

2025-2026

**COURSE OFFERINGS  
AND  
SCHEDULING INFORMATION**

Chippewa Valley Schools

# DAKOTA HIGH SCHOOL

Focused on Learning

## MISSION STATEMENT

The Dakota community provides a safe, supportive learning environment with opportunities for all students to develop the skills and knowledge to become responsible, successful members of society.

## BELIEF STATEMENTS

In order to achieve our mission, we believe...

- in providing a rigorous and relevant curriculum
- there will be high expectations, responsibility, and accountability for all members of the Dakota community
- in meeting the needs of all students through a variety of programs and interventions
- parents are a valuable component of the learning process
- in accommodating a diversity of backgrounds, interests, and abilities

Adopted 2013  
Revised 2017

## 2025-2026

*Dakota High School will challenge, empower, and educate every student to become a contributing member of a global society.*

*The Dakota Community will accomplish this mission through their belief and commitment to:*

- *High expectations, responsibility, and accountability for all*
- *What is best for all students and their learning*
- *Helping all students be successful*
- *Maintaining high academic standards*
- *Consistency in instruction, assessment, and discipline*
- *Cooperation and teamwork*
- *A safe and supportive environment*

Dakota High School's mission, belief, and vision statements are all focused on preparing and supporting our students. It is important for all of us – administrators, teachers, parents, and students – to do all we can for our kids. The world has changed significantly from the one that existed when our students started school in kindergarten just ten or so years ago. The world we are now preparing our students for has moved from a work force intensive, manufacturing based economic system to a skill intensive, technology-based system. This shift has made it more important than ever for our students to be prepared for the world beyond high school. The reality is the well-paying jobs of the future will require schooling and training well beyond high school. The development of marketable skills in a world that requires a highly skilled work force begins with our students making wise course selections that prepare them for the world they will encounter after graduation. Our students will work in a world that is based on a true global economy. They will compete for jobs, not only with their neighbors across the street and people across town, but also with workers that live across borders and oceans.

The State of Michigan has recognized this challenge as well. The evolving state curriculum requires students to earn credit in four years of mathematics through at least Algebra 2, four years of English, three years of science, including chemistry, physics, and earth science, three years of social studies, two years of a foreign language (or appropriate alternatives), plus additional other courses. The key to fitting these requirements, as well as desired elective courses, into a four-year high school career is planning. Starting in middle school, students have been investigating career options and developing an Educational Development Plan (EDP). The EDP should be used as a guide in matching course selections to a student's career plan. Students need to select classes that will assist them as they grow in their anticipated career pathway. The easiest path may not be the best in the long run. Some courses are inherently more difficult than others, and therefore better prepare students for college and work, as well as challenge them to grow intellectually. That growth process can often be as important, if not more important, than a student's high school GPA. The skills needed to be college ready are now the same skills needed to successfully enter the workforce directly from high school. Preparation for success in college or other post-secondary experiences should be the focus of course selection. The resources inside this scheduling guide have been prepared to help students make well-informed choices about course selection and chart their progress toward graduation and post-secondary education goals. As students select classes for next year, they must remember they are selecting twelve classes - six for the first semester and six for the second semester. It also warrants mentioning that a change in teacher at the semester break of a "year-long" class is very common, so students need to prepare for that possibility.

It's also important to remember that the high school experience is a one-time experience for our students. Students are advised to incorporate balance to their high school career by taking advantage of the wide variety of activity and athletic programs offered at Dakota High School. These programs provide valuable learning experiences and help students build connections with their peers, advisors, coaches, and the school. Many studies have shown that involved students achieve at higher levels in their classes and learn more essential skills, further preparing them for a successful future.

Make the most of the opportunities available at Dakota High School and be forever proud that you are a Cougar! We wish all our students the very best on an enjoyable and fulfilling 2025-26 school year!

Kevin Koskos, Principal

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# DAKOTA HIGH SCHOOL ATHLETICS AND ACTIVITIES

## ATHLETICS

BASEBALL – S  
BASKETBALL – GW / BW  
BOWLING – BW / GW  
SIDELINE CHEERLEADING – F  
COMPETITIVE CHEER – W  
CROSS COUNTRY – F  
DANCE TEAM – F/W  
FOOTBALL – F  
GOLF – GF / BS  
ICE HOCKEY – W  
LACROSSE – BS / GS  
SOCCER – BF / GS  
SOFTBALL – S  
SWIMMING & DIVING – GF / BW  
TENNIS – BF / GS  
TRACK AND FIELD – BS / GS  
VOLLEYBALL – F  
WRESTLING – W

## ACTIVITIES AND CLUBS

ANIMAL WELFARE WORKERS  
BEST BUDDIES  
BLACK STUDENT UNION  
CHESS CLUB  
CHOIR/SHOW CHOIR  
COALITION TEEN COUNCIL (CTC)  
CONVERGE  
DECA (AN ASSOC. OF MARKETING STUDENTS)  
DRAMA CLUB  
ECOLOGY CLUB  
ESPORTS  
GAMERS CLUB  
GENDER SEXUALITY ALLIANCE  
HOSA: FUTURE HEALTH PROFESSIONALS  
INTERNATIONAL CLUB  
KEY CLUB  
MARCHING BAND/COLOR GUARD  
MEN'S VOLLEYBALL  
MITES  
MICHIGAN SOCIAL STUDIES OLYMPIAD  
MODEL UNITED NATIONS  
MUSLIM STUDENT'S ASSOCIATION  
NATIONAL HONOR'S SOCIETY  
NATIONAL ART HONOR SOCIETY  
NATIONAL ENGLISH HONOR SOCIETY  
NATIONAL FRENCH HONOR SOCIETY  
NATIONAL GERMAN HONOR SOCIETY  
NATIONAL MATH HONOR SOCIETY (Mu Alpha Theta)  
NATIONAL PSYCHOLOGY HONORS SOCIETY (Psi Chi)  
NATIONAL SOCIAL STUDIES HONOR SOCIETY (Rho Kappa)  
NATIONAL SPANISH HONOR SOCIETY  
PROJECT KIND  
QUIZ BOWL  
SCIENCE OLYMPIAD  
SHE'S THE FIRST  
STUDENT GOVERNMENT (Class Councils)  
UNICEF  
UNIFIED SPORTS  
WRITING CLUB  
WOMEN'S EMPOWERMENT CLUB

KEY: F= FALL  
W= WINTER  
S= SPRING  
G= GIRLS  
B= BOYS

## HOW TO USE THIS BOOKLET

Students are encouraged to carefully plan their course work with the aid of their parents, counselor, and teachers. Select courses to maximize your educational opportunities in helping you achieve your lifetime goals. Each course has a brief description to aid your selection, and the entire faculty stands ready to help you. Remember the process of education requires time, work, striving and planning. Set your goals high! Each student should plan on taking the maximum number of credits available, which are six (6) per year and twenty-four (24) during his/her high school career. Before proceeding, read the requirements and guidelines, which follow in Section I. This section outlines the minimum requirements needed to graduate from Chippewa Valley Schools.

## GUIDELINES

1. Outline a four-year plan of study. This form can be found on page 5.
2. Talk to your counselor and teachers as they advise you regarding curriculum.
3. Complete your course request form and have it signed by your parents. Forms are distributed in homeroom or are available in the guidance office.
4. If special permission is required to register for a class, complete the required application and attach it to your course registration form.
5. Please make note of the class location when making your selections; some classes may be offered at another location.

## I. GRADUATION REQUIREMENTS

Students are eligible for graduation if they attend eight semesters of high school and earn a minimum of 22 credits, of which, 18.5 credits must be in the required subjects:

DEPARTMENT	CREDIT	REQUIRED COURSE/AREA	CREDIT
<b>English</b>	<b>4.0</b>	English 9 or Advanced English 9 English 10 or Advanced English 10 English 11 Literature & Composition A/B or English 11 A/B (Medical) or AP English Language English 12 Communication and English 12 Literature or English 12 A/B (Medical) or AP English Literature	<b>1.0</b> <b>1.0</b> <b>1.0</b> <b>1.0</b>
<b>Mathematics</b>	<b>4.0</b>	Algebra 1 or Accelerated Algebra 1 Geometry or Accelerated Geometry Algebra 2 or Accelerated Algebra 2 Additional math or math-related credit in senior year	<b>1.0</b> <b>1.0</b> <b>1.0</b> <b>1.0</b>
<b>Science</b>	<b>3.0</b>	Biology or Honors Biology Chemistry I or Honors Chemistry I and Physics I or Honors Physics I Earth I (.50) or Honors Earth I (.50) or AP Environmental Science (1.0) Earth II (.50) or Chemistry II (.50) or Physics II (.50) or AP Chemistry (1.0) or AP Physics (1.0) or AP Biology (1.0)	<b>1.0</b> <b>1.0</b> <b>0.5/1.0</b> <b>0.5/1.0</b>
<b>Social Studies</b>	<b>3.5</b>	Global History or AP World History United States History or AP United States History Economics (.50) or AP Macro & Microeconomics (1.0) Government (.50) or AP US Government & Politics I/II (1.0)	<b>1.0</b> <b>1.0</b> <b>1.0/1.5</b> <b>0.5/1.0</b>
<b>Physical Education</b>	<b>0.5</b>	Physical Education 1 or 2 NOTE: Other PE courses do not meet graduation requirements.	<b>0.5</b>
<b>World Language</b>	<b>2.0</b>	French 1A/1B – French 2A/2B German 1A/1B – German 2A/2B Spanish 1A/1B – Spanish 2A/2B	<b>2.0</b>
<b>Visual, Performing or Applied Arts</b>	<b>1.0</b>	1.0 credit in Art, Music, Debate, Theater Arts or Career Technical Education (CTE) course/courses, Yearbook Production	<b>1.0</b>
<b>Family &amp; Consumer Science</b>	<b>0.5</b>	Health	<b>0.5</b>
<b>Electives</b>	<b>3.5</b>		<b>3.5</b>
<b>Online Learning Experience (no credit is awarded but is a graduation requirement)</b>		Online course or learning experience. (Online experience is incorporated into each of the required credits.)	
<b>TOTAL</b>	<b>22.0</b>		<b>22.0</b>

# DAKOTA HIGH SCHOOL FOUR-YEAR PLAN OF STUDY

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

GRADE 9					
1 <sup>ST</sup> SEMESTER			2 <sup>ND</sup> SEMESTER		
CRS #	SUBJECT	CRS #	SUBJECT	CRS #	SUBJECT
	English 9A, Advanced English 9A	1		English 9B, Advanced English 9B	
	Algebra 1A, Acc Alg 1A, Acc Geometry I	2		Algebra 1B, Acc Alg 1B, Acc Geometry II	
	Biology I or Honors Biology I	3		Biology II or Honors Biology II	
	Global History I or AP World History I *+	4		Global History II or AP World History II *	
	Physical Education 1 or Health (.5 credit) *	5		Physical Education 1 or Health (.5 credit) *	
	World Language Year 1A or Elective	6		World Language Year 1B or Elective	

GRADE 10					
1 <sup>ST</sup> SEMESTER			2 <sup>ND</sup> SEMESTER		
CRS #	SUBJECT	CRS #	SUBJECT	CRS #	SUBJECT
	English 10A, Advanced English 10A	1		English 10B, Advanced English 10B	
	Geometry I, Acc Geometry I, Algebra 2A, Acc Alg 2A	2		Geometry II, Acc Geometry II, Algebra 2B, Acc Alg 2B	
	Chemistry I or Hon Chemistry I #	3		Physics I or Hon Physics I #	
	US History I or AP US History I	4		US History II or AP US History II	
	World Language Year 2A or see below** or Elective	5		World Language Year 2B or see below** or Elective	
	Elective	6		Elective	

GRADE 11					
1 <sup>ST</sup> SEMESTER			2 <sup>ND</sup> SEMESTER		
CRS #	SUBJECT	CRS #	SUBJECT	CRS #	SUBJECT
	Eng 11A Literature & Composition, Med Eng 11A, AP Eng Lang & Comp I	1		English 11B Literature & Composition, Med Eng 11B, AP Eng Lang & Comp II	
	Alg 2A, Acc Alg 2A, Precalculus I, Calculus I, AP Calc AB I, or AP Statistics I	2		Alg 2B, Acc Alg 2B, Precalculus II, Calculus II, AP Calc AB II, or AP Statistics II	
	Earth I or Honors Earth I # or AP Environmental Science I	3		Earth II or Chemistry II or Physics II # or AP Environmental Science II or any of the full fear AP Science classes as noted below #	
	Economics or AP Economics I or Government or AP Government I	4		Economics or AP Economics II or Government or AP Government II	
	Visual, Performing or Applied Arts (CTE) * or Elective	5		Visual, Performing or Applied Arts (CTE) * or Elective	
	Elective	6		Elective	

GRADE 12					
1 <sup>ST</sup> SEMESTER			2 <sup>ND</sup> SEMESTER		
CRS #	SUBJECT	CRS #	SUBJECT	CRS #	SUBJECT
	English 12A Communication, Med Eng 12A, AP Eng Lit & Comp I	1		English 12B Literature, Med Eng 12B, AP Eng Lit & Comp II	
	Math credit or a Math-related credit	2		Math credit or a Math-related credit	
	Econ or AP Econ I or Govt or AP Govt I	3		Econ or AP Econ II or Govt or AP Govt II	
	Elective	4		Elective	
	Elective	5		Elective	
	Elective	6		Elective	

\* Courses with an asterisk may be moved and taken out of sequence to accommodate a student's Educational Development Plan (EDP); for example, to build a CTE program, or dual enrollment into your plans.

\*\* World Language Credit: Students may replace one credit of World Language with one credit of CTE when CTE is taken as a second semester (or additional) VPAA credit.

+ Application and/or essay required. See course description for further information.

# Can be scheduled either 1<sup>st</sup> or 2<sup>nd</sup> semester. Full Year Science Classes that can be used to complete the Earth II Science requirement – AP Chemistry I/II, AP Physics I/II or AP Biology I/II.

Is your EDP up to date? \_\_\_\_\_ Have you reviewed your plan with a parent/guardian? \_\_\_\_\_

To view EDP go to:

[https://www.chippewavalleyschools.org/downloads/academics/2021\\_xello\\_student\\_instructions\\_cvs\\_webpage.pdf](https://www.chippewavalleyschools.org/downloads/academics/2021_xello_student_instructions_cvs_webpage.pdf)

Student signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

## **ADVANCED PLACEMENT COURSE INFORMATION**

Students are advised to deliberate carefully with their parents when deciding whether to enroll for Advanced Placement courses. Advanced Placement courses are college-level courses and require a much more demanding workload. Students and parents are strongly advised to consider that fact when deciding to enroll in one or multiple AP classes. Additional information on Advanced Placement classes can be obtained on the DHS website by clicking on the "Advanced Placement" link on the school's home page.

## **CREDIT FORWARD**

Students may find it difficult creating room in their schedules for elective classes due to the constraints placed on them through the Michigan Merit Curriculum. Credit-forward provides an opportunity for students to take classes outside of the regular school day from accredited, pre-approved institutions, for the purpose of earning required graduation credit. Credits earned in this manner do not preclude attendance and/or graduation requirements established by the Chippewa Valley Board of Education (Policy #5200 and #5460, respectively) or guidelines set forth in the District's Students Code of Conduct. Credits can only be earned from courses pre-approved by the principal/designee. Students may obtain the Credit Forward form in the Guidance office. *Students must submit their EDP (Educational Development Plan) with the credit forward application.*

## **CREDIT RECOVERY**

This course is designed for students who are interested in making up credits through an online delivery system. Students must be able, self-motivated, and independent workers. A disciplined student can, potentially, make up one or more classes during one semester, in the following areas: Algebra 1, Algebra 2, Geometry, Biology, English 9 and English 10. **Placement in the program will be based on review of student work habits, attendance, and recommendation from teacher and/or counselor.** If you have further questions, please contact your guidance counselor regarding the "credit recovery" option. These courses may not meet NCAA requirements.

## **DUAL ENROLLMENT**

Dual enrollment is an opportunity for qualified students to take classes (and earn credit) at a local college or university while still in high school. A student cannot dual enroll for a course that our district offers as an Advanced Placement class. Please refer to the Counseling tab on the school website for the cut scores requirement on the state standardized tests for dual enrollment qualification criteria. College courses may require access to programs or websites that are not available on CVS district issued computers. It is highly recommended that students opting for dual enrollment courses have access to a personal computer to use. The district cannot guarantee that a district-issued laptop will be able to complete all tasks required of a college course. **DUE DATE: April 1, 2025.**

## **EARNING CREDIT**

A student will receive credit only after the successful completion of a course. Credit will be granted on a semester basis.

- **Semester course = 0.5 credit**
- **(1 period in length) = 2 semesters each 0.5 credit – Semester 1 or Semester 2**
- **(2 periods in length) = 2 semesters each 1.0 credit – Semester 1 or Semester 2**
- **Exception: Economics and AP Macroeconomics II are semester courses = 1.0 (0.5 for the economics requirement and 0.5 for the personal finance requirement.)**

Students taking a career-technical educational (CTE) class and a corresponding Internship must pass the CTE class to be considered for Internship credit. When a student repeats a class in which they have already received credit, the higher of the two grades will be the grade recognized in calculating the student's G.P.A. Credit will only be awarded on the higher of the two grades, not for both classes. GED credit does not satisfy any part of the 22-credit graduation requirement. All classes are scheduled on a semester basis. All students will switch classes at the start of each semester and, therefore, may have a new teacher or classes in a different period for the second half of the school year.

## **GRADUATES WITH HONOR STATUS**

Dakota High School uses the following criteria for academic recognition of student scholars:

- **3.90 – 4.00 Summa Cum Laude (with highest academic distinction)**
- **3.75 – 3.89 Magna Cum Laude (with great academic distinction)**
- **3.50 – 3.74 Cum Laude (with academic distinction)**

Grade point average (GPA) will be based on seven semesters of course work. All classes taken during those seven semesters will count toward the GPA. Students honored with one of the above distinctions will be recognized at the Academic Senior Awards program with a medallion. To be recognized as Summa Cum Laude, Magna Cum Laude, or Cum Laude, the student must have been a Dakota High School student in the 5th, 6th, and 7th semesters of their high school careers.

## **GRADUATION AND 22 CREDITS**

Twenty-two (22) credits and all graduation requirements must be completed to participate in the graduation ceremony and to receive a Dakota High School diploma. Please refer to the chart on page 4 for a listing of these requirements. To participate in the graduation ceremony, a student must be enrolled in Dakota High School for the second semester of their senior year. To be recognized as Summa Cum Laude, Magna Cum Laude, or Cum Laude, the student must have been a Dakota High School student in the 5th, 6th, and 7th semesters of their high school careers.

## **ONLINE COURSE GRADUATION REQUIREMENT**

As part of the Michigan Merit Curriculum, all students must accumulate twenty (20) hours of online experience before graduating. Each student, through their normal course of study in classes taken, grades 6 through 12, will satisfy this requirement.

