will consist of the top-seated players of the corresponding sections of the Symphony Band class. Note: Students electing Orchestra are expected to complete both semesters of the course and should plan their schedules accordingly.</p> <p>This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation.</p>
Women's Chorus	<ul style="list-style-type: none"> ▪ 9 ▪ None ▪ Full year 	<p>Women's Chorus is non-auditioned, primary level ensemble, providing the young female singer with basic vocal technique. The course content includes learning to read music, studying basic music theory, and learning choral musicianship in preparation for public concerts throughout the year. Music repertoire includes a variety of musical styles from all of music history, as well as music written specifically for the young female singer. Each student is expected to attend concerts outside of the school day. This includes the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, District and State Choral Festival, and the Spring Pops Concert. Note: Students electing Women's Chorus are expected to complete both semesters of the course and should plan their schedules accordingly.</p> <p>This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation.</p> <p>Michigan School Vocal Music Association (MSVMA) level: Primary</p>
Varsity Men's Chorus	<ul style="list-style-type: none"> ▪ 9 (10 with choral teacher's recommendation) ▪ None ▪ Full Year 	<p>Varsity Men's Chorus is a non-auditioned, primary level ensemble, providing specialized vocal training for the young male voice. The course content includes learning to read music, studying basic music theory, and learning choral musicianship in preparation for public concerts throughout the year. Music repertoire includes a variety of musical styles from all of music history, as well as music written specifically for the young male singer. Each student is expected to attend concerts outside of the school day. This includes the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, District and State Choral Festival, and the Spring Pops Concert. Note: Students electing Varsity Men's Chorus are expected to complete both semesters of the course and should plan their schedules accordingly.</p> <p>This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation.</p> <p>Michigan School Vocal Music Association (MSVMA) level: Primary</p>
Chamber Singers	<ul style="list-style-type: none"> ▪ 10, 11 & 12 mixed choir ▪ Interview/Audition with the instructor. Prior choral experience is encouraged and expected. ▪ Full year 	<p>Chamber Singers is the main ensemble of EGRHS and provides the student with intermediate choral training. The purpose of the choir is to provide independence as a choral musician. Course content includes learning to read music at an intermediate level, studying basic music theory, and learning choral musicianship in preparation for public concerts throughout the year. Music repertoire includes intermediate level music from music history that is specifically written for mixed voices, including vocal jazz from the swing era to 21st century jazz fusion. Each</p>

		<p>student is expected to attend concerts outside of the school day. This includes the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, District and State Choral Festival, and the Spring Pops Concert.</p> <p>Note: Students electing Chamber Signers are expected to complete both semesters of the course and should plan their schedules accordingly.</p> <p>This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation.</p> <p>Michigan School Vocal Music Association (MSVMA) level: Intermediate</p>
Bella Voce	<ul style="list-style-type: none"> ▪ 11, 12 women ▪ Interview/Audition with the instructor. Prior choral experience is required. ▪ Full year 	<p>Bella Voce provides the female student with advanced choral training. This ensemble sings challenging women's choral music from all of music history, including vocal jazz from the swing era to 21st Century jazz fusion. Each student is expected to attend concerts outside of the school day. This includes, but is not limited to, the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, Choral Festival, Melodies in March, and the Spring Pops Concert.</p> <p>This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation.</p> <p>Michigan School Vocal Music Association (MSVMA) level: Advanced</p>
Madrigals	<ul style="list-style-type: none"> ▪ 12 mixed (10 and 11 as needed) ▪ Audition (Prior choral experience required) ▪ Full year 	<p>Madrigals is designed to provide students the opportunity to sing difficult choral literature for small ensembles, with an emphasis placed on music from the 15th - 17th centuries, as well as contemporary music written for the small ensemble. This course nurtures the musicianship for students possessing high music aptitude, trained voices, and music reading skills that go far beyond the other choir levels. Each student is expected to attend concerts outside of the school day. This includes, but is not limited to, the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, Solo and Ensemble Festival, Choral Festival, Melodies in March, and the Spring Pops Concert. During the month of December, the ensemble forms the EGRHS Carolers and performs at many public service events in Victorian Costumes.</p> <p>This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation.</p> <p>Michigan School Vocal Music Association (MSVMA) level: Advanced</p>

Science

Course Name	Grade Level, Prerequisites, Length	Course Description
Physics	<ul style="list-style-type: none"> ▪ 9 ▪ None ▪ Full year 	Physics is an introductory course to the basic principles of physics. All students will benefit most from taking physics as a 9 th grader to develop basic measurement, numerical analysis, and fundamental problem solving skills, which are basic to all science. Topics covered include nature of motion, forces, energy, matter, sound, light and composition of atoms.
Honors Physics	<ul style="list-style-type: none"> ▪ 9 ▪ Concurrent enrollment in Geometry or higher math class ▪ Full year 	Honors Physics is an introductory course to the basic principles of physics. All students will benefit most from taking physics as a 9 th grader to develop basic measurement, numerical analysis, and fundamental problem solving skills, which are basic to all science. The honors course introduces problem solving and the use of mathematics as the basic language of physics. This course is a good preparation for AP Physics.
Biology	<ul style="list-style-type: none"> ▪ 10 ▪ None ▪ Full year 	This beginning course uses a conceptual approach to explain key concepts in biology. There is an emphasis on cell biology, genetics, and the biochemistry of living things. Concepts are presented through a variety of teaching methods. Traditional labs, computer labs, field trips, and other hands-on approaches are emphasized. This course is designed for the college-bound student, but it does not reach the in-depth level of the Biology Honors course.
Biology Honors	<ul style="list-style-type: none"> ▪ 10 ▪ B or higher in previous science class ▪ Full year 	This course covers the same principles and concepts as presented in Biology, but the pace and depth of inquiry is much greater. The course includes extensive laboratory work, and the course content requires the use of analytical and deductive reasoning, critical thinking, and application of learned material. The course is primarily for highly motivated students who have strong science interests.
Chemistry	<ul style="list-style-type: none"> ▪ 11-12 ▪ Algebra, Physics recommended ▪ Full year 	Chemistry is offered to students who wish to study matter and the changes it under goes.
Chemistry Honors	<ul style="list-style-type: none"> ▪ 11-12 ▪ Concurrent enrollment in Advanced Algebra or higher math class. B or better in previous science class or teacher recommendation. Physics and Biology recommended. ▪ Full year 	Honors Chemistry is offered to students who have an interest in majoring in science or chemistry in college. This course is more rigorous and intense than Chemistry and is taught at a faster rate. This course serves as the basis for the Advanced Placement Chemistry course.
Biology Advanced Placement (AP)	<ul style="list-style-type: none"> ▪ 11-12 ▪ Successful completion of Physics, Biology and Chemistry with a grade of B or better in each course, or teacher recommendation ▪ Full year 	Advanced Placement Biology is an advanced level biology course. It is designed to be equivalent to a first year college course. As such, a college text is used and the course consists of 1/3 to 1/2 laboratory time. Students should consider AP Biology if they have a passion for laboratory work, enjoy independent thought and are considering a career in the science field. The course allows for creative thought when designing laboratories and students have the opportunity to create and carry out an independent research project during the second semester. Further details may be found on the College Board website and on the course website. Students are expected to have successfully completed Physics, Biology and Chemistry with a B or better to apply for this course.

