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**FOREST HILLS**  
— PUBLIC SCHOOLS —

**Forest Hills Public Schools**  
**High School Course Description Guide**  
**2024-2025**

**Central** | **Eastern** | **Northern**



# Vision, Mission, and Guiding Principles

## VISION

Forest Hills Public Schools...all learning achieving individual potential.

## MISSION

In partnership with our community, Forest Hills Public Schools will provide all learners with opportunities to acquire the knowledge, skills, and experiences necessary to building meaningful and productive lives.

## GUIDING PRINCIPLES

We believe Forest Hills Public Schools is a learning organization, built upon integrity, and to this end:

We are committed to the principle of **Caring**.

We believe in:

- maintaining a family atmosphere
- supporting each other
- being warm, sincere, and genuine
- accepting and including everyone
- confronting the tough issues
- keeping each other safe and secure

We are committed to the principle of **Collaboration**. We believe in:

- solving problems together
- working toward win/win
- building partnerships
- sharing best practices
- volunteering
- being generous
- engaging parents as full partners

We are committed to the principle of **Open Communication**.

We believe in:

- listening
- sharing
- promoting trust
- building community through dialogue
- encouraging participation from all

We are committed to the principle of **Diversity and Inclusiveness**.

We believe in:

- helping students value their unique talents and gifts
- knowing, understanding, and appreciating each other
- valuing individual differences
- celebrating our heritage
- healing racism
- embracing differences to enrich, strengthen and connect our community
- striving for equity
- considering all viewpoints to arrive at better decisions

We are committed to the principle of **High Expectations**. We believe in:

- expecting all students to learn
- requiring all to give their best
- providing opportunities for all to contribute
- assuming families want what's best for their students
- maintaining high academic standards
- offering challenging opportunities
- helping students make healthy choices
- contributing to the development of good character

We are committed to the principle of **Learning**.

We believe in:

- learning for its own sake
- offering a range of educational opportunities
- providing diverse experiences
- individualizing learning programs
- accommodating multiple intelligences and learning styles
- preparing students for lifelong learning
- providing quality resources
- accessing the world beyond our classrooms

We are committed to the principle of **Respect**.

We believe in:

- fostering high regard for self and others
- modeling civility
- appreciating differences
- adhering to our code of conduct
- having zero tolerance for inappropriate behaviors

We are committed to the principle of **Trust**.

We believe in:

- being honest
- being consistent
- being loyal
- assuming other's intentions are good
- keeping promises
- demonstrating good stewardship

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**\*This document is subject to revision.**

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# Forest Hills Graduation Requirements

Twenty-two and one-half (22.5) credits, with specific departmental requirements, are needed to receive a diploma from Forest Hills Public Schools.

- Students who wish to complete high school in less than four years MUST apply to the principal for approval no later than the first academic day of the student's final year so that a program is designed for early high school completion that is in the student's best interest. An official diploma may not be issued or graduation ceremonies held until May.
- Only students achieving the required 22.5 credits (including MMC credits) will be permitted to participate in commencement exercises.
- Students should see their counselor or building principal with any questions on graduation requirements.

SUBJECT AREA	DESCRIPTION	<b><u>Personal Curriculum (PC) Modifications</u></b>
English Language Arts (4 credits)	<ul style="list-style-type: none"> <li>• 1 credit in 9th, 10th, 11th, and 12th grade</li> <li>• Proficiency in State Content Standards (ELA)</li> </ul>	<ul style="list-style-type: none"> <li>➤ No modifications except for students with an Individualized Education Program (IEP) and for transfer students who have completed at least 2 years of high school.</li> </ul>
Mathematics (4 credits)	<ul style="list-style-type: none"> <li>• 1 credit of Algebra 1</li> <li>• 1 credit of Geometry</li> <li>• 1 credit of Algebra 2 (<i>Algebra 2 may be taken over a 2-year period for 2 credits or 1.5 years for 1.5 credits</i>).</li> </ul> <p>Algebra 2 can be substituted with a Career Technical Education (CTE) program or curriculum, such as electronics, machining, construction, welding, engineering, computer science, or renewable energy, and in that program or curriculum successfully completing the same content as the Algebra 2 benchmarks assessed on the Department prescribed state high school assessment as determined by the Department.</p> <ul style="list-style-type: none"> <li>• 1 additional math or math-related credit or a course in financial literacy</li> <li>• Proficiency in State Content Standards (Math)</li> </ul> <p>***1 math or math-related course must be taken in the student's final year of high school</p>	<ul style="list-style-type: none"> <li>➤ Complete at least 3.5 math or math-related credits</li> <li>➤ Complete a math or math-related credit in the final 2 years</li> <li>➤ Algebra 2 may be modified if:               <ul style="list-style-type: none"> <li>○ Student completes the same content as 1 semester of Algebra 2</li> <li>OR</li> <li>○ Student "enrolls" in a formal CTE program OR curriculum and completes the same content as Algebra 2 benchmarks assessed on the Department prescribed state high school assessment, as determined by the Department</li> <li>OR</li> <li>○ Completes 1 semester of statistics, functions, and data analysis or technical math</li> </ul> </li> </ul>
Science (3 credits)	<ul style="list-style-type: none"> <li>• 1 credit of biology</li> <li>• 1 full credit of physical science (semester of chemistry and semester of physics)</li> <li>• 1 credit of environmental science or Advanced Geology               <ul style="list-style-type: none"> <li>○ Third credit may be fulfilled by completing an approved CTE program</li> </ul> </li> <li>• Proficiency in State Content Standards (Science)</li> </ul>	<ul style="list-style-type: none"> <li>➤ No modifications except for students with an IEP and transfer students who have completed at least 2 years of high school</li> </ul>
Social Studies (3 credits)	<ul style="list-style-type: none"> <li>• 1 credit of World History &amp; Geography</li> <li>• 1 credit of United States History &amp; Geography</li> <li>• ½ credit of Civics</li> <li>• ½ credit of Economics</li> <li>• Proficiency in State Content Standards (Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>➤ No modifications of Civics</li> <li>➤ Minimum of 2 social studies credits prior to modification</li> <li>➤ 1 social studies credit, other than Civics, may be exchanged for an additional English language arts, math, science, or world language credit or department-approved CTE program</li> <li>➤ Additional modifications allowed for students with an IEP or transfer students who have completed at least 2 years of high school</li> </ul>

Physical Education and Health (1 credit)	<ul style="list-style-type: none"> <li>• Proficiency in State Content Standards (PE &amp; Health)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Credit may be exchanged for an additional English language arts, math, science, or world language credit or department-approved CTE program</li> <li>➤ Additional modifications allowed for students with an IEP or transfer students who have completed at least 2 years of high school</li> </ul>
Visual, Performing, Applied Arts (1 credit)	<ul style="list-style-type: none"> <li>• Proficiency in State Content Standards (VPAA)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Credit may be exchanged for an additional English language arts, math, science, or world language credit or department-approved CTE program</li> <li>➤ Additional modifications allowed for students with an IEP or transfer students who have completed at least 2 years of high school</li> </ul>
World Language (2 credits)	<ul style="list-style-type: none"> <li>• Credits are earned in grades K-12 (course content must be age appropriate - not H.S. equivalent) OR</li> <li>• An equivalent learning experience in grades K-12</li> <li>• Students may substitute 1 credit in CTE or Visual Performing, Applied Arts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Additional modifications allowed for students with an IEP or transfer students who have completed at least 2 years of high school</li> </ul>
Personal Finance (0.5 credit) <b>Beginning with Class of 2028</b>	<ul style="list-style-type: none"> <li>• Proficiency in State Content Standards (personal finance) <ul style="list-style-type: none"> <li>◦ Effective with the Graduating Class of 2028</li> </ul> </li> <li>• This 0.5 credit can replace 0.5 credit of 4th year of math (not Algebra, Geometry or Algebra 2), OR 0.5 credit of World Language, OR 0.5 credit of VPAA.</li> </ul>	<ul style="list-style-type: none"> <li>➤ No modifications except for transfer students who have completed at least 2 years of high school</li> </ul>
Online Learning Experience	<ul style="list-style-type: none"> <li>• Online course, learning experience, or experience is incorporated into one or more required courses</li> </ul>	<ul style="list-style-type: none"> <li>➤ No modifications except for transfer students who have completed at least 2 years of high school</li> </ul>
Electives	Student must earn enough elective credits to get to a total of at least 22.5 credits to graduate.	

--Aligned with the Michigan Merit Curriculum approved by the Michigan Legislature in 2014 (updated 2023), and designed so that students will have taken the appropriate courses in preparation for the Michigan Merit Exam.

## Earning Credit

Students may earn credit if they successfully demonstrate mastery of subject area content expectations or guidelines for the credit. The assignment of credit must be based, at least in part, on student performance on subject area assessments, which measure the extent to which they meet the credit expectations and guidelines. Credit can be granted in a variety of ways (e.g. dual enrollment; testing out with a minimum score of 77% per state law; accelerated, honors, and/or advanced placement (AP) courses; summer school expanded learning or makeup classes). Students who are enrolled in a course but have failed the semester may earn credit for the course by taking and passing (60%) a comprehensive final exam. A grade of D- will be awarded. If a comprehensive final exam is not given, students will have the opportunity to take an equivalent comprehensive assessment (on a date communicated by the district) to earn a grade of D- if the assessment is passed with a 60% or higher.

The common grading scale used in Forest Hills is as follows:

A	=	93%	-	100%
A-	=	90%	-	92.99%
B+	=	87%	-	89.99%
B	=	83%	-	86.99%
B-	=	80%	-	82.99%
C+	=	77%	-	79.99%
C	=	73%	-	76.99%
C-	=	70%	-	72.99%
D+	=	67%	-	69.99%
D	=	63%	-	66.99%
D-	=	60%	-	62.99%
E	=	0%	-	59.99%

A staff member may choose to issue a grade of credit (CR) or no credit (NC) for a course. The grade of "CR" or "NC" does not effect the high school Grade Point Average. (Note: some colleges/universities choose to equate a "CR" to a "D-" and a "NC" to an "E".)

FHPS middle school students who successfully complete a high school credit course in a FHPS middle school (Central, Northern, and Eastern) will receive a grade of "CR" (credit) on their transcript and earn high school graduation credit. No letter grade will be issued for a high school class taken in the middle school. (If a middle school student chooses to take an online course for high school credit, the student will receive the grade issue from the online provider.)

Students transferring into FHPS during a semester will have their grade calculated by combining the grade issued from the previous school with the grade the student earns during the semester at FHPS. A "transfer calculator" will be used consistently amongst the three high schools.

Once a student registers for and attends a class, he or she agrees to the district's requirements for earning credit in the class. If a student fails a required course for graduation, credit is not granted and the class must be made up. Since there is little room in a student's schedule each year for makeup classes, the failed credit can be recovered in various ways, such as summer school, taking an online class, repeating the course, or testing out.

Eligible students may enroll in a prior administrator-approved dual enrollment course through the counseling office. Students must provide a post-secondary transcript of successful completion of each course within 30 days of completion. Students may be granted high school credits toward graduation and subject area requirements.

Students are able to repeat a course in which they have not demonstrated a satisfactory level of achievement. The following policy will apply for courses repeated at Forest Hills schools, including Summer Academy:

- If a student repeats a course (the course must be identical in standards), an “/R” will be placed after the name of the new course on the transcript to indicate the course has been repeated. The repeated course name will be changed, adding an asterisk to the end of the name. Only the higher grade will be included in the grade point average (GPA). Note: both grades for the course will remain on the transcript. A student will receive credit only once for each semester passed
- Prior credit earned from accredited schools is transferable, with the following exceptions: doctrinal religion courses; driver’s education; service activities such as teacher, office, or library assistant.
- When transfer students enter Forest Hills from another US high school, prior coursework will be converted to the Forest Hills credit equivalency. If a transcript grade is given, that grade goes on the transcript. If only a percentage is given, that is converted to the FHPS grading scale and a transcript grade is awarded.
- Prior grades will be converted to the Forest Hills grading system, and both the original transcript and the Forest Hills transcript will be part of the student’s permanent record.
- Students transferring from homeschool will receive Forest Hills credit only if the credits come from an accredited homeschool program. Proof of accreditation must be submitted at the time of student enrollment.

### **International Student Credits**

Core courses that would typically equate to Michigan Merit Curriculum Courses (i.e., math, language arts, science, social studies, health/PE) may be given equivalent credit on a transcript. Courses that do not equate to Michigan Merit Curriculum Courses (i.e., electives) will be given a grade of CR on the transcript. Where course content/curriculum cannot be verified, a student may need to demonstrate proficiency to earn credit or mastery to determine placement.

### **Academic Honors**

Cumulative grade point average (GPA) is the means by which academic honors are determined for the graduating class. Cumulative GPA’s will be calculated at the end of the 8th semester to determine Academic Honor. To be considered for academic honors, students must have a letter grade in at least 90% of their classes.

Academic honors are as follows:

<b>Cumulative Grade Point Average</b>	<b>Academic Honor Classification</b>
4.0 and above	Summa Cum Laude
3.8 - 3.999	Magna Cum Laude
3.3 - 3.7999	Cum Laude

\*\*\*Grade Point Averages will not be rounded up for Academic Honor Classification.

## Testing Out Guidelines

PA 451, passed in 1993, allows students to test out of courses. PA 123 and PA 124, passed in 2006, add to existing law by providing students the option to demonstrate that they meet or exceed the Michigan Merit Curriculum (MMC) content expectations associated with the subject areas. In the MMC, the instruction needed to test out does not necessarily have to be delivered in a traditional "course sequence". **Forest Hills will establish reasonable times for testing-out to occur. Please check with your respective school for specific dates. [Click here](#) for specifics regarding the testing cycle for the 2023-2024 school year.**

- All interested students must have the opportunity to test out.
- The law allows students to test out of **any and all** of the credit areas required for graduation.
- All content expectations need to be reasonably covered in whatever assessment or assessments are used for testing out.
- A student is granted credit if the student earns 77% or better on one or more assessments developed or selected by the district that measure a student's understanding of the subject area content expectations for guidelines that apply to the **credit**.
- This could include a series of smaller tests, used by the teacher over the course of the class, which taken together, cover all the content expectations.
- An assessment consisting of the end-of-marking-period exams used by the teacher.
- If a final exam is used to measure proficiency, a student must attain a grade of not less than 77%.
- If there is no final exam, the student needs to exhibit mastery through the basic assessment used in the course, which may consist of a portfolio, performance, paper, projects, or presentation.
- Credits earned through testing out may not be included in the computation of the grade point average (GPA).
- Credits earned through testing out shall be counted toward graduation.

## Self-Paid Courses

Students wishing to enroll in a course outside of the regular school day or outside of the regular school calendar will need to complete the Self-Paid [Course Approval Form](#) prior to enrollment. Courses will be placed on the transcript if pre-approved with the form on file. Self-paid courses taken without prior authorization will not be included on the transcript. Only courses meeting an MMC Core requirement will be recorded as part of the student's GPA and credit total on the transcript. Courses not fulfilling an MMC Core requirement may be placed on the transcript, but will not be part of the calculated GPA or credit total.

# The Personal Curriculum

## Purpose of the Personal Curriculum

The PC is a process to modify specific credit requirements and/or content expectations based on the Educational Development Plan (EDP) and the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

The personal curriculum option allows the board of a school district or public school academy to award a regular high school diploma providing the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable.

## Providing Flexibility

A PC allows several flexible learning options, including:

- For any student, earning additional credit in language arts, math, science, and world language and counting these credits toward meeting the state requirements.
- For students challenged with meeting Algebra 2 expectations, adjusting mathematics requirements.
- For students with an IEP, allowing modifications of the MMC necessary to demonstrate proficiency.
- For students transferring to a district from out of state or from a nonpublic school, modifications of requirements under limited conditions.

## When is a Personal Curriculum Modification Appropriate?

[MDE Personal Curriculum Link](#)

Students wishing to apply for a personal curriculum can find the application by [clicking here](#).

## Advanced Placement (AP) Course Opportunities and GPA Information

A weighted grading system is in effect for Advanced Placement (AP) courses to recognize the added rigor of these courses and provide incentives for students to undertake challenging courses. Students who have taken AP courses will have 0.021 added to the **cumulative grade point average** for each semester of each course. At the end of each semester, when final grades are reported, an adjustment will be made to the GPA. More information can be found [here](#).

## Blended Learning

Some courses will be taught using a blended, or hybrid format. Students will be given the opportunity to participate in an online learning environment, coupled with a traditional classroom experience.

## Remote Learning

All traditional/seated courses listed in this course catalog are allowed to be adapted for delivery in a virtual or blended format by Forest Hills Public Schools.

## Spanish/Chinese Immersion Endorsement on Transcript

Students graduating from Northern High School will have a Spanish/Chinese Immersion endorsement on their transcript and diploma if they have been enrolled in a Spanish/Chinese Immersion Program since kindergarten, or by the second semester of their first-grade year. In addition, students must fulfill all high school requirements for the Spanish/Chinese Immersion program. Exceptions to this guideline will be evaluated and determined by the Northern High School principal.

## Alternative Education

Alternative Education programming is available through Forest Hills [FLEX Academy](#). Please see the counseling office for more information.

## Scheduling Process

Counselors meet with all students individually or in small groups to help them with course selections. Students will consult with their present language arts, social studies, math, and science teachers to ensure appropriate course selections in those areas. Students should also discuss course selections with their families. The initial course requests submitted by students are very important because they determine which courses and the number of sections of each course will be offered. If courses are not scheduled because of low demand, students who requested them will be scheduled into their alternate choices or will be asked to make another selection.

Once the scheduling process is completed, students may request schedule changes for legitimate educational reasons during the schedule change window. Students requesting a change are to complete the appropriate form through the Counseling Office. Counselors will process changes and upon committee approval, the change will occur. (For more information, please see the scheduling process on the "[Scheduling Choice Board](#)".)

- All schedule change requests must be submitted prior to the start of the school year.
- Classes dropped as a result of the request will be dropped with no record on the student's transcript.
- Courses dropped after the first day of school in the fall will be dropped with a grade of E on the student's transcript.

## Michigan Seal of Biliteracy

The Michigan Seal of Biliteracy has been created to recognize high school graduates who exhibit language proficiency in English and at least one additional world language. The Seal may be awarded to any student receiving a high school diploma, a high school certificate of completion, or a high school equivalency certificate and who has demonstrated Intermediate High proficiency on acceptable world language assessments and met the English Language Arts requirements for graduation or demonstrated proficiency on a validated test of proficiency for English Learners. The Seal has been created to encourage students to study world languages and embrace their native and heritage languages. The Seal will provide employers with a way to identify individuals with strong language and biliteracy skills. The Seal may serve as an additional tool for colleges and universities to recognize applicants' language abilities for admission and placement.

### **The Michigan Seal of Biliteracy requires students to meet the following criteria:**

- Meet graduation requirements
- Demonstrate Intermediate High proficiency on world language assessments through one of the approved commercial assessments, which include AP and Avant STAMP.

Proficiency can be demonstrated through either of the [Acceptable Commercial Language Assessments](#) approved by the Michigan Department of Education. Students are responsible for submitting official documentation to meet the proficiency requirement.

FHPS will facilitate an opportunity for interested students to apply to receive the Michigan Seal of Biliteracy in late January with the opportunity to take the Avant STAMP proficiency assessment in March. Students who are interested in participating must indicate so in the application form and are responsible for the cost of the test. FHPS students can apply for the Seal during their junior and/or senior years by filling out and submitting the electronic [FHPS Application for Michigan Seal of Biliteracy](#) no later than February 10, 2023.

Applications for less common languages for which a commercial assessment is not available will be reviewed by the FHPS Seal of Biliteracy Committee to determine the most accurate and appropriate method to measure proficiency.

# National Collegiate Athletic Association (NCAA)

## DIVISION I ACADEMIC REQUIREMENTS

To study and compete at a [Division I school](#), you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.3 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

### CORE-COURSE REQUIREMENTS

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



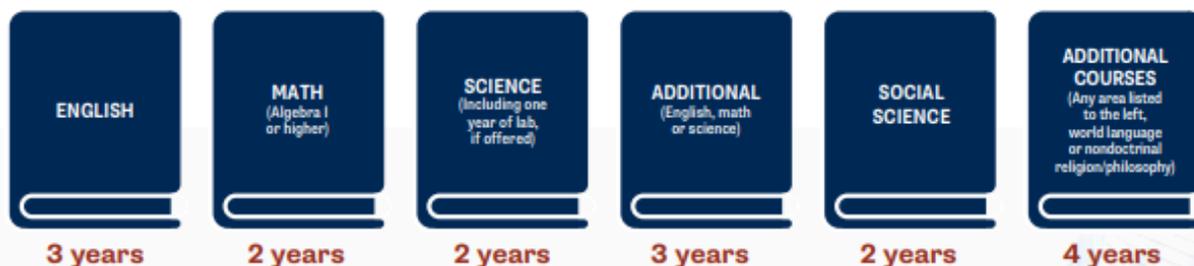
For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

## DIVISION II ACADEMIC REQUIREMENTS

To study and compete at a [Division II school](#), you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.2 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

### CORE-COURSE REQUIREMENTS

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



For more information visit the [NCAA Clearinghouse](#).