## **PERSONAL CURRICULUM**

A parent, legal guardian or emancipated student can request a Personal Curriculum, when it is apparent that a student is not able to complete portions of the Michigan Merit Curriculum. **General Education Students** may request a Personal Curriculum if they wish to modify their math requirements, after completing Algebra 1A and 1B, Geometry I and II, and Algebra 2A. **Special Education Students** may request to modify any credit requirements, at any time, based on his/her disability. A **new transfer student** (from out-of-state or a nonpublic school) may request to modify their requirements if they have successfully completed the equivalence of two years of high school prior to entering Chippewa Valley Schools. Such requests must be approved following a meeting with student, parent, counselor, and administrator, prior to a personal curriculum going into effect.



### **PROGRAMS AT CAPACITY**

With increased enrollment at Dakota High School, several programs have reached maximum capacity. In other words, more students are signing up for some classes than are able to take them. Many, but not all, are in the Career Technical Education areas. Others with limited space are programs such as Careers In Education, Student Leadership, and Yearbook. Please note if an overage occurs in a program that you have selected, students selected for the programs will be based on criteria previously set. Criteria used will vary from program to program. Please see your counselor or the instructor of the program for more information. You may also be asked to write an essay expressing your desire and reasons for being in this program. If teacher signature is required on the Course Request Form for the program you have selected, you must submit the signed form. This will also be a factor in the decision. Some programs: Careers in Education, Student Leadership, and Yearbook require an application. Applications are available in the Guidance Office or from the instructors of the programs.

### **SCHEDULE CHANGE REQUEST POLICY**

Selecting classes is a very important process. The classes you select should help prepare you for life beyond high school as well as help you reach the requirements for graduation. Please choose your classes wisely. Take advantage of the opportunity to talk with your parents and teachers about your classes. The classes you request will most likely be the classes you will be scheduled into next year. Like all schools in the State of Michigan, the Chippewa Valley Schools are facing difficult financial times because of a statewide reduction in school funding. At Dakota, this reduction will result in more classes at capacity and less flexibility to make schedule changes. To stay within our budget allocation, **schedule changes will be rare and based only on extenuating circumstances. Please choose your classes wisely!**

### **STANDARDIZED TEST REQUIREMENT**

All high school students must attempt all parts of the Michigan Merit Exam (the MME) in order to be eligible for graduation. The Michigan Merit Exam will be administered to all 11<sup>th</sup> grade students. The Michigan Merit Exam consists of the state college entrance exam, the WorkKeys test, and M-Step Science and Social Studies tests. Students will be able to use the results of these tests for college admission purposes and to identify how their skills match those needed in the workplace.

### **TESTING OUT FOR CREDIT**

In preparation for the 2025-26 school year, it is important you realize the following option is available to you. Public Act 335, Section 1279B, of the State Code requires that any high school student be offered the opportunity to "test out" of courses. Students must exhibit mastery of course content by attaining a grade of 78% or better on a comprehensive final examination. Students may also be required to demonstrate mastery through basic assessments used in the class, which may include, but are not limited to, portfolios, performances, papers, projects and/or presentations. The testing out process will be beyond the administration of a traditional "final exam". Since all course material may be assessed, assessments will be comprehensive of the "experience" of being in the classroom for an entire semester or year, not just an assessment covering "key concepts". We will be administering all "testing out" examinations for both semesters of the 2025-26 school year in June. If you wish to test out of a course(s), please contact the Guidance Office or Main Office to pick up a registration form. **Students will earn credit and course advancement for any courses they successfully test out of. All testing out registration forms must be submitted to your guidance counselor by Friday, April 25, 2025. Students must submit their EDP (Educational Development Plan) with the testing out application.** If you have further questions, please contact your guidance counselor regarding the "testing out" option.

### **TRANSFERRING CREDIT**

Credits will be accepted from public schools within Michigan. An official transcript of grades earned in courses considered for transfer must be mailed from the school where the courses were taken. Credits from other than Michigan public schools will be evaluated by Chippewa Valley Schools on an individual basis. Maximum credit allowed for service is one unit of credit. Approved courses will be given department credit towards graduation, assuming syllabi are evaluated as comparable to Chippewa Valley School's syllabi. Otherwise, approved courses will count as elective credit. Each student may be given achievement/"testing out" tests to help determine appropriate placement/credit. For GPA purposes, grades will be converted to the Chippewa Valley Schools grading scale.

### **VIRTUAL LEARNING**

The Michigan Legislature took action in 2013 to expand student access to digital learning options through Section 21F of the State School Aid Act. As a result, students enrolled in a public local district or public-school academy in grades 6-12 are eligible to enroll in up to two online courses during an academic term. Students may select online courses from our local district catalog (<https://micourses.org/PublicUsers/CatalogSearch.aspx?Area=D>). Interested students must complete the Virtual Learning Student Contract **by August 25, 2025 and December 15, 2025.**

### **WEIGHTED GRADES**

Students who take an Advanced Placement course will earn an additional grade weighting of 0.50 GPA points per grade upon successful completion and passing of the course. The "weight" will be added to the grade earned in that Advanced Placement class (*Transferred in International Baccalaureate and AP grades/credits will also receive the GPA bump, but not Honors, Accelerated or Advanced classes*). Class rank and all honors designated for seniors will continue to be based upon seven semesters of high school classes. This weighted grade will affect class rank GPA after the seventh semester.

### **WITHDRAWING FROM CLASSES AFTER THE 5<sup>TH</sup> WEEK OF THE SEMESTER**

Students choosing to withdraw from a class must do so no later than three weeks prior to the end of the semester. If a student withdraws from a class, with a passing grade, they will receive a grade of "WP" (Withdraw-pass). They are then assigned to a no-credit class for the remainder of the semester and will receive a grade of "NC." The "WP" grade is entered for information purposes only and will not affect a student's grade point average. If a student withdraws from a class, with a failing grade, they will receive a grade of "WF" (Withdraw-fail). They are then assigned to a no-credit class for the remainder of the semester and will receive a grade of "NC." The "WF" grade will affect the student's grade point average.

## II. N.C.A.A. ELIGIBILITY CENTER

### Participation in College Athletics

In 1906, the National Collegiate Athletic Association (NCAA) was founded to establish rules on eligibility for college athletics.

The NCAA has three membership divisions: Division I, Division II and Division III. Institutions are members of a division according to the size and scope of their athletic program. In January of 1993, the N.C.A.A. voted to establish a clearinghouse to academically certify student-athletes for participation in Division I and II sports during their freshman year.

To be certified by the Eligibility Center, you must:

- Graduate from high school with a minimum core-course GPA of 2.300.
- Successfully complete 16 core courses. Ten of which are required before beginning of senior year. For more information on DHS approved and denied courses go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
  - **If Algebra 2 is spread over two years, it will NOT count as two math credits. It will count for only one math credit.**
  - **Personal Finance I/II are NOT approved math courses for N.C.A.A. eligibility.**
- The eligibility center accepts electronic transcripts from [www.parchment.com](http://www.parchment.com). Transcripts from these providers are received and processed within 48 hours.

The registration process is easy and can be done by

1. Logging onto the Eligibility Centers web site: [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
2. Select "Register" in the center of the screen.
3. Create an Account.
4. There is a \$100.00 fee.

**Contacting the Eligibility Center - Have your Personal Identification Number (PIN) and Social Security Number ready.**  
9 a.m. to 5 p.m. - Eastern Time – Monday through Friday.

- N.C.A.A. Eligibility Center: (877) 262-1492 (toll free in the USA) or Fax (317) 968-5100
  - Lost PIN / Request a new PIN.
  - Check the status of an academic certification.
  - Questions regarding the process to become certified.
  - Questions regarding your initial-eligibility status.
  - Case-specific inquiries concerning amateurism cases.
  - Questions about the amateurism certification process.
  - Questions about the status of a core-course review.
  - Questions regarding disability services.
- Mail To: NCAA ELIGIBILITY CENTER  
700 W. Washington St.  
Indianapolis, IN 4620
- **Go to the NCAA Eligibility Center website for more detailed information at: [www.eligibilitycenter.org](http://www.eligibilitycenter.org)**

### III. N.A.I.A. ELIGIBILITY

## National Association of Intercollegiate Athletics

#### ABOUT THE NAIA

- The NAIA exists to advance character-driven college sports. It provides high school and transfer student-athletes the opportunity to keep playing sports while receiving an outstanding education. Over 60,000 student-athletes compete at NAIA institutions.

#### TEST SCORES

- The NAIA requires a minimum SAT score of 970 or an ACT composite score of 18.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- When you register for the SAT or ACT, use the NAIA Eligibility Center code of 9876 to ensure all SAT and ACT scores are reported directly to the NAIA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.
- For the College Entrance Exam Board (CEEB), use our high school code number of 232-380.

#### GRADE POINT AVERAGE (GPA)

- You must have a minimum CUMULATIVE GPA of a 2.0.

#### CLASS RANK

- You must graduate in the top 50% of your class.

#### NAIA ELIGIBILITY REQUIREMENTS

In order for first-time college freshmen to be eligible to compete, they must meet two of the three following criteria:

- Your cumulative GPA must be a minimum of 2.0 on a 4.0 scale.
- You must score a minimum of 970 on the **SAT** (Exception: SAT tests taken March 1, 2016 through April 30, 2019 require a score of 860.) **OR**
- You must score a minimum of 18 on the **ACT** (Exception: ACT tests taken March 1, 2016 through April 30, 2019) require a composite score of 16.)
- Your class rank must be in the top 50% of your graduating class.

#### CONTACTING THE NAIA ELIGIBILITY CENTER

NAIA Eligibility Center  
120 W. 12<sup>th</sup> Street, Suite 700  
Kansas City, MO 64105  
(866) 881-6242 (toll free in the USA) or (816) 595-8300

For more detailed information go to: <http://www.PlayNAIA.org>

## IV. DEPARTMENTAL OFFERINGS

### ART

CLASSES	PRE- REQUISITE	9	10	11	12
Art Foundations	None	✓	✓	✓	✓
Drawing I	None	✓	✓	✓	✓
Drawing II	Drawing I		✓	✓	✓
Drawing III	Drawing I and II		✓	✓	✓
Drawing IV	Drawing I, II and III		✓	✓	✓
Painting I	None	✓	✓	✓	✓
Painting II	Painting I		✓	✓	✓
Painting III	Painting I and II		✓	✓	✓
Painting IV	Painting I, II and III		✓	✓	✓
Ceramics I	None	✓	✓	✓	✓
Ceramics II	Ceramics I	✓	✓	✓	✓
Ceramics III	Ceramics II		✓	✓	✓
Ceramics IV	Ceramics III/Teacher Approval		✓	✓	✓
Jewelry-Metalsmithing I	None		✓	✓	✓
Jewelry-Metalsmithing II	Jewelry-Metalsmithing I		✓	✓	✓
Jewelry-Metalsmithing III	Jewelry-Metalsmithing II/Teacher Approval			✓	✓
Jewelry-Metalsmithing IV	Jewelry-Metalsmithing III/Teacher Approval			✓	✓
Photography I	None	✓	✓	✓	✓
Photography II	Photo I	✓	✓	✓	✓
Photography III	Photo II		✓	✓	✓
Photography IV	Photo III		✓	✓	✓
Portfolio Preparation	Teacher Approval			✓	✓

**MATERIAL FEES ARE ASSESSED FOR ALL ART CLASSES TO SUPPORT A QUALITY CLASSROOM EXPERIENCE**

The Art Department recommends that students who show interest in a career in the visual arts such as, architecture, graphic design, illustration, and photography need to plan on admission to college or university art schools. In addition to high overall grades, the student must have a portfolio (8-15 major works of art, 3 of which are drawings) for admission to these degree programs. These students should enroll in as many art classes as can fit into their class schedules per year. **ALL ART CLASSES WILL FULFILL THE (Visual, Performing or Applied Arts) graduation requirement (VPAA).**

**1010 ART FOUNDATIONS**

**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This class will introduce the student to a variety of concepts and materials. Students will explore 2D and 3D Art and Design. Students will get a sample of the different Art Classes offered at Dakota. This is a class that requires successful completion to proceed into Drawing 1 and Painting 1.

**1050 DRAWING I**

**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: None**

Students will practice a variety of techniques to learn to draw accurately from observation. They will also learn how to utilize a sketchbook to continuously improve their skills.

**1071 DRAWING II: MEDIA**

**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Drawing I**

Drawing is the foundation of visual art. In this class, students will work with a variety of drawing materials, developing technical skills. Skills learned in Beginning Drawing will be explored in depth.

**1072 DRAWING III**

**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Drawing I and II**

**1073 DRAWING IV**

**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Drawing I, II and III**

Emphasis on personal development of concepts, skills, use of materials and imagery. **Students may choose to purchase materials to supplement and enrich a quality portfolio presentation.**

**1091 PAINTING I**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: None**

A class that will focus on wet and dry color media. Students will study color theory, composition, art appreciation and self-assessment, as well as the techniques of painting. They will also learn how to utilize a sketchbook to continuously improve their skills.

**1092 PAINTING II**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Painting I**

Students will continue to work in colored media exploring more complex design and composition problems, utilizing traditional and digital media. Students will also continue to improve skills in sketchbook assignments.

**1093 PAINTING III**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Painting I and II**

**1094 PAINTING IV**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Painting I, II and III**

Emphasis on personal development of concepts, skills, use of materials and imagery. ***Students may choose to purchase materials to supplement and enrich a quality portfolio presentation.***

**1210 CERAMICS I**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This is a class for those with interest in clay sculpting and hand building construction techniques. Pinch, coil, and slab building as well as glazing and alternative finishing techniques will be taught.

**1230 CERAMICS II**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Ceramics I**

Continued development of hand-built construction with advanced ceramic techniques and advanced methods of glazing and surface decoration will be demonstrated.

**1235 CERAMICS III**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Ceramics I and II**

Continued development of hand-built techniques and glazing methods will be demonstrated. ***NOTE: Students may choose to purchase materials to supplement and enrich a quality portfolio presentation.***

**1240 CERAMICS IV**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Ceramics I, II and III**

Continued work with advanced hand-built and thrown forms and glazing will be demonstrated. ***NOTE: Students may choose to purchase materials to supplement and enrich a quality portfolio presentation.***

**1251 JEWELRY I AND METALSMITHING**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

Students will learn to design and create jewelry and objects while learning to use tools and materials found in a metal working studio. Processes that may be covered are piercing, sawing, filing, sanding, polishing, wire working, surface texturing and patination.

**1252 JEWELRY II AND METALSMITHING**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Jewelry I**

**1253 JEWELRY III AND METALSMITHING**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Jewelry I and II**

**1254 JEWELRY IV AND METALSMITHING**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Jewelry I, II and III.**

Advanced Jewelry classes will extend student knowledge and skills used in a metal working studio by exploring new techniques and processes. These may include: piercing, sawing, filing, sanding, polishing, wire working, surface texturing, patination, etching, fold forming, forging, stone setting, soldering and casting. There is an emphasis on developing good design and craftsmanship. Career aspects of jewelry making will be introduced.

**1006/1008 ART PORTFOLIO-FALL/SPRING (Signed Teacher recommendation required)**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Level II of Drawing, Painting, Ceramic or Jewelry and Metalsmithing depending on concentration.**

This class can be taken by Drawing, Painting, Ceramic or Jewelry and Metalsmithing Students. Emphasis on personal development of imagery, concepts, skills and work habits that can lead to scholarships, college acceptance and work in creative industries. This class may be taken at the same time as Level III or IV classes. ***Students may choose to purchase materials to supplement and enrich a quality portfolio presentation.***

**1270 PHOTOGRAPHY I**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This class instructs students how to create photographs in an artistic form. Beginning with the understanding and use of the creative controls on your Cell Phone and a traditional 35mm camera (35mm camera may be borrowed from the Art Department). Students will experience the darkroom photography process. Students will learn techniques for developing black and white film and making prints in the darkroom. Students will also become acquainted with cell phone photography techniques. Simple Photoshop techniques will be introduced. Students will learn about creating eye catching edits for social media content on various cell phone apps used in class.

**1290 PHOTOGRAPHY II**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Photography I**

In this class students will improve their compositional and design skills, while they strengthen their aesthetic vision. This class includes further work with the 35mm camera and experimental printing processes. Innovative practices such as toning, and hand coloring are introduced. Students will become familiar with digital photography and further their image manipulation skills using Photoshop.

**1300 PHOTOGRAPHY III**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Photography I and II**

**1305 PHOTOGRAPHY IV**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Photography I, II and III**

Photography at this stage directs students toward conscientious goals. Upper-level photography classes are expressive classes where students strengthen their skill set and explore in depth ideas and possible ways to use their art professionally. Students may repeat Photography IV if schedule allows.

**1005/1007 PHOTO PORTFOLIO – FALL/SPRING (College Prep)**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of Photo I and II**

Concentration is on ideas and skill development along with (digital) portfolio presentation for possible college entry and scholarship. This class works well as an addition to Photography III and IV. This class may be repeated If schedule allows.

# ENGLISH

## COURSES NEEDED TO MEET GRADUATION REQUIREMENTS

Students need to take one full credit (1.0 credit) each year.

<b>9<sup>th</sup> Grade (1.0 credit)</b>	
English 9 (1.0 credit) <b>OR</b> Advanced English 9 (1.0 credit)	
<b>10<sup>th</sup> Grade (1.0 credit)</b>	
English 10 (1.0 credit) <b>OR</b> Advanced English 10 (1.0 credit)	
<b>11<sup>th</sup> Grade (1.0 credit)</b>	
Students must take one full year of English. Students can choose Literature and Composition A&B <b>OR</b> English 11MA/11MB <b>OR</b> AP Language.	
Literature and Composition A: Monsters and Heroes (0.5 credit) <b>OR</b> Literature and Composition A: World (0.5 credit)	Literature and Composition B: American (0.5 credit) <b>OR</b> Literature and Composition B: Historical (0.5 credit)
<b>OR</b> English 11MA/11MB (1.0 credit) <b>OR</b> AP Language (1.0 credit)	
<b>12<sup>th</sup> Grade (1.0 credit)</b>	
Students must take one full year of English. Students can choose to take the traditional track (Writing and Communication for ½ credit <b>AND</b> Science Fiction and Dystopian Literature <b>OR</b> Contemporary Literature for remaining ½ credit) <b>OR</b> English 12MA/12MB <b>OR</b> AP Language	
Writing and Communication (0.5 credit)	Science Fiction and Dystopian Literature (0.5 credit) <b>OR</b> Contemporary Literature (0.5 credit)
<b>OR</b> English 12MA/12MB (1.0 credit) Must apply and be accepted during junior year	
<b>OR</b> AP Language (1.0 credit) <b>OR</b> AP Literature (1.0 credit)	

## REQUIRED

**2071/2072 ENGLISH 10A / 10B**  
Gr 10 0.5/0.5 credit

**Prerequisite/Recommendation: None.**

Students will continue working on reading, writing, speaking, and listening skills as in English 9. Students will read and write in a variety of styles and for a variety of audiences through individual, small group and whole-class activities and assignments, including at least one research project.