Chemistry Advanced Placement (AP)	<ul style="list-style-type: none"> ▪ 11-12 ▪ Concurrent enrollment in Advanced Algebra or higher math class. Completion of Honors Chemistry with a grade of B or higher. ▪ Full year 	Advanced Placement Chemistry is college level chemistry course. This course is offered to students who have an interest in majoring in science or chemistry in college and have successfully completed Honors Chemistry with a B or higher. This course is more rigorous and intense than Honors Chemistry and is taught at a faster rate. This course serves as a good preparation for the Advanced Placement Chemistry exam offered in May.
Physics (AP)	<ul style="list-style-type: none"> ▪ 11-12 ▪ Enrollment in honors level mathematics, PDM, Calculus, or permission by the instructor ▪ Full year 	AP Physics C is a college level course that covers Newtonian physics including rotation, gravitation, and oscillation in preparation for the AP Physics C (Mechanics) exam. Additional topics include modern physics, electricity, and electric circuits, special relativity and astronomy applications. Some calculus is used but students are not required to be proficient in calculus before they take this course.
Environmental Science	<ul style="list-style-type: none"> ▪ 11-12 ▪ Recommendation of Biology teacher ▪ Full Year 	This course explores the many aspects of the environment, energy, water, air, soil, and the living world, through multiple disciplines and perspectives. Within the course, the fundamental principles of environmental science, which includes aspects of biology, geology, chemistry, and physics, will be explored. Students will investigate real-world environmental issues and topics using economics, politics, science, and engineering through projects and traditional coursework.
Anatomy/ Physiology	<ul style="list-style-type: none"> ▪ 11-12 ▪ C- or better in Biology and Physics. Chemistry highly recommended ▪ Full year 	This course is primarily designed for students intending to pursue premed, nursing, veterinary, natural science, art or physical education programs at the college level. Course-work concerns the detailed study of human anatomical structures and how they function in the body.
Forensic Science with Emphasis in Genetics	<ul style="list-style-type: none"> ▪ 11-12 ▪ C- or better in Biology and Physics. Chemistry highly recommended ▪ Full year 	This course was designed to introduce some of the specialized fields in forensic science and genetics, to learn the fundamental principles of science and technology upon which they are based, and to apply them to a number of suspicious situations and criminal cases. Students will investigate aspects of forensic science involving the inspection of physical, chemical, and biological items of evidence. The forensic analysis of substances such as glass, soil, hair, ink, bullets, gunpowder and drugs will be understood after a review of concepts learned in biology and physical science.
Advanced Projects in Physics and Engineering	<ul style="list-style-type: none"> ▪ 11-12 ▪ B- or better in Physics. Concurrent enrollment in Advanced Algebra or higher math class. ▪ Full year 	This course is for students who are looking for knowledge that goes beyond the first year physics course. This course will include many topics not covered in the first year physics class and will use a very hands-on approach to solving physics and engineering problems. Topics in this course include a review of the basic physics concepts that were covered in the first year physics course, but will be looked at from a more advanced engineering level. Additional topics covered in this course will include; optical devices, rotational dynamics, torque, and fluid dynamics.

Social Sciences

Course Name	Grade Level, Prerequisites, Length	Course Description
World History	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ Full year 	<p>This course covers the history, geography and current issues of the Middle East, Asia, Russia, Africa, Europe and the Americas. The social changes, political systems, rise and fall of empires and civilizations, technological advances, religions and cultural achievements will be studied in the context of each Global Age. These ages include expanding and intensified hemispheric interactions, the First Global Age, the Age of Global Revolutions, Global Crisis and Achievement and the Cold War and its aftermath. Material will be studied historically and geographically with an emphasis on particular events, issues, documents, religions, ideas and people to understand their importance in shaping and affecting the world today.</p>
AP World History	<ul style="list-style-type: none"> ▪ 10-12 ▪ None ▪ Full year 	<p>AP World History will develop students' understanding of the evolution of global processes in interaction between different types of human societies. This understanding is advanced through a combination of factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks, their causes and consequences, as well as comparisons among major societies. The course emphasizes factual knowledge in conjunction with leading historical interpretations and evaluation of the types of historical evidence. European history will comprise a maximum of 20% of the course. Analytical essay writing, along with analysis of secondary and primary documents, will be major components of the course. The course will prepare students to take the AP World History exam offered in May.</p>
United States History	<ul style="list-style-type: none"> ▪ 10-12 ▪ None ▪ Full year 	<p>United States History is a course that combines history, geography, and civic standards. The course covers the history of the U.S. from the Reconstruction Era to the modern day. Topics of study include Reconstruction, Agrarian Dissent, Native Americans, industrialization and labor, the rise of the City and Progressivism, the growing role of the U.S. in world affairs, the 1920s, the Great Depression, WWII, the Cold War, Civil Rights, Changes of the 1950s and 1960s, Nixon and 1976-present. Primary and secondary sources will be used. Critical thinking and analytical skills will be emphasized throughout the course including a required essay using Chicago Manual Style parenthetical reference.</p>
AP US History	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ Full year 	<p>This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History, and prepare students to take the Advanced Placement examination in May. Social changes, economic development and upheavals, political transitions, and military activities of the United States from the Native American cultures and European exploration to the present day will be covered in the course. Material will be studied chronologically and thematically with an emphasis on particular events, documents, and people and understanding of their importance in the development of the United States. Secondary and primary documents are incorporated into the course with an emphasis on analytical essay writing. The class will help strengthen students' ability to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weight the evidence and interpretations presented in historical scholarship.</p>
American Studies	<ul style="list-style-type: none"> ▪ 11 ▪ None ▪ Full year, two hours per day 	<p>This interdisciplinary course, replacing both English 5-6 and U.S. History, which have similar themes and issues, will be taught as a two-hour block class. Through the course, students will gain an understanding of the strong connections between historical events and American thought and writing. The many themes, literary styles and eras that encompass American Literature will be studied against the backdrop of social change, economic development and upheavals, political transitions, and military actions of the United States. Material will be studied both chronologically and thematically with an emphasis on particular events, documents, people, authors and literary works to help understand the connection between history and literature.</p>