# ART DEPARTMENT

## CENTRAL HIGH ART OFFERINGS

COURSE #	TITLE	CR	RECOMMENDED LEVEL	MEETS MMC REQS	PREREQUISITE
L221	Drawing & Painting 1	0.5	9, 10, 11, 12	VPAA	
L222	Drawing & Painting 2	0.5	10, 11, 12	VPAA	Drawing and Painting 1
L223	Drawing & Painting 3	0.5	10, 11, 12	VPAA	Drawing and Painting 2
L224	Drawing & Painting 4	0.5	10, 11, 12	VPAA	Drawing and Painting 3
L231	Sculpture & Ceramics 1	0.5	9, 10, 11, 12	VPAA	
L232	Sculpture & Ceramics 2	0.5	9, 10, 11, 12	VPAA	Sculpture & Ceramics 1
L233	Sculpture & Ceramics 3	0.5	10, 11, 12	VPAA	Sculpture & Ceramics 2
L234	Sculpture & Ceramics 4	0.5	10, 11, 12	VPAA	Sculpture & Ceramics 3
L252	Digital Media	0.5	9, 10, 11, 12	VPAA	
L600	AP Studio Art	1.0	11, 12	VPAA	Drawing & Painting recommended
B422	Lit/Art: The Blank Page	1/sem 2/yr	12	VPAA/ELA	

## EASTERN HIGH ART OFFERINGS

COURSE #	TITLE	CR	RECOMMENDED LEVEL	MEETS MMC REQS	PREREQUISITE
L110	Art 1	1.0	9,10,11,12	VPAA	
L120	Art 2	0.5	10, 11, 12	VPAA	Art 1
L130	Art 3	0.5	11, 12	VPAA	Art 2
L140	Art 4	0.5	12	VPAA	Art 3
L600	AP Studio Art	1.0	11, 12	VPAA	Art 1

## NORTHERN HIGH ART OFFERINGS

COURSE #	TITLE	CR	RECOMMENDED LEVEL	MEETS MMC REQS	PREREQUISITE
L110	Art 1	0.5 or 1.0	9,10,11,12	VPAA	
L120	Art 2	0.5 or 1.0	10, 11, 12	VPAA	Art 1
L130	Art 3	0.5 or 1.0	11, 12	VPAA	Art 2
L140	Art 4	0.5 or 1.0	12	VPAA	Art 3
L400	Makerspace	0.5 or 1.0	9, 10, 11, 12	VPAA	
L600	AP Studio Art	1.0	11, 12	VPAA	Art 1

**VPAA** – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum

**ART 1 – L110**

EHS, NHS / 9, 10, 11, 12 / 0.5/semester; 1.0/year Credit

The Art 1-4 program provides students with opportunities to explore a wide variety of art mediums within the Michigan Academic Standards for Visual Arts. These art classes are scaffolded based on students' readiness for the visual arts content standards, with an emphasis on I behaviors and processes (consistent with the AP Art & Design program), regardless of what media they use. Students may have the choice of medium and will be exposed to many processes, and content as they progress, allowing them to push their creative boundaries, and work collaboratively if so desired. Concepts, vocabulary, and art history will be built into the projects and grades will be based on completing all assigned work, visual journals, projects, and a hands-on exam.

**ART 2 – L120**

EHS, NHS/ 10, 11, 12 / 0.5/semester; 1.0/year Credit

**Prerequisite: Art 1**

The Art 1-4 program provides students with opportunities to explore a wide variety of art mediums within the Michigan Academic Standards for Visual Arts. These art classes are scaffolded based on students' readiness for the visual arts content standards, with an emphasis on I behaviors and processes (consistent with the AP Art & Design program), regardless of what media they use. Students may have the choice of medium and will be exposed to many processes, and content as they progress, allowing them to push their creative boundaries, and work collaboratively if so desired. Concepts, vocabulary, and art history will be built into the projects and grades will be based on completing all assigned work, visual journals, projects, and a hands-on exam.

**ART 3 – L130**

EHS, NHS / 11, 12 / 0.5/semester; 1.0/year Credit

**Prerequisite: Art 2**

The Art 1-4 program provides students with opportunities to explore a wide variety of art mediums within the Michigan Academic Standards for Visual Arts. These art classes are scaffolded based on students' readiness for the visual arts content standards, with an emphasis on I behaviors and processes (consistent with the AP Art & Design program), regardless of what media they use. Students may have the choice of medium and will be exposed to many processes, and content as they progress, allowing them to push their creative boundaries, and work collaboratively if so desired. Concepts, vocabulary, and art history will be built into the projects and grades will be based on completing all assigned work, visual journals, projects, and a hands-on exam.

**ART 4 – L140**

EHS, NHS / 12 / 0.5/semester; 1.0/year Credit

**Prerequisite: Art 3**

The Art 1-4 program provides students with opportunities to explore a wide variety of art mediums within the Michigan Academic Standards for Visual Arts. These art classes are scaffolded based on students' readiness for the visual arts content standards, with an emphasis on I behaviors and processes (consistent with the AP Art & Design program), regardless of what media they use. Students may have the choice of medium and will be exposed to many processes, and content as they progress, allowing them to push their creative boundaries, and work collaboratively if so desired. Concepts, vocabulary, and art history will be built into the projects and grades will be based on completing all assigned work, visual journals, projects, and a hands-on exam.

### **DRAWING AND PAINTING 1 – L221**

CHS / 9, 10, 11, 12 / 0.5 Credit

Students will develop their personal style and meaning through the exploration of drawing, painting styles, and techniques. Pastels, acrylic paints, charcoal, colored pencils, watercolor, and ink washes are among the many materials used to study figure drawing, portraiture, advanced color theory, and composition. This course may be selected for more than one semester of advanced work. Grading will be based on the completion of all assigned work, Visual Journals, quizzes, and an exam. **Basic materials are supplied. Individual projects may incur additional costs.**

### **DRAWING AND PAINTING 2 – L222**

CHS / 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Drawing and Painting 1**

Students will continue to develop their personal style and meaning through the exploration of drawing, painting styles, and techniques to expand their personal portfolio. Pastels, acrylic paints, charcoal, colored pencils, watercolor, and ink washes are among the many materials used to study figure drawing, portraiture, advanced color theory, and composition. Grading will be based on completion of all assigned work, Visual Journals, and an exam. **Basic materials are supplied. Individual projects may incur additional costs.**

### **DRAWING AND PAINTING 3 – L223**

CHS / 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Drawing and Painting 2**

Students will continue to develop their personal style and meaning through the exploration of drawing, painting styles, and techniques to expand their personal portfolio. Building on the skills from Drawing and Painting 2, students will experience a variety of concepts, techniques, and approaches to help them build a strong portfolio. Grading will be based on the completion of all assigned work and Visual Journals. **Basic materials are supplied. Individual projects may incur additional costs.**

### **DRAWING AND PAINTING 4 – L224**

CHS / 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Drawing and Painting 3**

This course concentrates on a more student-centered learning approach with an emphasis on portfolio development. Students will continue to develop their personal style and meaning through the exploration of drawing, painting styles, and techniques to expand their personal portfolios. They will explore the personal meaning in their artwork and look to other artists for inspiration. Grading will be based on the completion of all assigned work and Visual journals. **Basic materials are supplied. Individual projects may incur additional costs.**

### **SCULPTURE AND CERAMICS 1 – L231**

CHS / 9, 10, 11, 12 / 0.5 Credit

Students will develop their personal style through creative hands-on, three-dimensional projects with the use of clay, wood, paper mâché, wire, plaster, recycled materials, paper, and other sculptural materials. Grades will be based on the completion of all assigned work and an exam. **Basic materials are supplied. Individual projects may incur additional costs.**

### **SCULPTURE AND CERAMICS 2 – L232**

CHS / 9, 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Sculpture and Ceramics 1**

Students will continue to develop a personal portfolio and their personal style and meaning through creative hands-on, three-dimensional projects with the use of clay, wood, paper mâché, wire, plaster, recycled material, paper, and other sculptural materials. Grades will be based on the completion of all assigned work and an exam. **Basic materials are supplied. Individual projects may incur additional costs.**

### **SCULPTURE AND CERAMICS 3 – L233**

CHS / 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Sculpture and Ceramics 2**

Students will continue to develop a personal portfolio and explore their personal style and meaning by creating hands-on, three-dimensional projects. Students will explore image transfers, slip-layering techniques, advanced throwing techniques, monoprints, paper pattern resist techniques, creating stamps, assemblages, and additive and subtractive sculptures. Grades will be based on the completion of all assigned work. **Basic materials are supplied. Individual projects may incur additional costs.**

### **SCULPTURE AND CERAMICS 4 – L234**

CHS / 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Sculpture and Ceramics 3**

Building on the skills and techniques from the previous Sculpture and Ceramics classes, students will continue to develop a personal portfolio and their personal style and meaning through creative hands-on, three-dimensional projects. This course is based on student-centered learning with an emphasis on portfolio development to explore techniques in depth to create a strong voice and meaning in their artwork. Students will also explore sculptures inspired by other artists. **Basic materials are supplied. Individual projects may incur additional costs.**

### **DIGITAL MEDIA – L252**

CHS / 9, 10, 11, 12 / 0.5 Credit

Digital Media is a computer-based art class designed for students interested in Graphic Design and Digital Illustration. Throughout its multi-level options, students will have the opportunity to progress through a number of high-caliber programs used in professional industries internationally in the pursuit of creating high-quality artworks and designs. Projects are made in emulation of real-world fields such as animation & character design, branding & marketing, etc.

### **AP STUDIO ART – L600**

CHS, EHS / 11, 12 / 1.0 Credit

Prerequisite: CH - Drawing and Painting 1 is recommended EH/NH – ART 1

Advanced Placement Art and Design (2D, 3D, and drawing) is a college-level course for committed art students who are driven by a passion for creating and expressing their artistic voice. Students will develop a portfolio of work that is split into two sections: Selected Works and Sustained Investigation. The Selected Works will consist of the best artwork the student has to offer, while the Sustained Investigation contains work representing a course-long exploration of a central idea of personal interest. Emphasis will be placed on the artistic process, guided by research, experimentation, practice, and revision, leading to a mastery of the conception, composition, and execution of ideas. Grading is informed by the AP Rubric for all projects and the final portfolio. **Basic materials are supplied. Individual projects may incur additional costs.**

### **LIT/ART: THE BLANK PAGE - B422**

CHS / 12 / 0.5 VPAA Credit and 0.5 ELA Credit per Semester / 1.0 VPAA and 1.0 ELA Credit per year

This interdisciplinary 2-hour block class will ask students to question what "art" is and the context in the world, by examining the intersection between the literary and the visual. Students will read, analyze, and discuss texts from multiple genres and cultures related to art, creativity, and art movements. Writing assignments will range from short analytical papers to a variety of personal and creative pieces as well as research writing. Students successfully completing this course will receive 0.5 VPAA credit and 0.5 English credit.

# BUSINESS DEPARTMENT

COURSE#	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
G100	Introduction to Business	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	
G140	Accounting	0.5/semester (CH, NH) 1.0/year	9, 10, 11, 12	EH,CH, NH	4th year Math	
G145	Accounting 2	1.0	10, 11, 12	EH,CH, NH	4th year Math	Accounting
G170	Personal Finance	0.5/semester 1.0/year	11, 12	CH, EH, NH	4th year Math	
G520	Computer Science Programming	0.5	9, 10, 11, 12	EH, NH	4th year Math	
G540	Computer Graphics/Game Design	0.5/semester 1.0/year	10, 11, 12	EH	4th year Math	Teacher approval
G620	AP Computer Science A	1.0	11, 12	CH, EH	4th year Math	Algebra 1
G625	AP Computer Science Principles	1.0	9, 10, 11, 12	CH, NH	4th year Math	
G210	Marketing 1	0.5	9 EH 10, 11, 12	CH, EH, NH	4th year Math or VPAA	
G215	Marketing 2	0.5	9 EH 10, 11, 12	CH, EH	4th year Math or VPAA	Marketing 1
G218	Sports Business Management	0.5	11, 12	CH, NH	VPAA	Intro to Business
G220	Advanced Marketing	1.0	11, 12	CH, EH	4th year Math or VPAA	Marketing 1 & 2, application, and instructor approval
V310	Work Experience	0.5/semester 1.0/year	11, 12	CH, EH, NH		
V410	Cooperative Education	1.0/semester	11, 12	CH, EH, NH		

**4th Year Math** - Meets the Senior Math Requirement based on the Michigan Merit Curriculum if taken during senior year.

**VPAA** – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

## BUSINESS MANAGEMENT COURSES

### INTRODUCTION TO BUSINESS/ENTREPRENEURSHIP– G100

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

This introductory class explores the fundamentals of business including principles and practices that form the groundwork for all business operations. Students will learn how business impacts their daily life and the important role teenage consumers play in our society. College credit is available through Davenport and GRCC. May fulfill the cooperative education/work experience requirement.

### ACCOUNTING – G140

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5/semester (CHS, NHS); 1.0/year Credit

This course involves recording, analyzing, and interpreting financial information. Those who know basic accounting principles and concepts are better able to plan and keep adequate personal budgets and business records. Accounting is the language of business. Many students graduating from Forest Hills go into some type of business-related study. Students will study accounting procedures for a sole proprietorship, a partnership, and a corporation as it relates to our global economy. This course may fulfill the cooperative education/work experience requirement. **May qualify as a 4<sup>th</sup>-year math-related course.** College credit is available through Davenport and GRCC. This course may be taken 2 semesters for 1.0 credit.

### ACCOUNTING 2 – G145

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

#### Prerequisite: Accounting

*U.S.A. Today* reports that the number of individuals owning their own businesses and becoming entrepreneurs is skyrocketing. To develop a business plan successfully, students need to understand financial concepts and statements. Creative problem-solving skills will enable students to make better decisions. Students will learn computerized accounting and sharpen existing knowledge and skills. May fulfill the cooperative education/work experience requirement. **May qualify as a 4<sup>th</sup>-year math-related course.** College credit is available through Davenport and GRCC.

### PERSONAL FINANCE – G170

CHS, EHS, NHS / 11, 12 / 1.0 Credit

This course is designed to teach personal money management as well as reinforce basic math skills. Students will discuss the fundamentals of finance, solve business math problems, and deal with “real-life” financial situations. Concepts that are covered include banking, investing, budgeting, taxes, insurance, and credit. May fulfill the cooperative education/work experience requirement. **May qualify as a 4<sup>th</sup>-year math-related course.**

## COMPUTER INFORMATION SYSTEM COURSES

### COMPUTER SCIENCE PROGRAMMING - G520

EHS, NHS /9, 10, 11, 12/ 0.5 Credit

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable curriculum that explores many of the foundational ideas of computing so that students understand how these concepts are transforming the world we live in. **May qualify as a 4<sup>th</sup>-year math-related course.**

### **COMPUTER GRAPHICS/GAME DESIGN – G540**

EHS / 10, 11, 12 / 0.5/semester

#### **Prerequisites: Successful completion of CIS 1**

This course provides students the opportunity to discover new ideas, new solutions, and new ways to approach real-world problems through the creation of video games. Students will analyze, brainstorm, and create solutions using a step-by-step design process while applying skills learned from math, language, science, art, and technology classes. Web simulations are being used not only in the entertainment industry, but also as valuable simulations in medical, military, and aerospace fields. College credit is available through Davenport and GRCC. May fulfill the cooperative education requirement. **May qualify as a 4<sup>th</sup>-year math-related course.** This course may be taken 2 semesters for 1.0 credit.

### **AP COMPUTER SCIENCE A – G620**

CHS / 11, 12 / 1.0 Credit

#### **Prerequisite: Algebra 1**

This college entry-level computer science course, currently taught in JAVA, includes problem-solving skills, algorithm development and analysis, programming design, data structures, case studies, and hardware and software technologies. **May qualify as a 4<sup>th</sup>-year math-related course.**

### **AP COMPUTER SCIENCE PRINCIPLES – G625**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends.

## **BUSINESS MARKETING COURSES**

(All marketing classes are related courses for Cooperative Education)

### **MARKETING 1 – G210**

CHS, EHS, NHS / 9 (EH), 10, 11, 12 / 0.5 Credit

This course introduces students to the various functions of marketing, free enterprise, sales and explores employability skills for those interested in marketing as a career option. Students will be involved in group work and hands-on activities including a sales presentation. **May qualify as a 4<sup>th</sup>-year math-related course.** College credit is available through Davenport (if both Marketing 1 and 2 are taken) and GRCC.

### **MARKETING 2 – G215**

CHS, EHS / 9 (EH), 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Marketing 1**

The course allows students to continue studying marketing, business, economics, free enterprise, and entrepreneurship. Project and group learning is utilized to gain competencies in entrepreneurship including, merchandising, advertising, promotion, and human relations. Students participate in "hands-on" activities such as a stock market and/or small business simulation. **May qualify as a 4<sup>th</sup>-year math-related course.** College credit is available through Davenport (if both Marketing 1 and 2 are taken) and GRCC.

### **SPORTS BUSINESS MANAGEMENT – G218**

CHS, NHS / 11, 12 / 0.5 Credit

#### **Prerequisite: Intro to Business**

Sports Marketing will cover such topics as promotion, pricing, event planning, apparel/merchandising, and other marketing-related concepts related to the sports industry. Students who are enrolled in this course will be working in tandem with their school's Athletic Department during after-school sporting events. Come learn about one of the up-and-coming fields in marketing, while participating in a hands-on, project-based class!

## **ADVANCED MARKETING – G220**

CHS, EHS / 11, 12 / 1.0 Credit

### **Prerequisite: Marketing 1 and 2, application, instructor approval**

Students will apply management/marketing skills in a retail setting through operating the school store. Problem-based learning is utilized to gain competencies in management and entrepreneurship including inventory control, purchasing, cash management, merchandising, advertising, promotion, and human relations. May take for 0.5 credit with instructor approval. **May qualify as a 4<sup>th</sup>-year math-related course.**

## **WORK EXPERIENCE – V310**

CHS, EHS, NHS / 11, 12 / 0.5/semester; 1.0/year

This course is an opportunity to earn credit while you are employed on a part-time basis. Your related class is determined by your career pathway goals and your current job. This course will be graded on a Credit/No Credit basis only.

### **Student Requirements:**

- Updated Educational Development Plan (EDP) with Career Pathway indicated.
- Enrollment in a class that connects to your career pathway on the EDP and the work you do on your job. The class must have been taken prior to or scheduled concurrently with Work Experience, and not only scheduled the following semester.
- Employment that provides an average of 8 hours per week, for a total of 125 hours per semester.
- Required meetings with the assigned coordinator and employer.
- Signed timesheets must be submitted every two weeks.
- All forms required by the State must be completed and on file to earn credit.
- All jobs must be approved by the individual school's work-based education coordinator.

## **COOPERATIVE EDUCATION (CO-OP) – V410**

CHS, EHS, NHS / 11, 12 / 1.0/semester Credit

This course is an opportunity to earn credit while you are employed on a part-time basis. The unique relationship between school and the community gives students experiences in job-related areas that could define a college/career pathway of their choice. Students work closely with a school coordinator to develop a learning/training agreement with the employer who supervises the student at work. This course will be graded on a Credit/No Credit basis only.

### **Student Requirements:**

- Updated Educational Development Plan (EDP) with Career Pathway indicated.
- Enrollment in a class that connects to your career pathway and the work you do on your job. This course must be taken concurrently with Co-op.
- Employment that provides an average of 15 hours per week, for a total of 270 hours for the semester.
- Required meetings with your assigned coordinator and employer.
- Signed timesheets must be submitted every two weeks.
- All forms required by the State must be completed and on file to earn credit.
- All jobs must be approved by the individual school's work-based education coordinator.

# COMMUNICATION DEPARTMENT

COURSE#	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
A117	Podcasting and Audio Engineering	0.5	11, 12	CH	VPAA	
A120	Media Communication	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	
A150	Theatre Arts 1	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	
A155	Theatre Arts 2	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	Theatre Arts I
A210	Musical Theatre	0.5	9, 10, 11, 12	NH	VPAA	
A215	Summer Stock	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	
A250	Technical Theatre	0.5	10, 11, 12	EH, NH	VPAA	
A310	TV Broadcast Lab	1.0	10, 11, 12	CH, EH, NH	VPAA	Theatre Arts 1 (EH only) or Media Communications
A330	Film Projects	0.5	11, 12	CH, NH	VPAA	

**VPAA** – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

## COMMUNICATION COURSES

### PODCASTING AND AUDIO ENGINEERING - A117

CHS / 11, 12 / 0.5 Credit

This class is an introduction to podcast production. Students will study various types of commercial and documentary-style audio podcasts and will be encouraged to develop their own personal voices and styles while acquiring the practical skills necessary to produce their own broadcast-quality podcasts. Topics also include media ethics, marketing, music, distribution, and legal issues.