**2081/2082 ADVANCED ENGLISH 10A / 10B**  
Gr 10 0.5/0.5 credit

**Prerequisite/Recommendation: Credit in English 9A/9B and teacher recommendation.**

The Advanced English 10 course challenges students in reading, writing, speaking, and listening activities through a variety of texts and media. Advanced students are highly motivated, independent learners who take initiative. Students are expected to read independently in and outside of class and come prepared to discuss and analyze texts, as well as participate in collaborative learning. Advanced 10 English is designed to prepare students for an advanced academic path.

**2092 LITERATURE AND COMPOSITION A: MONSTERS AND HEROES**  
Gr. 11 0.5 credit

**Prerequisite/Recommendation: This class must be taken in addition to a Literature and Composition B course.**

While reading texts such as *Beowulf* and *Hamlet*, students will analyze literature through the lens of literature's monsters and heroes. Students will explore ideas such as *How do heroes and villains reflect what society values and fears?*; *Who gets to be a hero?*; *How does good vs evil factor into stories?*; and *Are all heroes good?*; *Are all villains evil?* Through this analysis, students will further their development of reading, writing, speaking, listening, and language skills while completing individual, small group, and whole-class activities and assignments. Reading will be done in conjunction with the writing to model rich prose techniques and to spark ideas for student essays.

**2094 LITERATURE AND COMPOSITION A: WORLD**  
Gr. 11 0.5 credit

**Prerequisite/Recommendation: This class must be taken in addition to a Literature and Composition B course.**

While reading texts such as *Macbeth* and *Born a Crime*, students will analyze literature with a global focus. Students will explore ideas such as *How can we see ourselves in the world?*; and *How do ideas, concepts, and themes transcend the globe?* Through this analysis, students will further their development of reading, writing, speaking, listening, and language skills while completing individual, small group, and whole-class activities and assignments. Reading will be done in conjunction with the writing to model rich prose techniques and to spark ideas for student essays.

**2091 LITERATURE AND COMPOSITION B: AMERICAN**  
**Gr. 11 0.5 credit**

**Prerequisite/Recommendation: This class must be taken in addition to a Literature and Composition A course.**

While reading texts such as *The Great Gatsby* and *The Detroit Project*, students will analyze literature with an American focus. Students will explore ideas such as *How is the American experience reflected through literature?*; and *What role does literature play in reflecting society?* Through this analysis, students will further their development of reading, writing, speaking and listening, and language skills while completing individual, small group, and whole-class activities and assignments. Reading will be done in conjunction with the writing to model rich prose techniques and to spark ideas for student essays.

**2093 LITERATURE AND COMPOSITION B: HISTORICAL**  
**Gr. 11 0.5 credit**

**Prerequisite/Recommendation: This class must be taken in addition to a Literature and Composition A course.**

While reading texts such as *Pride and Prejudice* and *The Detroit Project*, students will analyze literature with a historical focus. Students will explore ideas such as *The defining moments in history and how individuals experienced them.*; and *How can we see a historical event through the eyes of an individual?* Through this analysis, students will further their development of reading, writing, speaking and listening, and language skills while completing individual, small group, and whole-class activities and assignments. Reading will be done in conjunction with the writing to model rich prose techniques and to spark ideas for student essays.

**2125 / 2126 ENGLISH 11A / 11B (MEDICAL)**  
**Gr 11 0.5/0.5 credit**

**Prerequisite/Recommendation: Current Enrollment in Medical Careers 1A/1B and Successful completion of English 10 or Advanced English 10A/10B.**

This Medical Academy English course will meet all the eleventh-grade English content standards in reading, writing, speaking, and listening. This course is designed to provide students with the critical thinking, writing and research skills needed to succeed in any challenging post-secondary curriculum. Students will master a variety of writing formats including essays, research, creative and technical writing. Students will improve in the areas of grammar, vocabulary, and rhetoric. Technology will be utilized for instruction and presentations, both group and individual. Students will prepare for the SAT and ACT – Work Keys exams and Michigan Merit Exam by practicing specific test-taking strategies. The curriculum explores healthcare topics through the lens of English language arts. **This course is the REQUIRED companion English Course for Medical Careers 1A/1B students.**

**2137 WRITING AND COMMUNICATION**  
**Gr 12 0.5 credit**

**Prerequisite/Recommendation: None.**

In Writing and Communication, students will develop their ability to effectively express ideas in both written and verbal formats. Through the study of various texts and genres, they will explore how to craft meaningful narratives, analyze media, and engage in research-driven writing. The course emphasizes the development of critical thinking and communication skills, encouraging students to articulate their perspectives and engage thoughtfully with diverse topics. Activities will include collaborative discussions, independent writing projects, and opportunities to refine and present their work.

**2138 SCIENCE FICTION AND DYSTOPIAN LITERATURE**  
**Gr 12 0.5 credit**

**Prerequisite/Recommendation: This must be taken second semester, following Writing and Communication. Students can enroll in Science Fiction and Dystopian Literature OR Contemporary Literature.**

Through reading and analyzing texts such as *Project Hail Mary* and various short stories, students will consider essential questions like: *How does literature comment on the present, predict the future, or reflect on the past? How does fear motivate or drive us? What matters more: the individual or the collective?* This course emphasizes critical skills like analyzing an author's tone, language, and theme development, as well as making meaningful connections to the text and the world. Through whole-class studies, independent choice reading, and collaborative discussions, students will develop their reading, writing, speaking and listening, and language skills. Writing will be closely linked to the reading, inspiring essays and creative projects that demonstrate their understanding.

**2139 CONTEMPORARY LITERATURE**  
**Gr 12 0.5 credit**

**Prerequisite/Recommendation: This must be taken second semester, following Writing and Communication. Students can enroll in Science Fiction and Dystopian Literature or Contemporary Literature.**

While studying modern texts like *The Midnight Library* and excerpts from memoirs, students will explore literature through the lens of its connection to the human experience. Students will examine essential questions such as *What is the relationship between literature and the human experience? And How does literature allow readers to experience different perspectives and gain empathy?* This course emphasizes critical skills like analyzing an author's tone, language, and theme development, as well as making meaningful connections to the text and the world. Through whole-class studies, independent choice reading, and collaborative discussions, students will develop their reading, writing, speaking and listening, and language skills. Writing will be closely linked to the reading, inspiring essays and creative projects that demonstrate their understanding.

**2127/2128 ENGLISH 12A / 12B (MEDICAL)**  
**Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation: Only students who applied and received acceptance during junior year may register for this class.**

This Medical Academy English course meets the English Content Standards in reading, writing, speaking, and listening in addition to meeting the on-line learning requirements for the Michigan Merit Curriculum. Students will develop critical reading, writing, research, and analytical skills. This course includes tests, quizzes, writing assignments, individualized vocabulary and grammar study, discussion boards, projects, and debates, all delivered in an online format. This course's content is rigorous and requires highly motivated, organized students who are able and willing to work independently. **This course is the REQUIRED companion English Course for Medical Careers 2A/2B BC students.**



**2581/2582 AP ENGLISH LANGUAGE AND COMPOSITION I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Completion of English 10A/10B or Advanced English 10A/10B and teacher recommendation.**

This Advanced Placement class is equivalent to a college level writing course that builds the reading and writing skills students need for college success. Coursework focuses on rhetorical analysis of a variety of nonfiction texts, including images as texts, and the choices authors make as they write. As they prepare for the AP English Language exam offered in the spring, students will read, evaluate, cite, and synthesize sources from a range of genres and eras to develop their own well-reasoned, evidenced-centered analytical and argumentative writing. Students should be experienced readers and writers motivated to meet the rigor of advanced-level content.

**2601/2602 AP ENGLISH LITERATURE AND COMPOSITION I / II**  
**Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation: Teacher recommendation.**

This advanced placement course is equivalent to a college level literature course. Students should be capable readers and writers with above-average skills. Students can expect to develop critical reading and writing and analytical skills. The course involves advanced summer reading and features writing, discussion, and presentations centered on novels, plays, short story and poetry. Students will be well prepared for the AP Literature test given in the spring.

## **ELECTIVES**

**2090 THEATER ARTS I**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: None.**

Students will experience an introduction to all aspects of theater both as an art and as a business. They will read and analyze reputable plays as well as experience the basics of acting, such as pantomimes and improvisations. **This class may fulfill the Visual, Performing or Applied Arts graduation requirement (VPAA).**

**2110 THEATER ARTS II**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: Credit in Theater Arts I or teacher recommendation.**

Students will expand their knowledge of theater and acting techniques. Their experiences will include both performance and theory. As a result, students will be writing a play. **This class may fulfill the Visual, Performing or Applied Arts graduation requirement (VPAA).**

**2130 DEBATE**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: Recommendation of current English teacher.**

Students experience competition debate, which stresses organization, research, quick thinking, note taking, oral delivery and teamwork. Some first-year students will compete at invitational tournaments. Students may take the course a second time in the fall semesters of next year if they are signed up to compete at tournament competitions. **This class may fulfill the Visual, Performing or Applied Arts graduation requirement (VPAA).**

**2210 CREATIVE WRITING I**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

The student will creatively express ideas and talents through various forms of writing (fiction, non-fiction, poetry) and other artistic products. The class will provide instruction on effective writing strategies associated with each of these writing formats. In addition, the student will participate in writing workshops, maintain a writing journal, and produce a portfolio of his/her work. Student should enjoy reading and writing and must be able to work independently.

**2215 CREATIVE WRITING II**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

The student will creatively express ideas and talents through various forms of writing and other artistic products. The student will participate in writing workshops, maintain a writing journal, and produce a professionally crafted portfolio of his/her work. Student should enjoy reading and writing and must be able to work independently.

**2225 MEDIA LITERACY**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of English 9.**

Students will learn about the influence of mass media on people and culture by analyzing and interpreting visual and print media and creating media projects with a focus on identifying fact and opinion, emotional appeals, reactions, and motives. The class incorporates the four acts of communication: reading, writing, speaking, and listening. Students use the information they learn to create print, audio, and video projects. **This course does not meet NCAA requirements.**

**2391/2392 COLLEGE WRITING I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Successful completion of two years of English credit; C+ or better.**

Students will improve their writing skills for college and careers by directed practice in writing expressive, informative, and persuasive essays on a variety of topics, both assigned and self-chosen. Students will learn various ways to organize, develop and present their ideas. They will also write research papers that use primary and secondary sources of information. As a foundation for writing, students will read examples of excellent expressive, informative, and persuasive literature.

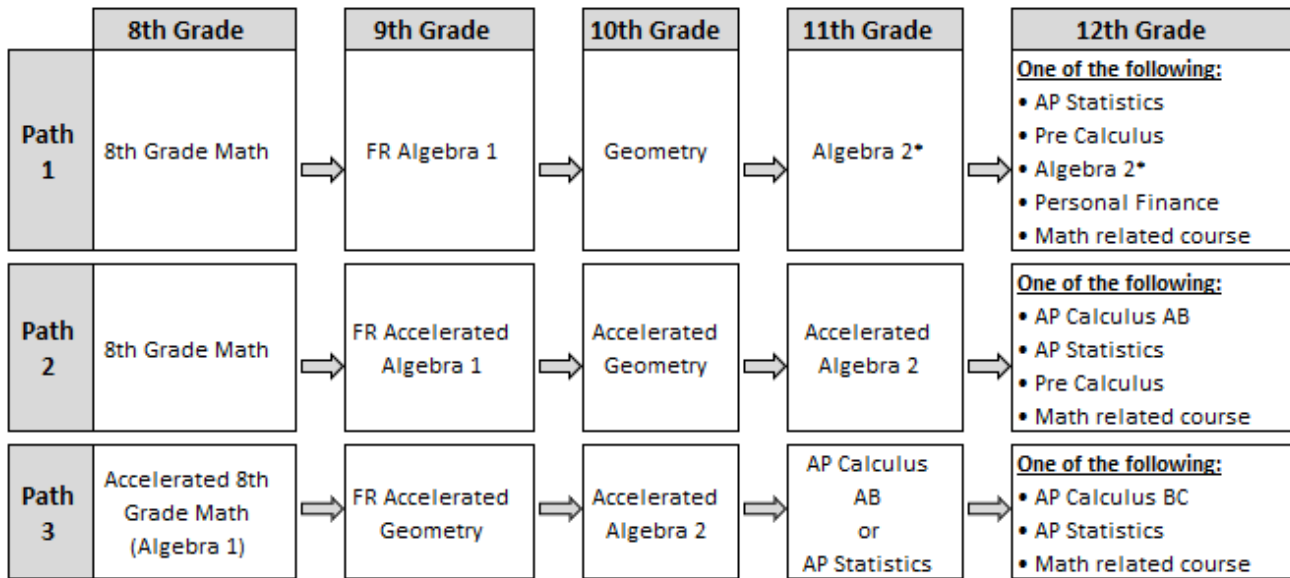
**2227/2228 WRITING FOR PUBLICATION I/II**  
**Gr 9-12 0.5/0.5 credit**

**Prerequisite/Recommendation: It is recommended that students take both semesters of this course.**

Students learn the varied skills of writing for publication: writing news stories, sports stories, in-depth stories, editorials, and feature stories; interviewing; as well as editing, headline writing, and design concepts. A focus for the class will be on creation and production of the school newspaper.

# MATHEMATICS

## Math Sequence Course Recommendations



The above chart lists the most common course sequences taken by students. Variations in course sequences (from accelerated to non-accelerated or non-accelerated to accelerated) may be based on assessment and classroom performance. If you have any questions, please contact your guidance counselor to review additional course sequence options. All students MUST take at least one math or math-related course in their senior year. Personal Finance or Problem Solving may be taken concurrently with another math class, after completing Geometry.

The completion of the three-course accelerated sequence of Accelerated Algebra 1, Accelerated Geometry and Accelerated Algebra 2 will allow the student to move directly into AP Calculus courses.

\*Some students may be placed into an extended Algebra 2 over a two-year course.

The Michigan Department of Education requires all students to successfully complete a minimum of four (4) credits in mathematics. Students must complete at least Algebra 1, Geometry and Algebra 2 and an additional math-related course. Each student must successfully complete a 1.00 math credit or a 1.00 math-related credit during his or her senior year. *Students that successfully completed Algebra 1 in the 8<sup>th</sup> grade will satisfy the high school Algebra 1 math credit.* A Geometry Focus class may be a recommendation for students during their sophomore year. These students will be contacted by their guidance counselor.

**Beginning with the Graduating Class of 2023, the following courses may be used to fulfill the math-related credit in the student's senior year; however, courses that are graduation requirements cannot be counted for dual credit. Example: Physics cannot be counted as both a science credit and a math-related credit.**

SCIENCE/SOCIAL STUDIES	CAREER TECHNICAL EDUCATION (CTE)		
	CAREER AND TECHNICAL EDUCATION (CTE)		FAMILY & CONSUMER SCIENCE
AP Biology	Accounting	Design Technology	Consumer Education
AP Chemistry, Chemistry II	Auto Technology 2 & 3	Marketing 2	Independent Living
AP Economics	Business Management 2	Mechatronics & Robotics	
AP Environmental Science	Construction Trades	Woodworking & Cabinetmaking	
AP Physics, Physics II	Culinary Arts 2 & 3		
Forensic Science I/II			

See course descriptions for detailed course information.

The department recommends the purchase of graphing calculators for the students' use. (TI-83 Plus or TI-84).

## MATHEMATICS COURSES

### 5081/5082            GEOMETRY I / II

Gr 9-12            0.5/0.5 credit

**Prerequisite/Recommendation:** None.

Geometry is the study of the components of shapes and their relationships. Students study logic through reasoning and argument as it applies to properties of two and three-dimensional shapes. Other topics of study include transformations, coordinate geometry, measurement formulas and trigonometry and their applications to real-world situations. Algebraic skills are reinforced throughout the course.

### 5086/5087            ACCELERATED GEOMETRY I / II

Gr 9-10            0.5/0.5 credit

**Prerequisite/Recommendation:** Data Team Placement

The accelerated courses are designed to cover four years of mathematics in three years. Accelerated Geometry will address Geometry content along with selected additional topics. This course is for the serious math student who plans to take AP Calculus (AB/BC) to earn college math credit. Geometry is the study of the components of shapes and their relationships. Students study logic through reasoning and argument as it applies to properties of two and three-dimensional shapes. Other topics of study include transformations, coordinate geometry, measurement formulas and trigonometry and their applications to real-world situations. Algebraic skills are reinforced throughout the course. The Accelerated Geometry course moves at a faster pace, studies topics with more depth and complexity and will include extra content.

### 5091/5092            ALGEBRA 2A / 2B

Gr 10-12           0.5/0.5 credit

**Prerequisite/Recommendation:** Data Team Placement

Algebra II is the continuation of the study of functions and representations begun in Algebra I. Key areas of study include quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions as well as probability and data analysis as they apply to real-world scenarios. Use of a graphing calculator is embedded in the course.

### 5095/5096            ALGEBRA 2YA / 2YB

Gr 10-12           0.5/0.5 credit

**Prerequisite/Recommendation:** Data Team Placement

This course further prepares the students for the study of mathematics and related fields. This course will build upon the concepts taught in Algebra 1 and Geometry. Half of the Michigan High School Content Expectations for an Algebra 2 course will be covered in this course. This course must be followed by Algebra 2YC and 2YD to fulfill the state requirement for Algebra 2. (See information on this course on the NCAA page of this book.)

### 5097/5098            ALGEBRA 2YC / 2YD

Gr 11-12           0.5/0.5 credit

**Prerequisite/Recommendation:** Successful completion of Algebra 2YA/2YB

This course continues the preparation of students for the study of mathematics and related fields. This course will build upon the concepts taught in Algebra 1 and Geometry. The remaining half of the Michigan High School Content Expectations for an Algebra 2 course will be covered in this course. This course must be taken after Algebra 2YB to fulfill the state requirement for Algebra 2. (See information on this course on the NCAA page of this book.)

### 5058/5059            ACCELERATED ALGEBRA 2A / 2B

Gr 10-11           0.5/0.5 credit

**Prerequisite/Recommendation:** Data Team Placement

The accelerated courses are designed to cover four years of mathematics in three years. Accelerated Algebra 2 will address Algebra 2 material along with selected additional topics. This course is for the serious math student who wants to take AP Calculus (AB/BC) to earn college credit(s). The Accelerated Algebra II course moves at a faster pace, studies topics with more depth and complexity and will include extra units. Algebra II is the continuation of the study of functions and representations begun in Algebra I. Key areas of study include quadratic, exponential, logarithmic, polynomial, rational and trigonometric functions as well as probability and data analysis as they apply to real world scenarios. Students extend their study of Algebra I and Geometry topics through exposure to matrices, complex numbers, and conic sections. Use of a graphing calculator is embedded in the course.

## COLLEGE PREP ELECTIVES

### 5201/5202            PRE-CALCULUS I / II

Gr 10-12           0.5/0.5 credit

**Prerequisite/Recommendation:** C or better in Algebra 2 or teacher recommendation.

The theory and applications of trigonometry and functions are developed in depth in this course. Other tools such as matrices, and polar coordinates are introduced with a focus toward modeling and solving real-world problems, in preparation for Calculus or AP Calculus.