Government	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ One semester 	This course covers the fundamental ideas, functions and processes which form the basis of the American political system and is aligned with the Michigan Merit Curriculum. The topics to be studied include the principles of democracy and government, civil rights, the Constitution, civil liberties, the Supreme Court, the party system, the electoral process and voting, special interest groups and the media, national security and foreign affairs, state and local government, the bureaucracy, Congress, and the Presidency. An integral part of the course will be on the importance of the citizen in action with its corresponding rights and responsibilities. An essay using APA parenthetical reference is required.
AP Government & Politics	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ One semester 	This class is for the highly motivated student who wishes to critically examine issues in relation to American government. The course is designed to prepare students for the AP U.S. Government and Politics exam given in May by the College Board. Assignments revolve around preparation for this test. Topics covered include: history and structure of the Constitution, political culture and opinion, linkage institutions such as the media and interest groups, Congress, the Presidency, and the Courts, as well as an in-depth look at civil rights and liberties This course is academically stringent with readings nightly from a college-level text.
Constitutional Studies (H)	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ One semester 	The Constitutional Studies program studies the history and origin of Constitutional principles as well as current day application of such. This course incorporates the " <i>We the People...The Citizen and the Constitution</i> " program that places students in simulated congressional hearings where students' knowledge of the Constitution is tested. As a final experience, students in this class will enter a formal competition, advancing from congressional district and state competitions to the national finals. Completion of this course will fulfill the government requirement. Commitment of students to the program includes outside meeting times for competition practice sessions and competitions.
Economics	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ One semester 	The Economics course, which is aligned with the Michigan Merit Curriculum, enables students to understand and consider potential implications of the basic scarcity problem faced by individuals, businesses and societies; unlimited wants in pursuit of limited resources. From personal decisions to global concerns, economics teaches how to successfully evaluate the concept of "choice". Through weighing both short and long term costs and benefits, examining alternatives and anticipating both intended and unintended consequences, students will be prepared as citizens able to make personal and societal decisions regarding the market economy, the national economy, the international economy and personal finance.
AP Macroeconomics	<ul style="list-style-type: none"> ▪ 10-12 ▪ None ▪ One semester 	The Advanced Placement Macroeconomics course gives students a thorough understanding of the principles of economics that apply to the economy as a whole and is comparable to a college level course. The purpose of this course is to give students a thorough understanding of the principles of economics that apply to the economy as a whole. The course places primary emphasis on basic economic concepts, measurements of economic performance, national income and price determination, the financial sector, inflation, unemployment and stabilization policies, economic growth and productivity and international trade and finance. The course will prepare students to take the AP Macroeconomics exam offered in May.
AP Microeconomics	<ul style="list-style-type: none"> ▪ 10-12 ▪ None ▪ One semester 	The Advanced Placement Microeconomics course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. The course places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The course will prepare students to take the AP Microeconomics exam offered in May.

Social Sciences Elective Courses

Course Name	Grade Level, Prerequisites, Length	Course Description
AP Human Geography	<ul style="list-style-type: none"> ▪ 9-10 ▪ None ▪ Full year 	<p>AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and locally. Internet activities are used to explore certain topics. <i>This course receives elective credit; students must also take three (3) additional social studies credits (World History, U.S. History, Economics, and Government) to meet the Michigan Merit Curriculum and East Grand Rapids High School graduation requirements.</i> The course will prepare students to take the AP Human Geography exam offered in May.</p>
Current Issues	<ul style="list-style-type: none"> ▪ 10-12 ▪ None ▪ One semester 	<p>Current Issues is a study in current public policy and global issues. The course builds upon basic economics and government knowledge by applying current political and economic thought to issues and events that occur daily. The course uses thematic units of study and current events to make students aware of how events affect us on local, national and global levels.</p>
Topics in Social History/Sociology	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ One semester 	<p>This course covers the study of human society and the many aspects of how humans live, work, socialize, recreate, and form a structure to define their world. Many questions will be raised as the problems and definitions of human society are explored. What is the place of the individual in society? How does a society balance the needs of the individual with that of the larger populace? How do cultures clash or assimilate or blend? How does race, age, gender, social status, or economic position affect both individuals and the society as a whole? In a field such as sociology, which is constantly evolving, definitive answers to these questions that arise will broaden the student's understanding of social topics. Subjects to be studied include early sociologists, theories, culture, race, sex and gender, class, and crime and deviance.</p>
Psychological Perspectives in History I	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ One semester 	<p>Psychological Perspectives in History I provides students with a comprehensive introduction to the principles of psychology. Areas of study include learning, memory, physiology, sensation, perception, sleep, states of consciousness, intelligence and creativity.</p>
Psychological Perspectives in History II	<ul style="list-style-type: none"> ▪ 11-12 ▪ Psychological Perspectives in History I ▪ One semester 	<p>Psychological Perspectives in History II is an introductory survey of the following areas of psychology: the life stages from infancy through adulthood, gender roles, personality theory, psychological testing, stress and conflict, disturbance and breakdown, therapy and change, human interaction, attitudes and social influence.</p>
AP Psychology	<ul style="list-style-type: none"> ▪ 10-12 ▪ Full Year 	<p>AP Psychology is a two-semester (full year) college-level class that challenges students academically and socially. It builds on the foundations of psychology communicated in Basic Psychology, going far deeper into relevant yet challenging topics. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields in psychology. Concepts such as cognitive dissonance, psychological abnormalities, social psychology, psychological therapy, sensation and perception, and sleep and consciousness are covered and related to students' personal experiences.</p>
Experiences in Living	<ul style="list-style-type: none"> ▪ 11-12 ▪ None ▪ One semester 	<p>Experiences in Living is designed to introduce students to the complexities of living on their own and the challenges of family life. Some of the topics include: preparing for marriage, relationships, personal communication, family crisis, personal finance, and death and dying. The class is experiential and discussion oriented with emphasis on the student's self-awareness and reaction to these topics.</p>

Visual Art and Technology

Course Name	Grade Level, Prerequisites, Length	Course Description
Foundation Art	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ Full Year 	<p>Foundation Art provides students with an extensive introduction to art & design. Two and three dimensional projects teach the use of materials such as graphite, pen & ink, colored pencil, charcoal, pastel, watercolor, acrylic & tempera paint, collage, and plaster. By looking at artworks and artifacts created in the past and present, students learn how art & design reflects culture and impacts life quality. A life-long appreciation for creativity and craftsmanship is fostered in students as they become immersed in art production and begin to understand artistic processes. This course fulfills the Visual, Performing and Applied Arts credits needed for graduation.</p>
Advanced Art	<ul style="list-style-type: none"> ▪ 10-12 ▪ Foundation Art ▪ Full Year 	<p>This studio art course is designed to build upon the skills and concepts developed in Foundation Art in the mediums of drawing, painting, sculpture and printmaking. Emphasis is placed on compositional and structural techniques as well as the creative process and original design. Students will have the opportunity to work with traditional (2d & 3d) and digital mediums they have not yet experienced. Students will also have learning opportunities in art criticism, aesthetics, art history, group work, critical thinking, cultural awareness, and evaluation. This course fulfills the Visual, Performing and Applied Arts credits needed for graduation.</p>
Portfolio Preparation	<ul style="list-style-type: none"> ▪ 11-12 ▪ Foundation Art in addition to one other full year HS Visual Art course ▪ Full Year 	<p>Portfolio Prep is offered to students who are seriously interested in and appreciative of the artistic process. Students concentrate on planning and preparing a portfolio or series of artworks. Portfolio Prep students work within the "studio" environment including art history review, art production, critique and immersion into to art criticism. This course fulfills the Visual, Performing and Applied Arts credits needed for graduation.</p>
Photography I	<ul style="list-style-type: none"> ▪ 10-12 ▪ Foundation Art ▪ One Semester 	<p>This course provides an introduction to the tools, materials and processes of traditional analog photographic imaging. Students will develop a work-in-progress portfolio which includes a collection of finished art work, self-evaluations, idea sketches, notes and peer critiques. The course of study will include photographic history, the elements and principles of art and design, image analysis, as well as traditional camera (35mm), film, darkroom and developing processes and printing techniques. Photoshop may be used to teach various traditional concepts. A 35mm film camera with manual control of focus, shutter and aperture is recommended but not required. A limited number of cameras are available for loan. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.</p>
Photography II	<ul style="list-style-type: none"> ▪ 10-12 ▪ Photography I ▪ One Semester 	<p>This course will continue to build upon the skills learned in Photography I. This course explores opportunities for students to work on real-life projects, learn alternative processes, and apply skills to create series-oriented thematic projects that stimulate the student's creative capacities for personal expression, communication and self-understanding. Photoshop may be used to teach various traditional concepts. A 35mm film camera with manual control focus, shutter and aperture is recommended but not required. A limited number of cameras are available for loan. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.</p>
Web Page Development I	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ One Semester 	<p>This course will provide the basic technical knowledge necessary to create web sites. Students will learn to incorporate many elements of web development such as, but not limited to: hyper text mark-up language (html), site design and practical page layout, "do's and don'ts" of web design, copyright laws, history and influences of the Internet, developing graphics, and sound and video application for the web. Students will work at a computer workstation using Notepad, Photoshop, Dreamweaver, Java Script, and Flash to create web sites. Students will have hands-on experience in web page layout, writing website content and "real-world" web application. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.</p>
Photography I	<ul style="list-style-type: none"> ▪ 10-12 ▪ Foundation Art ▪ One Semester 	<p>This course provides an introduction to the tools, procedures, concepts and application of traditional photographic imaging. Students will develop a work-in-progress portfolio which includes a collection of finished art work, self-evaluations, idea sketches, note and peer critiques. The course of study will include photographic history, the elements and principles of art and design, image analysis, as well as traditional camera (35mm) film, darkroom and developing processes and printing</p>