### MEDIA COMMUNICATION – A120

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

In this multi-media lab course, students will complete a series of projects that will engage them in the process of becoming literate in communication technology. The role of emerging technology resources and their impact on the etiquette of individual communication, personal perception, and society will be studied through the application of video production and multimedia projects. Students will identify the capabilities and limitations of emerging communication resources and understand the importance of the impacts of technology on human communication. This course is designed to encourage students to become media-literate consumers.

### THEATRE ARTS 1 – A150

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

Theatre allows students an opportunity to explore the world of creativity through the eyes and experience of an actor's perspective. Students will study acting through the use of improvisation, monologue, and scene work as well as activities designed to enhance everyday participation skills and self-confidence. Students will apply their learning in a performance-based, active setting which will allow them to build criteria to critically evaluate the theater experience.

## **THEATRE ARTS 2 – A155**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

### **Prerequisite: Theatre Arts 1**

An in-depth study and application of skills learned in Theatre Arts I. Activity projects such as scene cutting, one-act plays, and the development of original work are aimed at the performance level for a class-selected audience. This course may be repeated for additional credit depending upon the student's intent and interest in selected areas of theater.

## **MUSICAL THEATRE – A210**

NHS / 9, 10, 11, 12 / 0.5 Credit

This course utilizes a direct approach to producing a musical. It introduces students to the world of musical theater by guiding them through first-hand experiences in a number of areas: music preparation, choreography, auditions process, musical history, and performance. All students taking the course will be involved in the production/showcase to be performed at the end of the semester.

## **SUMMER STOCK – A215**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

Summer Stock is a summer musical theater course for students from CHS, EHS, NHS, and surrounding communities. This course is a tuition-based experience for incoming 9<sup>th</sup> graders through outgoing seniors. Students enrolled in the course will be responsible for mounting a Broadway-style show to be performed in July. Registration for auditions is generally held in February. More information is available through the community services office website [enjoylearning.com](http://enjoylearning.com) or by calling 493-8950.

## **TECHNICAL THEATRE – A250**

EHS, NHS / 10, 11, 12 / 0.5 Credit

This is a beginning course in technical theater production. Students will survey the aspects of technical theater including lighting, sound, costume, and makeup, set construction, props, and stage management in this project-based class. Projects for the class are designed to support students' areas of interest and school productions. Students will be required to complete a technical internship on a school production. Working at the Forest Hills Fine Arts Center will fill this requirement.

## **TV BROADCAST LAB – A310**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

### **Prerequisite: Theatre Arts 1 or Media Communications**

The primary goals of the class will be determined by the production of the daily, live broadcast of a magazine-style school news show. The responsibility of the class is to become an effective voice for the student body. Students will apply the elements of television production in an advanced studio/lab setting. The students assume the roles and responsibilities of producer, technical director, floor director, audio and camera operator, production assistant, scriptwriter, and on-air personality. Upon completion of this course, the student should understand the power, effect, and influence of television and video production as a communication medium within our culture. This course may be repeated for additional credit depending upon the student's intent and interest in the broadcast media.

## **FILM PROJECTS – A330**

CHS, NHS / 11, 12 / 0.5 Credit

This is an advanced course in which students study and critique films as well as create them in the format of film short features. Students will direct and edit original productions in a variety of genres. Practical experience in various aspects of direction, cinematography, and production will be explored through small group projects and discussion of history, directors, actors, and the filmmaking process as well as the social, cultural, and personal connections presented through film. Instruction will emphasize continuity, composition, and the art of effectively communicating media messages. Evaluation will focus on the student's ability to meet creative, ethical, and technical requirements. Projects will be developed for public audiences and academic competitions.

# ENGINEERING, MANUFACTURING, AND INDUSTRIAL TECHNOLOGY DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
I120	Architectural Rendering & Design	0.5	9, 10, 11, 12	CH, EH, NH	VPAA or 4th year Math	
I125	Advanced Architecture	0.5 (EH) 1.0 (CH, NH)	9, 10, 11, 12	CH, EH, NH	VPAA or 4th year Math	Architectural Rendering & Design
I130	Engineering Graphics 1	0.5	9, 10, 11, 12	CH, EH, NH	VPAA or 4th year Math	
I132	Engineering Graphics 2	0.5 (EH) 1.0 (CH, NH)	10, 11, 12	CH, EH, NH	VPAA or 4th year Math	Architectural Rendering & Design or Engineering Graphics 1
I133	Engineering Graphics 3	1.0	10, 11, 12	CH, EH, NH	VPAA or 4th year Math	Architectural Rendering & Design or Engineering Graphics 2
I100	Bench Woodworking	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	
I105	Advanced Woodworking	0.5/semester 1.0/year	10, 11, 12	CH, EH, NH	VPAA	Bench Woodworking
L400A, L400B	Makerspace: Design Thinking: 101	0.5/semester 1.0/year	9, 10, 11, 12	NH	VPAA	

**4th Year Math** – Meets the Senior Math Requirement based on the Michigan Merit Curriculum if taken during senior year.

**VPAA** – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

## ENGINEERING COURSES

### **ARCHITECTURAL RENDERING AND DESIGN – I120**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

This course is designed to teach students to communicate architecture design through Computer Aided Drafting (CAD). They will learn the fundamentals of construction and elements of architecture by developing a full set of house plans using CAD software. They also will learn architectural standards throughout the development of their residential prints. Most of the semester will be focused on learning the details of floor plan layouts and presentation drawings with elevations. The last part of the semester will focus on applying knowledge of architecture design to generate a computer-aided 3D model. This course is an excellent introduction for students interested in the field of architecture. **May qualify as a 4<sup>th</sup>-year math-related course.**

### **ADVANCED ARCHITECTURE – I125**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit (0.5 credit EHS or instructor permission)

**Prerequisite: Architectural Rendering and Design**

Advanced Architecture provides an opportunity for students to further their study in the field of architecture. Students will be encouraged to explore residential and commercial design by comparing and contrasting exciting styles and practices as well as rethinking how homes function and how the form reflects and enhances that function. Architecture projects will involve research and analysis of well-known architects, exploration of the theory of design, and more advanced drafting techniques. Projects will be presented as hand drawings, physical models, computer-aided drawings, and computer-aided 3D models. **May qualify as a 4<sup>th</sup>-year math-related course.**

### **ENGINEERING GRAPHICS 1 – I130**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

This course is the essential prerequisite for any student interested in engineering. It involves careful examination of drafting as a tool of technical communication and engineering for solving graphical problems. While taking the course, students will develop manual and Computer Aided Design (CAD) techniques and its applications to the field of engineering and industrial design. The students will use CAD software for 2D drafting and 3D modeling. **May qualify as a 4<sup>th</sup>-year math-related course.**

### **ENGINEERING GRAPHICS 2 – I132**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit (.5 credit EHS or instructor permission)

**Prerequisite: Architectural Rendering and Design or Engineering Graphics 1**

Engineering Graphics 2 is a full year, follow-up course to Engineering Graphics 1 that provides students with an opportunity to extend their knowledge of engineering graphics and procedures used in developing technical drawing and 3D models. Students will continue to develop the spatial skills necessary for the field of engineering and design. CAD software will be used for this class. **May qualify as a 4<sup>th</sup>-year math-related course.**

### **ENGINEERING GRAPHICS 3 – I133**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit (.5 credit w/instructor permission)

**Prerequisite: Architectural Rendering and Design or Engineering Graphics 2**

This advanced class will utilize the "DBA" (Design, Build, and Analyze) style of learning using multiple areas of common engineering methods and materials in order to solve real-world problems in project-based construction applications. Students will work independently while applying engineering solutions to graphical projects. **May qualify as a 4<sup>th</sup>-year math-related course.**

## MANUFACTURING COURSES

### **BENCH WOODWORKING – I100**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

This course is designed to give students an understanding and appreciation of the methods and materials used in basic woodworking. Students will learn the appropriate skills needed to complete a variety of wood projects. Following safety guidelines, students will strive for strong work habits and quality craftsmanship.

**Basic materials are supplied. Individual projects may incur additional costs.**

### **ADVANCED WOODWORKING TECHNOLOGY – I105**

CHS, EHS, NHS / 9,10, 11, 12 / 1.0 Credit (0.5-semester credit w/instructor permission)

#### **Prerequisite: Bench Woodworking**

This course increases the student's skill in the use of hand tools, portable power tools, and machinery. Topics include tool technology and joinery as it pertains to project construction. The focus is on the design and fabrication of a solid wood furniture-type project. Students are required to complete the assigned project and a project of their choice with instructor approval to develop advanced woodworking skills for two semesters. Students may retake the course multiple times for additional credit. **Basic materials are supplied. Individual projects may incur additional costs.**

### **MAKERSPACE: DESIGN THINKING: 101 – L400A, L400B**

NHS / 9, 10, 11, 12 / 0.5/semester; 1.0/year Credit

This course will provide powerful contexts and opportunities for students to learn and develop new skills in the areas of Crafts, Industrial Arts, and Engineering. Makerspace learning empowers students, helping them shift from being passive consumers of information and products to active creators and innovators. The course will focus on fostering student curiosity, tinkering, and interactive learning, which in turn leads to better thinking through better questioning.

# ENGLISH AND LANGUAGE ARTS DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
B110	English 9	1.0	9	CH, EH, NH	ELA	
B115	Honors English 9	1.0	9	CH, EH, NH	ELA	
B210	English 10	1.0	10	CH, EH, NH	ELA	
B215	Honors English 10	1.0	10	CH, EH, NH	ELA	
B310	English 11	1.0	11	CH, EH, NH	ELA	
B611	AP English Language & Composition	1.0	11	CH, EH, NH	ELA	Summer reading is recommended for this course.
B402	Senior Classical Literature	0.5	12	EH, NH	ELA	
B404	Senior Composition	0.5	12	EH, NH	ELA	
B406	Senior Creative Writing	0.5	12	CH, EH, NH	ELA	
B407	Senior Contemporary Literature	0.5	12	EH	ELA	
B409	Senior Literature	0.5	12	CH, NH	ELA	
B410	Senior Reading & Writing	0.5	12	EH, NH	ELA	
B420	Senior English	0.5	12	CH, EH, NH	ELA	
B422	Lit/Art: The Blank Page	1.0/sem 2.0 /year	12	CH	ELA and VPAA	
B532	Literature & Cinema	0.5	12	CH	ELA	
B612	AP Literature & Composition	1.0	12	CH, EH, NH	ELA	Summer reading is recommended for this course.
B510	Yearbook	1.0	11, 12	CH, EH, NH	VPAA or Senior ELA	Application and/or instructor approval
B520	Writing for Publication	0.5	9, 10, 11, 12	CH, EH, NH	VPAA or Senior ELA	
B525	Advanced Writing for Publication	NH, EH 0.5 CH 1.0	10, 11, 12	CH, EH, NH	VPAA or Senior ELA	Application, writing sample, and instructor approval
B535	Sports Journalism	0.5/1.0	10, 11, 12	CH	VPAA or Senior ELA	Application, writing sample, and instructor approval
N610	AP Seminar	1.0	10, 11, 12	CH, EH, NH	ELA	
B809 B810 B811 B812	Multilingual Learners (MLL) English Language Arts	1.0	9, 10, 11, 12	CH, EH, NH	ELA	Multilingual Learner and instructor recommendation

**English Language Arts (ELA)** – Meets the English Language Arts Requirement based on the Michigan Merit Curriculum.

**VPAA** – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

## **NINTH GRADE ENGLISH OFFERINGS**

### **ENGLISH 9 – B110**

CHS, EHS, NHS / 9 / 1.0 Credit

This course fulfills the graduation requirement for English 9 as outlined in the Michigan Merit Curriculum. The overarching focus of the journey will be analyzed throughout the year. All students will read narrative and informational text, write in various genres, study grammar and Greek and Latin roots in vocabulary to develop their own writing, and improve their communication skills. The writing process is emphasized as a tool for advancing composition proficiency. Students will apply the research skills of synthesis, MLA documentation, and parenthetical citations in a research paper.

### **HONORS ENGLISH 9 – B115**

CHS, EHS, NHS / 9 / 1.0 Credit

This course is designed for those students who wish to challenge themselves with a higher level of rigor in the areas of reading and writing. The basic content areas covered include those of the regular English 9 curriculum; however, students will also read and analyze additional texts and write more in-depth responses. The completion of a summer reading assignment is suggested.

## **TENTH GRADE ENGLISH OFFERINGS**

### **ENGLISH 10 – B210**

CHS, EHS, NHS / 10 / 1.0 Credit

This course fulfills the graduation requirement for English 10 as outlined in the Michigan Merit Curriculum. The American Dream is the overarching focus that students will analyze all year through the lens of various time periods. The thematic and chronological organization creates connections for students with their U.S. History class. Various types of creative, formal, and timed writings will be taught and assessed, including the research process. Reading, writing, communication, standardized vocabulary, and grammar will be emphasized as students mature in their skills of dealing with language.

### **HONORS ENGLISH 10 – B215**

CHS, EHS, NHS / 10 / 1.0 Credit

This pre-AP class is a rigorous survey of American Literature encompassing works from Native Americans to contemporary authors. Students will respond to many varied texts employing the skills of research and inquiry as well as literary analysis. The course content will consistently connect with the concepts being taught in US History. Vocabulary and grammar are taught to improve success on standardized college exams. The completion of a summer reading assignment may be recommended.

## **ELEVENTH GRADE ENGLISH OFFERINGS**

### **ENGLISH 11 – B310**

CHS, EHS, NHS / 11 / 1.0 Credit

This course fulfills the graduation requirement for English 11 as outlined in the Michigan Merit Curriculum. The development of language is the focus throughout the year as the origins of writing and literature are traced from Europe throughout the world. A global perspective is taught, coordinating with the concurrent World History class. Essential to this class is the continual development of student's skills in reading, grammar, vocabulary, writing, and communication

## **AP ENGLISH LANGUAGE AND COMPOSITION – B611**

CHS, EHS, NHS / 11 / 1.0 Credit

### **Summer reading assignments may be recommended**

This college-level course teaches students to become skilled readers of informational and fictional texts from a variety of time periods, disciplines and rhetorical contexts. The emphasis is on expository, analytical, and argumentative writing, but students will have the opportunity to write reflective and personal essays as well. There is an analytical emphasis on the rhetorical choices made by an author to convey meaning and create voice, tone, and style. Vocabulary improvement is a concentrated and continual focus. Students are encouraged to take the AP English Language and Composition Exam in May. A high score may earn the student a semester of credit for freshman English in college. The completion of a summer reading assignment may be recommended.

## **TWELFTH GRADE ENGLISH OFFERINGS**

### **SENIOR CLASSICAL LITERATURE – B402**

EHS, NHS / 12 / 0.5 Credit

This course explores literature, art, and music from a variety of cultural time periods. Through project-based learning, students will develop an awareness of the influence of the arts on the community and the world. Students will examine texts from multiple genres and produce written, aesthetic, and verbal expressions. Students will critically analyze art and literature, making connections across cultures. By studying the leaders of the artistic movements and their impact on society, students will further realize their own potential.

### **SENIOR COMPOSITION – B404**

EHS, NHS / 12 / 0.5 Credit

This course is for students who wish to refine their writing through the study of a variety of essay styles and revision techniques through expository writing. Critical examination of their writing and the writing of others will be key to the advancement of their writing abilities. A leadership theme will guide the course as students study not only how their own writing evolves and influences others, but also how others' writing directly influences them.

### **SENIOR CREATIVE WRITING – B406**

CHS, EHS, NHS / 12 / 0.5 Credit

This class is for students who sincerely enjoy writing and would like to explore it further in a writing-intensive, workshop-structured setting. They will explore different types of genres through selective readings and class discussions and will take that knowledge into the writing they will produce throughout the semester. Students will be experimenting with writing in specific styles such as prose, short stories, essays, and poetry. This course will help prepare students for the next step of their lives with the understanding of where they fit in the world and how their writing can influence their futures.

### **SENIOR CONTEMPORARY LITERATURE – B407**

EHS / 12 / 0.5 Credit

This course will offer students the opportunity to explore several works of contemporary literature. Students will develop critical skills through interpretation, collaboration, discussion, essay writing, and evaluation of how cultural and historical contexts affect literary content. Participation will be an integral component of this class as well as a rigorous reading schedule. **This is not an NCAA-approved course.**

### **SENIOR LITERATURE – B409**

CHS, NHS / 12 / 0.5 Credit

This course will deepen students' knowledge of both literature and nonfiction. A leadership focus connects themes of power, hope, courage, change, and truth in multiple genres. Students will respond through essay writing, critical interpretations, and dramatic analyses. Participation and discussion will be integral components of this learning experience.

### **SENIOR READING & WRITING – B410**

EHS, NHS / 12 / 0.5 Credit

In this course, students will engage in a variety of reading and writing styles. Students will assess these styles and will demonstrate leadership by determining the most appropriate applications of them. Through the evolution of this course, students will make connections between their experiences and their futures in the post-secondary and professional worlds.

### **SENIOR ENGLISH – B420**

CHS, EHS, NHS / 12 / 0.5 Credit

This course offers students an opportunity to explore writing and language as it relates to potential employment or post-secondary studies. Writing will reflect students' ability to assume a leadership role in decision-making related to their own future. Key questions in this course include: Who am I? Where am I going? and What will I need to get there? These questions are explored through narrative, expository, argumentative, and research writing.

### **LIT/ART: THE BLANK PAGE - B422**

CHS / 12 / 0.5 VPAA Credit and 0.5 ELA Credit

This interdisciplinary 2-hour block class will ask students to question what "art" is and the context in the world, by examining the intersection between the literary and the visual. Students will read, analyze, and discuss texts from multiple genres and cultures related to art, creativity, and art movements. Writing assignments will range from short analytical papers to a variety of personal and creative pieces as well as research writing. Students successfully completing this course will receive 0.5 VPAA credit and 0.5 English credit. *Open to 11th graders with teacher approval.*

### **LITERATURE & CINEMA – B532**

CHS / 12 / 0.5 Credit

This class is a one-semester course designed to analyze the literary devices used in both literature and cinema. Which is better – the book or the movie? Students will read classical and modern literature, comparing and contrasting the written word and the cinema version. The goal in this class is for students to learn how to evaluate plot, characterization, and literary devices while reading and viewing English expressions. This class will require consistent attendance as discussions, viewing, assignments, and analysis will all take place in the classroom.

### **AP LITERATURE AND COMPOSITION – B612**

CHS, EHS, NHS / 12 / 1.0 Credit

#### **Summer reading assignments may be recommended**

In this college-level course, students will analyze and interpret text by making careful observations of textual details, establishing connections, and drawing inferences about meaning and value. Students will polish active reading skills with several novels and anthologized selections. Students will write for a variety of purposes employing the skills of analytical reasoning, literary analysis, and poetry interpretation. In addition, vocabulary improvement is a concentrated and continual focus. Students are encouraged to take the AP English Literature and Composition Exam in May. A high score may earn them a semester of credit for freshman college English.

## **ADDITIONAL ENGLISH ELECTIVES**

### **YEARBOOK – B510**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

#### **Prerequisite: Application and/or instructor approval**

Students will learn to use desktop publishing to produce the annual school yearbook. Aspects such as theme and content development, layout and page design, feature writing, proofreading, editing, photography, and time management will be covered. Each student will be encouraged to sell a specific number of advertisements to help fund the yearbook. Students are expected to attend extra-curricular events.

### **WRITING FOR PUBLICATION – B520**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

This course serves as an introduction to all aspects of newspaper journalism. Students will learn about reporting, feature writing, copyediting, layout, design, and distribution. The focus of the class will be writing in a journalistic style for news, feature, editorial, sports, and arts and entertainment. Students will be expected to write extensively and will be required to meet deadlines. Students will be expected to sell advertising to help pay for the newspaper's publishing costs, meet deadlines, accept constructive criticism, and work with, for, and under the direction of other students. **Please note: This class is not an NCAA-approved course.**

### **ADVANCED WRITING FOR PUBLICATION - B525**

CHS, EHS, NHS / 10, 11, 12 / NH-0.5; CH & EH-1.0 Credit

**Prerequisite: Application, writing sample, and/or letter of recommendation required**

Members of this challenging and fast-paced course create the school newspaper, utilizing reporting, writing, editing, photography, layout, and design skills to create a top-notch publication. The class is organized into editors and writers and relies heavily on group work, self-motivation, and self-discipline. Students will be expected to sell advertising to help pay for the newspaper's publishing costs, meet deadlines, accept constructive criticism, and work with, for, and under the direction of other students.