### 5271/5272            AP CALCULUS AB I / II

Gr 10-12           0.5/0.5 credit

**Prerequisite/Recommendation:** B or better in Accelerated Algebra 2 or Pre-Calculus or current Math teacher recommendation.

This course includes all topics in the AP curriculum as determined by the College Board. The focus will be on limits, continuity, derivatives, and integrals with a focus on applications. Students in this class may take the AP Exam – AB level in May. Students will be given topics to review from their high school sequence over the summer, prior to taking the class.

### 5275/5276            AP CALCULUS BC I / II

Gr 11-12           0.5/0.5 credit

**Prerequisite/Recommendation:** Successful completion of AP Calculus AB.

This course includes all topics in the AP curriculum as determined by the College Board. The focus will be on applications of the Integral. Students enrolled in this course may take the AP Calculus Exam – BC level in May.

5285/5286 AP STATISTICS I / II  
Gr 11-12 0.5/0.5 credit

**Prerequisite/Recommendation: C or better in Algebra 2 or teacher recommendation**

This course is very beneficial for students going into the fields of business, social sciences or mathematics. This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns and statistical inference. Students should have the ability to explain process and results in written form which will benefit them in taking the college-board test.

## **MATH ELECTIVES**

5281/5282 MATH FOR PROBLEM SOLVING I / II  
Gr 11-12 0.5/0.5 credit

**Prerequisite/Recommendation: None.**

This course is a capstone course exploring the practical and recreational applications of mathematics. The focus is on problem solving in a variety of real world and applied settings. Students will work individually and in cooperative groups to build and apply a range of mathematical strategies and tactics to solve problems. Students will develop communication skills by writing up detailed solutions and presenting them. This course will explore new mathematical topics, as well as reinforce and extend prior knowledge on Logic, Algebra, Geometry and Statistics & Probability.

5071/5072 MATH FOR PERSONAL FINANCES I / II  
Gr 11-12 05/0.5 credit

**Prerequisite/Recommendation: None.**

This course will study the application of mathematics in the areas of personal earnings, investments, and expenditures. **This is a full year course.**

**This course does not meet NCAA requirements.**

7602/7603 AP COMPUTER SCIENCE A/B  
Gr 10-12 0.5/0.5 Credit

**Prerequisite/Recommendation: Successful completion of Algebra 1A/1B**

Learn the fundamentals of programming and problem solving using the Java language. Develop skills for future study or a career in computer science or other STEM fields. The curriculum covers a broad range of topics, including the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. AP score comes from one end-of-course exam with two sections: multiple choice and free response. **This course HAS NOT been approved to meet the math credit or a math-related credit requirement.**

# MUSIC – INSTRUMENTAL

5510 MUSIC THEORY  
Gr 10-12 0.5 credit

**Prerequisite/Recommendation:** One year of high school band or choir or instructor approval.

This course will cover elements of music reading and listening skills, basic keyboarding skills, music composition and music history.

**STUDENTS WHO WISH TO TAKE MUSIC SEMINAR FOR THE ENTIRE YEAR WILL NEED TO SIGN UP FOR BOTH COURSE NUMBERS. THOSE THAT WISH TO TAKE THE CLASS FOR ONLY ONE SEMESTER SHOULD SIGN UP FOR COURSE NUMBER 5511 ONLY.**

5511 MUSIC SEMINAR I  
Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** None.

This class is designed as an independent study for anyone who wishes to improve their skills on a musical instrument. Students will be required to play scales and chord progressions and perform on their instrument in front of the class once a week. **REQUIREMENTS: Student MUST provide own instrument, including amplifiers and cords for electronic instruments.**

5512 MUSIC SEMINAR II  
Gr 9-12 0.5 credit

**Prerequisite/Recommendation:** None.

This class is designed as an independent study for anyone who wishes to improve their skills on a musical instrument. Students will be required to play scales and chord progressions and perform on their instrument in front of the class once a week. **REQUIREMENTS: Student MUST provide own instrument, including amplifiers and cords for electronic instruments.**

**ALL INSTRUMENTAL MUSIC CLASSES SHOULD BE CONSIDERED AS A FULL-YEAR COURSE. ONLY IN VERY RARE CASES, WITH DIRECTOR'S AND COUNSELOR'S APPROVAL, WILL IT BE CONSIDERED FOR LESS THAN A FULL-YEAR COURSE.**

5521/5522 CONCERT BAND I / II  
Gr 9-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Junior high/middle school experience or director's approval.

This course is designed for all freshmen (and upper classmen) with basic skills. Techniques, scales, basic music theory and music history will be discussed. Many styles of band literature will be studied and performed. Requirements: concerts and festivals, occasional sectionals before or after school; Uniforms are provided by the school. However, students are responsible for purchasing their own black dress shoes. **Members of this class may join the marching band, which is held after school. Students must be enrolled in a band class to be eligible for marching band.**

5561/5562 SYMPHONIC BAND I / II  
Gr 9-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Audition and director's approval.

This course is designed for *intermediate* musicians. All styles of music will be studied and performed with an emphasis on modern and current band literature. Intermediate skills will be developed. Requirements: concerts, festivals, and occasional sectionals before or after school; Uniforms are provided by the school. However, students are responsible for purchasing their own black dress shoes. **Members of this class may join the marching band, which is held after school. Students must be enrolled in a band class to be eligible for marching band.**

5601/5602 WIND ENSEMBLE I / II  
Gr 9-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Audition and director's approval.

This course is designed for the most advanced instrumental music students. Advanced band literature and orchestral transcriptions will be studied and performed. Requirements: concerts, festivals, and before or after school sectionals; Uniforms are provided by the school. However, students are responsible for purchasing their own black dress shoes. **Members of this class may join the marching band, which is held after school. Students must be enrolled in a band class to be eligible for marching band.**

# MUSIC – VOCAL/CHOIR

5653/5654 MEN'S CHORUS I / II  
Gr 9-12 0.5/0.5 credit

**Prerequisite/Recommendation:** None.

This is a non-auditioned choir. It is designed for students in grades 9 through 12 with tenor or bass voices. Students will explore vocal technique, choral singing tone, sight-reading, and performance techniques. Students are required to participate in all concerts, rehearsals, and festivals. Choir expenses may be required.

5655/5656 TREBLE CHORUS I / II  
Gr 9-12 0.5/0.5 credit

**Prerequisite/Recommendation:** None.

This is a non-auditioned choir. It is designed for students in grades 9 through 12 with treble voices. Students will explore vocal technique, choral singing tone, sight-reading, and performance techniques. Students are required to participate in all concerts, rehearsals, and festivals. Choir expenses may be required.

**5651/5652            WOMEN'S VARSITY CHOIR I / II**  
**Gr 10-12            0.5/0.5 credit**

**Prerequisite/Recommendation: Admission by audition or director's approval.**

This is an auditioned choir for soprano and alto voices. Intermediate to advanced music will be studied and performed. Students will study vocal technique, choral tone, sight-reading skills, music theory and movement to music. **REQUIREMENTS:** All concerts and festivals, and occasional performances outside of school. Choir expenses may be required.

**5671/5672            VARSITY CHOIR I / II**  
**Gr 10-12            0.5/0.5 credit**

**Prerequisite/Recommendation: Admission by audition only.**

This course is for the advanced singer. Understanding of vocal technique and choral tone is required. Must be able to sight-read music. Intermediate/Advanced music is taught. **REQUIREMENTS:** All concerts and festivals, and occasional performances outside of school. Choir expenses may be required.

# PHYSICAL EDUCATION

- All physical education classes will be given Physical Fitness Tests.
- Teamwork, sportsmanship, respect, and safety will be emphasized in all physical education classes.
- In **co-ed** classes, girls and boys will be evaluated equally.
- Minimum graduation requirements: Students are required to pass Physical Education 1 or 2 or Special Needs Physical Education 1 or 2 for a 0.5 unit of credit.
- All advanced physical education classes may be taken more than once during the student's high school career.
- A gym "uniform" is recommended (grey shirt and navy-blue shorts are suggested) to participate in any Physical Education class.

## REQUIRED

**6021**                    **PHYSICAL EDUCATION 1 – BOYS**  
**6023**                    **PHYSICAL EDUCATION 1 – GIRLS**  
**Gr 10-12**              **0.5 credit**

**Prerequisite/Recommendation: None.**

Physical Education I is designed for participation in a variety of sports that will enhance life-long activity through an emphasis on personal well-being, sport-specific knowledge and skills, sportsmanship, and cooperative learning. Students will be exposed to skills and concepts with the purpose of promoting and generating an interest in life-long activity. The course includes a unit dedicated to fitness and health. The essential ideas of the fitness unit will be embedded within the other activity-specific units. Specific activities may include, but are not limited to, badminton, bowling, golf, floor hockey, soccer, volleyball, basketball, football, softball, tennis, fitness, and handball.

**6022**                    **PHYSICAL EDUCATION 2 – BOYS**  
**6024**                    **PHYSICAL EDUCATION 2 – GIRLS**  
**Gr 10-12**              **0.5 credit**

**Prerequisite/Recommendation: None.**

Physical Education II is designed for participation in a variety of sports that will enhance life-long activity through an emphasis on personal well-being, sport-specific knowledge and skills, sportsmanship, and cooperative learning. Students will be exposed to skills and concepts with the purpose of promoting and generating an interest in life-long activity. The course includes a unit dedicated to fitness and health. The essential ideas of the fitness unit will be embedded within the other activity-specific units. Specific activities may include, but are not limited to, basketball, football, softball, swimming and tennis.

## ELECTIVES - ADVANCED

***NOTE: The following courses cannot be used to meet the PE graduation requirement.***

**6210**                    **ADVANCED MEN'S SPORTS 1**  
**6230**                    **ADVANCED MEN'S SPORTS 2**  
**6240**                    **ADVANCED WOMEN'S SPORTS 1**  
**6260**                    **ADVANCED WOMEN'S SPORTS 2**  
**Gr 10-12**              **0.5 credit**

**Prerequisite/Recommendation: None.**

These courses are designed for participation in a variety of sports that build upon units covered in PE1 and PE2 that will enhance life-long activity through an emphasis on personal well-being, sport-specific knowledge and skills, sportsmanship, and cooperative learning. Students will be exposed to skills and concepts with the purpose of promoting and generating an interest in life-long activity. The essential ideas of fitness will be embedded within the other activity-specific units. Specific activities may include, but are not limited to, badminton, floor hockey, soccer, volleyball, flag football, basketball, softball, team handball and table tennis. A "uniform" (shorts and a t-shirt other than that worn for the remainder of the school day) is recommended for participation in physical education.

**6255**                    **MENS' WEIGHT TRAINING 1 - FALL**  
**6257**                    **WOMENS' WEIGHT TRAINING 1 - FALL**  
**Gr 10-12**              **0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed for students interested in vigorous physical activities. These activities could include weight training and alternate day activities such as running, jump roping, agility exercises, strenuous drills, and aerobic exercise.

**6256**                    **MENS' WEIGHT TRAINING 2 - SPRING**  
**6258**                    **WOMENS' WEIGHT TRAINING 2 - SPRING**  
**Gr 10-12**              **0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed for students interested in vigorous physical activities. These activities could include weight training and alternate day activities such as running, jump roping, agility exercises, strenuous drills, and aerobic exercise.

**6271**                    **ADVANCED TEAM SPORTS I (BASKETBALL) – FALL**  
**Gr 10-12**              **0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed to improve the athlete's knowledge and physical capabilities in the sport of "basketball." Specific drills, concepts, weight training and conditioning will be used. In addition, instruction shall include nearly equal attention to at least three of the following topics: CPR, lifesaving, officiating, fitness, sportsmanship, and first aid or water safety instruction.

**6274 ADVANCED TEAM SPORTS – (SOFTBALL) - FALL**

**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed to improve the athlete's knowledge and physical capabilities in the sports of softball. Specific drills, weight training and conditioning will be implemented to further develop each athlete's skills as well as an understanding of their role within a softball team concept. In addition, instruction shall include nearly equal attention to at least three of the following topics: CPR, lifesaving, officiating, fitness, sportsmanship, and first aid or water safety instruction.

**6277 ADVANCED TEAM SPORTS II (BASKETBALL) – SPRING**

**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed to improve the athlete's knowledge and physical capabilities in the sport of "basketball." Specific drills, concepts, weight training and conditioning will be used. In addition, instruction shall include nearly equal attention to at least three of the following topics: CPR, lifesaving, officiating, fitness, sportsmanship, and first aid or water safety instruction.

**6272 ADVANCED TEAM SPORTS – (BASEBALL) - FALL**

**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed to improve the athlete's knowledge and physical capabilities in the sports of baseball. Specific drills, weight training and conditioning will be implemented to further develop each athlete's skills as well as an understanding of their role within a baseball team concept. In addition, instruction shall include at least three of the following topics: CPR, lifesaving, officiating, fitness, sportsmanship, and first aid or water safety instruction.

**6275 ADVANCED TEAM SPORTS (FOOTBALL) – SPRING**

**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed to improve the athlete's knowledge and physical capabilities in the sport of "football." Specific drills, concepts, weight training and conditioning will be used. In addition, instruction shall include nearly equal attention to at least three of the following topics: CPR, lifesaving, officiating, fitness, sportsmanship, and first aid or water safety instruction.

**6035 SPORTS OFFICIATING**

**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

Knowledge of rules and officiating techniques will be learned in this class. This course is designed to enhance the students' knowledge of various selected sports, thereby leading to certification for their specific activities. Upon completion of the course, students will be referred for placement as paid officials in recreational leagues, summer programs and sub varsity high school games.

**6285 AMERICAN RED CROSS LIFEGUARD TRAINING 1**

**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: Must have two of the following in any combination: PE I, PE II, PE Waiver, or teacher approval.**

**STUDENTS WHO WISH TO COMPLETE THE AMERICAN RED CROSS LIFEGUARD CERTIFICATION EXAM WILL BE RESPONSIBLE FOR THE COST OF THE SUPPLIES NEEDED AS WELL AS THE CERTIFICATION CARD FEE.**

**Must be 15 years of age on or before the final session of the course and must successfully complete (demonstrate) the following swimming skills:**

1. Swim 300 yards continuously using these strokes in the following order:
  - 100 yards of front crawl using rhythmic breathing and a stabilizing, propellant kick. Rhythmic breathing is to be done by breathing to the side or to the front.
  - 100 yards of breaststroke.
  - 100 yards of front crawl either rhythmic breathing or breaststroke. These 200 yards may be a mixture of front crawl and breaststroke.
2. Timed Event – Starting in the water, swim 20 yards using front crawl or breaststroke, surface dive 7 to 10 feet, retrieve a 10-pound object, return to the surface, and swim 20 yards back to the starting point with the object and exit the water without using a ladder or steps within 1 minute, 40 seconds. This timed event demonstrates the minimum level of speed and strength to build upon and learn the water rescue skills taught in the course.

**Certification requirements:**

To receive the course completion certificate, the student must do the following:

- Demonstrate competency in all required skills.
- Demonstrate competency in the three final skill scenarios.
- Correctly answer at least 80% of the questions in each of the four sections of the final written examination (12 out of 15).
- Score at least 80% on section #1.

**Certification Exam:**

This course is designed for the strong swimmer who is knowledgeable of all swim strokes. Certified sections of lifeguarding, water safety, first aid and AED/CPR will be taught. Upon completion of the course, the student will receive certification from the American Red Cross with a lifeguard certificate, which includes first aid and AED/CPR certification. Student needs to pass practical and written portions for full certification. Students will be in the classroom and in the pool.

*\*Students will be tested during the enrollment session the semester prior to class. Students need to pass all prerequisites and have approval of the instructor before class begins.*



# SCIENCE

A total of three science credits must be earned to meet graduation requirements. *Three years of science is the minimum requirement, but four years is strongly recommended for college-bound students.* Many students elect to take two science offerings in their junior and/or senior year. This is highly recommended for students wishing to pursue a career in a science related field.

## Science Pathway Recommendations

### Key for Course Names:

Lowercase = Semester course (0.5 credit)

UPPERCASE = FULL YEAR COURSE (1.0 CREDIT)

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Pathway 1</b> Meets basic graduation requirements (3 credits)	BIOLOGY	Chemistry I AND Physics I	Earth I AND Earth II	<b>Optional: Take <u>ONE</u> of the following:</b> Physics II, Chemistry II, Environmental Science I and/or II, FORENSIC SCIENCE, HUMAN BIOLOGY (CVHS), ANATOMY & PHYSIOLOGY (DHS)
<b>Pathway 2</b> College-bound  <i>Four years recommended</i>	BIOLOGY	Chemistry I AND Physics I	Earth I AND Chemistry II or Physics II or Earth II or AP BIOLOGY or AP PHYSICS (I OR C)	<b><u>ONE or more</u> of the following:</b> AP BIOLOGY, AP CHEMISTRY, AP PHYSICS (I OR C), AP ENVIRONMENTAL, FORENSIC SCIENCE, HUMAN BIOLOGY (CVHS), ANATOMY & PHYSIOLOGY (DHS), Physics II, Chemistry II, Earth II
<b>Pathway 3</b> Strong desire to pursue a science/engineering/medical major in college  <i>Future engineering majors should take AP Physics C</i>	BIOLOGY OR HONORS BIOLOGY	Honors Chemistry I AND Honors Physics I	Honors Earth I AND AP BIOLOGY or AP CHEMISTRY or AP PHYSICS (I OR C)	<b><u>ONE or more</u> of the following:</b> AP BIOLOGY, AP CHEMISTRY, AP PHYSICS (I OR C), AP ENVIRONMENTAL, FORENSIC SCIENCE, HUMAN BIOLOGY (CVHS), ANATOMY & PHYSIOLOGY (DHS), Physics II, Chemistry II, Earth II
<b>Pathway 4</b> Non-science college majors interested in earning AP science credits	BIOLOGY OR HONORS BIOLOGY	Chemistry I or Honors Chemistry I AND Physics I or Honors Physics I	AP ENVIRONMENTAL SCIENCE	<b><u>ONE or more</u> of the following:</b> AP BIOLOGY, AP CHEMISTRY, AP PHYSICS (I OR C), FORENSIC SCIENCE, HUMAN BIOLOGY (CVHS), ANATOMY & PHYSIOLOGY (DHS), Physics II, Chemistry II

**Note: Students may take electives beyond requirements (if there is room in their schedules) in grades 10 to 12.**

### Requirements (min. of 3 credits):

- 1.0 credit: Biology (or Honors)
- 0.5 credit: Chemistry I (or Honors)
- 0.5 credit: Physics I (or Honors)
- 0.5 credit: Earth Science I (or Honors)
- 0.5 credit: Earth II/Chemistry II /Physics II

\* *Alternative options for 3<sup>rd</sup> credit (Earth Science Standards):*

- 1.0 credit: AP Environmental Science
- 1.5 credits: Honors Earth Science I AND AP Biology/AP Chemistry/AP Physics (I or C)

**7121 CHEMISTRY I**  
**Gr 10 0.5 credit**

**Prerequisite/Recommendation: Biology I / II**

Chemistry is a State of Michigan graduation requirement. The four main areas of study include structures and properties of matter, chemical reactions, forces and interactions, and energy. Instruction will emphasize developing and using models, planning, and conducting investigations, analyzing, and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

**7122 CHEMISTRY II**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: Biology I / II and Chemistry I**

This course is designed for students who desire a deeper understanding of chemistry in preparation for college. The main areas of study include chemical reactions, molarity and stoichiometry, acid/base neutralizations, redox, gas laws, and space science from a chemistry perspective. Instruction will emphasize developing and using models, planning, and conducting investigations, analyzing, and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation. **This course has been approved to meet the MMC senior year math-related credit requirement.\***

**7101 EARTH SCIENCE I**  
**Gr 11 0.5 credit**

**Prerequisite/Recommendation: Biology I / II and Chemistry I and Physics I**

Earth Science is a State of Michigan graduation requirement, which exposes students to the complexities of the Earth's processes and how populations are affected. Topics include History of the Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Instruction will focus on developing and using models, planning, and conducting investigations, analyzing, and interpreting data, using mathematical and computational thinking, and constructing explanations. Science and Engineering practices and cross cutting concepts will be incorporated. Lab work is required.