		techniques. Photoshop may be used to teach various traditional concepts. A 35mm film camera with manual control of focus, shutter and aperture is recommended but not required. A limited number of cameras are available for loan. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Photography II	<ul style="list-style-type: none"> ▪10-12 ▪Photography I ▪One Semester 	This course will continue to build upon the skills learned in Photography I. This course explores opportunities for students to work on real-life projects, learn alternative processes, and apply skills to create series-oriented thematic projects that stimulate the student's creative capacities for personal expression, communication and self-understanding. Photoshop may be used to teach various traditional concepts. A 35mm film camera with manual control focus, shutter and aperture is recommended but not required. A limited number of cameras are available for loan. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Web Page Development I	<ul style="list-style-type: none"> ▪9-12 ▪None ▪One Semester 	This course will provide the basic technical knowledge necessary to create web sites. Students will learn to incorporate many elements of web development such as, but not limited to: hyper text mark-up language (html), site design and practical page layout, "do's and don'ts" of web design, copyright laws, history and influences of the Internet, developing graphics, and sound and video application for the web. Students will work at a computer workstation using Notepad, Photoshop, Dreamweaver, Java Script, and Flash to create web sites. Students will have hands-on experience in web page layout, writing website content and "real-world" web application. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Web Page Development II	<ul style="list-style-type: none"> ▪9-12 ▪Web Page Development I ▪One Semester 	This course will build upon the skills learned in Web Page Development I. Students will learn how to manage a website using cascading style sheets. Opportunities for students to work on real life projects, investigate web design as a career, and visit businesses that work with web designers will be provided. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Digital Photography I	<ul style="list-style-type: none"> ▪9-12 ▪None ▪One Semester 	Students learn foundational photography concepts and how to artistically manipulate images through digital editing in Digital Photo I. Students shoot photographs with digital cameras, edit imagery using Photoshop, and have the opportunity to print their best work. Students shoot pictures inside as well as outside of class with their own camera and/or one of the school's. Canon G10 cameras are available to students enrolled in class to borrow daily. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Digital Photography II	<ul style="list-style-type: none"> ▪9-12 ▪Digital Photography I (or portfolio review by teacher) ▪One Semester 	In Digital Photo II students learn techniques of acquiring, manipulating and outputting digitized photographic images utilizing Adobe Photoshop including and beyond those learned in Digital Photo I. Using the digital camera, students increase their individual level of achieving high quality images through a variety of indoor and outdoor shoots. Students use Adobe Creative Suite applications as well as web based programs to incorporate photography with other graphic art and design forms. Students have the opportunity to apply individual interest and skills to a variety of projects that can include photography, graphics, typography and others planned by student and teacher in collaboration. Relevant careers and professional applications of digital imaging and computer graphics are explored. Canon G10 cameras are available to students enrolled in class to borrow daily. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Digital Multimedia I	<ul style="list-style-type: none"> ▪9-12 ▪None ▪One Semester 	This course is designed to teach students how to use computers to create multimedia works of art. Students will use technology to digitize photos, video, music, voice, and animation to create computer multimedia projects. Teachers will utilize lectures, online resources, supervised lab assignments, and individual projects that combine new and traditional film elements. Students will learn digital concepts, video and photo manipulation, research strategies, and computer animation. Students will have an opportunity to determine the focus of their projects. Creative writing, storyboard construction, and research skills will be used to plan and develop projects. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Digital Multimedia II	<ul style="list-style-type: none"> ▪9-12 ▪Digital Multimedia I ▪One Semester 	This course will build upon the skills learned in Digital Multimedia I. Students will be provided with opportunities to work on real-life projects, investigate digital multimedia as a career, and visit businesses that work with digital multimedia. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed

		for graduation.
Computer Graphics I	<ul style="list-style-type: none"> ▪10-12 ▪Foundation Art & Advanced Art or Teacher Recommendation/ Portfolio Review ▪One Semester 	This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Computer Graphics II	<ul style="list-style-type: none"> ▪10-12 ▪Computer Graphics I ▪One Semester 	This course will build upon the skills learned in Computer Graphics I. The course provides opportunities for students to work on real-life projects, investigate graphics as a career and visit businesses that work with graphic designers. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Sculpture/ Ceramics I	<ul style="list-style-type: none"> ▪10-12 ▪Foundation Art or Teacher Recommendation/ Portfolio Review ▪One Semester 	This course introduces students to a variety of traditional and contemporary sculpture materials and processes. The students will explore, develop and apply both additive and subtractive methods of working throughout the class. Course goals will include learning and using technical skills, understanding the physical and expressive possibilities of sculptural materials, and safe use of tools for various techniques throughout the class. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Sculpture/ Ceramics II	<ul style="list-style-type: none"> ▪10-12 ▪Sculpture/Ceramics I ▪One Semester 	This course will build upon the skills learned in Sculpture/Ceramics I. This class provides an opportunity for students to explore advanced methods of construction and manipulation of modeled and constructed form. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Drawing/ Painting I	<ul style="list-style-type: none"> ▪10-12 ▪ Foundation Art ▪Full Year 	In Drawing & Painting I students learn advanced drawing and painting techniques through reviewing the work of renowned artists, demonstrations, and studio work. Building on current skills, students are taught the proper use of fine art materials and techniques while employing the formal compositional guidelines of drawing and painting using materials such as gouache, oil, & acrylic paint, graphite, pastels, charcoal, pen & ink. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Drawing/ Painting II	<ul style="list-style-type: none"> ▪10-12 ▪Drawing/Painting I ▪One Semester 	Drawing & Painting II builds upon the skills learned in Drawing/Painting I. Students learn to stretch and prime their own canvases in preparation for oil paintings. Mixed media projects illustrating current topics and social concerns are developed. Subjects such as the human form and landscapes will be interpreted by each student using a variety of approaches. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Printmaking I	<ul style="list-style-type: none"> ▪10-12 ▪Foundation Art or Teacher Recommendation/ Portfolio Review ▪One Semester 	This course will introduce students to basic printmaking techniques including monoprint, intaglio (etching), lithography and wood block and linoleum printing. Experimentation of different materials within the printing process and the historical aspect of printmaking will be discussed. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Printmaking II	<ul style="list-style-type: none"> ▪10-12 ▪Printmaking I ▪One Semester 	This course will build upon the skills learned in Printmaking I. The course will provide opportunities for students to work on real-life projects, investigate digital multimedia as a career and visit businesses that work with printmakers. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.
Basic Mechanical Drafting and Design (Drafting, Design & Technology 1-2)	<ul style="list-style-type: none"> ▪9-12 ▪None ▪Full Year 	<p>Drafting Design & Technology 1–2 consists of the basic fundamentals of graphic illustration and mechanical drafting. This course includes the principles of lettering, sketching, geometric construction, orthographic projection, dimensioning, pictorial drawings: isometric, oblique, & perspective, sectional views, auxiliary views, and surface development and the introduction to CAD (Computer Aided drafting). The students will draw a variety of mechanical drawings to develop engineering and design skill to gain knowledge in the language of industry.</p> <p>Student designs and technical drawings will be presented in a portfolio and will be mechanical in nature. Parallel edges, T-Squares, architectural and engineering scales, compass and divider sets, mechanical pencils, templates are tools available to the students. Laser printers, color plotters, and scanners will be used by the students in this class. Introduction to Computer Aided Design (CAD) will be the major emphasis with most work made being completed in the 2-D (two – dimensional) drawing software. This course fulfills the 1.0 Visual, Performing and Applied</p>

		Arts credit needed for graduation.
Residential Architecture (Drafting, Design & Technology 3-4)	<ul style="list-style-type: none"> ▪10-12 ▪DDT 1-2 ▪Full Year 	Drafting Design & Technology 3-4 concentrates specially on residential architectural drawing. In this course students will learn to recognize and draw details of residential architecture and construction. Standard house construction techniques will be the guide for specific problem solving. Drawings will range from site plans, floor plans, architectural lettering logos, foundation details, kitchen layouts, fireplace design, stairway detail, pictorial plans, roof design, and electrical plans. The student will be given information on common construction techniques, design concepts, future planning, and formulas to figure cost estimating. The use of Computer Aided Design (CAD) and Building Information Modeling (BIM) software will be the basis for generating a complete set of residential house plans. Site visitations, field trips, slides, Internet, and architectural history will also occur during the course of the year. Students will design and create a complete set of residential house plans, and a complete 3D render as a final project. This course fulfills the 1.0 Visual, Performing and Applied Arts credit needed for graduation.
Advanced Drafting and Engineering (Drafting, Design & Technology 5-6)	<ul style="list-style-type: none"> ▪11-12 ▪DDT 3-4 ▪Full Year 	Drafting Design & Technology 5–6 includes a more in-depth study of sectional drawings and pictorial drawings, and also fasteners and working (detailed) drawings. Content includes the drawing of cams, gears, detail drawings, working drawings, pictorials, sketching, assembly drawings, solid 3D modeling, and 3D wire frame drawing. The majority of the drawings will be done with CAD (Computer Aided drafting) and 3D parametric modeling software. Students will also have the opportunity to explore and develop a certain area of engineering of their choosing. The students will design, draw and plot their projects and place in their personal portfolios. This course fulfills the 1.0 Visual, Performing and Applied Arts credit needed for graduation.
Drafting, Design & Technology 7-8	<ul style="list-style-type: none"> ▪11-12 ▪DDT 5-6 ▪Full Year 	Drafting Design & Technology 7-8 is designed to meet the needs of the student who is planning a career in engineering, drafting, technology, architecture, illustration, computer technology, Computer Aided Design (CAD), graphics or other related vocation. The course will teach advanced techniques in CAD, and will develop critical thinking skills, group work, co-operative learning skills, applied physics, English, Math and Science skills. Assignments will be developed from ongoing technology projects. Advanced CAD applications, 3D modeling, Digital Prototyping, and Building Information Modeling (BIM) will be used in the creation of these projects. Each student will develop, with the aid of the instructor, a set of objectives (contract) to meet his / her individual needs. The student will then establish drawings, schedules, and deadlines with the instructor recommendation and approval. This course fulfills the 1.0 Visual, Performing and Applied Arts credit needed for graduation.
Computer Animation and Game Design	<ul style="list-style-type: none"> ▪9-12 ▪Algebra 1 ▪Full Year 	This course will provide an introduction to the skills you need to create animations and computer games. In this course you will start out with an overview of game and animation history and quickly move into the concept of development and production of animations and computer games. There will be both individual and team assignments that will result in an actual finished products. Students will work in a computer lab with a variety of software. The concepts you will learn are similar to computer programming in that you will be instructing computers how to perform functions using advanced math skills. Students will also have to develop storylines and scenarios for animations and games. Creative students with a high interest in computers, art and math skills will be the most successful. This course fulfills .5 of the required Visual, Performing and Applied Arts credit needed for graduation.
Interior and Home Design 1	<ul style="list-style-type: none"> ▪ 9-12 ▪ One semester 	Interior & Home Design 1 is a one-semester course that will set the foundation for students who are considering a field in interior and architectural design. Students will study the physical structures and space in which people live and the relationship between the homeowner and the home. A multi-disciplinary approach to basic design fundamentals, residential architectural standards and technical skills will be studied. These skills will be achieved through the use of traditional design tools, advance computer aid drafting (CAD) and building information modeling (BIM) software. **Pending Board Approval