### **SPORTS JOURNALISM - B535**

CHS / 10, 11, 12/ 0.5 Credit

**Prerequisite: Application, writing sample, and/or letter of recommendation required**

Members of this challenging and fast-paced course create the "Central Trend", utilizing reporting, writing, editing, photography, layout, and design skills to create a top-notch sports publication. The class is organized into editors and writers and relies heavily on group work, self-motivation, and self-discipline. Students will be expected to sell advertising to help pay for the newspaper's publishing costs, meet deadlines, accept constructive criticism, and work with, for, and under the direction of other students.

### **AP SEMINAR COURSE - N160**

CHS, EHS, NHS /10, 11, 12 / 1.0 Credit

AP Seminar can be used for English Language Arts credit toward an FHPS diploma. Higher education institutions use their own discretion in counting AP Seminar toward high school ELA credits for their admittance purposes.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing articles' divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations.

### **MULTILINGUAL LEARNERS (MLL) ENGLISH LANGUAGE ARTS – B809, B810, B811, B812**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

**Prerequisite: Multilingual Learner students with teacher recommendation required**

Oral and written communications are taught as well as reading, listening, and pronunciation skills. Spelling, punctuation, grammar, vocabulary, basic sentence structure, paragraph organization, and essay skills are developed. An introduction to literature is given through poetry, short stories, and drama. American culture is emphasized through readings, discussions, and current events. Study skills and support for other classes are also included.

# LIFE MANAGEMENT EDUCATION DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
K100	Introduction to Culinary Arts	0.5	9, 10, 11, 12	NH	VPAA	
K105	Advanced Culinary Arts	0.5	9, 10, 11, 12	NH	VPAA	Introduction to Culinary Arts
K120	Interior Design	0.5	9, 10, 11, 12	NH	VPAA	
K125	Advanced Interior Design	0.5	9, 10, 11, 12	NH	VPAA	Interior Design
K175	Fashion Design	0.5	9, 10, 11, 12	NH	VPAA	
K210	Child Development & Parenting	0.5	10, 11, 12	NH	VPAA	
K215	Advanced Child Development & Parenting	0.5	11, 12	NH	VPAA	Child Development & Parenting

**VPAA** – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

## LIFE MANAGEMENT EDUCATION DEPARTMENT

### INTRODUCTION TO CULINARY ARTS – K100

NHS / 9, 10, 11, 12 / 0.5 Credit

Culinary principles will be introduced enabling students to explore and expand their culinary creations. Students will learn the basic principles of food and nutrition and how to prepare and cook food through lab experiences. The class will also help students understand the effect of certain foods on the body. Students will have the opportunity to demonstrate and enjoy foods from other countries around the world. **Basic materials are supplied. Individual projects may incur additional costs.**

### ADVANCED CULINARY – K105

NHS / 9, 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Introduction to Culinary Arts**

This course is designed for students desiring a deeper knowledge of how food affects all aspects of different environments: personal interest, culinary careers, entertainment, and cultural influences. Study areas will include entertainment, garnishing, multicultural foods, and careers, providing an excellent base to secure jobs, or pursue further training and degrees in the food industry. **Basic materials are supplied.**

**Individual projects may incur additional costs.**

### INTERIOR DESIGN – K120

NHS / 9, 10, 11, 12 / 0.5 Credit

Students interested in art or interior design careers will learn principles of color, line, and design as well as ergonomics. Students engage in hands-on learning through textbook applications and design projects. Guest speakers and video presentations are also included. Students also will learn about careers in the design field.

**Basic materials are supplied. Individual projects may incur additional costs.**

**ADVANCED INTERIOR DESIGN – K125**

NHS / 9, 10, 11, 12 / 0.5 Credit

**Prerequisite: Interior Design**

Students will study Interior Design at a more advanced level using principles learned in Interior Design (K-120). Students will experience hands-on learning in creating design projects. This class is recommended for students interested in art and/or a career in Interior Design – **Industrial projects may incur additional costs.**

**FASHION DESIGN – K175**

NHS / 9, 10, 11, 12 / 0.5 Credit

Fashion Design class focuses on the principles and elements of design, fashion history, fibers and fabrics, clothing construction, equipment, and safety. During the semester, students will construct different types of clothing using creative, and technical skills and a variety of techniques.

**CHILD DEVELOPMENT & PARENTING – K210**

NHS / 10, 11, 12 / 0.5 Credit

This course studies children from birth to age five. Students will learn the physical and mental development patterns of children, as well as positive parenting skills. They also will have the option of experiencing the responsibility of parenthood by assuming care of a life-like simulation "Baby." This class is articulated with GRCC. Successful completion of Child Development & Parenting will result in college credit at GRCC.

**ADVANCED CHILD DEVELOPMENT & PARENTING – K215**

NHS / 11, 12 / 0.5 Credit

**Prerequisite: Child Development and Parenting**

Students will experience a more advanced level of Child Development. The class will focus on the physical, emotional, social, and intellectual development of children through age twelve. Special needs and challenges will be covered. There will be opportunities for hands-on learning in related projects.

**Individual projects may incur additional costs.**

# MATHEMATICS DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
E100	Pre-Algebra	1.0	9	NH		Teacher recommendation
EC100	Algebra/Geometry 1	1.0	9	CH	.5 Algebra/.5 Geometry	Teacher recommendation
E110	Algebra 1	1.0	9, 10, 11, 12	CH, EH, NH	Algebra 1	
E105	Concepts of Algebra 1	1.0	9, 10	EH	Algebra 1	
E150	Accelerated Algebra/Geometry	2.0	9	NH	Algebra 1 & Geometry	Teacher recommendation
E201A & E201B	Foundations of Algebra/Geometry 1	1.0	9, 10, 11, 12	CH	.5 Algebra/.5 Geometry	Current Individualized Education Plan (IEP)
E202A & E202B	Foundations of Algebra/Geometry 2	1.0	9, 10, 11, 12	CH	.5 Algebra/.5 Geometry	Current Individualized Education Plan (IEP) and successful completion of Fdn of Alg/Geom 1
E205	Algebra/Geometry 2	1.0	10	CH	.5 Algebra/.5 Geo	Teacher recommendation
E207	Concepts of Geometry	1.0	10, 11	EH	Geometry	Teacher recommendation
E210	Geometry	1.0	9, 10, 11, 12	CH, EH, NH	Geometry	Successful completion of Algebra 1
E300	Concepts of Algebra 2	1.0	11, 12	CH, EH, NH	Algebra 2	Teacher recommendation or C or lower in Algebra 1 & Geometry
E310	Algebra 2	1.0	10, 11, 12	CH, EH, NH	Algebra 2	C or better in Algebra 1 & Geometry recommended
E400	Concepts of Algebra 3	1.0	11, 12	CH		Concepts of Algebra 2
E407	Statistics in Sports	0.5	11, 12	CH	4th year Math	
E409	Analytical Thinking with Math	0.5	11, 12	CH	4th year Math	
E410	College Algebra	1.0	11, 12	CH, EH, NH	4th year Math	Algebra 2 or teacher recommendation
E605	AP Precalculus	1.0	11, 12	CH, EH, NH	4th year Math	Algebra 2
E425	Introduction to Statistics	0.5	11, 12	EH	4th year Math	Algebra 2
E600	AP Calculus AB	1.0	11, 12	CH, EH, NH	4th year Math	Precalculus
E610	AP Calculus BC	1.0	11, 12	CH, EH, NH	4th year Math	Precalculus
E620	AP Statistics	1.0	11, 12	CH, EH, NH	4th year Math	Precalculus or Algebra 2 or teacher recommendation

**.5 Algebra/.5 Geometry** – Meets .5 of the Algebra I and .5 of the Geometry Requirement based on the Michigan Merit Curriculum

**Algebra 1** – Meets the Algebra 1 Requirement based on the Michigan Merit Curriculum

**Geometry** – Meets the Geometry Requirement based on the Michigan Merit Curriculum

**Algebra 2** – Meets the Algebra 2 Requirement based on the Michigan Merit Curriculum

**4th Year Math** – Meets the Senior Math Requirement based on the Michigan Merit Curriculum if taken during senior year

## MATHEMATICS COURSES

### **PRE-ALGEBRA – E100**

NHS / 9 / 1.0 Credit

#### **Prerequisite: Teacher recommendation**

This course is a link between Middle School math and Algebra for those students who need additional preparation for Algebra. The student will be exposed to hands-on and supplemental materials designed to develop algebraic concepts.

### **ALGEBRA/GEOMETRY 1 – EC100**

CHS / 9 / 1.0 Credit

#### **Prerequisite: Teacher recommendation**

This is the first year of a **two-year** course, which fulfills the graduation requirements for Algebra 1 and Geometry as outlined in the Michigan Merit Curriculum. Students will study linear, quadratic, exponential, and logarithmic functions along with right triangle trigonometry, transformations, geometry measurement formulas, and 3-dimensional figures in an integrated approach to mastering content expectations for Algebra and Geometry. Students must complete Algebra/Geometry 1 and Algebra/Geometry 2 to meet the graduation requirements under the Michigan Merit Curriculum (MMC). A scientific calculator is highly recommended for this course.

### **CONCEPTS OF ALGEBRA 1 – E105**

EHS / 9, 10 / 1.0 Credit

This course will meet the minimum state requirements for earning Algebra 1 credit. However, this course is not recommended for college-bound students who will major or minor in a subject requiring a strong background in mathematics. A graphing calculator is highly recommended for this course.

### **ALGEBRA 1 – E110**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

This course fulfills the graduation requirement for Algebra as outlined in the Michigan Merit Curriculum. Students will study linear, quadratic, and exponential functions and their applications. Methods for solving equations, inequalities, and systems will be emphasized. A scientific calculator is highly recommended for this course.

### **ACCELERATED ALG/GEOMETRY – E150**

NHS / 9 / 2.0 Credits

#### **Prerequisite: Teacher recommendation**

This class is for students who excel in math. The course is a very fast-paced course where students are exposed to all of the High School Content Expectations for both Algebra 1 and Geometry in one year. Students signing up for this course should have very strong math scores in both the Explore test and MEAP test from middle school. Students should also have a love for math and a very strong work ethic. A scientific calculator is highly recommended for this course.

### **FOUNDATIONS OF ALGEBRA/GEOMETRY 1 – E201**

CHS / 9, 10, 11, 12 / 1.0 Credit

#### **Prerequisite: Current Individualized Education Plan (IEP)**

This is the first year of a two-year course that will focus on foundational requirements for Algebra and Geometry as outlined in the Michigan Merit Curriculum. Student learning will focus on algebraic and geometrical mathematical skills along with right triangle trigonometry, transformations, geometry measurement formulas, and 3-dimensional figures in an integrated approach to mastering content expectations for Algebra and Geometry. Students must complete Foundations of Algebra/Geometry 1 and Foundations of Algebra/Geometry 2 to meet graduation requirements.

## **FOUNDATIONS OF ALGEBRA/GEOMETRY 2 – E202**

CHS / 9, 10, 11, 12 / 1.0 Credit

### **Prerequisite: Current (IEP) and successful completion of Foundations of Algebra/Geometry 1**

This is the second year of a two-year course that will focus on foundational requirements for Algebra and Geometry as outlined in the Michigan Merit Curriculum. Student learning will focus on algebraic and geometrical mathematical skills aligned with the essential core standards to meet graduation requirements. Students will be exposed to linear, quadratic, exponential, and logarithmic functions along with right triangle trigonometry, transformations, geometry measurement formulas, and 3-dimensional figures in an integrated approach to mastering content expectations for Algebra and Geometry. Students must complete Foundations of Algebra/Geometry 1 and Foundations of Algebra/Geometry 2 to meet graduation requirements.

## **ALGEBRA/GEOMETRY 2 – E205**

CHS / 10 / 1.0 Credit

### **Prerequisite: Teacher recommendation**

This is the second year of a **two-year** course, which fulfills the graduation requirements for Algebra 1 and Geometry as outlined in the Michigan Merit Curriculum. Students will study linear, quadratic, exponential, and logarithmic functions along with right triangle trigonometry, transformations, geometry measurement formulas, and 3-dimensional figures in an integrated approach to mastering content expectations for Algebra and Geometry. Students must complete Algebra/Geometry I and Algebra/Geometry 2 to meet the graduation requirements under the Michigan Merit Curriculum (MMC). A scientific calculator is highly recommended for this course.

## **CONCEPTS OF Geometry – E207**

EHS / 10, 11 / 1.0 Credit

### **Prerequisite: Completion of Concepts of Algebra 1 or Algebra 1**

This course will meet the minimum state requirements for earning Geometry credit. However, this course is not recommended for college-bound students who will major or minor in a subject requiring a strong background in mathematics. A graphing calculator is highly recommended for this course.

## **GEOMETRY– E210**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

### **Prerequisite: Successful completion of Algebra 1**

This course fulfills the graduation requirement for Geometry as outlined in the Michigan Merit Curriculum. Students will develop skills in logic and proof, study right triangle trigonometry, and expand their knowledge of transformations, coordinate geometry, measurement formulas, and 3-dimensional figures. A scientific calculator is highly recommended for this course.

## **CONCEPTS OF ALGEBRA 2 – E300**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

### **Prerequisite: Completion of Algebra 1 and Geometry with a C or below or teacher recommendation**

This course will meet the minimum state requirements for earning Algebra 2 credit. However, this course is not recommended for college-bound students who will major or minor in a subject requiring a strong background in mathematics. A graphing calculator is highly recommended for this course.

## **ALGEBRA 2 – E310**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

### **Prerequisite: C or better in Algebra 1 and Geometry recommended**

This course fulfills the graduation requirement for Algebra 2 as outlined in the Michigan Merit Curriculum. This course emphasizes facility with algebraic expressions and forms, both with and without a calculator. Students will study linear, exponential, logarithmic, trigonometric, polynomial, and other special functions for their abstract properties and as tools in modeling real-world situations. A graphing calculator is highly recommended for this course.

### **CONCEPTS OF ALGEBRA 3 – E400**

CHS, EHS / 11, 12 / 1.0 Credit

#### **Prerequisite: Completion of Concepts of Algebra 2**

This course will follow the algebra topics covered in Concepts of Algebra 2, and will reinforce and extend the knowledge for students. This class is NOT open to students that took regular Algebra 2. This course will help prepare students to take a beginning college algebra course upon entering college. A graphing calculator is highly recommended for this course.

### **STATISTICS IN SPORTS - E07**

CHS / 11, 12 / 0.5 Credit

This course teaches students how to use four steps of the statistical process in the context of sports: ask questions, collect data, analyze data, and make conclusions. Each chapter will begin with a sports-related statistical question (e.g., Is there a home field advantage in the NFL?) and then students will learn how to collect appropriate data, how to analyze data, and how to make reasonable conclusions. **Please note:**

**Statistics in Sports is not an NCAA-approved course.**

### **ANALYTICAL THINKING WITH MATHEMATICS - E409**

CHS / 11, 12 / 0.5 Credit

Using analytical reasoning to solve problems, students will answer the question often asked throughout their math careers, "When are we ever going to use this stuff?" During this course students will be introduced to logic problems, puzzles, and relevant mathematical experiences, providing real-world applications for the math foundation the students have built. Skills developed in this course will continue to be applied for years after receiving credit. **Please note: Analytical Thinking With Mathematics is not an NCAA-approved course.**

### **COLLEGE ALGEBRA – E410**

CHS, EHS, NHS / 12 / 1.0 Credit

#### **Prerequisite: Algebra 2 or teacher recommendation**

This course is intended for seniors planning to attend college but are not planning to study in a math-related field. Students will strengthen their knowledge and understanding of algebra and trigonometry through graphic, numeric, and symbolic methods, with an emphasis on applications and problem-solving. The course covers the algebraic topics needed to satisfy the minimum graduation requirements for math at many colleges. College Algebra is not recommended for college-bound students who will major or minor in a subject requiring a strong background in mathematics. A graphing calculator is highly recommended for this course.

### **AP PRECALCULUS – E605**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

#### **Prerequisite: Algebra 2**

This course introduces students to polar and parametric functions, vectors, conic sections, and logistic modeling. Linear, exponential, logarithmic, trigonometric, and polynomial functions, as well as matrices, will also be studied in depth. A graphing calculator is highly recommended for this course.

### **INTRODUCTION TO STATISTICS – E425**

EHS / 11, 12 / 0.5 Credit

#### **Prerequisite: Algebra 2**

This course will offer students an introduction to the basic skills of statistics. Students will gain an understanding of the interpretation of categorical and quantitative data, as well as learn to make inferences, justify conclusions, and use probability to interpret data and predict outcomes. Lessons will focus on activities that tie into the student's life and possible future careers.

**AP CALCULUS AB – E600**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

**Prerequisite: Precalculus**

Calculus AB is a college-level course that includes the topics and applications of calculus traditionally taught in one semester of college calculus. This course requires extensive work by the student. Students are encouraged to take the AP Calculus AB test in May, for which a passing grade can earn the student **one** semester of college credit. Students are encouraged to choose between AP Calculus AB or AP Calculus BC based on their post-secondary plans and career goals; students may not receive high school credit for both classes. A graphing calculator is highly recommended.

**AP CALCULUS BC – E610**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

**Prerequisite: Precalculus**

Calculus BC is a college-level course that includes the topics and applications of calculus traditionally taught in one full year of college calculus. This course requires extensive work by the student. Students are encouraged to take the AP Calculus BC test in May, for which a passing grade can earn the student two semesters of college credit. Students are encouraged to choose between AP Calculus AB or AP Calculus BC based on their post-secondary plans and career goals; students may not receive high school credit for both classes. A graphing calculator is highly recommended.

**AP STATISTICS – E-620**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

**Prerequisite: Precalculus or Algebra 2 or teacher recommendation**

AP Statistics is a college-level course that introduces students to the concepts and tools used to collect, analyze and draw conclusions from data. This course requires extensive work by the student. Students are encouraged to take the AP Statistics exam in May for which a passing grade can earn one semester of college credit. A graphing calculator is highly recommended. This course is traditionally a one-semester college course. It may also be taken concurrently with another math course.

## 4<sup>th</sup>-year Math-Related Courses

(For purposes of satisfying the Michigan Merit Curriculum)

C660 AP Macroeconomics (0.5 credit EHS, NHS)

C665 AP Microeconomics (0.5 credit EHS, NHS)

A math-related science course taken in the senior year qualifies as a 4<sup>th</sup>-year math-related course, if taken after the MMC Science requirement, has been fulfilled.

D215 Chemistry (0.5 credit)

D225 Physics (0.5 credit)

D620 AP Chemistry (1.0 credit)

D640 AP Physics 1 (1.0 credit, NHS)

D642 AP Physics 2 (1.0 credit, NHS)

D645 AP Physics C: Mechanics (1.0 credit, CHS, EHS)

G140 Accounting (0.5 – 1.0 credit)

G145 Accounting 2 (1.0 credit)

G170 Personal Finance (0.5 credit)

G210 Marketing 1 (0.5 credit)

G215 Marketing 2 (0.5 credit)

G220 Advanced Marketing (1.0 credit)

G520 Computer Science Programming (0.5 credit)

G540 Computer Graphics/Game Design (0.5 credit, EHS only)

G620 AP Computer Science A (1.0 credit, CHS, EHS, NHS)

G625 AP Computer Science Principles (1.0 credit, CHS, NHS)

I120 Architectural Rendering and Design (0.5 credit)

I125 Advanced Architecture (1.0 credit; 0.5 credit EHS)

I130 Engineering Graphics 1 (0.5 credit)

I132 Engineering Graphics 2 (1.0 credit; 0.5 credit EHS)

I133 Engineering Graphics 3 (1.0 credit; 0.5 credit EHS)

GB250 Gone Boarding Program (1.0 credit)

College courses, independent studies, or cooperative employment experiences that include math-related elements intended to fulfill a math-related course must be approved in advance by counselor and/or administrator.