**7102 EARTH SCIENCE II**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: Biology I / II and Chemistry I and Physics I**

Earth Science II exposes students to the complexities of the Earth's processes and how populations are affected. Topics include Space Systems, Chemistry of the stars, Rocks and Minerals, Glaciers, and Michigan Geology. Instruction will focus on developing and using models, planning, and conducting investigations, analyzing, and interpreting data, using mathematical and computational thinking, and constructing explanations. Science and Engineering practices and crosscutting concepts will be incorporated. Lab work is required.

**7150 ENVIRONMENTAL SCIENCE I**  
**Gr. 11-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of two years of science.**

Environmental Science I is designed to provide students with a balanced approach to the diverse study of our environment. First semester gives students an intense look at the connections between all living things, the scientific method as it applies to environmental studies, and ecology as the science that forms the basis of this course. Students will also explore how humans impact the natural world through the topics of biodiversity and conservation, land use, urban sprawl, mining, and food production.

**7170 ENVIRONMENTAL SCIENCE II**  
**Gr. 11-12 0.5 credit**

**Prerequisite/Recommendation: Successful completion of two years of science.**

Environmental Science II will improve the students' awareness of the environmental problems we are facing now and will be facing in the future. The theme: "Human Impact on Our Environment" will include topics such as population growth, environmental health, energy, solid and hazardous waste management, endangered species, air pollution, and the implications of global warming and ozone depletion.

**7192/7193 FORENSIC SCIENCE I/II**  
**Gr 11-12 0.5 credit/0.5 credit**

**Prerequisite/Recommendation: Completion of Chemistry I and Physics I or Honors Chemistry I and Honors Physics I.**

A one-year course in Forensic Science will draw on the curiosity and interest of many students. With the popularity of television programs like "CSI: Crime Scene Investigations," many people are intrigued by the science of technology. Forensic Science is the application of basic biological, chemical and physics principles and technological practices. Students will learn basic science skills in fieldwork (collecting evidence) and laboratory work (analyzing evidence). This hands-on course will focus on scientific inquiry, logical thinking skills, problem-solving procedures, and working in teams. Units of study in this course are Crime Scene Investigation, hair, fibers & textiles, fingerprints, drug identification and toxicology, handwriting analysis, forgery, and counterfeiting, soil examination, glass evidence, pollen and spore examination, casts, and impressions. *Capstone courses are designed to give students the chance to apply the knowledge they have acquired throughout their education to real-world situations, and to encapsulate all the learning objectives.* Students will complete a capstone project in each semester, Personal Evidence Portfolio & Mock Crime Scene Development and Processing. **This course has been approved to meet the MMC senior year math-related credit requirement. \***

**7141 HONORS CHEMISTRY I**  
**Gr 10 0.5/0.5 credit**

**Prerequisite/Recommendation: Biology I / II. Student placement will be based on testing/data analysis.**

This course is required preparation to move directly to Advanced Placement Chemistry without completing Chemistry II. This course is designed for well-qualified students who wish to acquire a deep and broad foundation in Chemistry. The four main areas of study include structures and properties of matter, chemical reactions, forces and interactions, and energy. Instruction will emphasize developing and using models, planning, and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

**7103 HONORS EARTH SCIENCE I**  
**Gr 11 0.5 credit**

**Prerequisite/Recommendation:** **Biology I / II and Chemistry I and Physics I. Student placement will be based on testing/data analysis.**

This course is designed for well-qualified students who wish to acquire a deep and broad foundation in Earth Science. Earth Science is a State of Michigan graduation requirement, which exposes students to the complexities of the Earth's processes and how populations are affected. Topics include History of the Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Instruction will focus on developing and using models, planning, and conducting investigations, analyzing, and interpreting data, using mathematical and computational thinking, and constructing explanations. Science and Engineering practices and cross cutting concepts will be incorporated. Lab work is required.

**7303 HONORS PHYSICS I**  
**Gr 10 0.5 credit**

**Prerequisite/Recommendation:** **Biology I / II. Student placement will be based on testing/data analysis.**

This course is required preparation to move directly to Advanced Placement Physics without completing Physics II. This course is designed for well-qualified students who wish to acquire a deep and broad foundation in Physics. Physics is a State of Michigan graduation requirement, which exposes students to the complexities of the physical world as it relates to matter and energy. Topics include motion and stability, forces and interactions, energy, waves, and their applications, as well as technologies for information transfer. Students will be expected to apply their learning in this course to real world scenarios and actively engage with course material. Planning and implementing investigations, analyzing complex data, and mathematical/computational thinking will be emphasized throughout the duration of the class. Laboratory work is required.

**7115 HUMAN ANATOMY & PHYSIOLOGY I**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** **Biology I / II.**

Human Anatomy and Physiology I will provide students with a broad look at the structures (Anatomy) and basic functions (Physiology) of the systems of the human body. The course begins with a cellular level focus followed by an examination of the various organ systems: integumentary, skeletal, muscular, and nervous. This class includes a lab practical organ dissection component for application. Students will build a portfolio of notes and activities required for moving onto Human Anatomy & Physiology II.

**7116 HUMAN ANATOMY & PHYSIOLOGY II**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation:** **Successful completion of Human Anatomy & Physiology I.**

This course is designed as a continuation of Human Anatomy & Physiology I for students to gain a deeper understanding of the human body. This part of the course will focus more on the physiology of the systems covered in semester I with students applying their increasing knowledge to case studies and the analysis of how the body systems such as immune, endocrine, blood, circulatory, respiratory, digestive, and urinary systems regulate the human response to the environment.

**7301 PHYSICS I**  
**Gr 10 0.5 credit**

**Prerequisite/Recommendation:** **Biology I / II**

Physics is a State of Michigan graduation requirement, which exposes students to the complexities of the physical world as it relates to matter and energy. Topics include motion and stability, forces and interactions, energy, waves, and their applications, as well as technologies for information transfer. Students will be expected to apply their learning in this course to real world scenarios and actively engage with course material. Planning and implementing investigations, analyzing complex data, and mathematical/computational thinking will be emphasized throughout the duration of the class. Laboratory work is required.

**7302 PHYSICS II**  
**Gr. 11-12 0.5 credit**

**Prerequisite/Recommendation:** **Physics I**

This course is designed for students who desire a deeper understanding of physics in preparation for college. Topics include two-dimensional kinematics, electricity, electromagnetic induction, optics, and astronomy. Students will be expected to apply their learning in this course to real world situations, and actively engage with course material. Course work will include planning and implementing investigations, analyzing data, and mathematical thinking. Lab work is required. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7201/7202 AP BIOLOGY I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** **Biology I / II and Chemistry I / II or Honors Chemistry I**

This course is designed to help the student understand biology in greater detail. AP Biology follows a national curriculum designed to help the student pass the national AP Biology exam offered in spring semester. Students that volunteer to take the test and pass it may earn college credit and a boost in their high school grade point. AP Biology includes topics in cell biology, origins of life, genetics, DNA lab work, evolution, classification systems and relationships between living things and their environments. Students will learn to connect these ideas to each other within the course framework, so they gain a solid foundation for understanding biology. Students are provided time to engage in inquiry driven lab investigations that reflect the central themes of the four big ideas. The laboratory is integrated throughout the course for a minimum of 25% of instructional time. The course is designed in order to fully immerse students in best practice of inquiry developed lab investigations. This involves students developing their own lab designs, recording their own unique data, and communicating their results to their investigations. The curriculum is aligned to that recommended by the College Board, and students are expected to take the AP Exam offered by the College Board to potentially earn college credit. Summer work may be required. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7221/7222 AP CHEMISTRY I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation:** **Chemistry I / II or Honors Chemistry I**

This course is equivalent to two semesters of General Chemistry at most colleges and universities. The laboratory investigations will help develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. A short in-depth review of Chemistry I/II is followed by the study of six big ideas: structure of matter, properties of matter, chemical reactions, kinetics, thermodynamics, and equilibrium. Summer work may be required. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7171/7172 AP ENVIRONMENTAL SCIENCE I / II**  
**Gr. 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Successful completion of two years of science.**

This course is designed to be the equivalent of a college-level course in Environmental Science and will prepare students for success on the National Exam. AP Environmental Science (APES) is an inter-disciplinary field of study that integrates material from Biology, Earth Science, Chemistry, Mathematics and Social Sciences to come to an understanding of the natural world and the forces that affect it. The goal of the course is to provide 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 consider alternative solutions to resolve or prevent them. Topics include an in-depth exploration of ecosystems, biodiversity, population dynamics, resource use and conservation, environmental problems, and the impact of human activities on the earth. Students will engage in comprehensive reading, laboratory investigations, critical writing analysis and projects. This course is rigorous with higher student expectations for scholarship and performance. The curriculum is aligned to that recommended by the College Board, and students are expected to take the AP Exam offered by the College Board potentially earn college credit. Summer work may be required. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7311/7312 AP PHYSICS I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Pre-calculus or Algebra 2A/2B (may be taken concurrently). Completion of Physics I or Honors Physics I.**

This course is designed to be the equivalent to one semester of algebra-based physics at most colleges and universities. This course is ideal for those who wish to pursue a major in any non-engineering career, including most professions in the medical field. AP Physics will include topics such as motion, statics, dynamics, momentum, energy, and rotation will be studied throughout the year. The curriculum is aligned to that recommended by The College Board. College-level text is used, and college-level experiments will be conducted. Summer work may be required. \*It is highly recommended that students check with their potential college or university to see which AP Physics course is necessary for their potential major. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**7313/7314 AP PHYSICS C MECHANICS I / II**  
**Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation: AP Calculus or Calculus I (may be taken concurrently). Completion of Physics I or Honors Physics I.**

This course is designed to be the equivalent to one semester of calculus-based physics at most colleges and universities. This course is ideal for those who wish to pursue a major in any engineering, computer science, mathematics, or any career in the physical sciences. AP Physics C includes concepts such as motion, statics, dynamics, momentum, energy, rotation, gravitation, and oscillation. The curriculum is aligned to that recommended by The College Board and applies both differential and integral calculus. College-level text is used, and college-level experiments will be conducted. Summer work may be required. \*It is highly recommended that students check with their potential college or university to see which AP Physics course is necessary for their potential major. **This course has been approved to meet the MMC senior year math-related credit requirement.** \*

**\*NOTE: The following science courses may be used to fulfill the math-related credit in the student's senior year; however, courses that are graduation requirements cannot be counted for dual credit:**

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics
- Chemistry II
- Forensic Science I/II
- Physics II

# SOCIAL STUDIES

## Minimum Graduation Requirements:

- 1.0 credit of Global History required (8015/8016 or 8035/8036)
- 1.0 credit of U.S. History required (8021/8022 or 8501/8502)
- 0.5 credit of Government required (8210 or 8231/8232)
- 0.5 credit of Economics required or (8250 or 8261/8262)

**8021/8022 UNITED STATES HISTORY I / II**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

The purpose of study in this course shall be to increase students' knowledge of historical events and ideas, develop historical insights and sharpen their skill in processing and evaluating information. This study should deepen their understanding of the role and commitment of diverse groups in our society in developing and shaping core democratic values. This knowledge, the related values and the analytical skill are necessary in understanding historical cause and effect and in making decisions and acting upon issues that confront students now and in the future.

**8035/8036 AP WORLD HISTORY I / II**  
**Gr 9-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Completed application recommendation and essay required for incoming 9<sup>th</sup> Grade Only. Open enrollment for 10-12 Grade.**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and type of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of World History as a field of study. The course will prepare students for the Advanced Placement World History examination offered by the College Board which, if passed, results in the student earning college credit while in high school.

**8501/8502 AP UNITED STATES HISTORY I / II**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

The AP United States History course is taught at an accelerated pace, similar to a full-year introductory college course. The course is taught in a survey format; it begins with the early colonization of North America and ends with modern-day events. In addition to content, the course also focuses on helping students to build skills in reading, note taking, critical thinking, historical thinking, thesis, and essay writing, as well as analyzing and interpreting primary sources and secondary sources. This Course will prepare students for the AP United States History exam offered by the College Board, Students will have the opportunity to earn college credit based on success of the exam.

**8517/8518 AP EUROPEAN HISTORY I / II**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

AP European History is a college-level course that covers European History since 1450 and introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, students would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. The course will prepare students for the Advanced Placement European history examination offered by the College Board which, if passed, results in the student earning college credit while in high school. **This course does not meet the U.S. history graduation requirement.**

**8130 WESTERN CIVILIZATION I**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This is the study of humankind from prehistory to the start of Rome. Emphasis is on ancient civilizations that had the greatest impact on contemporary U.S. society, such as the Egyptian, Mesopotamian, Persian and Greek, along with a look at Greek Mythology and some classic epic poems like Gilgamesh, the Iliad and Odyssey.

**8210 U.S. GOVERNMENT**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

The purpose of this course is to describe the basic structure of the U.S. Government. Students will examine the American political system from the federal to local level. Students will develop an awareness of current and past political issues. The course will prepare students for participation in the democratic process.

**8231/8232 AP UNITED STATES GOVERNMENT & POLITICS I / II**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

**8252 ECONOMICS**  
**Gr 10-12 1.0 credit**

**Prerequisite/Recommendation: None.**

This one-semester required course will focus on building students' knowledge of the role that economics plays in the shaping of their everyday life. The microeconomic portion of the course will focus on basic economic concepts, economic systems, supply and demand, market structures, and business organizations. The macroeconomic portion will focus on economic indicators such as GDP, inflation, unemployment, as well as monetary policy, fiscal policy, and trade. A portion of the course will also focus on personal finance with respect to applying economic concepts to personal finance decisions. **This course fulfills both the 0.5 economics credit and the 0.5 personal finance credit.**

**8261/8268 AP MICROECONOMICS I / AP MACROECONOMICS II**  
**Gr 10-12 0.5/1.0 credit**

**Prerequisite/Recommendation: None.**

This two-semester course covers both microeconomic and macroeconomic concepts that students would learn in introductory college courses. The microeconomic portion of the course covers basic economic concepts; supply and demand; production, cost and perfect competition; imperfect competition; factors markets; and market failure and the role of the government.

The macroeconomic portion of the course covers basic economic concepts; economic indicators and the business cycle; national income and price determination; the financial sector; long-run consequences of stabilization policies; and international trade and finance. A portion of the macroeconomic course will focus on personal finance with respect to applying economic concepts to personal finance decisions.

**\*This course will prepare students for the AP Microeconomics exam and the AP Macroeconomics exam offered by the College Board. Students will have the opportunity to earn college credit based on success of the exam.**

**\*\*This course fulfills both the economics requirement and the 0.5 personal finance requirement.**

**\*\*\*This course has been approved to meet the MMC senior year math-related credit requirement. See "Math related information" on page 17 concerning dual credit for graduation requirements.**

**8290 AMERICAN LEGAL STUDIES**  
**Gr 10 -12 0.5 credit**

**Prerequisite/Recommendation: None.**

A practical guide to the legal system. Concepts include constitutional rights, civil and criminal law, the court system, lawyers, and police powers. Students will be learning practical information and develop problem-solving skills which will benefit them in today's law-saturated society. A heavy emphasis will be placed on actual cases (case law) and current events in American law.

**8360 CURRENT WORLD ISSUES**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This class will focus on the current issues faced by our modern world. Topics may include terrorism, nuclear weapons, environmental issues, poverty, international conflicts, etc. Particular emphasis will be placed on class discussions. If you enjoyed fourth quarter of Global History, you will likely enjoy this class.

**8380 PSYCHOLOGY I**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

A Psychology overview course designed for both general education and college-bound students. Students will learn to recognize and understand many factors that affect the behavior of humans and other living organisms. Topics studied include: psychological perspectives, psychological methods, biology and behavior, sensation and perception, consciousness, learning memory, intelligence, thinking and language. Class work is supplemented with discussion, experiments, demonstrations, and guest speakers.

**8390 PSYCHOLOGY II**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

A continuing in-depth study of those factors which influence human behavior. Emphasis will be placed on research, critical thinking skills and application of psychological theories. Topics studied include: human development, motivation, emotion, personality theory, psychological testing, stress, psychological disorders and social interaction. A term paper or project is required.

**8391/8392 AP PSYCHOLOGY I / II**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

This course will explore the concepts of Psychology's history, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Memory, Motivation and Emotion, Personality, testing and Abnormal Psychology. The curriculum for this course will prepare students for success on the College Board Advanced Placement Exam in Psychology. Successful completion of this optional exam results in college credit, saving time and money spent at the university. This course is strongly recommended for those motivated students who have a strong interest in research, analysis, factors which influence behavior and/or plan to take the Advanced Placement Exam in Psychology. Key skills necessary for success in college, such as critical thinking and writing, are emphasized along with the major themes and interpretations of Psychology. Students should possess a high level of reading ability.

**8475 THE HISTORY OF MOTIVATION**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

An introduction to the study of behavior and development with an emphasis on factors that determine success and failure. Concepts include human development, personality analysis, problem solving, abnormal behavior, goal setting and self-improvement. Heavy reliance will be placed on the study of contemporary films to illustrate these psychological concepts.

**8540 HISTORY OF THE MODERN MIDDLE EAST**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed for students interested in taking a closer look at the Middle East, an area of the world that will continue to be significant during the 21<sup>st</sup> century. This course is taught from both a historical and contemporary perspective with current events, movies, and projects being used to enhance student learning. The content focuses on key political, economic, and foreign policy issues in addition to the culture, geography, and religion of the Middle East. The goal of this course is for students to increase their familiarity with the Middle East and the issues that it faces.