World Languages

Course Name	Grade Level, Prerequisites, Length	Course Description
French 1-2	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ Full year 	French 1-2 introduces the student to the fundamental speaking patterns and vocabulary of the French language, and to the countries and people who speak it. Students will work on the basic skills of listening for comprehension, speaking, reading and writing at a novice proficiency level. By the end of the course, students will be expected to achieve a novice mid proficiency according to the ACTFL scale.
French 3-4	<ul style="list-style-type: none"> ▪ 9-12 ▪ Successful completion of French 1-2 ▪ Full year 	In French 3-4 students will continue to improve their vocabulary and usage of French. They will increase their communication skills and knowledge of grammatical structures by reading longer texts, and participating more in class in French. Cultural emphasis will be on France and its regions. By the end of the course, students will be expected to achieve a novice high proficiency according to the ACTFL scale.
French 5-6	<ul style="list-style-type: none"> ▪ 10-12 ▪ Successful completion of French 3-4 ▪ Full year 	French 5-6 is designed to be taken by previously successful students of French. The course focuses on reinforcing and building on the students' grammatical knowledge, vocabulary, and writing. This class will emphasize communication as students learn about the people and countries where French is spoken. The class will be conducted primarily in French. By the end of the course, students will be expected to achieve an intermediate low proficiency according to the ACTFL scale.
French 7-8	<ul style="list-style-type: none"> ▪ 11-12 ▪ Successful completion of French 5-6 ▪ Full year 	French 7-8 builds on the program begun in French 5-6 and is designed to be taken by previously successful French students. Students will complete their study of the major elements of French grammar. They will work toward developing greater fluency and continue the study of more advanced vocabulary. Lectures and discussions will be held in French and students will explore a variety of media including film, newspapers, online resources, popular music, and recorded native French speakers. Students will also read and analyze several works of literature in French. By the end of the course, students will be expected to achieve an intermediate mid proficiency according to the ACTFL scale.
French 7-8 Honors	<ul style="list-style-type: none"> ▪ 11-12 ▪ Selection by World Language Department ▪ Full year 	This course is designed to be taken by highly motivated and successful French students. Students receiving honors credit will attend French 7-8 and complete all work in that course. In addition, they will be responsible to do work independently outside of the classroom involving the reading and critical analysis of representative works of French literature. Regularly scheduled meetings with the instructor will serve to monitor student progress. Students must adhere to a strict timeline regarding all assignments. Students will be admitted to this program based on previous marking period grades in French, test scores and department recommendation. By the end of the course, students will be expected to achieve an intermediate mid proficiency according to the ACTFL scale. Students will not be allowed to drop Honors French after the drop/add deadline.
French 9-10	<ul style="list-style-type: none"> ▪ 12 ▪ Successful completion of French 7-8 ▪ Full year 	French 9-10 is designed to be taken by previously successful French students. The course is designed to challenge capable students who wish to develop a greater degree of proficiency in the French language. Grammar is reviewed, refined, and practiced in much more depth than in previous courses. Students will work toward developing a higher level of fluency and will explore a variety of media including film, newspapers, online resources, popular music, and recorded native French speakers. Lectures and discussions will be held in French, and students will explore Francophone short stories as well as poetry selections and a novel (or excerpts from a novel). By the end of the course, students will be expected to achieve an intermediate high proficiency according to the ACTFL scale.
French 9-10 Honors	<ul style="list-style-type: none"> ▪ 11-12 ▪ Selection by World Language Department ▪ Full year 	This course is designed to be taken by highly motivated and successful French students. Students receiving honors credit will attend French 9-10 and complete all work in that course. In addition, they will be responsible to do work independently outside of the classroom involving literature in the francophone world, including reading and discussion of poetry, essays, and/or short stories. Students will explore the impact of the author's different works through compositions and/or projects.. Regularly scheduled meetings with the instructor

		will serve to monitor student progress. Students must adhere to a strict timeline regarding all assignments. Students will be admitted to this program based on previous marking period grades in French, test scores and department recommendation. By the end of the course, students will be expected to achieve an intermediate high proficiency according to the ACTFL scale. Students will not be allowed to drop Honors French after the drop/add deadline.
Latin 1-2	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ Full year 	This course will teach the basic vocabulary and grammar necessary to comprehend and write some simple stories. Students will build their English vocabulary by studying derivatives. Through projects and videos, students will learn about the mythology, culture and history of ancient Greece and Rome. By the end of the course, students will be expected to achieve a novice mid proficiency according to the ACTFL scale.
Latin 3-4	<ul style="list-style-type: none"> ▪ 10-12 ▪ Successful completion of Latin 1-2 ▪ Full year 	Students in Latin 3-4 will continue to develop their reading comprehension and writing skills through the study of grammar and vocabulary and begin reading authentic literature, such as Caesar and Pliny. This class will also focus on mythology, culture and history of Ancient Rome. By the end of the course, students will be expected to achieve a novice high proficiency according to the ACTFL scale.
Latin 5-6/7-8	<p>Latin 5-6</p> <ul style="list-style-type: none"> ▪ 11 ▪ Successful Completion of Latin 3-4 ▪ Full year <p>Latin 7-8</p> <ul style="list-style-type: none"> ▪ 12 ▪ Successful completion of Latin 5-6 ▪ Full year 	Since this is a combined class, the materials studies are alternated each year. Grammar and vocabulary are reviewed and students read authentic Latin literature, studying in one year Virgil and the era of Augustus Caesar. In the alternate year, students read Cicero and study the government in the time of the Republic as well as reading the poets. If sufficient enrollment, classes will be taught separately. By the end of the course, students will be expected to achieve an intermediate low or intermediate mid proficiency according to the ACTFL scale.
Latin 5-6 Honors	<ul style="list-style-type: none"> ▪ 11 ▪ Selection by World Language Department ▪ Full year 	This course is designed to be taken by highly motivated and successful Latin students. Students receiving honors credit will attend the Latin 5-6 class and complete all work in that course. In addition, they will be responsible to do work independently outside of the classroom involving the reading and critical analysis of Latin Literature from Cicero, Catullus, Ovid and Horace. Regularly scheduled meetings with the instructor will serve to monitor student progress. Students must adhere to a strict timeline regarding all assignments. Students will be admitted to this program based on previous marking period grades in Latin, test scores and department recommendation. By the end of the course, students will be expected to achieve an intermediate low or intermediate mid proficiency according to the ACTFL scale. Students will not be allowed to drop Honors Latin after the drop/add deadline.
Latin 7-8 Honors	<ul style="list-style-type: none"> ▪ 12 ▪ Selection by World Language Department ▪ Full year 	This course is designed to be taken by highly motivated and successful Latin students. Students receiving honors credit will attend the Latin 7-8 class and complete all work in that course. In addition, they will be responsible to do work independently outside of the classroom involving the reading and critical analysis of the genre of epic poetry including the <u>Aeneid</u> , the <u>Iliad</u> and the <u>Odyssey</u> . Regularly scheduled meetings with the instructor will serve to monitor student progress. Students must adhere to a strict timeline regarding all assignments. Students will be admitted to this program based on previous marking period grades in Latin, test scores and department recommendation. By the end of the course, students will be expected to achieve an intermediate mid proficiency according to the ACTFL scale. Students will not be allowed to drop Honors Latin after the drop/add deadline.
Spanish 1-2	<ul style="list-style-type: none"> ▪ 9-12 ▪ None ▪ Full year 	This course is designed for students who are new to Spanish. Introduction to the beginning basics will include Greetings, Colors, Numbers, and other vocabulary. The students will learn communication and cultural skills at a novice level. The language will be presented within the context of the contemporary Spanish-speaking world and its culture. By the end of the course, students will be expected to achieve a novice mid proficiency according to the ACTFL scale
Spanish 3-4	<ul style="list-style-type: none"> ▪ 9-12 ▪ Successful completion of Spanish 1-2 ▪ Full year 	Students in Spanish 3-4 will continue to improve their communication and cultural skills. They will focus on the present and past tenses, building their vocabulary skills. By the end of the course, students will be expected to achieve a novice high proficiency according to the ACTFL scale.