# MUSIC DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
J210	Concert Choir	1.0	9, 10, 11, 12	CH, EH, NH	VPAA	
J221	Treble Chorus	1.0	10, 11, 12	CH, NH	VPAA	Successful completion of Concert Choir
J230	Chorale	1.0	10, 11, 12	CH, EH, NH	VPAA	
J240	Central, Eastern, or Northern Singers	1.0	10, 11, 12	CH, EH, NH	VPAA	Audition
J310	Concert Orchestra	1.0	9, 10, 11, 12	CH, EH, NH	VPAA	Completion of 8th grade orchestra or by audition for new students
J320	Symphony Orchestra	1.0	9, 10, 11, 12	CH, EH, NH	VPAA	
J110	Concert Band	1.0	9, 10, 11, 12	CH	VPAA	Completion of 8th grade band or by audition for new students
J120	Symphonic Band	1.0	9, 10, 11, 12	CH, NH	VPAA	
J130	Wind Ensemble	1.0	9, 10, 11, 12	CH, EH, NH	VPAA	Audition
J112	Jazz Lab/ Jazz Ensemble	1.0	9, 10, 11, 12	CH, EH, NH	VPAA	Audition
J132	Advanced Jazz Ensemble	1.0	10, 11, 12	CH	VPAA	Completion of Jazz Ensemble, Audition
J410	Percussion Ensemble/ Steel Band	1.0	9, 10, 11, 12	CH	VPAA	

**VPAA** – Meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum.

# CHOIR

## **CONCERT CHOIR – J210**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

This course is open to any student interested in singing and is a prerequisite for all other vocal ensembles. Students focus on learning correct choral techniques, i.e., tone production, ear training, music sight-reading, etc. Music history and theory are studied through a wide variety of music, including sacred, classical, and jazz. Choir students will perform at school concerts and additional outside performances; attendance is required.

## **TREBLE CHORUS – J221**

CHS, NHS / 10, 11, 12 / 1.0 Credit

### **Prerequisite: Successful completion of Concert Choir and audition**

Students are taught the fundamentals of breathing and producing tone, sight-reading music, music theory, and how to blend in a group of similar vocal ranges. A wide variety of literature is studied and performed, from the Renaissance through the twentieth century, including jazz, sacred, and secular music from the great choral traditions. Emphasis is placed on the unique challenges inherent in treble vocal music. Students will perform at school concerts and additional outside performances; attendance is required.

## **CHORALE – J230**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

### **Prerequisite: Audition**

This is a mixed choir of advanced musicians who study music history, theory, and more difficult music from the great choral tradition, as well as spirituals and vocal jazz. In addition to the spring, fall, and winter concerts, the Chorale performs for festivals, and commencement; attendance is required.

## **CENTRAL, EASTERN, OR NORTHERN SINGERS – J240**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

### **Prerequisite: Audition**

This small choral ensemble is open to only the most advanced vocal students. Members are expected to be proficient sight-readers, mature, motivated, and able to carry their own part. This ensemble will explore the tradition of vocal jazz in depth. A Capella and accompanying music will be studied and performed, with an emphasis on musical excellence and professionalism. In addition, jazz forms will be studied and students will be exposed in detail to great jazz performers of the past and present. Students will perform at school concerts and additional outside performances; attendance is required.

# ORCHESTRA

## **CONCERT ORCHESTRA – J310**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

### **Prerequisite: Completion of 8th-grade orchestra or by audition for new students**

Primarily a string orchestra with some full orchestra experience, this course is intended to enhance individualized instruction. Emphasis will include musicianship, listening and performance skills, theory, the study of two-octave major and minor scales, and performing music which contains shifting, advanced bowing techniques, and vibrato. Attendance is required at concert performances, which include school programs and orchestra festivals.

## **SYMPHONY ORCHESTRA – J320**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

### **Prerequisite: Audition**

This course is for advanced string players who are ready for more difficult literature, both string and full orchestra. In addition to playing a wide variety of difficult literature from differing periods, music history and theory are studied. Attendance is required at performances, which include school concerts and festivals. This group is also invited to perform for many organizations throughout the year both during and outside the school day.

## **BAND**

### **CONCERT BAND – J110**

CHS / 9, 10, 11, 12 / 1.0 Credit

**Prerequisite: Completion of 8th-grade band or by audition for new students**

This course focuses on developing individual performance proficiency and strengthening overall musicianship skills including knowledge of music theory and its application to playing; performance of literature suited to the ability of the group; and listening and creative thinking activities, including musical composition. Included in Concert Band is membership in the high-energy Marching Band during the varsity football season. Attendance is required at performances, which include school concerts, athletic events, and festivals. Students are encouraged to participate in chamber music ensembles to solidify musicianship skills during the appropriate season.

### **SYMPHONIC BAND – J120**

CHS, NHS / 9, 10, 11, 12 / 1.0 Credit

**Prerequisite: Audition**

This is a performance-based group for the advanced instrumentalist with emphasis on aesthetic education through strengthening of individual musicianship and performance skills; knowledge of music theory and its application to playing; performing a wide variety of literature including marches, popular music, orchestral transcriptions and works conceived for wind band; and listening and creative thinking activities. Students are encouraged to participate in chamber music ensembles to solidify musicianship skills during the appropriate season. Included in Symphonic Band is membership in the high-energy Marching Band during the varsity football season. Attendance is required for performances at concerts, athletic events, District Festival, and various other school functions.

### **WIND ENSEMBLE – J130**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

**Prerequisite: Audition**

This performance-based ensemble will focus on studies of various forms of music literature, including marches, popular music, orchestral transcriptions, works conceived for wind band and music theory, history, and music listening. Included in Wind Ensemble is membership in the high-energy Marching Band during the varsity football season. Through audition and director placement, players may elect participation in Symphonic Orchestra. Participation in chamber music ensembles and solo performances occurs during the appropriate season.

## **JAZZ, OTHER ENSEMBLES AND COURSES**

### **JAZZ LAB/JAZZ ENSEMBLE – J112**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

**Prerequisite: Audition**

This course emphasizes aesthetic education through improvisation and performance of suitable literature; harmonic, rhythmic and structural complexities of jazz, jazz history, and solo transcriptions. Attendance is required at all curricular and extracurricular events including several jazz festivals from January to March of each year.

### **ADVANCED JAZZ ENSEMBLE – J132**

CHS / 10, 11, 12 / 1.0 Credit

**Prerequisite: Audition**

This is a performance-based group for the advanced jazz instrumentalist. Emphasis is on aesthetic education through improvisation and performance of suitable literature; harmonic, rhythmic, and structural complexities of jazz, jazz history, and solo transcriptions. This ensemble will participate in several jazz festivals from January to March of each year. Attendance is required at all curricular and extracurricular events.

**PERCUSSION ENSEMBLE/STEEL BAND – J410**

CHS / 9, 10, 11, 12 / 1.0 Credit

**Prerequisite: Audition**

This course focuses on developing individual performance proficiency and overall musicianship and is open to all students with a serious interest in becoming well-versed in percussion. Emphasis is aesthetic education through strengthening individual musicianship and performance skills, knowledge of music theory and its application to playing, the performance of literature suited to the ability of the group, and listening and creative thinking activities including musical composition. Included in Percussion Ensemble is membership in the high-energy Marching Band during the varsity football season. This ensemble has several curricular and extra-curricular performances throughout the year where attendance is required.

# PHYSICAL EDUCATION DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
M100	Fitness for Life 1	0.5	9, 10	CH, EH, NH	Physical Education	
M107	Body Sculpting and Cardio Blast	0.5	9, 10, 11, 12	CH, EH	Physical Education	
M200	Health	0.5	9, 10, 11, 12	CH, EH, NH	Health	
M220	Team Sports	0.5	10, 11, 12	EH, NH	Physical Education	Fit for Life 1 (CH)
M230	Strength & Conditioning	0.5	9, 10, 11, 12	CH, EH, NH	Physical Education	
M235	Strength & Conditioning 2	0.5	10, 11, 12	CH, EH, NH		Strength & Cond 1
M260	Yoga 1	0.5	10, 11, 12	CH	Physical Education	Fit for Life 1 or Strength & Cond
M270	Movement Fitness	0.5	10, 11, 12	EH, NH	Physical Education	
M280	Global Games	0.5	10, 11, 12	CH, EH, NH	Physical Education (EH, NH)	Fit for Life 1 or Strength & Cond (CH & EH)

**Health** – Meets the Health Requirement based on the Michigan Merit Curriculum.

**Physical Education** – Meets the Physical Education Requirement based on the Michigan Merit Curriculum.

**VPAA** – Meets the VPAA Requirement based on the Michigan Merit Curriculum.

## PHYSICAL EDUCATION DEPARTMENT

### FITNESS FOR LIFE 1 - M100

CHS, EHS, NHS / 9, 10 / 0.5 Credit

Students will enjoy daily physical activity while learning lifetime fitness skills; a variety of individual and team sports activities such as flag football, volleyball, pickleball, racket sports; information to become their own personal trainer; and fun ways to take a break and reduce stress.

### BODY SCULPTING AND CARDIO BLAST - M107

CHS, EHS / 9, 10, 11, 12 / 0.5 Credit

This course would give students a comfortable environment where they can enhance their physical conditioning. The course is designed to improve the physical and mental development of the student as well as help prevent injury while increasing muscle mass and tone. Students will be participating in strength training, flexibility training, and cardiovascular development.

### HEALTH – M200

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

Students will explore units that meet the State of Michigan Health Standards. Throughout these units, emphasis is placed on the avoidance of risky behaviors, positive self-image, refusal skills, and knowledge of responsibilities and laws. Units will include: types of health (mental, physical, social/emotional), foods and fitness, alcohol, tobacco, and drugs, healthy relationships, communicable and non-communicable diseases, HIV/STIs, reproductive system, pregnancy (abstinence-based), CPR and First Aid.

### TEAM SPORTS – M220

EHS, NHS / 10, 11, 12 / 0.5 Credit

#### Prerequisite: Fitness for Life 1 or Strength & Conditioning 1 (CHS)

Students will learn a variety of lifetime activities and team sports. Activities include football, basketball, softball, volleyball, floor hockey, Ultimate Frisbee, badminton, tennis, table tennis, and pickleball.

### **STRENGTH AND CONDITIONING 1 – M230**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

This course focuses primarily on a structured routine of weight training, stretching, and plyometrics while teaching students the proper form, discipline, and intensity of workouts necessary to improve their level of physical fitness. Individual programs will be offered to accommodate students of various abilities and interest levels within the same class.

### **STRENGTH AND CONDITIONING 2 – M235**

CHS, EHS, NHS / 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Strength & Conditioning 1**

Strength and Conditioning 2 is an intense strength class for students interested in furthering their knowledge of proper conditioning activities/programs.

### **YOGA 1 – M260**

CHS / 10, 11, 12 / 0.5 Credit

Yoga is a non-competitive exercise form that focuses on increasing flexibility, balance, strength, and 40% improved posture through a series of gentle “poses” called “asanas.” It is also a great way to reduce the negative effects of stress and to increase mental alertness. Yoga classes are generally conducted in a quiet, focused atmosphere. Fitness walking will be included in this class when weather permits. If you enjoy exercising in a quiet, gentle way, this class is for you.

### **MOVEMENT FITNESS – M270**

EHS, NHS / 10, 11, 12 / 0.5 Credit

This class features a variety of activities that focus on stretching, lightweight training techniques, and techniques to improve relaxation while participating in fitness activities. Find out for yourself how to prepare for the activity, prevent injury, and rehabilitate those injuries that do occur. Exercise regimes will be designed to increase your knowledge and understanding of the importance of core strength and flexibility. Endurance and movement activities may include aerobics, yoga, Tae Bo, Tai Chi, Pilates, biking, walking, and running. Related skill components such as agility, balance, reaction time, and proprioception will be addressed.

### **GLOBAL GAMES – M280**

CHS, EHS, NHS / 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Fitness for Life 1 or Strength & Conditioning 1 (CHS & EHS only)**

This class is for open-minded, creative students who enjoy trying new things! Games and activities from around the world are included in a friendly, co-educational atmosphere. Some of the activities may include field hockey, lacrosse, cricket, team handball, sepak takraw, bocce, table tennis, kinball, doubleball, and broomball. Nordic skiing/snowshoeing may be included, weather permitting.

Beginning with the class of 2028 and all classes thereafter, students shall be given the following options as an alternative to taking a high school physical education half-credit course. Any student who meets any of the following criteria may apply for a physical education credit waiver using the process laid out by our school district. Any one of the following criteria meet the requirements to apply for the credit waiver while enrolled at Forest Hills Public Schools:

- The student participates in any two seasons of an approved athletic program.  
(Approved programs are defined as any sport participating in an MHSAA program.)
- The student participates in any two seasons of marching band.
- The student participates in one season of marching band and one season of an approved athletic program.

The student is responsible for communicating with their high school guidance counselor about their intention to apply for the credit waiver. Once the student meets the requirements and turns in the application, and upon verification, the physical education credit waiver shall be granted to the student. At that time, the physical education half credit shall be waived. This waiver does not constitute credit, and the student is still responsible for earning 22.5 credit hours in order to be eligible for graduation

# SCIENCE DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MSS REQS	PREREQUISITE
D110	Biology	1.0	9, 10, 11, 12	CH, EH, NH	Life Science	
D215	Chemistry	0.5	10, 11, 12	CH, EH, NH	Physical Science	Algebra 1 completed or concurrent and successful completion of Biology
D225	Physics	0.5	10, 11, 12	CH, EH, NH	Physical Science	Algebra 1 completed or concurrent and successful completion of Biology
D415	Advanced Geology	1.0	11,12	CH	Earth, Space, Engineering, Technology, and Applications of Science	Successful completion of Biology required; Chemistry recommended
D420	Human Anatomy & Physiology	1.0	10, 11, 12	CH, EH, NH	Science Elective	Successful completion of Biology
D510	Forensic Science	0.5/sm 1.0/yr	10, 11, 12	CH, EH, NH	Science Elective	Successful completion of Biology
D530	Environmental Science	1.0	10, 11, 12	CH, EH, NH	Earth, Space, Engineering, Technology, and Applications of Science	Successful completion of Biology
D552	Scientific Research in Practice	0.5/sm 1.0/yr	11	CH	Science Elective	Intro to Scientific Research
D553	Independent Scientific Research Study	1.0	12	CH	Science Elective	Scientific Research in Practice
D560	Science of Sports and Games	0.5/sm	10, 11, 12	CH	Science Elective	Biology preferred
D610	AP Biology	1.0- EH 2.0- CH,NH	11, 12	CH, EH, NH	Life Science	Strongly recommend successful completion of biology and physical science (chemistry, physics) courses.
D620	AP Chemistry	1.0-EH 2.0- CH,NH	11, 12	CH, EH, NH	4th year Math or Physical Science	Strongly recommend successful completion of physical science (chemistry, physics) and Algebra 2 completed or concurrent
D630	AP Environmental Science	1.0	11, 12	CH, EH, NH	Earth, Space, Engineering, Technology, and Applications of Science	Recommended successful completion of Chemistry
D640	AP Physics 1	1.0	10, 11, 12	NH	Physical Science	Successful completion of Chemistry and Algebra 2
D642	AP Physics 2	1.0	11, 12	NH	Science Elective	Successful completion of AP Physics 1
D645	AP Physics C: Mechanics	1.0	11, 12	CH, EH	Physical Science	AP Calculus completed or concurrent

**Biology** – Meets the Life Science Standards of the Michigan Science Standards

**Chemistry + Physics** - Meets the Physical Science Standards of the Michigan Science Standards

**Environmental Science** – Meets the Earth, Space, Engineering, Technology, and Applications of Science Standards

## SCIENCE COURSES

### **BIOLOGY – D110**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

Biology is a study of the living world. In this course, an introduction to cellular activity leads to learning the essential and core concepts related to such topics as genetics, cellular energetics, and how the diversity of life changes over time and impacts ecosystems.

### **CHEMISTRY – D215**

CHS, EHS, NHS / 10, 11, 12 / 0.5 Credit

**Prerequisite: Algebra 1 completed or concurrent and successful completion of Biology**

This course focuses on the structure and properties of matter through an understanding of the substructure of atoms and mechanistic explanations of the properties of substances. Chemical reactions are studied through the formation and abundance of the elements, radioactivity, the release of energy from the sun and other stars, and the generation of nuclear power.

### **PHYSICS – D-225**

CHS, EHS, NHS / 10, 11, 12 / 0.5 Credit

**Prerequisite: Algebra 1 completed or concurrent and successful completion of Biology**

This course explores forces and interactions by building an understanding of Newton's Second Law, the conservation of momentum, and the use of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Examination of waves and electromagnetic radiation will occur through the study of wave properties, information technologies, and instrumentation. Energy will be explored through sub-core ideas: definitions of energy, conservation of energy and energy transfer, and the relationship between energy and forces.

### **ENVIRONMENTAL SCIENCE – D530**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

**Prerequisite: Recommended successful completion of Biology**

Students will investigate fundamental environmental issues through scientific inquiry and experience the basics of ecology and sustainable living through labs, activities, current articles from the media, and discussion. The study emphasizes the application of topics from earth science, biology, and chemistry. Students will acquire the insight and knowledge to better understand the complexities of environmental issues.

## ELECTIVES

### **ADVANCED GEOLOGY - D415**

CHS / 11, 12 / 1.0 Credit

**Prerequisite: Successful completion of Biology required; and Chemistry recommended**

Equivalent of a one-semester introductory college course in geological science. This course is designed to be an in-depth study of both the physical and historical aspects of the geology of the Earth. Through fieldwork, students will explore the Earth's surface and interior processes with an emphasis on Michigan's geology. Students in this class will also develop and apply investigative techniques to current geological challenges, such as natural resource allocation, erosional implications, and disaster preparedness and response. Students will also investigate the formation of natural wonders such as the Grand Canyon, Hawaiian volcanoes, and the Rocky Mountains. Students who take and successfully pass the Advanced Geology exam may be able to earn up to 4-semester college credits

### **HUMAN ANATOMY & PHYSIOLOGY – D420**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

**Prerequisites: Successful completion of Biology and Chemistry**

This course is designed to prepare students for college classes in human or health science and is valuable for those who envision a career in medicine, dentistry, veterinary care, physical therapy, nursing, coaching, research, or teaching. The class emphasizes human form (anatomy) and function (physiology) as students study 13 different human systems. The course concludes with a comprehensive dissection laboratory exercise.

### **FORENSIC SCIENCE – D510**

CHS, EHS, NHS / 10, 11, 12 / .5/semester; 1.0/year Credit

#### **Prerequisites: Successful completion of Biology**

In this course, students will learn about forensic science, the application of science to law. Major topics of study include fingerprinting, blood spatter evidence collection and analysis, DNA evidence analysis, trace evidence collection and analysis, proper crime scene procedures, and the legal issues involved with evidence collection and storage. This course may be taken 2 semesters, with a different emphasis in each semester for 1.0 credit (CHS and NHS).

### **SCIENCE OF SPORTS AND GAMES – D560**

CHS / 10, 11, 12 / 0.5 Credit

This course provides students with an opportunity to appreciate the importance of science in everyday life, especially in common occurrences that typically go unnoticed. Students in this course will act as scientists in a non-traditional problem-based learning setting. They will collect, analyze, and interpret data. Students will also design and engineer solutions to real-world problems and issues.

## **SCIENTIFIC RESEARCH PROGRAM**

The Scientific Research Program is a research-based class where students who are passionate about science have an opportunity to conduct scientific research at a college level. It will give students the opportunity to take a specific issue or question, become an expert on that topic, and then actually conduct research in a real-world setting with a mentor scientist. It is a 3-year program beginning in 10<sup>th</sup> grade with Introduction to Scientific Research, then continuing in 11<sup>th</sup> grade with Scientific Research in Practice, and finally in 12<sup>th</sup> grade with Independent Scientific Research Study.

### **SCIENTIFIC RESEARCH IN PRACTICE - D552**

CHS / 11 / 0.5/semester; 1.0/year Credit

#### **Prerequisite: Successful completion of Introduction to Research**

This research in practice class is a continuation of the student's research topic as well as a continuation of work with their mentor scientist. Students will work on a hypothesis and develop a successful testing method for that hypothesis. During this year, the student will conduct research based on their specific topic of study working with their mentor scientist.

### **INDEPENDENT SCIENTIFIC RESEARCH STUDY - D553**

CHS / 12 / 1.0 Credit

#### **Prerequisite: Scientific Research in Practice**

This independent Research Study course will involve students that have successfully completed their research with their mentor scientist in the previous Research in Practice course. The students will perform statistical analysis on the data that they have collected and complete a publishable ready paper for possible journal submission. These students will get a chance to present their research at a symposium open to local scientists and the public. They may also have the opportunity to enter their research into competitions for high school science research.