**8550 HISTORY OF WORLD RELIGIONS**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed to explore the varieties of religious experience in different parts of the world, their historical formation, as well as how these traditions are a part of America's diverse society. The religions we will focus our study on include, Buddhism, Christianity, Hinduism, Islam, and Judaism. We will investigate some of the core issues of each tradition through reading the texts of these traditions, lectures, class discussion, research, and examining media portrayals of each religion. Religion is a topic that is continually being discussed as a part of current world affairs. With expanding globalization students will be encountering more and more diversity in the workplace and in social situations. This course is meant to help students feel comfortable with such diversity.

**8541 AFRICAN AMERICAN HISTORY**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This elective course is designed for students who want to study the African American experience through the themes of identity and advocacy from the time periods of Abolition to Hip Hop. This course will focus on African American art, literature, and music told through the stories of trailblazers and the everyday citizen.

**8542 WOMEN'S HISTORY**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

Students will study women and gender issues throughout history while focusing on evolving roles, images, and the struggles and triumphs toward empowerment. Various focus texts, films, art, literature, and current events will add to the thematic exploration of the historical and contemporary narrative. Students will also be asked to make personal connections and implement ideas and concepts from the course through application and critical thinking.

# WORLD LANGUAGES

Students are required to complete two credits of World Language (See Graduation Requirements for further details.)

**Students must take two consecutive years of the same language.**

Admission to many colleges and universities in Michigan requires two years of study of the same language, - three or four years are strongly advised. Taking four years of a world language in high school increases students' chances of fulfilling some college language requirements.

## RECOMMENDED SEQUENCE \*

\* If a student is not going to take advantage of the full, four-year sequence, the sequence may be started at any grade.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
French 1A/1B Spanish 1A/1B German 1A/1B	French 2A/2B Spanish 2A/2B German 2A/2B	French 3A/3B Spanish 3A/3B German 3A/3B	French 4A/4B Spanish 4A/4B German 4A/4B

### FIRST YEAR

4001 / 4002      FRENCH 1A / 1B  
 4101 / 4102      SPANISH 1A / 1B  
 4201 / 4202      GERMAN 1A / 1B  
 Gr 10-12      0.5/0.5 credit

**Prerequisite/Recommendation: None.**

The first-year course includes an overview of the culture and language integrating: listening, conversing, reading, and writing. Students will use the language to gain a global perspective. College-bound students should take the **same language for at least two years.**

### SECOND YEAR

4021 / 4022      FRENCH 2A / 2B  
 4121 / 4122      SPANISH 2A / 2B  
 4221 / 4222      GERMAN 2A / 2B  
 Gr 10-12      0.5/0.5 credit

**Prerequisite/Recommendation: Pass level 1A & 1B.**

The second-year course builds upon listening, conversation, reading, and writing skills acquired in the first-year course with increasing accuracy and complexity.

### THIRD YEAR

4041 / 4042      FRENCH 3A / 3B  
 4141 / 4142      SPANISH 3A / 3B  
 4241 / 4242      GERMAN 3A / 3B  
 Gr 10-12      0.5/0.5 credit

**Prerequisite/Recommendation: Pass level 2A & 2B with a C or better.**

The third-year course builds upon listening, conversation, reading, and writing skills acquired in the second-year course with increasing accuracy and complexity. Students will increase their confidence in the spoken language through discussion of more diverse topics.

### FOURTH YEAR

4061 / 4062      FRENCH 4A / 4B  
 4161 / 4162      SPANISH 4A / 4B  
 4261 / 4262      GERMAN 4A / 4B  
 Gr 10-12      0.5/0.5 credit

**Prerequisite/Recommendation: Pass level 3A & 3B with a C or better.**

The fourth-year course refines listening, conversation, reading, and writing skills acquired in the third-year course. Students will continue to increase their linguistic confidence in the spoken and written language through analysis of various topics.

**THE LOCATION (DHS OR CVHS) OF SOME LANGUAGE COURSES WILL BE DETERMINED BY ENROLLMENT.**



# V. CAREER TECHNICAL EDUCATION (CTE) PROGRAMS



Career Technical Education, or CTE as we call it, presents learning within a career context. Many of the core academic competencies found in classes like math, science, and English are embedded into our curriculum but delivered in practical, career-focused, relevant ways. Our programs are laboratories of real-world application where we put learning into practice each day while also developing invaluable employability and technical skills that develop career and college readiness. That is, students will develop skills that can be applied in entry-level employment and continuing education in post-secondary programs of study. The majority of students who complete a CTE course of study do

continue their education into college. Each year, about 6 months after graduation, we contact CTE program completers to conduct a Follow-up Study. We have found that on average about 90% are continuing their education! CTE is always about both career and college readiness; it is never a choice between the two. Did you know that more than 65% of jobs are of a skilled and technical nature?

Getting into college does not guarantee successful completion. Many well-intentioned students never make it past that first or second year. Research has shown us that college success requires two types of maturity: Academic maturity (appropriate level of academic, technical, and employability skills), and career maturity (appropriate level of career direction and goals). Career Technical Education helps to develop both academic and career maturity as students navigate the interconnected paths of interest, academic knowledge, technical skills, and relevant application. A curriculum that focuses on relevance and real-life context takes advantage of what we know about brain-compatible learning. It should be no surprise that learning within the framework of an area that interests us makes learning more meaningful and motivates us more. CTE instructors are teachers plus! In addition to teacher training, they each have a minimum of 4,000 hours of work experience in the related industry and take specialized coursework to earn occupational endorsement(s) in their area of expertise. They also frequently upgrade their skills. CTE offers programs in a variety of interest areas. Students may choose from:

Automotive Technology	Design Technology/Engineering
Business (4 pathways): Business Management Accounting & Finance Information Technology Cybersecurity	Family & Consumer Science
	Graphic Design
	Marketing
Careers in Education	Mechatronics & Robotics
Construction Trades	Medical Academy
Culinary Arts	Woodworking & Cabinetmaking

CTE offers some additional unique benefits and opportunities.....

- ★ **Internships** for credit are available to juniors and seniors who have previously completed courses in the related CTE program with a 2.0, have teacher recommendation, and are enrolled in a concurrent related CTE course in the junior or senior year. For information on Internship courses, please refer to the Internship section on page 51.
- ★ **Work-Based Learning (WBL)** – Embedded into every CTE program are opportunities to connect directly with professionals in program-related occupations. WBL can be experiences like field trips (physical or virtual), industry tours, guest presenters, job shadows, industry-mentored projects, classroom demonstrations and informational interviews, just to name a few.
- ★ **Articulation** offers qualified students in some CTE programs the opportunity to earn college credit or advanced standing at the college level. Please consult your counselor or CTE instructor for details OR visit the following website: <https://www.chippewavalley.schools.org/academics/careers/> and click on Articulation.
- ★ **Visual, Performing & Applied Art (VPAA)** credit is required for ALL students. All CTE programs are approved to fulfill this requirement. Please consult your counselor for details.
- ★ **World Language** credit is required for ALL students. Students may replace 1 credit of World Language with 1 credit of CTE when CTE is taken as a second (or additional) VPAA credit.
- ★ **Certifications** such as ASE, IT Specialist, First Aid/CPR, Basic Life Support, Microsoft Office Applications, Patient Care Technician, ProStart, ServSafe, OSHA-10, FANUC Level 1 Robot Operator, and SolidWorks CSWA are examples of highly valued, industry-recognized credentials that can be earned by qualified students while they are still in high school.
- ★ **Student Organizations** associated with our CTE programs include: BPA (Business Professionals of America); DECA (Distributive Education Clubs of America); HOSA (Health Occupations Students of America); MITES (MI Industrial Technology Education Society); and SkillsUSA provide experiences in leadership, teamwork, citizenship and character development through participation in activities and competitions. Other leadership opportunities also exist in CTE programs that do not participate in one of the above.

The following CTE courses may be used to fulfill the math-related credit in the student’s senior year; however, courses that are graduation requirements cannot be counted for dual credit. See course descriptions for detailed course information.

Auto Technology 2 & 3	Consumer Education	Marketing 2
Accounting	Culinary Arts 2 & 3	Mechatronics & Robotics
Business Management 2	Design Technology	Woodworking & Cabinetmaking
Construction Trades	Independent Living	

**Please be advised:** Students who select CTE courses that require travel with our shuttle service, should opt for a 2-hr block course, if possible, as doing so minimizes the impact of lost instructional time due to traveling.



Career preparation is not just the responsibility of CTE, but an integral part of the total educational experience. All students need to be equipped with the necessary educational and 21<sup>st</sup> Century skill set to be college and career ready. Your career preparation is an ongoing process supported by participation in activities and programs focused on self-awareness, career exploration, academic and technical skills development, decision-making and planning. All of this leads to your successful transition into a career and lifelong learning process that is in alignment with your individual interests.

TIMELINE FOR YOUR FUTURE							1 <sup>st</sup> Year Post-secondary	2 <sup>nd</sup> Year Post-secondary
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>		
→ Develop and update Educational Development Plan (EDP) →								
→ Career Days/Fairs/Expos/Field Trips/Guest Speakers/Information Interviews/etc. →								
→ Articulated Post-secondary Credit and Apprenticeships →								
→ Community Service →								
→ Career Exploration with XELLO →							Some colleges also use XELLO!	
→ Job Shadowing →								
Technology Education		Career Technical Education (CTE) Programs				Post-secondary may also include CTE!		
		Internship				<p><b>Did you know that becoming a flexible, lifelong learner is considered the #1 skill for success by employers?</b></p>		
		Advanced Placement						
		Dual Enrollment (9-12)						
		Post-secondary visits, financial aid search						
						Post-secondary Applications		









The National Career Clusters™ Framework is comprised of 16 National Career Clusters™ and 79 related Career Pathways. Michigan – and several other states – have adopted a 17<sup>th</sup> Career Cluster in Energy. While Michigan’s 6 Career Zones are ideal for elementary level exploration, the more specific Career Clusters and Career Pathways can be more effective for middle and high school exploration and planning. Through Xello, students in grades 7-12 can explore careers within the 17 Career Clusters. Within 12 of the Career Clusters (those noted with an \*) we are proud to be able to offer several CTE programs in addition to Family and Consumer Science (FCS) courses.

### The 17 Michigan Career Clusters are:

- Agriculture, Food & Natural Resources
- Architecture & Construction\*
- Arts, A/V Technology & Communications\*
- Business Management & Administration\*
- Education & Training\*
- Energy
- Finance\*
- Government & Public Administration
- Health Science\*
- Hospitality & Tourism\*
- Human Services
- Information Technology\*
- Law, Public Safety, Corrections & Security
- Manufacturing\*
- Marketing\*
- Science, Technology, Engineering & Math\*
- Transportation, Distribution & Logistics\*

### The 6 Michigan Career Zones are:

Arts and Communications	
Business Management, Marketing & Technology	
Health Sciences	
Human Services	
Engineering Manufacturing & Industrial Technology	
Natural Resources / Agriscience	

To learn more about XELLO, career preparation, and CTE visit:

CAREER TECHNICAL EDUCATION: <http://www.chippewavalleyschools.org/academics/cte/>

CAREER DEVELOPMENT & XELLO: <http://www.chippewavalleyschools.org/academics/careers/>

# AUTOMOTIVE TECHNOLOGY

(Taught at Chippewa Valley High School)

**Automotive Technology 1A/1B (2 hr block)**  
**Automotive Technology 2A/2B (2 hr block)**  
**Automotive Technology 3A BC/3B BC (2 hr block)**  
**Automotive Technology Internship (Juniors and Seniors)**

Chippewa Valley's Automotive Technology program is a NATEF (National Automotive Technicians Education Foundation) certified program providing students with an ASE (Automotive Service Excellence) approved curriculum. This includes state-of-the-art technology and equipment, embedded in hands-on learning, and meets the NATEF provision to provide up to 20% of the content in an online learning format. The program of study in Automotive Technology is part of the National Career Cluster called *Transportation, Distribution and Logistics*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**9001/9002            AUTOMOTIVE TECHNOLOGY 1A/1B (2 hr)**  
**Gr 10-11            1.0/1.0 credit**

**Prerequisite/Recommendation: None.**

This course is designed for students with mechanical ability and a genuine interest in pursuing a career in one of the many automotive-related fields. It is the first year of a two-year Automotive Certification program, which offers instruction in the basic theory and service methods used in the automotive field. **Scheduling preference will be given to sophomores and juniors who have the option to complete the two-year program.**

**9011/9012            AUTOMOTIVE TECHNOLOGY 2A/2B (2 hr) \***  
**Gr 11-12            1.0/1.0 credit**

**Prerequisite/Recommendation: Automotive Technology 1A/1B with a 2.0 or higher and teacher/administrative recommendation.**

This Automotive Certification course is designed to reinforce and build upon skills and knowledge attained in the Automotive Technology 1A/1B. A greater emphasis is placed on methods of repair and service procedures. During the year students will work in groups and practice many diagnostic and repair procedures. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9013/9014            AUTOMOTIVE TECHNOLOGY 3A BC / 3B BC (2 hr) \***  
**Gr 12                1.0/1.0 credit**

**Prerequisite/Recommendation: Automotive Technology 2A/2B with a 2.0 or higher and teacher/administrative recommendation.**

This advanced course will have an emphasis on project-based learning. Primary learning units will be Advanced Electrical, Drivability (Engine Performance), Mechanical Unit Repair, Major and Minor Vehicle Diagnosis, Service, and Repair. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

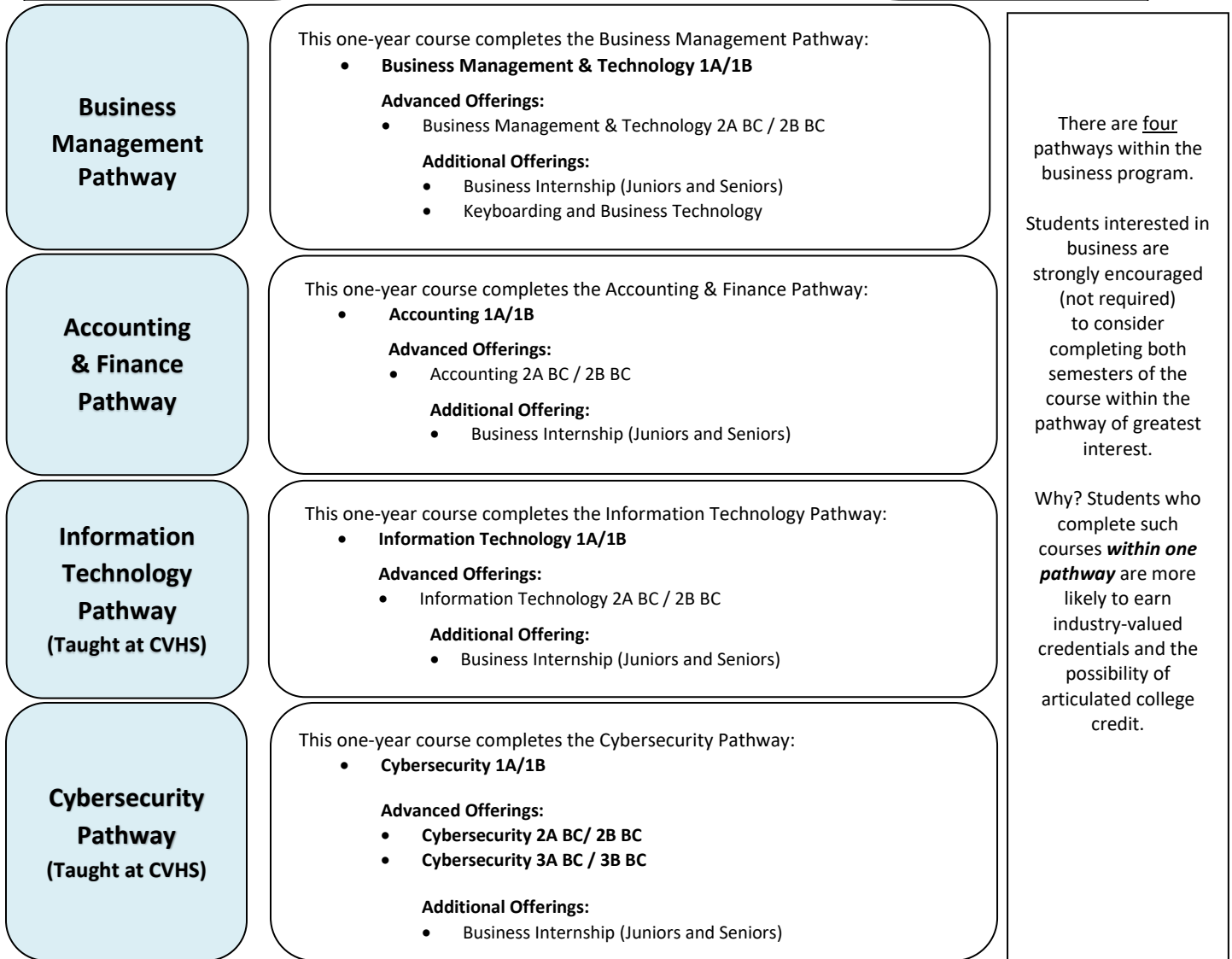
\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

- <https://www.chippewavalleyschools.org/academics/careers/>

**Please be advised:** Students who select CTE courses that require travel with our shuttle service, should opt for a 2-hr block course, if possible, as doing so minimizes the impact of lost instructional time due to traveling.

# BUSINESS AND INFORMATION TECHNOLOGY SERVICES

Business courses are beneficial no matter where your career interests lie. Students with a strong interest in business are strongly encouraged to consider completing an entire pathway as there are benefits in doing so.



The goal of the Business and Information Technology Services program is to enhance a student's understanding of the "real world" business environment. Students may choose from among four pathways within the business program: Business Management Pathway; Accounting & Finance Pathway; Cybersecurity Pathway and Information Technology Pathway. Please note, in the diagram above, the numbered courses within each pathway that lead to optional program/pathway completion. Students who choose to complete a pathway will gain knowledge and skills aligned with that same pathway in post-secondary education, and the potential of articulated college credit.

## BUSINESS MANAGEMENT PATHWAY

The program of study in business management will introduce students to concepts and skills used in a variety of management and administration positions. This includes curriculum focused on topics such as communications; information technology & applications; finance & economics; international business; data management; human resources & personnel; operations & quality management; leadership; law, ethics & government regulations; and project management. Planning and starting a new business is also explored along with your individual career and professional development. These Business Management courses are designed to provide a strong foundation for post-secondary education and to be a valued contributor within the entry-level workplace. Students will have the opportunity to obtain industry certification in Microsoft Office Specialist and/or Communication Skills for Business. Successful completion of the business management program will have a solid foundation upon which to continue their business studies with in-depth courses in Finance and Banking. The program of study in business management is part of the National Career Cluster called Business, Management and Administration. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**1476/1477 BUSINESS MANAGEMENT & TECHNOLOGY 1A/1B**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

Students in Business Management and Technology will develop a foundation in the many activities, problems, and decisions that are intrinsic to the management of a successful business, as well as an appreciation for the importance of these responsibilities. Areas to be examined include information technology, business organization and planning, business management and leadership, project management, entrepreneurship, operations and quality management, safety, and related careers. Additional topics covered: international business, data management, financial analysis and economics, ethical and legal responsibilities, and communication. By gaining an understanding of these areas, students will be better prepared to enhance the business decisions of tomorrow. Students will have the opportunity to obtain industry certification in Microsoft Word, Microsoft PowerPoint and/or Communication Skills for Business.