Spanish 5-6	<ul style="list-style-type: none"> ▪ 10-12 ▪ Successful completion of Spanish 3-4 ▪ Full year 	Spanish 5-6 is designed to be taken by previously successful students of Spanish who wish to further enhance their Spanish language skills. While reinforcing and building students' grammatical knowledge and writing skills, the focus of the class will be on communication. Students will demonstrate their skills by creating videos, skits and projects. The course will be conducted primarily in Spanish. By the end of the course, students will be expected to achieve an intermediate low proficiency according to the ACTFL scale.
Spanish 7-8	<ul style="list-style-type: none"> ▪ 11-12 ▪ Successful completion of Spanish 5-6 ▪ Full year 	Spanish 7-8 is designed to be taken by previously successful Spanish students. While using thematic units of study, the students will continue to review and develop their intermediate communication and cultural skills. Grammar and vocabulary skills will continue to be reviewed and expanded. The course will be conducted in Spanish. By the end of the course, students will be expected to achieve an intermediate mid proficiency according to the ACTFL scale.
Spanish 9-10	<ul style="list-style-type: none"> ▪ 12 ▪ Successful completion of Spanish 7-8 ▪ Full year 	Spanish 9-10 is designed to be taken by previously successful Spanish students. While the focus continues to be on communication, the students will begin to express more abstract ideas and personal opinions using advanced skills. Grammar will continue to be reviewed and reinforced and literary works will be used. The course will be conducted in Spanish. By the end of the course, students will be expected to achieve an intermediate high proficiency according to the ACTFL scale.
Spanish 3-4(H)	<ul style="list-style-type: none"> ▪ 9 ▪ Successful completion of 8th grade Spanish ▪ Full year 	This course is for those students who began the study of Spanish in the East Grand Rapids elementary program and successfully completed the middle school program in grades 6, 7, and 8. Students will continue to improve in their communication and cultural skills at an intermediate level. Emphasis on communication will focus on present, future and past. This course will be conducted in Spanish. By the end of the course, students will be expected to achieve an intermediate low proficiency according to the ACTFL scale. Acceptance will be based on 8 th grade Spanish grades, STAMP test and Spanish teacher evaluation. Automatic admittance is obtained by maintaining a B average in 8 th grade Spanish for both semesters.
Spanish 5-6 (H)	<ul style="list-style-type: none"> ▪ 10 ▪ Successful completion of Spanish 3-4(H) ▪ Full year 	This course is for those students who were previously enrolled in the K-12 Spanish sequence. Students will continue to build their communication and cultural skills. They will demonstrate their skills by creating videos, skits, and projects. This course will be conducted in Spanish. By the end of the course, students will be expected to achieve an intermediate mid proficiency according to the ACTFL scale. Acceptance will be based on Spanish 3-4(H) and Spanish teacher evaluation. Automatic admittance is obtained by maintaining a B average in Spanish 3-4(H) for both semesters.
Spanish 7-8 (H)	<ul style="list-style-type: none"> ▪ 11-12 ▪ Successful completion of Spanish 5-6(H) ▪ Full year 	This course is designed to be taken by highly motivated and successful Spanish students. While using authentic literature, students will expand their pre-advanced communication skills. All four-skill areas will be developed, including speaking, listening, reading and writing. Grammar and vocabulary skills will be expanded. Students will be admitted to this program based on previous Spanish grades, test scores, and department recommendation. This course serves as the basis for the Advanced Placement Spanish Language course. Spanish 7-8 Honors will be conducted in Spanish. By the end of the course, students will be expected to achieve an intermediate high proficiency according to the ACTFL scale. Acceptance will be based on Spanish 5-6(H) grades and Spanish teacher evaluation. Automatic admittance is obtained by maintaining a B average in Spanish 5-6(H) for both semesters.
Advanced Placement Spanish Language	<ul style="list-style-type: none"> ▪ 12 ▪ Successful completion of Spanish 7-8 (H) ▪ Full year 	This course will give highly motivated and successful Spanish students the opportunity to develop advanced level communication skills in Spanish. While using authentic literature, the students will develop the speaking, listening, reading and writing skills necessary to prepare them to take the Advanced Placement Language examination. Students will be strongly encouraged to take the examination. This course will be conducted in Spanish. By the end of the course, students will be expected to achieve a pre-advanced proficiency according to the ACTFL scale. Acceptance will be based on Spanish 7-8(H) grades and Spanish teacher evaluation. Automatic admittance is obtained by maintaining a B average in Spanish 7-8(H) for both semesters.

<p>1st Year Hybrid Language (District Pilot Course)</p>	<ul style="list-style-type: none"> ▪ 10-12 ▪ Application Required ▪ Full year 	<p>The 1st-year Hybrid course allows students to study <u>one</u> of the following languages: Japanese, Arabic, or Mandarin Chinese. The actual platform may vary between online courses (with all content delivered online) to online courses with live chat options (such as MyChinese360.com with Canvas). There may also be in-class instruction with a professor if an online option is not available. Students have the use of technology on a daily basis in the classroom and may also need to do some work at home. Along with the regular language course work, presentations or projects regarding culture will be shared with the rest of the class. By the end of the course, students are expected to reach a Novice-Mid level of proficiency in speaking and a Novice-Low level of proficiency in reading and writing according to the ACTFL Proficiency Guidelines.</p>
<p>2nd Year Hybrid Language (District Pilot Course)</p>	<ul style="list-style-type: none"> ▪ 11-12 ▪ 1st Year Hybrid ▪ Full Year 	<p>The 2nd-year Hybrid course allows students to continue their study of <u>one</u> of the following languages: Japanese, Arabic, or Mandarin Chinese using the same resources as the 1st-year class. It is possible that the platform may change from year one to year two of the language. Students have the use of technology on a daily basis in the classroom and may also need to do some work at home. Along with the regular language course work, presentations or projects regarding culture will be shared with the rest of the class. By the end of the course, students are expected to reach an Intermediate-Low level of proficiency in speaking and a Novice-Mid to High level of proficiency in reading and writing according to the ACTFL Proficiency Guidelines.</p>
<p>3rd Year Hybrid Language (District Pilot Course)</p>	<ul style="list-style-type: none"> ▪ 11-12 ▪ 2nd Year Hybrid ▪ Full Year 	<p>The 3rd-year Hybrid course allows students to continue their study of <u>one</u> of the following languages: Japanese, Arabic, or Mandarin Chinese using the same resources as the 1st- and 2nd-year class. It is possible that the platform may change throughout years one through three of the language. Students have the use of technology on a daily basis in the classroom and may also need to do some work at home. Along with the regular language course work, presentations or projects regarding culture will be shared with the rest of the class. By the end of the course, students are expected to reach an Intermediate-Mid level of proficiency in speaking and a Novice-High to Intermediate-Low level of proficiency in reading and writing according to the ACTFL Proficiency Guidelines.</p>