### **AP BIOLOGY – D610**

CHS, EHS, NHS / 11, 12 / EH-1.0 credit; 2.0 Credits\*

#### **Prerequisite: Strongly recommend successful completion of biology and physical science (chemistry, physics) courses.**

This is a challenging college equivalent course and students must be exceptionally motivated and able to perform at a high level. Most enrollees envision a career in biological science or in the human/health sciences. The curriculum is rigorous and demanding and students are expected to commit significant amounts of time to master the breadth of biology topics described by The College Board. The class is offered to help students achieve success on the AP Biology Exam administered in May. Students earning a 4 or 5 on the AP Biology Exam can earn 5-8 semester credits in biological/life science. The course includes all topics covered in a freshman-level college course for biology majors and utilizes a college textbook. Particular points of emphasis include evolution and the role of DNA in living organisms. Twelve comprehensive labs are conducted to serve as a lab class equivalent in a one-semester college biology class. **\*This is a two-hour course; one credit will be given a letter grade while the accompanying lab credit will be graded Credit/No Credit.**

## **AP CHEMISTRY – D620**

CHS, EHS, NHS / 11, 12 / EH-1.0 credit; CH, NH-2.0 Credits\*

**Prerequisite: Strongly recommend successful completion of physical science (chemistry, physics) and Algebra 2 completed or concurrent**

This challenging course is the college equivalent of first-year inorganic chemistry. The class is designed to prepare students for engineering or medical/health careers as well as for Inorganic and Organic Chemistry in college. It is offered to help students find success on the AP Chemistry exam given by the College Board in May. Students may earn college credit (depending on the college they attend). The course utilizes a college textbook and requires a significant time commitment to accomplish. Laboratory activities are performed both to help prepare students for the AP Exam and to further their knowledge and experience in Chemistry. **\*This is a two-hour course; one credit will be given a letter grade while the accompanying lab credit will be graded Credit/No Credit. May qualify as a 4<sup>th</sup>-year math-related course if taken after the MMC Science requirement has been fulfilled.**

## **AP ENVIRONMENTAL SCIENCE– D630**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

**Prerequisite: Recommended successful completion of Chemistry**

Equivalent of a one-semester introductory college course in environmental science, this class provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is unique because it is multidisciplinary, drawing its content from geology, biology, earth science, chemistry, meteorology, geography, and social issues. Attendance at fieldwork experiences is mandatory. Students are encouraged to take the AP Environmental Science exam in May.

## **AP PHYSICS 1 and 2: Algebra-Based**

The College Board split AP Physics B into two full-year courses, AP Physics 1 and 2. Splitting the AP Physics B course into two separate, full-year courses allows students to achieve an in-depth understanding. They will have more time for hands-on explorations of physics content and inquiry labs. The split further aligns the Algebra-based physics with the Calculus-based physics offering. AP Physics 1 covers the same topics as AP Physics C: Mechanics as well as simple circuits, while AP Physics 2 is the Algebra-based equivalent of AP Physics C: Electromagnetism with the addition of fluid mechanics, thermodynamics, and atomic and nuclear physics. Northern High School will offer AP Physics 1 & 2. Central and Eastern High Schools will continue to offer AP Physics C: Mechanics.

### **AP PHYSICS 1: Algebra-Based – D640**

NHS / 11, 12 / 1.0 Credit

**Prerequisites: Chemistry, Algebra 2**

AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. AP Physics 1 students will also design, construct, and operate an Underwater Remote Operated Vehicle (ROV). The ROV provides students with an avenue to tangibly apply the concepts they are studying. Students are encouraged to take the AP Physics 1 exam in May for possible college credit. **May qualify as a 4<sup>th</sup>-year math-related course if taken after the MMC Science requirement has been fulfilled.**

### **AP PHYSICS 2: Algebra-Based – D642**

NHS / 12 / 1.0 Credit

**Prerequisites: AP Physics 1: Algebra-Based**

AP Physics 2: Algebra-Based is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Students are encouraged to take the AP Physics 2 exam in May for possible college credit. **May qualify as a 4<sup>th</sup>-year math-related course if taken after the MMC Science requirement has been fulfilled.**

## **AP PHYSICS C: Mechanics – D645**

CHS, EHS / 11, 12 / 1.0 Credit

### **Prerequisite: AP Calculus completed or concurrent**

Physics is a science in which we learn more about the details of natural phenomena through reasoning, experimentation, and mathematical analysis. This course prepares students for engineering or other science majors and provides the opportunity to study a college-level calculus-based mechanics course in physics. Students should anticipate that the course will involve intense study that will occupy a significant amount of time. The final outcome of the course is student preparation to take the AP Physics C: Mechanics test in May. **May qualify as a 4<sup>th</sup>-year math-related course if taken after the MMC Science requirement has been fulfilled.**

## **FHPS STEM Academy Course Description**

CHS, EHS, NHS / 9, 10, 11, 12 **(The STEM Academy is housed at Northern High)**

### **Prerequisite: Algebra 1 must be successfully completed prior to STEM Academy admission**

The FHPS STEM Academy is a half-day program designed for the student with a strong interest in the areas of Science, Technology, Engineering, and Mathematics (STEM). Entrance into the Academy is through application only. Students admitted to the STEM Academy will spend half of their day with the general population and the other half of the day with their STEM cohort. STEM Academy students will receive exposure and experience in the field of engineering, receive training in computer programming, and receive instruction in math and science in a flexible environment where class projects will be constructed and presented. One major facet of the STEM Academy is having students get the opportunity to partner with the local business and industries for more career exploration and exposure. This may occur in a variety of forms:

- Design Project - students work in teams, alongside professionals from our community to design and synthesize a tangible product that will address a current societal need.
- Job shadows - students will have the opportunity to shadow in a variety of business/industry settings to further their exploration of career options.
- Job Internships - students will have the opportunity to intern in a local business/industry in an area of interest.

The Academy is a four-year program beginning in the 9th grade. Below is a course progression for students enrolled in the Academy:

### **Freshman Year (3-hour block)**

Required:

- Biology
- Geometry
- Intro to Engineering Design (Fulfills VPAA credit - 1.0)

### **Sophomore Year (3-hour block)**

Required:

- Chemistry/Environmental Science
- Algebra 2
- AP Computer Science Principles

### **Junior Year**

Required:

- Pre-calculus and AP Physics 1

Students are encouraged to take one or more of the following courses:

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Computer Science
- Other Optional Courses: Makerspace, Additional Engineering Course

### **Senior Year**

Required:

- Capstone Experience
- Optional Courses: AP Statistics, AP Calculus

# SOCIAL STUDIES DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
C100	Civics	0.5	11	CH, EH, NH	Civics	
C110	Economics	0.5	11	CH, EH, NH	Economics	
C101/C111	Civics & Economics for Spanish Immersion	1.0	11,12	NH	Civics & Economics	8 <sup>th</sup> grade Spanish Immersion or teacher permission
C210	U.S. History	1.0	10	CH, EH, NH	US History/Geography	
C211	US History for Spanish Immersion	1.0	10	NH	US History/Geography	9 <sup>th</sup> grade Spanish Immersion
C310	World History	1.0	9	CH, EH, NH	World History/Geography	
C311	World History for Spanish Immersion	1.0	9	NH	World History/Geography	Spanish Immersion or teacher permission
C420	Honors International Relations/ Model UN	0.5	9, 10, 11, 12	CH		Teacher recommendation and department head approval
C511	Social Psychology	0.5	9, 10, 11, 12	CH		
C514	Psychology	1.0	11, 12	CH, EH, NH		
C515	Advanced Psychology	0.5	11, 12	CH, NH		Psychology
C518	Sociology	0.5	11, 12	CH, EH, NH		
C520	History of Thought	0.5	11, 12	CH		
C532	History V. Hollywood	0.5	11, 12	CH, EH, NH		U.S. History
C535	Global Issues for Spanish Immersion	0.5	11, 12	NH		
C538	History V. Hollywood for Spanish Immersion	0.5	11, 12	NH		
C610	AP U.S. History	1.0	10, 11, 12	CH, EH, NH	US History/Geography	
C614	AP Psychology	1.0	11, 12	CH, EH, NH		Psychology or Adv. Psychology Recommended
C665	AP Microeconomics	0.5	11, 12	CH, EH, NH	4th year Math	
C620	AP U.S. Gov't & Politics	0.5	11, 12	CH, EH, NH	Civics	
C630	AP World History	1.0	9, 10, 11, 12	CH, EH, NH	World History/Geography	
C650	AP European History	1.0	11, 12	EH, NH		
C660	AP Macroeconomics	0.5	11, 12	CH, EH, NH	4th year Math & Economics	

**Civics** – Meets the Civics Requirement based on the Michigan Merit Curriculum

**Economics** – Meets the Economics Requirement based on the Michigan Merit Curriculum

**US History/Geography** – Meets the US History/Geography Requirement based on the Michigan Merit Curriculum

**World History/Geography** – Meets the World History/Geography Requirement based on the Michigan Merit Curriculum

## SOCIAL STUDIES COURSES

### **CIVICS – C100**

CHS, EHS, NHS / 11 / 0.5 Credit

This semester course has three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions. The knowledge component focuses on questions that should engage every thoughtful citizen. In the intellectual/participatory component, students learn how, when, and where to apply civic knowledge in their role as citizens. The civic disposition component reflects the core democratic values and civic principles essential to the preservation and improvement of American constitutional democracy.

### **ECONOMICS – C110**

CHS, EHS, NHS / 11 / 0.5 Credit

In this semester course, students analyze and study economic concepts and principles in three contextual areas: individual and household, business, and government/public. In addition, students focus on four content areas: the market economy (microeconomics), the national economy (macroeconomics), the international economy, and personal finance. Through understanding economics, students will attain the “economic literacy” vital in today’s world economy.

### **CIVICS/ECONOMICS FOR SPANISH IMMERSION – C101/Civics; C111/Economics**

NHS / 11, 12 / 1.0 Credit

**Prerequisite: Successful completion of 8th grade Spanish Immersion Program or teacher permission**

This course, taught in Spanish, will combine the two one-semester Civics and Economics courses. Students will learn the structure of the American government, modern media in politics, and how to participate in a democracy. In addition, students will learn the fundamental concepts of economics at the personal, business, market, and international levels. This course emphasizes students’ evaluative skills as Spanish speakers, as well as continues developing pre-SAT writing skills.

### **U.S. HISTORY – C210**

CHS, EHS, NHS / 10 / 1.0 Credit

This comprehensive yearlong study of United States history, with special emphasis on the 20<sup>th</sup> century, will stress political, economic, social, diplomatic, and cultural developments during the last 100 years. Students will be required to read several historical works and to become acquainted with historical research techniques and basic historical writing.

### **US HISTORY FOR SPANISH IMMERSION – C211**

NHS / 10 / 1.0 Credit

**Prerequisite: Successful completion of 9th grade Spanish Immersion Program or teacher permission.**

This comprehensive year-long study of United States history, taught in Spanish, emphasizes political, economic, and social structure during the last 100 years. Students further develop skills in analyzing text for bias, point-of-view, audience, and purpose as well as engaging with American cultural themes and practice through interpersonal and interactive tasks. Pre-SAT reading and writing skills are integrated into course content.

### **WORLD HISTORY - C310**

CHS, EHS, NHS / 9 / 1.0 Credit

This yearlong course takes a global and comparative approach to study the world and its past to develop a greater understanding of the development of worldwide events, processes, and interactions among the world's people, cultures, societies, and environment. The course engages students in cross-temporal and cross-regional studies; within historical eras, students work at three interconnected spatial scales: global, interregional, and regional. Five historical eras are covered: 1) Hemispheric Interactions (300 to 1500 C.E.); 2) Emergence of the 1<sup>st</sup> Global Age (15<sup>th</sup> to 18<sup>th</sup> centuries); 3) Global Revolutions (18<sup>th</sup> century to 1914); 4) Global Crisis & Achievement (1900-1945); and 5) The Cold War & Its Aftermath (20<sup>th</sup> century since 1945).

### **WORLD HISTORY FOR SPANISH IMMERSION – C311**

NHS / 9 / 1.0 Credit

**Prerequisite: Successful completion of 8th grade Spanish Immersion Program or teacher permission**

This year-long course, taught in Spanish, takes a global approach to study historical and geographic themes over the last 1500 years, introducing analytical and comparative reading strategies. As writers, students develop their abilities to integrate authentic sources with prior knowledge in order to demonstrate their learning.

### **AP U.S. HISTORY – C610**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

This course is a comprehensive, accelerated, college-level survey course encompassing North American and United States history and geography from the colonial era to the present. It is designed for students who have a serious interest in history and who have excellent language arts skills, as extensive content area reading and writing are required. Students enrolled in this course are encouraged to take the AP U.S. History examination, which is offered in May. A research project will also be assigned during the final marking period.

### **AP UNITED STATES GOVERNMENT AND POLITICS – C620**

CHS, EHS, NHS / 11, 12 / 0.5 Credit

This intense and demanding course studies the structures and functions of the American political and national governmental systems. The text is a detailed and extensive 23-chapter, college-level book; exceptional reading and writing skills are a must. Additional readings will include journal, newspaper, and magazine articles. Students will average a multiple-choice test and one graded essay assignment a week related to chapter topics. Testing in the course will model the form and style of the actual Advanced Placement exam. A number of political videos and other political television programming will be used. Students in the course are encouraged to take the AP U.S. Government exam in May. This course may be taken in sequence with AP Comparative Government and Politics. **Please Note: This course can be taken to fulfill the Civics requirement.**

### **AP WORLD HISTORY – C630**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions, and organization, and technology and innovation.

## **AP MACROECONOMICS – C660**

CHS, EHS, NHS / 11, 12 / 0.5 Credit

The purpose of this college-level course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students are encouraged to take the AP Test in May to potentially earn college credit. **May qualify as a 4<sup>th</sup>-year math-related course. Please Note: This course can be taken to fulfill the Economics requirement.**

## ADDITIONAL SOCIAL STUDIES ELECTIVES

### **HONORS INTERNATIONAL RELATIONS/MODEL UN – C420**

CHS / 9, 10, 11, 12 / 0.5 Credit

#### **Prerequisite: Teacher recommendation and department head approval**

Students will learn the basic rules of parliamentary procedure. The structures and functions of United Nations Committees and agencies, how to conduct international policy research, how to write position papers and U.N. resolutions, how to formulate and present reasoned arguments in the extemporaneous oral debate, and participate in a number of other engaging activities. Students are expected to compete at one of two Model United Nations conferences held off-site during the semester at their own expense. Students may take the course four times, once in each grade level, for grade and credit.

### **SOCIAL PSYCHOLOGY – C511**

CHS / 9, 10, 11, 12 / 0.5 Credit

This course is designed to help prepare students for adult life. Students will learn how to cope more effectively with feelings about themselves and others, establish satisfying relationships, and make decisions about personal values that affect their lives. Personal awareness and self-concept, changing roles, building relationships, dating, mate selection, marriage customs/laws, and marital adjustments will be studied. Social issues such as abuse/neglect, eating disorders, suicide, teen pregnancy, and substance abuse are also addressed.

### **PSYCHOLOGY – C514**

CHS, EHS, NHS / 11, 12 / 0.5 Credit

This introductory course encompasses topics such as conditioning, learning, personality theory and development, abnormal behavior, personality assessment, stress, frustration, treatment of personality disorders, authority, and obedience. Critical thinking, role-playing, and large and small group discussion are activities required in this course.

### **ADVANCED PSYCHOLOGY – C515**

CHS, NHS / 11, 12 / 0.5 Credit

#### **Prerequisite: Successful completion of Psychology**

The emphasis of the course is on topics of social psychology, such as: social behavior, individuality and conformity, domestic violence, racism, crime, and punishment. The course will expose students to readings and discussions of theorists in the field.

### **SOCIOLOGY – C518**

CHS, EHS, NHS / 11, 12 / 0.5 Credit

This is an introductory survey course that examines the principles of sociology and the methodology of the sociologist. The course will examine groups, the group process, and institutions and how they operate. Current controversial social issues may be discussed, such as substance abuse, crime, and death and dying. Critical thinking, role-playing, and group discussion are activities required in the course.

### **HISTORY OF THOUGHT – C520**

CHS / 11, 12 / 0.5 Credit

This course seeks not only to acquaint students with the basics of Western thought but also seeks the outcome of the application of those basics to personal experience. Through lectures, readings, movies, discussions, and essays, students will explore the answers philosophers have given to the foundational questions inherited from the Greeks, as well as examine, develop, and refine their own philosophy of life.

**HISTORY V. HOLLYWOOD - C532**

CHS, EHS, NHS / 11, 12 / 0.5 Credit

**Prerequisite: Successful completion of US History**

Students will examine the critical study of film versus historical accuracy. Formal, economic, social, and historical aspects of films and reception in the U.S. will also be studied. This course will develop an understanding of the relationships between cinema and American culture and involves close textual analysis of historically important and/or exemplary films.

**GLOBAL ISSUES FOR SPANISH IMMERSION - C535**

NHS / 11, 12 / 0.5 Credit

This elective course is a capstone experience for the Spanish Immersion Social Studies program, allowing students to apply their Spanish skills as researchers, collaborators, and presenters. Students research global themes in modern society through chronological, geographical, and socioeconomic lenses. This course heavily emphasizes current events in human rights, as well as American foreign policy.

**HISTORY V. HOLLYWOOD FOR SPANISH IMMERSION - C538**

NHS / 11, 12 / 0.5 Credit

**Prerequisite: Successful completion of US History**

This course, taught in Spanish, will examine the critical study of film versus historical accuracy. Formal, economic, social, and historical aspects of films and reception in the U.S. will also be studied. This course will develop an understanding of the relationships between cinema and American culture and involves close textual analysis of historically important and/or exemplary films.

**AP PSYCHOLOGY - C614**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

**Prerequisite: Psychology or Advanced Psychology recommended**

The primary purpose of this introductory college-level course is to prepare students for the AP Psychology exam offered in May. Students will learn methods, approaches, and history of psychology; biological bases of behavior; sensation and perceptions; learning, cognition; developmental psychology, testing, and individual differences; and treatment of psychological disorders.

**AP EUROPEAN HISTORY – C650**

EHS, NHS / 11, 12 / 1.0 Credit

This course focuses on developing students' understanding of European history from approximately 1450 to the present. This course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past.

**AP MICROECONOMICS - C665**

CHS, EHS, NHS / 11, 12 / 0.5 Credit The purpose of this college-level course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It 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. Students are encouraged to take the AP test in May to potentially earn college credit. **May qualify as a 4th-year math-related course.**

# WORLD LANGUAGE DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
F110	French 1	1.0	9, 10, 11, 12	CH, EH	World Lang	
F210	French 2	1.0	9, 10, 11, 12	CH, EH	World Lang	Successful completion of French 1
F310	French 3	1.0	10, 11, 12	CH, EH	World Lang	Successful completion of French 2
F410	French 4	1.0	11, 12	CH, EH	World Lang	Successful completion of French 3
F610	AP French	1.0	11, 12	CH, EH	World Lang	Successful completion of French 4 or equivalent
F120	Spanish 1	1.0	9, 10, 11, 12	CH, EH, NH	World Lang	
F220	Spanish 2	1.0	9, 10, 11, 12	CH, EH, NH	World Lang	Successful completion of Spanish 1
F320	Spanish 3	1.0	10, 11, 12	CH, EH, NH	World Lang	Successful completion of Spanish 2
F420	Spanish 4	1.0	11, 12	CH, EH, NH	World Lang	Successful completion of Spanish 3
F620	AP Spanish Language and Culture	1.0	11, 12	CH, EH, NH	World Lang	Successful completion of Spanish 4 or equivalent
F621	AP Spanish Literature	1.0	11, 12	NH	World Lang	Successful completion of AP Spanish Language & Culture
F130	American Sign Language 1	1.0	9, 10, 11, 12	CH, EH, NH	World Lang	
F230	American Sign Language 2	1.0	10, 11, 12	CH, EH, NH	World Lang	Successful completion of ASL 1
F330	American Sign Language 3	1.0	11, 12	CH, EH, NH	World Lang	Successful completion of ASL 2
F430	American Sign Language 4	1.0	12	CH, NH, EH	World Lang	Successful completion of ASL 3
F140	Chinese 1	1.0	9, 10, 11, 12	CH, EH, NH	World Lang	
F240	Chinese 2	1.0	10, 11, 12	CH, EH, NH	World Lang	Successful completion of Chinese 1
F340	Chinese 3	1.0	11, 12	CH, EH, NH	World Lang	Successful completion of Chinese 2
F440	Chinese 4	1.0	11, 12	CH, EH, NH	World Lang	Successful completion of Chinese 3
F221	Spanish Immersion 9	1.0	9	NH	World Lang	Spanish Immersion Program
F321	Spanish Immersion 10	1.0	10	NH	World Lang	Spanish Immersion Program
F3422	Spanish Immersion Honors 10	1.0	10	NH	World Lang	Spanish Immersion Program
F421	Spanish Immersion 11	1.0	11	NH	World Lang	Spanish Immersion Program

**World Language** – Meets the World Language Requirement based on the Michigan Merit Curriculum.

## WORLD LANGUAGE COURSES

### **FRENCH 1 – F110**

CHS, EHS / 9, 10, 11, 12 / 1.0 Credit

During the first year of French, students will experience the cultures and language of French-speaking peoples around the world. Through the use of authentic materials, students will be able to communicate in French at the novice level, developing their skills in listening, speaking, reading, and writing.

Authentic materials from the Internet and other sources, including French songs, videos, and games, will be used throughout the course. Students will engage in many hands-on projects in the classroom including creating a restaurant, going shopping for school supplies, and other fun activities.