**1578/1579 BUSINESS MANAGEMENT & TECHNOLOGY 2A BC / 2B BC**  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Business Management & Technology 1A/1B with a 2.0 or higher and teacher/administrative recommendation.**

In the first semester of Business Management & Technology 2A BC, students will explore the American Banking System from the standpoint of the bank and the consumer. Topics will include money management strategies, checking account simulations, fundamentals of investing and types of personal and business insurance. Students will experience analyzing and trading a \$100,000 stock portfolio through the Stock Market Game (virtual online simulation). In the second semester course, Business Management & Technology 2B BC, students will explore financial management. Other aspects of business finance, such as managing payroll, pricing, sources and uses of funding, and financial planning, will be included. Students will learn how to fill out financial forms using Excel. Students will have the opportunity to obtain industry certification in Microsoft Excel. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**1410 KEYBOARDING & BUSINESS TECHNOLOGY (1 hr)**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course is designed to provide business-oriented and college-bound students with the beginning computer skills needed to succeed in high school, college and the business world. Skills covered will include keyboarding (alphabetic and numeric keypad) and reinforcement of proper keyboarding techniques. Additional topics will include computer literacy and computer applications such as document formatting and word processing activities (using Microsoft Word) and computer presentation applications (using Microsoft PowerPoint). We will also explore business etiquette and effective communication to help further employability skills. This course is recommended to be taken before other business courses for students who have not mastered proper keyboarding techniques. **This course DOES NOT qualify as a related class for Business Internship in the senior year and this course DOES NOT fulfill the Visual, Performing, & Applied Art (VPAA) graduation requirement.**

## **ACCOUNTING & FINANCE PATHWAY**

The program of study in accounting and finance will introduce students to concepts and skills used in professional accounting environments. Students who complete the accounting class series will learn basic and advanced accounting concepts utilizing computer technology and will be able to apply their knowledge to entry-level positions in bookkeeping and/or accounting. College-bound accounting students will find themselves better prepared for college coursework. The program of study in accounting is part of the National Career Cluster called *Finance*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**1481/1482 ACCOUNTING 1A / 1B (1 hr)**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

Whether you are planning on taking business courses in college, starting your own business, or working as a business professional, accounting is the course for you. This class covers accounting basics, including analyzing transactions, financial statements, payroll records and more. Students will learn the basic accounting principles for service and merchandising businesses as they apply to sole proprietorships, partnerships, and corporations. Both manual and computerized accounting will be incorporated in this course. This is one of two courses that complete a program of study in the Accounting & Finance Pathway. Students who choose to do so may be eligible for articulated college credit. Students will have the opportunity to obtain industry certification in Microsoft Excel. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**1501/1502 ACCOUNTING 2A BC / 2B BC (1 hr) \***  
**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Accounting 1A / 1B with a 2.0 or higher and teacher/administrative recommendation.**

This course is a continuation of accounting concepts mastered in Accounting 1A/1B. Managerial Accounting will be the focus on this course. Students will develop a more in depth understanding of depreciation, bonds, manufacturing accounting, loans, interest, inventory, receivables, payables, stock, and dividends. Both manual and computerized accounting will be incorporated. Students who complete Accounting 2A BC/2B BC may be eligible for articulated college credit. Students will have the opportunity to obtain industry certification in Intuit Certified Bookkeeping Professional and Intuit QuickBooks Certified User Online. **This course has been approved to meet the MMC senior year math-related credit requirement.**



## **INFORMATION TECHNOLOGY PATHWAY**

TAUGHT AT CHIPPEWA VALLEY HIGH SCHOOL

Information technology (IT) will introduce students to concepts and skills used in digital/multimedia environments, important to businesses everywhere. The program of study in information technology is part of the National Career Cluster called by the same name, Information *Technology*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

### **1587/1588 INFORMATION TECHNOLOGY 1A / 1B (1 hr) \***

**Gr 10-12 0.5/0.5 credits**

**Prerequisite/Recommendation: None.**

In today's world, web pages are the most common medium for sharing ideas and information. Learning to design websites is an incredibly useful skill for any career path. The Information Technology Web Design course is a project-based course that teaches students how to build their own web pages using HTML and CSS. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi page website. Students will learn the foundations of user interface design, rapid prototyping and user testing, and will work together to create professional, mobile responsive websites.

### **1597/1598 INFORMATION TECHNOLOGY 2A BC / 2B BC**

**Gr 11-12 0.5/0.5 credits**

**Prerequisite/Recommendation: Information Technology IA / IB with a 2.0 or higher and teacher/administrative recommendation.**

Information Technology II will provide students with the opportunity to further their knowledge and skills acquired in Information Technology I. Students may continue their studies with an emphasis in coding, programming, and/or software development by pursuing the Information Technology Specialist Certification in JavaScript, Python, Java, Databases, Software Development and/or HTML5 Application Development.

**PLEASE NOTE: STUDENTS WISHING TO TAKE THE CERTIFICATION EXAMS FOR INFORMATION TECHNOLOGY MAY BE RESPONSIBLE FOR THE COST OF SUCH EXAMS.**

## **CYBERSECURITY PATHWAY**

TAUGHT AT CHIPPEWA VALLEY HIGH SCHOOL

Cybersecurity will introduce students to concepts and skills used in protecting data and resources, important to businesses everywhere. Because of the frequency of cyber-attacks, careers are varied, and qualified professionals are in demand. The program of study in Cybersecurity is part of the National Career Cluster called *Information Technology*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

### **1599/1600 CYBERSECURITY 1A / 1B (1 hr) \***

**Gr 10-12 0.5/0.5 credits**

**Prerequisite/Recommendation: None.**

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber-attacks. This course prepares students with crucial skills to be responsible citizens in a digital future. Student will learn foundational cybersecurity topics including networking fundamentals, software security, system administration and the basics of cryptography and programming.

### **1601/1602 CYBERSECURITY 2A BC / 2B BC**

**Gr 11-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Cybersecurity 1A / 1B with a 2.0 or higher and teacher/administrative recommendation.**

Cybersecurity 2 will allow students the opportunity to further their knowledge and skills acquired in Cybersecurity 1. Students may either continue their studies with an emphasis in security, networking, or programming. Second year students may also participate in the CyberPatriot National Youth Cyber Education Program. Students in this course will have the opportunity to earn various Cisco Networking Academy Certificates of Completion and TestOut certifications.

### **1603/1604 CYBERSECURITY 3A BC / 3B BC**

**Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation: Cybersecurity 2A BC / 2B BC with a 2.0 or higher and teacher/administrative recommendation.**

Cybersecurity 3 will allow students the opportunity to further their knowledge and skills acquired in Cybersecurity 2. Students may either continue their studies with an emphasis in security, networking, or programming. Third year students may also participate in the CyberPatriot National Youth Cyber Education Program. Students in this course will have the opportunity to earn various Cisco Networking Academy Certificates of Completion and TestOut certifications.

**PLEASE NOTE: STUDENTS WISHING TO TAKE CERTIFICATION EXAMS FOR CYBERSECURITY MAY BE RESPONSIBLE FOR THE COST OF SUCH EXAMS.**

**Note:** These CTE courses may fulfill the 1-credit Visual, Performing, & Applied Art (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

- <https://www.chippewavalleyhighschools.org/academics/careers/>

# CAREERS IN EDUCATION

## (Formerly Teacher Cadet)

This program of study part of the National Career Cluster called *Education and Training*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

The Careers in Education Program is an innovative, hands-on collegiate level program ideal for students interested in pursuing a career to become a:

- High School Teacher (Secondary)
- Middle School Teacher (Secondary)
- Elementary School Teacher
- Elementary Specials Teacher (Art, PE, Music)
- Special Education Teacher
- Counselor
- Social Worker
- Media Specialist
- Childcare Worker
- Preschool Teacher
- School Administrator
- College Professor
- Pediatric Therapy
- Human Resource Administrator
- Corporate Training and Development
- Author of Educational Materials
- Juvenile Advocate/Lawyer
- Psychologist
- Speech Pathologist

**9479/9480 INTRODUCTION TO CAREERS IN EDUCATION 1A / 1B**  
**Gr 10-12 0.5/0.5 credits**

**Prerequisite/Recommendations: None.**

Introduction to Careers in Education is a course designed for students interested in pursuing a career in the educational field and/or getting an inside glimpse at the world of teaching. Students learn important foundational knowledge and skills about working with children and careers in education in-class instruction. Course work focuses on the whole child, family, and personal relations, as well as health and safety. In addition, students will thoroughly examine the importance of working with children.

The Child development unit covers the full range of childhood and adolescence chronically, encompassing the prenatal period, infancy and toddlerhood, the preschool years, middle childhood, and adolescence. Within these periods the focus is on physical, cognitive, and social development. Students may observe and be actively involved with an early childhood education program. An instructional component will be integral to the "in classroom" experience with a strong emphasis on writing. Students will also examine and research the topics of educational history, schooling options, and the certification process. Students will also study and practice teaching methodologies and strategies, lesson planning and classroom management then use the information during classroom observations in addition to assisting in a variety of classrooms.

Students are also given the opportunity to begin the process to obtain a CDA (Child Development Associate) or a MiYDA (The Michigan Youth Development Associate Certificate or Credential).

**9483/9484 CAREERS IN EDUCATION 2A / 2B (2 hr/1-yr)**  
**Gr 11-12 1.0/1.0 credits**

**Prerequisite/Recommendations: Introduction to Careers in Education 1A/1B with a 2.0 or higher and teacher/administrative recommendation.**

**Completed application (available in Guidance office), teacher recommendation, interview, and Careers in Education instructor approval is required. Student enrollment will not be finalized until after completing the application and the interview process. The application is to be turned in to the Careers in Education Instructor during scheduling time and then an interview will be scheduled.**

Careers in Education 2A/2B is designed for students who wish to continue to explore the education field. Students will gain hands-on experience during the field experience in a classroom that is mentored by a certified Chippewa Valley Educator at the early childhood, elementary, or middle school level. Students will apply those concepts and skills learned in Introduction to Careers in Education 1A/1B and will participate in many activities, including observing, tutoring, leading small groups, preparing a classroom, creating special projects, and eventually developing and teaching a lesson of their own. Throughout the field experience, program participants work in a variety of capacities including one-on-one instruction, supervising small groups/projects, and eventually teaching at least one lesson to the class. Students will also be responsible for turning in weekly attendance sheets, writing reflective journals, attending weekly class meetings, and completing online assignments and trainings. Throughout the course, students collect artifacts of concept application and experience achievements to create a comprehensive end-of-the-year portfolio.

**This course places a strong emphasis on language arts, writing, professionalism, and excellent attendance.**

Upon completion of the Careers in Education Program, graduates may qualify for college credit (direct credit) at:

- Baker College
- Central Michigan University
- Davenport University
- Ferris State University
- Grand Valley State University
- Macomb Community College
- Oakland University
- Saginaw Valley State University
- Western Michigan University

**Students must provide their own transportation to the Field Experience sites.**

**Note: These CTE courses may fulfill the 1-credit Visual, Performing, & Applied Art (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)**

# CONSTRUCTION TRADES

## Construction Trades 1A/1B (2 hr)

### Advanced Offerings

#### Construction Trades 2A BC / 2B BC (2 hr)

#### Construction Trades 3A BC / 3B BC (2 hr block)

#### Construction Trades Internship (Juniors and Seniors)

Construction Trades is a one-year program providing basic and advanced instruction in all areas of residential construction. Most of the training is hands-on in the Dakota High School Construction Lab. The instructional objective is to provide the students with core competencies in residential construction, preparing them for entry into post-secondary construction management, construction apprenticeship programs, and entry-level work in construction trades. To develop leadership skills, students will also be involved in several student organizations, such as SkillsUSA and MITES. The program of study in Construction Trades is part of the National Career Cluster called, *Architecture and Construction*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

#### 9121/9122 CONSTRUCTION TRADES 1A / 1B (2 hr)

Gr 10-12 1.0/1.0 credits

**Prerequisite/Recommendation:** None.

Class meets for two hours daily in the Construction Lab at Dakota High School. Students will gain proficiency in correct, safe usage of hand, stationary and portable power tools commonly associated with residential construction. Students will also learn correct construction terms: basic construction concepts, materials usage, estimating and measurement. They will be instructed in the fundamentals of residential construction systems such as foundations, framing, window/door installation, roofing, siding, masonry, plumbing, and electrical wiring. **This course has been approved to meet the MMC senior year math-related credit requirement.**

#### 9125/9126 CONSTRUCTION TRADES 2A BC / 2B BC (2 hr) \*

Gr 10-12 1.0/1.0 credits

**Prerequisite/Recommendation:** Construction Trades 1A / 1B with a 2.0 or higher and teacher/administrative recommendation.

Class meets for two hours daily at the Dakota High School Construction Lab. Students will apply and further develop skills learned in Construction Trades 1 through extensive hands-on experience as they work to complete a full-scale home. Students will work in a production environment in which they will learn the importance of effective teamwork to meet production schedules, to stay within project budget and to deliver a product, which meets specific quality objectives. Personal management skills necessary for success in the construction trades will be stressed. Additional topics taught in the Construction Trades class include employability skills, green technology construction techniques, exposure to heavy equipment/civil construction techniques, and construction business management. **This course has been approved to meet the MMC senior year math-related credit requirement.**

#### 9344/9345 CONSTRUCTION TRADES 3A BC / 3B BC (2 hr) \*

Gr 12 1.0/1.0 credit

**Prerequisite/Recommendation:** Construction Trades 2A BC/2B BC with a 2.0 or higher and teacher/administrative recommendation.

This course will provide additional hands-on experience in the field of Construction based on skills learned in Construction 2. Students will be expected to be a leader on the job, and to be assigned Project Manager duties with descriptions from the instructor including material list break down, cost break down of list, labor estimating, scheduling, MITES completion involvement, and Michigan Building Code. Students will work in a production environment to learn the importance of effective teamwork to meet production schedules, stay within project budget and deliver a modular home, which meets specific quality objectives. Employability skills necessary for success in the Construction Trades will be stressed. **This course has been approved to meet the MMC senior year math-related credit requirement.**

These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

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# CULINARY ARTS

**Culinary Arts 1A / 1B (2 hr block)**  
**Culinary Arts 2A / 2B (2 hr block)**  
**Culinary Arts 3A BC / 3B BC (2 hr block)**  
**Culinary Arts Internship (Juniors and Seniors)**

Students entering the Culinary Arts Program will have the opportunity to gain skills and knowledge through the use of the National Restaurant Association Education Foundation (NRAEF) ProStart program. ProStart is a two-year high school restaurant and foodservice management curriculum that blends classroom learning with mentored work experience and national competitions. Students who meet the academic standards, complete a checklist of competencies, and participate in at least 400 hours of a mentored work experience, are awarded the industry-recognized ProStart National Certificate of Achievement. The program of study in Culinary Arts is part of the National Career Cluster called, *Hospitality and Tourism*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**9091/9092 CULINARY ARTS 1A / 1B (2 hr) \***  
**Gr 10-12 1.0/1.0 credit**

**Prerequisite/Recommendation: None.**

The primary goal of this career-oriented course is to provide students the opportunity to acquire skills, which prepare them for successful entry and advancement within the Hospitality Industry. The class provides extensive experience in large quantity food production and customer relations. These skills are best demonstrated and applied in the operation of "The Meeting Grounds Restaurant," a full-service restaurant open to the public where students are responsible for all facets of food production, customer service and portion control.

**9101/9102 CULINARY ARTS 2A / 2B (2 hr) \***  
**Gr 11-12 1.0/1.0 credit**

**Prerequisite/Recommendation: Culinary Arts 1A/1B with a 2.0 or higher and teacher/administrative recommendation.**

This advanced course is designed to equip students with the experiences and skills necessary for making personal career decisions and progressing professionally within the hospitality and food service industry. Pre-preparation, quantity food production, menu planning, restaurant management, cost control and accounting are just a few of the areas emphasized. These skills are best applied through the operation of The Meeting Grounds Restaurant. This course educates students about comprehensive sustainability in order to become aware of the environment and how the hospitality & culinary industry can make a positive impact. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9095/9096 CULINARY ARTS 3A BC / 3B BC (2 hr) \***  
**Gr 12 1.0/1.0 credit**

**Prerequisite/Recommendation: Culinary Arts 2A/2B with a 2.0 or higher and teacher/administrative recommendation.**

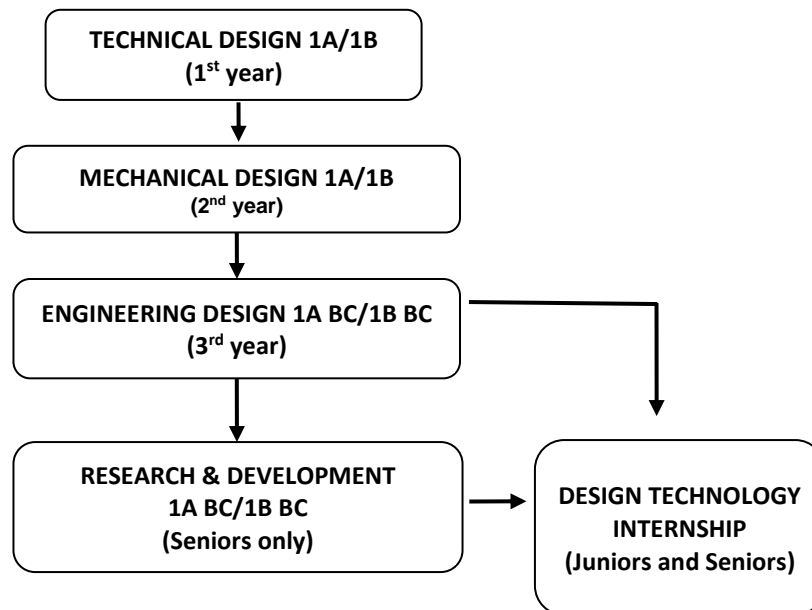
This advanced course is designed to provide food service and management skills for students to support making personal career decisions and progressing professionally within the food service industry. Managing skills are practiced on a daily basis for the behind the scenes skills that include inventory, ordering, pricing, menu planning, sanitation management, and cost control. These skills are best applied through the operation of "The Meeting Grounds Restaurant." **This course has been approved to meet the MMC senior year math-related credit requirement.**

**These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)**

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

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# DESIGN TECHNOLOGY



The Design Technology Program is a planned series of three career preparation courses. These courses provide students with an in depth, sequenced educational experience in mechanical design. Beginning with a course in Technical Design, students learn the basics of visualization and design. This course is followed by Mechanical Design and Engineering Design. A fourth-year course of Research and Development allows for in-depth hands-on Project Based Learning (PBL) with state-of-the-art manufacturing equipment. All courses and methods are progressive, concurrent with energy and green industry, and relevant to CTE standards. The programs of study within Design Technology are part of the National Career Clusters. The Mechanical Design Pathway is part of the cluster called *Science, Technology, Engineering, and Mathematics* (STEM). To learn more about these, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**9501/9502 TECHNICAL DESIGN 1A/1B (1 hr)**  
**Gr 9-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

This is a first course of a possible four-year design program. Students will be introduced to methods of design such as Computer Aided Design (CAD), sketching and digital media to develop technical drawings. Students learn innovative engineering techniques of geometric construction, orthographic projection, 2D drawings (AutoCAD), and 3D modeling (Inventor). Students will be introduced to basic manufacturing methods, such as additive manufacturing (3D printing) and laser cutting. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9507/9508 MECHANICAL DESIGN 1A/1B (1 hr) \***  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Technical Design 1A/1B with a 2.0 or higher and teacher/administrative recommendation.**

This second-year course continues to develop visualization skills using digital media and technical design. It also introduces design elements, such as dimensioning, sectioning, auxiliary projection, assemblies, and detailed drawings. This course gives students an in-depth look at the utilization of CAD and drafting related careers as future options. Students are introduced to the concepts of design techniques including 3D parametric modeling, solid modeling, rendering, and mechanical assemblies in a mechanical design environment. In addition, students will be introduced to fabrication lab safety through the construction of small design and build projects. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**9509/9510 ENGINEERING DESIGN 1A BC / 1B BC (2 hr/1 yr) \***  
**Gr 11-12 1.0/1.0 credits**

**Prerequisite/Recommendation: Mechanical Design 1A/1B with a 2.0 or higher and teacher/administrative recommendation.**

In this third-year course, students take an advanced look at the engineering design profession. Students will learn to apply design concepts, engineering problem solving, and visual graphic techniques while maintaining professional ethics, and responsibility. Students will be introduced to design theory of basic machine elements through the introduction of dies, jigs and other industrial applications. Understanding the theory of detail design procedures will be explained through the latest design methods, technical skills, industrial applications, and practices of mechanical assembly. Topical areas may include: bill of materials, subassemblies, standard parts, fasteners, dimensioning, visualization and advanced 3-dimensional CAD techniques. Students will incorporate rapid prototyping technology for model design, analysis, and verification of a fully defined new part. The building of simple projects will be included in the course experience while maintaining personal safety in the fabrication lab. **This course has been approved to meet the MMC senior year math-related credit requirement.**

9465/9466 RESEARCH AND DEVELOPMENT 1A BC / 1B BC (2 hr) \*  
Gr 12 1.0/1.0 credits

**Prerequisite/Recommendation:** Engineering Design 1A BC/1B BC and two or more years of AutoCAD and/or Inventor experience (3D Solids) with a 2.0 or higher and teacher/administrative recommendation.