Other Academic Opportunities

Course Name	Grade Level, Prerequisites, Length	Course Description
Cadet Teaching	<ul style="list-style-type: none"> ▪ 12 ▪ None ▪ One or two semesters 	<p>Cadet Teaching is a senior elective class where students receive high school credit for working with East Grand Rapids Middle School and Elementary teachers. Students will meet with the Cadet Teaching Advisor two days a week and spend the remainder of the week with their cooperating teacher. Cadets will assist teachers with teaching, tutoring, grading papers, meeting with parents, and lesson preparation, among other things.</p>
Dual Enrollment (College Courses)	<ul style="list-style-type: none"> ▪ 9-12 ▪ Counselor approval ▪ One or two semesters 	<p>Students who meet the qualifications for Dual Enrollment may enroll in college courses in addition to courses at the high school. Consultation with the student's counselor is necessary as the counselor's recommendation is required prior to registration at any of the local colleges. See pages 5-6.</p>
Guided Study	<ul style="list-style-type: none"> ▪ 9-12 ▪ Previous academic record of failure and as determined by the Student Assistance Team. ▪ One semester or full year as needed 	<p>Guided Study is designed to support students who are struggling to meet the requirements of the Michigan Merit Curriculum (MMC). Students are selected based on their prior academic performance and grade level. Class activities include: organization of class materials, completion of daily planner, and communication with the teacher regarding their everyday assignments, long term assignments, and tests/quizzes.</p>
Links	<ul style="list-style-type: none"> ▪ 11-12 or with teacher permission ▪ Application needed ▪ One Semester 	<p>The Links Program is designed to integrate the students with Developmental Disabilities with their General Education peers. As a class, the Links Program manages the integration using the help of a group of general education students called "Links". The Links work with students with Developmental Disabilities in a variety of settings to help them learn and utilize social skills, daily living skills and reinforce curriculum. The Link student will develop effective communication techniques, responsibility, leadership and problem solving skills. The class will help the Link become a lifelong learner and productive citizen while fostering empathy.</p>
Math Essentials I, II, III	<ul style="list-style-type: none"> ▪ 9-12 ▪ Recommendation of math teacher and counselor ▪ One semester or full year as needed 	<p>Math Essentials are courses designed to assist students who need additional support to pass the graduation requirements for Algebra, Geometry or Advanced Algebra. The courses complement their math courses and are taken simultaneously. Concepts presented in the regular mathematics class will be re-taught in new and different ways to increase student understanding of key concepts. Math Essentials are also courses in which a student can increase his/her understanding of concepts that the student failed to grasp previously. The student may then be tested again by their math teacher on these concepts for credit in Algebra, Geometry or Advanced Algebra. Admission is by recommendation of their math teacher and counselor only.</p>

Other Academic Opportunities (cont'd)

<p>Kent Career Technical Center (KCTC)</p>	<ul style="list-style-type: none"> ▪ 11-12 ▪ By application ▪ One or two years 	<p>Kent Career/Technical Center Programs are one and two years in length, carry 3 credits per year, and meet for 2.25 hours per day. KCTC is open to qualified 11th and 12th grade students. Students pursuing programs at KCTC plan their courses to fit the Center's schedules. The Center operates three sessions during the day: 6:55 - 9:10 AM, 9:15 -11:30 AM, and 12:00 pm - 2:15 PM. Bus transportation is provided by the District. Students earn 1.5 credits per semester or three credits for the year. While enrolled at KCTC, students are required to take a minimum of three classes per semester at East Grand Rapids High School. Enrollment at KCTC is open for each school in Kent County on a quota basis. Because applications generally exceed the number of openings, students' interests, aptitude, and school attendance are factors in the selection process. Counselors are kept informed of all the latest developments at KCTC and should be consulted for further information. See below for a listing of clusters/programs offered.</p>
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Kent Career/Technical Center Clusters/Programs

<p>Arts and Communications</p> <ul style="list-style-type: none"> • Regional Theatre Arts Technology • Graphic Design <p>Business, Management, Marketing & Technology</p> <ul style="list-style-type: none"> • Online Accounting • Accounting Systems & Solutions • Information Technology • Marketing, Retail & Business Management <p>Engineering/Manufacturing & Industrial Technology</p> <ul style="list-style-type: none"> • Alternative Energy • Applied Construction Technology • Auto Collision Repair • Automotive Technology • Aviation Maintenance Technology • Avionics - Aircraft Electronics Technology • Diesel and Equipment Technology • Engineering CAD/Site Design • Electronics/Electrical Trades • Heating, Ventilation, Air Conditioning & Refrigeration (HVACR) • Precision Machining Technology 	<p>Health Sciences</p> <ul style="list-style-type: none"> • Health Careers Cluster (main campus) <ul style="list-style-type: none"> • Therapeutic Services • Diagnostic Services • Biomedical Technology • Health Sciences Early College Academy (off campus) <p>Human Services</p> <ul style="list-style-type: none"> • Criminal Justice • Hospitality/Culinary Arts • Pastry Arts (2nd year) • Culinary Arts (2nd year) • Hospitality Fellowship (after graduation) <p>Natural Resources and Agriscience</p> <ul style="list-style-type: none"> • Agriscience • Environmental Sustainability
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Special Education Services

Students receiving special education services are provided a range of options based on individual student needs. Students who receive services in an Academic Support Center will receive elective credits toward graduation. Special education classes that parallel the general education curriculum may be offered in some academic areas.

Range of services: *

1. Teacher Consultant

Student is placed on the caseload of a special education teacher who monitors the student's progress and meets with the student as needed.

2. Resource Room (ASC: Academic Support Center)

Student is placed on the caseload of a special education teacher and meets with a special education teacher one to two hours per day for academic support services and/or special education academic courses.

3. Co-taught Classes

Co-teaching is the instructional arrangement in which a general education teacher and a special education teacher deliver core instruction along with specialized instruction, as needed, to a diverse group of students in a single physical space.

*Services are determined by the IEP team.

Students receiving special education services are placed according to their Individualized Education Plan (IEP). Services are available to students until exited from the Special Education Program or graduation or age twenty-six. Students are assigned to a special education teacher's caseload depending on services needed.

Course Name	Grade Level, Prerequisites, Length	Course Description
Work-Based Learning	<ul style="list-style-type: none"> ▪ 9-12 ▪ IEP Team recommendation required ▪ One semester; can be taken multiple semesters 	This work-based/vocational training program provides community-based placement including the on-the-job training and support. Students will learn, explore, develop, and utilize occupational skills in a vocational setting. This course fulfills .5 elective requirement.
Academic Support Center	<ul style="list-style-type: none"> ▪ 9-12 ▪ IEP Team recommendation required ▪ One semester; can be taken multiple semesters 	The Academic Support Center is designed to provide students who are identified and placed in special education an opportunity to receive support services, Individualized Educational Plan (IEP) accommodations, and learning strategies. Students may receive individual or small group instruction. This course fulfills .5 elective requirement.
ASD (Autism Spectrum Disorder Classroom)	The ASD classroom is designed to meet the educational needs of special education students with the eligibility of Autism Spectrum Disorder or other developmental disabilities. The curriculum focuses on school and community-based instruction to facilitate the learning of vocational, language, social, leisure, and daily living skills. Academic skills are also taught to the degree that is appropriate and functional for the individual student. This instruction is provided in two forms: A) Self-contained students spend their entire day with the ASD classroom staff; or B) Mainstreamed students attend ASD classes one or more hours per day as part of their high school program. Students are assigned to the ASD classroom in accordance with their IEP. Special education services are available to these students until they graduate or turn twenty-six, whichever comes first.	