### **FRENCH 2 – F210**

CHS, EHS / 9, 10, 11, 12 / 1.0 Credit

#### **Prerequisite: Successful completion of French 1**

This course is a continuation of French I. Using the series *Bien Dit*, students will continue to develop the skills of listening, reading, and writing began in the first year. Knowledge of the Francophone world will be expanded as well as the students' vocabulary base and cultural awareness. Students will continue to practice language acquisition through audio, video, CD, text, and workbook components. They will also be expected to do some journal writing as well as use the target language in the classroom.

### **FRENCH 3 – F310**

CHS, EHS / 10, 11, 12 / 1.0 Credit

#### **Prerequisite: Successful completion of French 2**

This course also uses the series *Bien Dit* and continues the traditions that started in the first two years. A goal of this course is to switch to the teacher and students using mostly French in the classroom setting. Along with the continued expansion of all the skills from the first two years, the French book *Le Petit Prince* will be studied.

### **FRENCH 4 – F410**

CHS, EHS / 11, 12 / 1.0 Credit

#### **Prerequisite: Successful completion of French 3**

French 4 continues to perfect speaking, comprehension, reading, and writing skills with a survey of French history and literature as the main focus. The course is conducted in French. Grammar and vocabulary review is also stressed.

### **AP FRENCH – F610**

CHS, EHS / 11, 12 / 1.0 Credit

#### **Prerequisite: Successful completion of French 4 or equivalent**

This class is geared toward serious students who love French and want to continue their study at the university level. Using the series *Interaction*, students will study many aspects of modern life in the Francophone world. They will continue to practice reading, speaking, listening, and writing as well as do some class presentations. This class will be conducted entirely in French. Students will also prepare for the AP test and may choose to take this exam at the end of the year.

### **SPANISH 1 – F120**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

During the first year of Spanish, students will experience the cultures of Spanish-speaking people both abroad and in the US. Students will develop skills in listening, speaking, reading, and writing, as well as study common vocabulary and grammar patterns. The *Realidades* series that we use offers many varied opportunities for students to practice all aspects of language acquisition through audio, video, CD, text, and workbook components. This class is very important in forming a strong base for future study of the language.

### **SPANISH 2 – F220**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

#### **Prerequisite: Successful completion of Spanish 1**

Spanish 2 students will further develop skills acquired in Spanish 1. They will increase their knowledge of vocabulary and grammar, as well as of culture and geography using the *Realidades* textbook series.

### **SPANISH 3 – F320**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

#### **Prerequisite: Successful completion of Spanish 2**

Students enrolled in this course will be expected to do most coursework in the Spanish language. In order to foment the study of culture, geography, and civilization, there will be various learning opportunities. Students will demonstrate accumulated reading strategies by reading a novel in the target language.

### **SPANISH 4 – F420**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

#### **Prerequisite: Successful completion of Spanish 3**

Fourth year of Spanish provides the opportunity for students to concentrate on perfecting skills introduced in the first three years of Spanish; namely speaking, listening, reading and writing. Grammar is intensively reviewed and students will continue to show mastery of these concepts in both their speaking and writing. As they explore the vast world of Hispanic culture and literature, students will learn and apply vocabulary and key expressions relating to literary criticism as well as "essay writing". Students will demonstrate mastery through written, oral, and aural tests, presentations, conversation groups, as well as journal and essay writing.

### **AP SPANISH LANGUAGE AND CULTURE– F620**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

#### **Prerequisite: Successful completion of Spanish 4 or the equivalent**

Students will concentrate on creating precise, advanced essays and other writings. Students will produce authentic, fluid dialogues, and oral essays. Students also will use various authentic reading materials to strengthen their reading comprehension.

### **AP SPANISH LITERATURE - F621**

NHS / 11, 12 / 1.0 Credit

#### **Prerequisite: Successful completion of AP Spanish Language and Culture**

The AP Spanish Literature course is a survey course that covers the six AP Spanish Literature themes and the entire AP Spanish Literature reading list. The course is conducted entirely in Spanish and covers Spanish and Latin American authors and their works from the medieval period to the present day. The works are presented in chronological order in order to integrate the historical themes, art, and literary movements of the different time periods. Students will consider the socio-cultural context of each work and engage in analytical thinking and discussion. Students will develop proficiency in Spanish in all skills, with an emphasis on critical reading and analytical writing. Students will be prepared to take the AP Spanish test in May.

### **AMERICAN SIGN LANGUAGE 1 – F130**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

American Sign Language (ASL) is a two-semester course. This course introduces the fundamentals of ASL used by the Deaf Community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. It focuses on communicative competence and develops gestural skills as a foundation for ASL enhancement. ASL introduces cultural knowledge and increases understanding of the Deaf Community. Students will leave with an understanding of basic sentences as well. This course is intended for all students.

**AMERICAN SIGN LANGUAGE 2 – F230**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

**Prerequisite: Successful completion of both semesters of ASL 1**

American Sign Language 2 is a two-semester course in American Sign Language and Deaf Culture. Students will have a further understanding of ASL and practice with fingerspelling, numbers, facial grammar, and sentence structure. Students will spend time in expressive and receptive language interactions.

**AMERICAN SIGN LANGUAGE 3 – F330**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

**Prerequisite: Successful completion of both semesters of ASL 2**

American Sign Language 3 is a two-semester course. ASL 3 builds on skills learned in ASL 2, adding more complex ASL grammatical features and vocabulary. Students will also acquire and share more short stories, narratives, and dialogues. The course will include a further description of general surroundings, appropriate sequencing, temporal aspects, and conditionals. Information about the Deaf Community and Deaf Culture will be included.

**AMERICAN SIGN LANGUAGE 4 – F430**

CHS, EHS, NHS / 12 / 1.0 Credit

**Prerequisite: Successful completion of both semesters of ASL 3**

American Sign Language 4 is a two-semester course. This course applies knowledge of ASL grammar and vocabulary from levels 1, 2, and 3. Students will expand their knowledge of vocabulary by describing settings, step-by-step processes, cause and effect, and culturally significant topics relating to the Deaf community. Students will also develop their use of character role shifting from the use of 2-3 character roles to multiple characters and discussion of hypothetical issues. Emphasis is also placed on greater fluency in the idiomatic language. Linguistics competence is enhanced through interactive discourse with native language users. Students should be allowed to attend and create events in the community during the school day as part of the class.

**CHINESE 1 – F140**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

This course introduces students to the Mandarin Chinese language and culture. Students will utilize an e-textbook as one of the learning tools.

**CHINESE 2 – F240**

CHS, EHS, NHS / 10, 11, 12 / 1.0 Credit

**Prerequisite: Successful completion of Chinese 1**

Students will further develop skills acquired in Chinese 1. Language and culture will continue to be emphasized as students learn more sophisticated language structures for speaking, listening, writing, and comprehension.

**CHINESE 3 – F340**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

**Prerequisite: Successful completion of Chinese 2**

Students will continue where Chinese 2 left off with a continued emphasis on speaking, reading, writing, and culture lessons. Students will learn increasingly sophisticated structures and become more adept at handling themselves in varied situations using Chinese entirely.

**CHINESE 4 – F440**

CHS, EHS, NHS / 11, 12 / 1.0 Credit

**Prerequisite: Successful completion of Chinese 3**

Chinese 4 provides students the opportunity to perfect speaking, comprehension, reading, and writing. Students will be further immersed in both the Chinese language and culture.

## **SPANISH IMMERSION LANGUAGE COURSES**

**Prerequisites for all Spanish Immersion courses: Successful completion of 8th grade Spanish Immersion Program or teacher permission.**

Students will increase their proficiency with interpersonal listening and speaking, interpretive reading, and writing, and presentational writing with a focus on accurate grammatical structures and paragraph length(s) for writing and discourse according to the National Standards for Foreign Language learning. Students will be exploring various disciplines and cultures to promote language study for living and working in a Spanish-speaking country or using the target language here in the States in their chosen careers. Immersion classes are leveled for steadily increasing proficiency or language use and need to be taken in sequence for full 1.0 credit for optimum language learning. Skipping years or semesters in the sequence is highly discouraged.

### **SPANISH IMMERSION 9 – F221**

NHS / 9 / 1.0 Credit

This course will provide experiences that will enable the students to achieve the three overarching course objectives: to use Spanish for effective communication, to use Spanish to acquire new knowledge in a variety of fields, and to develop an understanding of the cultures of the many people who speak Spanish (with a cultural focus on the Caribbean and Mexico).

### **SPANISH IMMERSION 10 – F321**

NHS / 10 / 1.0 Credit

In this course, students will continue to develop and strengthen grammatical accuracy and language skills in all areas of communication (speaking, listening, reading, and writing), while enriching their cultural knowledge of the Spanish-speaking world. The cultural focus of this class will be on Spain.

### **SPANISH IMMERSION HONORS 10 – F3422**

NHS / 10 / 1.0 Credit

This is an accelerated course that covers all of the grammar and select topics of SI 10 and SI 11 in one year. Students will be expected to maintain a rigorous pace in order to prepare for AP Spanish Language and Culture as juniors and AP Spanish Literature and Culture as seniors. As with other SI courses, the development will cover all areas of communication (speaking, listening, reading, and writing), with a heavy cultural focus on the Spanish-speaking world. Students will be expected to use Spanish exclusively for all communication.

### **SPANISH IMMERSION 11 – F421**

NHS / 11 / 1.0 Credit

In this course, students will continue to develop and strengthen grammatical accuracy and language skills in all areas of communication (speaking, listening, reading, and writing), while enriching their cultural knowledge of the Spanish-speaking world. The cultural focus will be on South America.

### **SPANISH IMMERSION 12 - F521**

NHS / 12 / 1.0 Credit

**Prerequisite: Successful completion of Spanish 11 or equivalent and teacher approval.**

In this course, students will continue to spiral up proficiency and strengthen their grammatical accuracy through the four skills (reading, writing, speaking and listening). Special emphasis will be placed on two or more skills depending on the needs of the student. Students will be expected to use authentic resources and speak and write only in Spanish.

## **SPANISH IMMERSION ENDORSEMENT ON TRANSCRIPT**

Students graduating from Northern High School can earn a Spanish Immersion endorsement on their transcript and diploma if they have met one of the following:

1. Pass one course per year of high school in the Spanish Immersion Program
2. Pass AP Spanish Language and Culture

# **CHINESE IMMERSION DUAL ENROLLMENT PROGRAM WITH WESTERN MICHIGAN UNIVERSITY**

The partnership between FHPS and WMU provides an option for Chinese immersion students at FHN High School to continue their Chinese language proficiency learning and growth in high school while earning college credits. Students who successfully complete all courses in this program will earn up to 28 credits at WMU, which is equivalent to a Chinese minor degree from the Department of World Languages at Western Michigan University.

The program consists of one course every semester, 7 credits per year. Courses are instructed by highly qualified WMU professors, and students are considered college students under the [WMU High School Dual Enrollment Student Handbook](#) for those courses

Application to this program is available to Chinese immersion students at FHN high school only. Admission to the program is determined by the WMU Admissions Office based on the following requirements established by the WMU's Admissions Office for this program:

- High School GPA of at least 3.00. For incoming 9th-grade students, this GPA is taken from their 8th-grade Chinese Immersion class semester grades and other high school courses, if applicable
- Qualifying score on the WMU Chinese language assessment
- Permission from parent/guardian

Chinese immersion students who do not meet the admission requirements, and those who choose not to participate, can enroll in traditional high school Chinese world language courses at NHS.

The following courses are the courses currently being offered at NHS through WMU. These courses are subject to change as WMU's program changes.

## **Chinese Immersion - Basic Chinese II - F141A**

NHS / 9 / 4.0 WMU College Credits

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – World Language and Culture Category.

## **Chinese Immersion - Chinese Calligraphy - F141B**

NHS/ 9 / 3.0 WMU College Credits

Introduction to the history of Chinese calligraphy and a theoretical framework for recognition of the aesthetic qualities of the brushwork. A series of practice sessions will be held to facilitate a hands-on learning process for the layperson on major scripts. Taught in English, with translation for Chinese characters, can count toward a minor in Chinese. This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – Artistic Theory and Practice Category.

## **Chinese Immersion - Intermediate Chinese I - F242A**

NHS / 10 / 4.0 WMU College Credits

### **Prerequisite: Basic Chinese II**

The development of spoken and written expressions in Chinese. Review of fundamental grammar and skills.

### **Chinese Immersion - Business Chinese - F242B**

NHS / 10 / 3.0 WMU College Credits

This course is designed to introduce students to various aspects of Chinese business culture and to provide basic business Chinese training. By linking the relationship between business culture and business language, this course will equip students with basic language skills and knowledge to do business in Chinese-speaking countries and areas or with Chinese companies. Topics such as the following will be studied: the first business meeting; business negotiation; business connection; signing a contract; shipping and handling; and foreign trade corporations. We will emphasize communicative activities, and combine language training with the introduction of Chinese business culture. Although students have different language backgrounds, all students are required to make a good-faith effort to speak the target language at every relevant opportunity. It is our goal to use as much Chinese as possible while participating in this program. By the end of the course, students should be able to actively participate in basic business conversations.

### **Chinese Immersion - Intermediate Chinese II - F343A**

NHS / 11 / 4.0 WMU College Credits

#### **Prerequisite: Intermediate Chinese I**

The continued development of spoken and written expressions in Chinese. Readings and discussions of civilization and culture materials.

### **Chinese Immersion - Chinese Life & Culture - F343B**

NHS / 11 / 3.0 WMU College Credits

This course is an introduction to Chinese society, culture, and history. The course is designed to increase students' foundational knowledge of the social sciences, humanities, and the arts of China, with the ability to apply key concepts beyond the course content (in other words, beyond the context of East Asia). This class will examine high points of Chinese culture and history while critically analyzing its cultural production (writing, art, film, etc.). Meanwhile, the class will repeatedly return to key themes that apply also outside the Chinese context. These may include factors that accelerate or slow down cultural development, the ways that cultures hybridize and change as the result of intercultural exchange, the ways that events on the world stage shape the life and culture of people at the individual level, and the ways that cultures and nations react during times of crisis. This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – Societies and Cultures Category.

### **Chinese Immersion - Chinese Composition - F444A**

NHS / 12 / 3.0 WMU College Credits

#### **Prerequisite: Intermediate Chinese II**

Advanced study of composition in Chinese. Emphasis is upon increasing the student's command of written Chinese. Chinese characters competency and basic skills in using Chinese word processors are reinforced.

### **Chinese Immersion - Chinese Conversation - F444B**

NHS / 12 / 4.0 WMU College Credits

#### **Prerequisite: Intermediate Chinese II**

Advanced study of conversation in Chinese. Students practice spoken Chinese through role-playing, the viewing of films, discussion, and other oral activities. Emphasis on both listening and speaking of the language.

## **CHINESE IMMERSION ENDORSEMENT ON TRANSCRIPT**

Students graduating from Northern High School can earn a Chinese Immersion endorsement on their transcript and diploma if they have met the following:

1. Participated in the Chinese Immersion program throughout their K-12 experience.
2. Successfully completed at least one Chinese Immersion course each year of high school.

# SPECIAL EDUCATION DEPARTMENT

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
N900	Academic Strategies	1.0	9, 10, 11, 12	CH, EH, NH		Current Individualized Education Plan (IEP)
B900	Reading Strategies	0.5	9, 10, 11, 12	EH		
E900	Math Strategies	0.5	9, 10, 11, 12	EH		
B916A B916B	Reading and Writing Strategies, Level 1	1.0	9, 10, 11, 12	CH, EH, NH	ELA	Current Individualized Education Plan (IEP)
B917A B917B	Reading and Writing Strategies, Level 2	1.0	9, 10, 11, 12	CH, EH, NH	ELA	Current Individualized Education Plan (IEP)
V340	Kent Career Technical Center	3.0	11, 12	CH, EH, NH		
E201A E201B	Foundations of Alg/Geom 1	1.0	9, 10, 11, 12	CH	Alg/Geom	Current Individualized Education Plan (IEP)
E202A E202B	Foundations of Alg/Geom 2	1.0	9, 10, 11, 12	CH	Alg/Geom	Current Individualized Education Plan (IEP)

**The prerequisite for all classes is teacher recommendation and the current Individualized Education Program (IEP).**

## SPECIAL EDUCATION

### RESOURCE ROOM AND TEACHER CONSULTANT SERVICES

Resource room and teacher consultant services enhance rather than replace the regular education curriculum. The resource program is not divided by disabilities and accommodates all students. Students are expected to meet the Michigan Merit Curriculum expectations in order to receive a diploma.

### ALTERNATE CURRICULUM

The major determining factor for placement in these classes is based on the degree the disability affects the student's ability to succeed in regular education settings. Typically, all students are mainstreamed wherever they can be successful. If students need more support they may be placed in classes, which replace many regular education classes. It is possible for a student to take all of his/her classes in a special education setting, but he/she may not be eligible for a diploma. (See page 7)

### ACADEMIC STRATEGIES - N900

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

#### **Prerequisite: Current Individualized Education Plan (IEP)**

This course is designed to assist students in improving academic performance and meeting IEP goals and objectives. Focus areas include: work completion, time management, organization, grade improvement, extended time for test completion, and academic support in the core curriculum. Students will be evaluated through progress on grades in PowerSchool. Students will be graded CR or NC for this course based on assignment completion in all classes and student handbook attendance guidelines.

## **READING AND WRITING STRATEGIES, LEVEL ONE - B916A and B916B**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

### **Prerequisite: Current Individualized Education Plan (IEP)**

Student learning will focus on English Language Arts skills. Students will read a variety of genres including, but not limited to, narrative, expository, and informational texts. Students will use a variety of reading comprehension strategies to aid in their understanding of various reading assignments. Students will also focus on understanding and identifying figurative language and literature terms within assigned texts. Students will learn various sentence types and grammar that will be used to improve their overall writing skills. Many topics will be aligned with the 9th and 10th-grade ELA standards.

## **READING AND WRITING STRATEGIES, LEVEL TWO – B917A AND B917B**

CHS, EHS, NHS / 9, 10, 11, 12 / 1.0 Credit

### **Prerequisite: Current Individualized Education Plan (IEP)**

This course is a continuation of the Reading Strategies Level One course. Students will work towards improving reading fluency and comprehension with grade-level texts. Essay writing and creative writing will also be a focus of this course. Topics will specifically be aligned to the 11th and 12th grade ELA standards.

## **KENT CAREER TECHNICAL CENTER – V340**

CHS, EHS, NHS / 11, 12 / 3.0 Credits

Prerequisite: Application and interview; see a counselor for details. [Kent Career Technical Center High School Credit Equivalency](#)

The Kent Career Tech Center, located at 1655 East Beltline NE, is an educational service of the Kent Intermediate School District. KCTC enrolls more than 2,300 students from over 60 public and private high schools each year. The Center's 20+ programs are designed to prepare students for careers and advanced study, which range from college degrees to apprenticeships, technical training, and certifications. Students can earn free college credits in many of the programs. The Tech Center also offers business connections with nearly 300 area business people. These industry experts offer opportunities to students for job shadows, on-site work experiences, and internships.

Programs within KCTC are grouped together in clusters of common occupational groups in order to maximize interaction and develop a core of common skills. Clustering serves the functions of a career exploration experience, multiple occupational preparations, job entry preparation, and/or a prelude to higher education. Classes are designed around work environments and emulate real-world applications. Lab instruction emphasizes computers and technology.

Students interested in attending the Tech Center should see their high school counselor to schedule a program visit or call KCTC at (616) 364-8421 for additional information. Enrollment requests should be submitted to your counseling office by March 20th for the following fall enrollment.

Classes meet 5 days per week throughout the school year.

- o **First session:** **6:55 a.m. – 9:10 a.m.**
- o **Second session:** **9:15 a.m. – 11:30 a.m.**
- o **Third session:** **12:00 a.m. – 2:15 p.m.**

- Students earn three credits per year for successful completion of course requirements. Most programs offer articulated and direct college credit as well.
- No tuition is charged.
- Round trip bus transportation between the high school and KCTC will be available.
- Main campus is located at 1655 East Beltline, Grand Rapids Michigan, with satellite campuses for specific programs at Gerald R Ford International Airport, GRCC's Applied Technology Center, The Downtown Market, and GVSU's Cook-DeVos Center downtown.
- For more information on individual programs go to: [thetechcenter.org](http://thetechcenter.org)

# SPECIAL OPPORTUNITIES

COURSE #	TITLE	CR	RECOMMENDED LEVEL	SCHOOL OFFERED	MEETS MMC REQS	PREREQUISITE
M250	Gone Boarding Class	1.0	11, 12	CH, EH, NH (NHS location)	VPAA, PE	
GB250	Gone Boarding Program	4.0	12	CH, EH, NH (NHS location)	VPAA, PE, Health, ELA (11 or 12), 4th year Math, Business/ Marketing	
I115	Board Building & Design	0.5	11, 12 (senior preference)	CH, EH	VPAA	
N610	AP Seminar	1.0	11	CH, NH		
N611	AP Research	1.0	12	CH		AP Seminar
N550	Leadership	0.5	9, 10, 11, 12	EH		
N100	Pathways for Success	0.5/semester 1.0/year (credit/no credit)	9, 10, 11, 12	CH, EH, NH		Counselor/Teacher approval
N800	Multilingual Learners Support	0.5/semester	9, 10, 11, 12	CH, EH, NH		MLL & Teacher approval
N430	Teacher Cadet	0.5/semester 1.0/year	11, 12	CH, NH		EDP with career-goal of teaching
N450	Senior Projects	0.5	12	CH, EH, NH		
N460	Peer-to-Peer	0.5/semester 1.0/year	9, 10, 11, 12	EH, NH		
	Project NEXT		9, 10, 11, 12	NH		
N700	Independent Study	0.5	9, 10, 11, 12	CH, EH, NH		Pre-approval by principal, counselor, appropriate teacher, and parent
N200	On-Line Courses, including Michigan Virtual School	0.5	9, 10, 11, 12	CH, EH, NH		Written approval from counselor and principal
N299-300	Dual Enrollment Courses		9, 10, 11, 12	CH, EH, NH		
V310	Work Experience	0.5/semester 1.0/year	11, 12	CH, EH, NH		
V410	Cooperative Education	1.0/semester	11, 12	CH, EH, NH		
	Hawk Team		9, 10, 11, 12	EH		
	Take the Lead		9, 10, 11, 12	EH		
V340	Kent Career Technical Center	3.0	11, 12	CH, EH, NH		

## **SPECIAL OPPORTUNITIES**

### **GONE BOARDING CLASS – M250**

CHS, EHS, NHS / 11, 12 / 1.0 Credit (LOCATION NHS)

This cross-curricular class (Physical Education and VPAA) will run as a 2-hour block with a portion of the time spent collaboratively designing and producing a snowboard, long-board, and surfboard/stand up paddleboard. Students will use mathematical practices for college and career readiness during this process. The other portion will engage students in learning and developing the physical skills involved in snowboarding, longboarding, and surfing/stand-up paddling. Through this course, students will participate in the product development process as well as develop an approach to lifelong wellness. Basic supplies are provided. Individual projects may incur additional costs.

### **GONE BOARDING PROGRAM –GB250**

CHS, EHS, NHS / 12 / 4.0 Credit (LOCATION NHS)

There are no prerequisites for this class. This full-year cross-curricular class (Physical Education, Health, English/Language Arts, Mathematics, Business/Marketing, and VPAA) will run as a 3-hour block. This is an enhanced version of the regular Gone Boarding class. Students will:

- Engage in learning and developing the physical skills involved in snowboarding, long-boarding, surfing/stand-up paddling, and wakeboarding at a deeper level than regular Gone Boarding.
- Work individually and collaboratively to design and produce longboards/skateboards, snowboards/skis, surfboards/stand-up paddleboards, etc.
- Fulfill their health credit requirement.
- Apply business/marketing/finance strategies related to the industry.
- Receive their English 11 or English 12 standards with embedded standards.
- Basic supplies are provided. Individual projects may incur additional costs.

### **BOARD BUILDING AND DESIGN – I115**

CHS, EHS/ 11, 12 (preference given to seniors) / 0.5 Credit

Students will spend the semester designing and building one or more of a variety of action sports boards including surfboards, paddle boards, wake surf, wakeboards, skis, snowboards, skateboards and/or longboards. The construction focus will be on board shape and style, lamination methods, and graphic design. Students will also be given the opportunity to use and try some of these boards throughout the semester. No prior experience is necessary.

### **AP SEMINAR – N610**

CHS, NHS / 11 / 1.0/year Credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations.

### **AP RESEARCH – N611**

CHS / 12 / 1.0/year Credit

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; ethical research practices, accessing, analyzing, and synthesizing information.

### **LEADERSHIP – N550**

EHS / 10, 11, 12 / 0.5/semester Credit

This course is designed for students to learn leadership skills. Students will be presented with multiple opportunities to apply their learning through a wide variety of school and community activities, as well as service projects.

### **PATHWAYS FOR SUCCESS – N100**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5/semester

#### **Prerequisite: Counselor or teacher approval**

This class will offer students an opportunity to develop the organizational skills that are important to academic success. Students will be shown tools and strategies that will enable them to increase their work completion rate, meet assignment deadlines, and become more proactive in the school setting. This course will be graded on a Credit/No Credit basis only.

### **MULTILINGUAL LEARNER SUPPORT - N800**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5/semester

#### **Prerequisite: MLL students and teacher approval**

This class will offer Multilingual learners an opportunity to develop the organizational skills that are important to academic success. Students will be shown tools and strategies that will enable them to increase their work completion rate, meet assignment deadlines, and become more proactive in the school setting.

### **TEACHER CADET – N430**

CHS, NHS / 11, 12 / 0.5/semester Credit

#### **Prerequisite: Students must have an EDP indicating a specific interest in teaching**

This course will provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers in education. Students may need to find their own placement for Teacher Cadet. This course may be taken 2 semesters for 1.0 credit.

### **SENIOR PROJECTS – N450**

CHS, EHS, NHS / 12 / 0.5 Credit

Seniors Projects is a class designated for seniors in order to develop a project outside the scope of offered courses or for career exploration. Students will work independently and determine their own projects. Weekly coursework is required online, as well as a final portfolio, research paper, and presentation. Students are required to complete 10 hours of job shadowing, internship, and/or interviews with experts in the field of choice. This course occurs over one semester.

### **PEER-TO-PEER – N460**

EHS, NHS / 9, 10, 11, 12 / 0.5/semester Credit

The Peer-to-Peer Program represents a model of 21<sup>st</sup> Century instructional design that incorporates applied (experiential) learning in a non-traditional manner. The Peer-to-Peer course incorporates a strategy for providing ongoing support and modeling from one non-disabled pupil to a pupil with an Individualized Education Program (IEP). It encompasses both the academic and social domains. Both pupils derive benefits.

## **PROJECT NEXT**

NHS / 9, 10, 11, 12

Project NEXT is a high-impact, project-based learning environment created based on industry feedback that high-school graduates were missing workforce skills. Students develop perseverance and professionalism through multi-disciplinary projects designed and curated by themselves. In Project NEXT, students forego traditional hourly schedules in favor of designing their workday around their project priorities and needs; in turn, students develop lasting connections with their learning. Ultimately, Project NEXT students become prepared to be productive adults who are capable of taking on 21st-century problems.

**9th Grade:** All students earn credit in: Biology, English 9, Geometry, World History (Spanish Immersion World History is also available), and Makerspace: Design Thinking 101. Students must be enrolled in 4 hours of Project NEXT.

**10th Grade:** All students earn credit in: Chemistry/Physics, English 10, Algebra 1, US History (or Advanced Placement US History), and Makerspace: Design Thinking 101. Students must be enrolled in 4 hours of Project NEXT.

**11<sup>th</sup> Grade:** All students earn credit in: Environmental Science, English 11 (or Advanced Placement English Language), Civics (or Advanced Placement US Government), Economics (or Advanced Placement Macroeconomics), and Makerspace: Design Thinking 101. Students must be enrolled in 3 hours of Project NEXT.

**12<sup>th</sup> Grade:** All students could earn credit in: Senior Projects. Students must be enrolled in 1 hour of Project NEXT.

## **INDEPENDENT STUDY – N700**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

**Prerequisite: Pre-approval by the principal, counselor, appropriate teacher, and parent**

Independent study is for the self-motivated student who has the ability to work without a great deal of direction in a course of study outside the formal curriculum. This experience is under the direct supervision of one teacher who is willing to work with a student in an area specifically suited to the student's needs and interests. The student must attend class with the teacher during the hour scheduled on a daily basis. A student wishing to pursue an independent study must have a written proposal signed by the principal, counselor, and appropriate teacher. The student is responsible for writing the independent study proposal and finding a teacher willing to supervise the student. All courses must be board-approved courses listed within this Course Description Guide.

## **VIRTUAL LEARNING COURSES, including Michigan Virtual School – N200**

CHS, EHS, NHS / 9, 10, 11, 12 / 0.5 Credit

**Prerequisite: Prior written approval from counselor, principal, and parent/guardian**

Virtual learning can be a stimulating, challenging platform for motivated learners. The transition from a traditional school-structured course to a virtual learning course, however, may be difficult for some students. A successful virtual learning student possesses unique qualities, and must master important study habits, including: 1) creating and maintaining a study schedule throughout the semester with limited face-to-face interaction with a teacher or direct supervision of an adult; 2) asking for help, making contact with other students and the instructor, and describing any problems with learning the material, and 3) studying and completing assignments with limited direct supervision and maintain the self-discipline to stick to a schedule.

The virtual learning course must be capable of generating academic credit toward the remaining graduation requirements of the student. Available courses are listed in the statewide virtual course catalog ([micourses.org/catalog](http://micourses.org/catalog)). If the cost of the virtual learning course exceeds the amount of the state-prescribed District payment, the student's parent/legal guardian must agree to pay for the additional cost.

Colleges and universities have individual policies regarding virtual learning courses, and this may affect how the high school transcript is evaluated in the application process; students should discuss this with their school counselor and any prospective college or university. For virtual learning courses that have a final exam, all final exams must be proctored by an FHPS staff member for the course, credit, and grade to transfer to your FHPS transcript. Grades are issued by the virtual learning course instructor, and FHPS will not override their professional judgment. If the instructor provides both a letter grade and a percentage,

the letter grade will be transcribed to the student's high school transcript; if the instructor provides only a percentage grade, it will be translated to a letter grade using the FHPS common grading scale and transcribed to the student's high school transcript.

Courses taken through virtual learning will go on the transcript with grades and credit if they are part of the 6-hour day (as defined by individual student's schedule) or part of an approved District program. Courses of this nature should be approved through the Virtual Learning Course Enrollment Application in advance of enrollment.

### **ELIGIBLE DUAL ENROLLMENT COURSES –N299/300**

CHS, EHS, NHS / 9, 10, 11, 12

Students who meet certain eligibility requirements may be permitted to take approved university or college courses, with the District paying part of the expenses. Students and parents should consider carefully, with the help of a counselor, the benefits and risks of early college enrollment.

The District will pay a portion of the student's tuition and all owed fees based on a formula determined by the State. Families are responsible for paying the differences in cost between the amount allotted by the State and the charges of the institution. Transportation, parking costs, and most activity fees are not eligible charges under the law.

More information is available through the counseling offices.

[Dual Enrollment Form](#)

### **WORK EXPERIENCE – V310**

CHS, EHS, NHS / 11, 12 / .5/semester; 1/year Credit

See page 21 in the Business Department for course description.

### **COOPERATIVE EDUCATION (CO-OP) – V410**

CHS, EHS, NHS / 11, 12 / 1.0/semester Credit

See page 21 in the Business Department for course description

### **AP CAPSTONE PROGRAM (FHC)**

The AP Capstone™ is an innovative diploma program from the College Board that equips students with independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses - AP Seminar and AP Research - and is designed to complement and enhance the in-depth, discipline-specific study experience in other AP courses. Students who earn scores of three or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of three or higher in AP Seminar and AP Research but not on four additional AP exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

### **AP SEMINAR COURSE**

AP Seminar can be used for English Language Arts credit toward an FHPS diploma. Higher education institutions use their own discretion in counting AP Seminar toward high school ELA credits for their admittance purposes. AP Seminar is not an approved NCAA course.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing articles' divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations.

## **AP RESEARCH COURSE (FHC)**

Prerequisite: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration students design, plan, and conduct a year-long research-based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development and document their processes in a portfolio. The course culminates in an academic paper and a presentation with an oral defense.

## **HAWK TEAM**

EHS / 9, 10, 11, 12

All EHS students meet every other week, in teams of twelve (three freshmen, three sophomores, three juniors, and three seniors), to work on team-building, speaking, and leadership skills. Students are active participants in various activities that challenge their thinking and reinforce the strong community at EHS. The groups are led by trained senior leaders and a mentor teacher. This experience does not result in a grade.

## **TAKE THE LEAD**

EHS / 9, 10, 11, 12

All EHS students participate in the Take the Lead program. Students meet twice a month to work on grade-specific skills and experiences to enhance their high school experience and prepare them for post-secondary life. Freshmen focus on 21st-century skill development, sophomores focus on career readiness, juniors dig deep into college and test prep skills and seniors experience leadership or service training. This experience does not result in a grade.

## **KENT CAREER TECHNICAL CENTER – V340**

CHS, EHS, NHS / 11, 12 / 3.0 Credits

Prerequisite: Application and interview; see a counselor for details.

[Kent Career Technical Center High School Credit Equivalency](#)

The Kent Career Tech Center, located at 1655 East Beltline NE, is an educational service of the Kent Intermediate School District. KCTC enrolls more than 2,300 students from over 60 public and private high schools each year. The Center's 20+ programs are designed to prepare students for careers and advanced study, which range from college degrees to apprenticeships, technical training, and certifications.

Students can earn free college credits in many of the programs. The Tech Center also offers business connections with nearly 300 area business people. These industry experts offer opportunities to students for job shadows, on-site work experiences, and internships.

Programs within KCTC are grouped together in clusters of common occupational groups in order to maximize interaction and develop a core of common skills. Clustering serves the functions of a career exploration experience, multiple occupational preparations, job entry preparation, and/or a prelude to higher education. Classes are designed around work environments and emulate real-world applications. Lab instruction emphasizes computers and technology.

Students interested in attending the Tech Center should see their high school counselor to schedule a program visit or call KCTC at 616) 364-8421 for additional information. Enrollment requests should be submitted to your counseling office by March 20th for the following fall enrollment.

Classes meet 5 days per week throughout the school year.

- o **First session:** 6:55 a.m. – 9:10 a.m.
- o **Second session:** 9:15 a.m. – 11:30 a.m.
- o **Third session:** 12:00 a.m. – 2:15 p.m.

- Students earn three credits per year for successful completion of course requirements. Most programs offer articulated and direct college credit as well.
- No tuition is charged.
- Round trip bus transportation between the high school and KCTC will be available.
- Programs currently offered through KCTC are:
  - Engineering, Manufacturing, Industrial Technology
    - Applied Construction Technology
    - Auto Collision Repair
    - Automotive Technology
    - Aviation Electronics
    - Aviation Maintenance Technology
    - Diesel & Equipment Technology
    - Engineering
    - Heating, Air, Refrigeration (HVACR)
    - Mechatronics
    - Precision Machining Technology
    - Welding Technology
  - Business, Management, Marketing, and Technology
    - Entrepreneurship & Marketing
    - Networking & Cybersecurity
  - Arts and Communication
    - Digital Animation & Game Programming
    - Graphic Communications
  - Human Services
    - Criminal Justice
    - Hospitality & Culinary
    - Teacher Academy
  - Natural Resources and Agriscience
    - Agriscience for Plants & Animals
  - Health Sciences
    - Biomedical Technology & Research
    - Diagnostics
    - Health Career Foundations
    - Nurse Tech/Patient Care Tech (NT/PCT)
    - Emergency Medical Services (EMS)
    - Medical Assistant (MA)
    - Pharmacy
  - Intro Programs
    - Intro to Automotive
    - Intro to Hospitality
    - Intro to Marketing
- For more information on individual programs go to: [thetechcenter.org](http://thetechcenter.org)

## INDEX BY DEPARTMENT

### ART DEPARTMENT

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L120	Art 2	0.5/sem 1.0/year	10, 11, 12	EH, NH	VPAA	13
L130	Art 3	0.5/sem 1.0/year	11, 12	EH, NH	VPAA	13
L140	Art 4	0.5/sem 1.0/year	12	EH, NH	VPAA	13
L221	Drawing & Painting 1	0.5	9, 10, 11, 12	CH	VPAA	14
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### BUSINESS DEPARTMENT

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G145	Accounting 2	1.0	10, 11, 12	CH, EH, NH	4th year Math	17
G170	Personal Finance	0.5/sem 1.0/year	9, 10, 11, 12	CH, EH, NH	4th year Math	17
G520	Computer Science Programming	0.5	9, 10, 11, 12	EH, NH	4th year Math	17
G540	Computer Graphics/Game Design	0.5/sem 1.0/year	10, 11, 12	EH	4 <sup>th</sup> year Math or VPAA	18
G620	AP Computer Science A	1.0	11, 12	CH	4th year Math	18
G625	AP Computer Science Principles	1.0	9, 10, 11, 12	CH, EH, NH	4 <sup>th</sup> year Math	18
G210	Marketing 1	0.5	9 EH 10, 11, 12	CH, EH, NH	4th year math or VPAA	18
G215	Marketing 2	0.5	9 EH 10, 11, 12	CH, EH, NH	4th year Math or VPAA	18
G218	Sports Business Management	0.5	11, 12	CH, NH		18
G220	Advanced Marketing	1.0	11, 12	CH, EH, NH	4 <sup>th</sup> year Math or VPAA	19
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A120	Media Communication	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	20
A150	Theatre Arts 1	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	20
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A210	Musical Theatre	0.5	9, 10, 11, 12	NH	VPAA	21
A215	Summer Stock	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	21
A250	Technical Theatre	0.5	10, 11, 12	EH, NH	VPAA	21
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I132	Engineering Graphics 2	1.0	10, 11, 12	CH, EH, NH	4th year Math or VPAA	23
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I100	Bench Woodworking	0.5	9, 10, 11, 12	CH, EH, NH	VPAA	24
I105	Advanced Woodworking	1.0	10, 11, 12	CH, EH, NH	VPAA	24
L400A, L400B	Makerspace: Design Thinking: 101	0.5/sem 1.0/year	9, 10, 11, 12	NH	VPAA	24

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B215	Honors English 10	1.0	10	CH, EH, NH	ELA	26
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B611	AP English Language & Composition	1.0	11	CH, EH, NH	ELA	27
B402	Senior Classical Literature	0.5	12	EH, NH	ELA	27
B404	Senior Composition	0.5	12	EH, NH	ELA	27
B406	Senior Creative Writing	0.5	12	CH, EH, NH	ELA	27
B407	Senior Contemporary Literature	0.5	12	EH	ELA	28
B409	Senior Literature	0.5	12	CH, NH	ELA	28
B410	Senior Reading & Writing	0.5	12	EH, NH	ELA	28
B420	Senior English	0.5	12	CH, EH, NH	ELA	28
B422	Lit/Art: The Blank Page	1.0/sem 2.0/year	12	CH	ELA and VPAA	28
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B612	AP Literature & Composition	1.0	12	CH, EH, NH		28
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B525	Advanced Writing for Publication	NH- 0.5 1.0	10, 11, 12	CH, EH, NH	ELA or VPAA	29
B535	Sports Journalism	1.0	10, 11, 12	CH	ELA or VPAA	29
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E407	Statistics in Sports	0.5	11, 12	CH	4th year Math	35
E409	Analytical Thinking with Math	0.5	11, 12	CH	4th year Math	35
E410	College Algebra	1.0	12	CH, EH, NH	4 <sup>th</sup> year Math	35
E605	AP Precalculus	1.0	11, 12	CH, EH, NH	4 <sup>th</sup> year Math	35
E425	Introduction to Statistics	0.5	11, 12	EH	4 <sup>th</sup> year Math	35
E600	AP Calculus AB	1.0	11, 12	EH, NH	4 <sup>th</sup> year Math	36
E610	AP Calculus BC	1.0	11, 12	CH, EH, NH	4 <sup>th</sup> year Math	36
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D415	Advanced Geology	1.0	11, 12	CH	Science Elective	45
D420	Human Anatomy & Physiology	1.0	10, 11, 12	CH, EH, NH	Science Elective	45
D510	Forensic Science	0.5/sem 1.0/year	10, 11, 12	CH, EH, NH	Science Elective	46
D530	Environmental Science	1.0	11, 12	EH, NH	Science Elective	45
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GB250	Gone Boarding Program	4.0	11, 12	CH, EH, NH (All classes located at NHS)	VPAA, ELA, PE, Health, Business/Marketing, 4th year Math	65
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## NOTICE OF NONDISCRIMINATION POLICY

The District does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy, gender identity, or sexual orientation), marital status, disability, or any other legally prohibited basis in admission or access to District programs and activities.

Any questions concerning Title IX of the Educational Amendments of 1972, including athletic issues, which prohibits discrimination on the basis of sex, or inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

**Ms. Christine Annese**

Assistant Superintendent of Human Resources  
Forest Hills Public Schools  
6590 Cascade Road, SE  
Grand Rapids, Michigan 49546  
Telephone: (616) 493-8805