In this fourth-year course students will have the opportunity to design and develop a variety of new products and mechanisms using engineering design techniques. With concept sketching and visualization as a foundation, projects will be designed, engineered, prototyped, fabricated, and tested for performance and durability. Students will focus on 3-D solid part design and analysis using the CAD systems. Results from the applications of various digital media may include Photo-Realistic Rendering, Animation, Finite Element Analysis (FEA), and Plastic Rapid Prototyping of 3-D solids. Special emphasis is placed on the Research and Development to fully define new products or improve existing products. Students will use essential metal, woodworking tools, and automated machines in the DHS fabrication lab to manufacture and assemble their final projects. Students will be required to give a final portfolio presentation of their research and will depart the class with a greater understanding of the development of tangible industry processes, methods, new product development and equipment. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

- <https://www.chippewavalleyschools.org/academics/careers/>

*(This exploratory elective (Transportation Technology) is provided as an awareness course of the world of transportation and mobility. It is not an employment preparatory course within any CTE program of study.)*

4745 TRANSPORTATION TECHNOLOGY  
Gr 9-10 0.5 credit

**Prerequisite/Recommendation:** None.

Dive into the fascinating world of transportation technology and discover how it drives movement across land, air, and water! In this hands-on course, students will design, build, and test their own prototypes while exploring the principles of aerodynamics and engineering. Projects vary by semester and may include constructing model planes, hot air balloons, boats, and other exciting creations. If you enjoy working with your hands and solving creative challenges, this course is for you. No prior building experience is required – just bring your curiosity, imagination, and enthusiasm for discovery.

**Please be advised:** Students who select CTE courses that require travel with our shuttle service should opt for a 2-hr block course, if possible, as doing so minimizes the impact of lost instructional time due to traveling.

# Family & Consumer Science

## Course Offerings by Grade Level

Grade 9	Grade 10
Freshmen Health <i>(required)</i> Beginner Sewing & Design Advanced Sewing & Design Housing & Interior Design I & II Nutrition Education I & II	Beginner Sewing & Design Advanced Sewing & Design Housing & Interior Design I & II Nutrition Education I & II Parenting
Grade 11	Grade 12
Consumer Education Human Relations Parenting Beginner Sewing & Design Advanced Sewing & Design Housing & Interior Design I & II Nutrition Education I & II	Independent Living Consumer Education Human Relations Parenting Beginner Sewing & Design Advanced Sewing & Design Housing & Interior Design I & II Nutrition Education I & II

These Family & Consumer Science courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for the successful completion to meet this requirement.)

**3064 BEGINNER SEWING AND DESIGN**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** None.

Students will learn how to operate a sewing machine as well as basic hand sewing techniques. Students will also explore fashion and design and then implement their skills to create a variety of projects including (but not limited to) clothing, accessories, pillows, blankets, custom bags, housewares, stuffed animals, recycled fabrics, etc. Materials required for the class will be provided by the instructor. Students may provide their own materials or purchase completed projects that utilize teacher supplied materials.

**3065 ADVANCED SEWING AND DESIGN**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** Beginner Sewing and Design or demonstration of skill & teacher approval.

This course is a continuation of Beginner Sewing and Design, where students will be given the opportunity to build on the basic skills previously acquired. Students will construct projects that apply their previous knowledge of fashion design to create garments and accessories of their choosing. Students will learn new challenging techniques to increase their sewing skill level including (but not limited to) reading and customizing sewing patterns, utilizing different fabric types, installing zippers, etc. Materials required for the class will be provided by the instructor. Students may provide their own materials or purchase completed projects that utilize teacher supplied materials.

**3115 NUTRITION EDUCATION I**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** None.

This course will provide you with an overview of good nutrition principles that are necessary for physical and mental wellness for a long, healthy life. Instructional materials include food safety, basic nutrients, digestion, nutritional guidelines, diet and disease, preparing and serving nutritious foods and how to improve eating habits. In this course students will also learn some basic cooking skills as they participate in enrichment labs.

**3120 NUTRITION EDUCATION II**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** Nutrition Education I

The science of Nutrition is exploding as scientists uncover the healing powers of many foods. New diet trends and studies emerge on a daily basis. This course explores these new discoveries and trends and help students to distinguish fact from fallacy. Students will examine the relationship between diet and disease, nutrition research methodology, functional foods, toxic foods, nutritional needs throughout the life cycle, weight management, diets and eating for sports performance. The enrichment labs in Nutrition II have an emphasis on "natural, functional foods."

**3170 HOUSING AND INTERIOR DESIGN I**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** None.

This course provides a broad overview of how to plan, layout, design and furnish the interior of a residential and commercial space. Students will study and work on projects involving architectural design, floor plans, color schemes, principles of design, housing needs, universal design, and related careers in housing/interior design. Practical applications will include drawing, renderings, computerized floor plans and presentation boards.

**3190 HOUSING AND INTERIOR DESIGN II**  
**Gr 9-12 0.5 credit**

**Prerequisite/Recommendation:** Housing and Interior Design I.

This class extends the learning from Housing and Interior Design I. Advanced projects will be based on design principles and client specifications. Topics may include windows, lighting, flooring, furniture, color schemes, architecture, kitchen and bath design, landscaping, and computerized floor plans.

**3210 CONSUMER EDUCATION**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: None.**

If you feel your money is managing you instead of you managing your money, choosing this class will help you regain control of your personal finances. You will explore financial management and planning, credit decisions, insurance, taxation, investing, understanding the stock market, consumerism and, of course, how to make wise earning and spending choices. Using real-life situations, you will gain the skills, which will enable you to reach your financial goals. **This course has been approved to meet half the MMC senior year math-related requirement.**

**3235 HUMAN RELATIONS**  
**Gr 11-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This activity-based course will explore the topics of character, values, self-esteem, diversity, tolerance, communication, anger management, team building, dating, love, marriage, divorce, aging, and death. This course is designed to assess personal strengths and weaknesses, and to promote personal growth through introspection and shared experiences. As a result, students will learn how they can build successful and effective relationships with co-workers, significant others, and family members.

**3250 INDEPENDENT LIVING**  
**Gr 12 0.5 credit**

**Prerequisite/Recommendation: None.**

Prepare yourself for a successful transition to independence with this practical and engaging course. You will develop essential skills in personal management, including effective credit use, managing a checking account, evaluating insurance needs, and making informed housing decisions. The course emphasizes self-motivation and goal setting, empowering you to apply these skills both in class and throughout your life.

As a capstone experience, you will engage with *On Your Own: Coast to Coast*, a dynamic computer simulation that mirrors real-world challenges. Through this simulation, you will navigate the ups and downs of independent living, making decisions and overcoming obstacles to build confidence in handling life's complexities. **This course has been approved to meet half the MMC senior year math-related requirement.**

**3280 HEALTH**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None.**

This course is required for graduation. It emphasizes critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance lifelong health. The primary focus is on behaviors that have the greatest effect especially those related to decision making and goal setting; nutrition; physical activity; safety; substance abuse and refusal; and sexual behaviors that lead to HIV, STDs, and unintended pregnancy, as developmentally appropriate.

**3297 PARENTING**  
**Gr 10-12 0.5 credit**

**Prerequisite/Recommendation: None**

The responsibilities and rewards of becoming a parent as well as the need to strengthen the family will be explored in this course while also discovering the developmental needs of the young child. Students will study changes that occur in parenthood through interaction and practical experiences such as "Real Care-II", which simulates parenting of an infant. Students will explore the physical, intellectual, emotional, and social growth and development through age six. This course is designed to promote strong families, parenting skills, early childhood development, and positive relationships.

# GRAPHIC DESIGN

(Taught at Chippewa Valley High School)

*Graphics skills are useful in many career paths beyond the graphics industry. Students are welcome to explore Graphic Design by taking one or more courses as individual electives. Or, students with a strong interest in Graphic Design are invited to consider completing the entire program of study as there are benefits in doing so.*

## Graphic Design Pathway

Graphic Design 1A/1B

Graphic Design 2A/2B

Advanced Course Offerings:

- Graphic Design 3A/3B BC

Graphic Design Internship Offerings: (Juniors and Seniors)

- Graphic Design Internship

The Graphic Design program gives students the opportunity to fulfill the Visual, Performing and Applied Art (VPAA) requirement for graduation. In the Graphic Design program, students will blend knowledge of the core content areas with specific skills used in the workplace. Articulation credit to certain post-secondary institutions will be granted to program completers through an articulation agreement and/or portfolio review. Additional benefits of taking Graphic Design include participating in Internship, preparing for industry-based certifications, and entry into a career and/or college. The program of study in Graphic Design is part of the National Career Cluster called, *Arts, Audio/Visual Technology and Communications*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**STUDENTS ARE ENCOURAGED TO ENROLL IN BOTH GRAPHICS INTRODUCTION AND INTERMEDIATE IN THE SAME YEAR.**

**9271/9272            GRAPHIC DESIGN 1A/1B (1 hr) \***  
**Gr 9-12            0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

The first semester of this course introduces students to the publishing skills needed for graphic design for industry and/or higher education through various lessons, assignments, and projects. This course covers the following areas of study: digital layout, design, electronic pre-press, scanning, desktop and electronic publishing, formatting and manipulating text and graphics for print and the web. The second semester of this course prepares students with the drawing and photo editing skills needed for graphic design in industry and/or higher education through various lessons, assignments, and projects. This course covers the following areas of study: computer drawing, vector artwork design, formatting, enhancing, correcting and manipulating text, images, photos, and graphics for print and the web. Program software utilized: Adobe Creative Suite (InDesign, Illustrator, & Photoshop). A cumulative electronic portfolio produced upon completion of this course.

**9276/9277            GRAPHIC DESIGN 2A/2B**  
**Gr 10-12            0.5/0.5 credit**

**Prerequisite/Recommendation: Graphic Design 1A/1B with a 2.0 or higher and teacher/administrative recommendation.**

This course reinforces and strengthens the technical graphic design specific for industry and/or higher education through various Adobe Illustrator, InDesign, Photoshop and Acrobat tutorials. This course covers the following areas of study: advanced digital computer layout, design, electronic pre-press desktop and electronic publishing, formatting and manipulating text and graphics, vector artwork design, 3D vector artwork, perspective drawings, animation, formatting, enhancing, correcting, and manipulating images, for print and the web. Students will participate in their CTSO further to develop their technical and leadership skills utilizing advanced tutorials and projects supporting the graphics school projects. A cumulative electronic portfolio is produced upon completion of this course.

**ANY STUDENT WANTING A TWO-HOUR EXPERIENCE AFTER COMPLETION OF GRAPHIC DESIGN 2A/2B SHOULD TAKE GRAPHIC DESIGN 3A/3B BC AND GRAPHIC DESIGN INTERNSHIP.**

**9278/9279            GRAPHIC DESIGN 3A BC / 3B BC**  
**Gr 11-12            0.5/0.5 credit**

**Prerequisite/Recommendation: Graphic Design 1A/1B and Graphic Design 2A/2B with a 2.0 or higher and teacher/administrative recommendation.**

This course provides hands-on and consulting skills for students to hone their employability and job skills needed for graphic design in industry and/or higher education. Students will produce independent assignments for district jobs, public and private sector requests using Adobe Creative Suite. Students will serve as "Graphics Consultants" and providing design, layout, and production of school and community jobs such as tickets, posters, signs, banners, programs, note pads, brochures, pamphlets, flyers, business cards, hand-outs, logo designs, and web layouts. Communication, teamwork, problem solving, self-management, planning and organizing skills will be integrated in these "consulting" assignments as well as participating in the Graphics CTSO. A cumulative electronic portfolio is produced upon completion of this course.

**Note: These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)**

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

- <https://www.chippewavalleyschools.org/academics/careers/>

# MARKETING

## Marketing 1A/1B (1 hr) Marketing 2A BC / 2B BC - School Store (2 hr block) Marketing Internship (Juniors and Seniors)

The program of study in Marketing is part of the National Career Cluster called, *Marketing, Sales and Service*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**1703/1704            MARKETING 1A/1B**  
**Gr 10-12            0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

Marketing 1A introduces students to the fundamental principles of marketing. Topics include marketing foundations and functions, economics, marketing research/analytics, market identification, pricing, supply chain, integrated marketing communications (promotion), product/brand management, entrepreneurship, and career readiness practices. There is also an emphasis on achieving several industry certifications. Marketing 1A will set the stage for further study of marketing, encourage students to think critically about the business world, prepare students for participation in DECA activities, introduce students to the real world of work, and help them prepare for a marketing related career. Students will be introduced to the operation of the school-based enterprise where they will gain hands-on experience. Semester two (Marketing 1B) will build upon students' knowledge of marketing learned in semester one with a continued emphasis on achievement of industry certifications. Students will also be involved in the purchasing activities that are associated with the school-based enterprise. Marketing is essential for students who plan to study marketing or business in college. Successful completion of Marketing 1A/1B determines eligibility for Marketing 2A/2B in the senior year.

**1706/1707            MARKETING 2A BC / 2B BC\***  
**Gr 12                1.0/1.0 credits**

**Prerequisite/Recommendation: Marketing 1A/1B with a 2.0 or higher and teacher/administrative recommendation.**

Completed application required (available in the guidance office). Your application, marketing grade, attendance, tardies, and recommendations will be reviewed for acceptance. This is a two-hour block class that prepares students to apply skills and concepts learned in Marketing 1A/1B in a variety of project-based learning experiences. Students will use higher order thinking skills and develop key competencies in the areas of critical thinking and problem-solving communication, collaboration, creativity, and innovation. Students will have the opportunity to operate the school-based enterprise "The Cougar Den". Students will be encouraged to compete in DECA events. Students will be expected to participate in leadership opportunities within the school, including mentoring, charity initiatives, and partnering with area businesses in collaborative projects. Topic areas emphasized include: management, operations, math fundamentals, interpreting numbers, maintaining financial records, sales, selecting and displaying merchandise, promotion, product service planning, marketing information management, project and time management, business ethics, and human relations. If you are independently motivated and want to put into ACTION what you have learned, then this is the class for you. **This course has been approved to meet the MMC senior year math-related credit requirement.**

**Note: These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)**

**\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:**

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**1730                    ENTREPRENEURSHIP (1 hr)**  
**Gr 10-12            0.5 credit**

**Prerequisite/Recommendation: None.**

Have you ever thought of owning your own business? Do you have what it takes to be your own boss? If so, this class is for you. Learn the characteristics of successful entrepreneurs in this introductory course. Students will learn about the fundamentals of starting a small business, such as the business plan process, determining target markets, calculating costs and profits, creating effective marketing plans, utilizing social media platforms, designing eye-catching advertisements, analyzing consumer behavior, and learning about the legal aspects of running a business. This real-world connection empowers students to turn their hobbies or passions into successful entrepreneurial endeavors. Entrepreneurship students are eligible to join and get involved in DECA. Entrepreneurship is an excellent course to accompany the study of Marketing.

**Get involved with DECA, an association of marketing students who compete at local, state and national levels. Open to all students enrolled in a marketing class.**

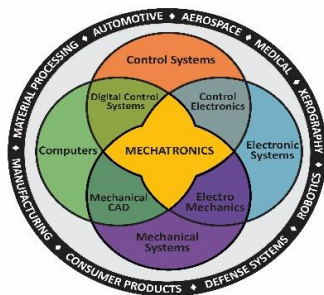


# MECHATRONICS & ROBOTICS

Mechatronics & Robotics 1A/1B (2 hr)

Mechatronics & Robotics 2A BC/2B BC (2 hr)

Mechatronics & Robotics Internship (Juniors and Seniors)



## MECHATRONICS & ROBOTICS PROGRAM OVERVIEW:

Successful completers of this STEM\*based, 2-year program will gain foundational knowledge and skills in the high-demand, multidisciplinary area of mechatronics. "Mechatronics" comes from combining the words **mechanical** and **electronics**, though it also includes *computer-controls*. Mechatronics integrates principles from four engineering disciplines: electrical, mechanical, computer, and industrial. Thus, students will learn about robots, machines, electronics, hydraulics & pneumatics, electrical motor controls, sensors, computer-aided design (CAD), programming, programmable logic controls (PLC), diagnostics, computer numeric control (CNC), and other topics that together form the basis of "smart" devices used in robotics and advanced automated systems. This important knowledge is needed not only by highly skilled technicians who help install, program, trouble-shoot, and fix problems, but also by engineers who plan, design, develop, or otherwise work with complex mechatronic systems. To learn more visit:

[www.chippewavalleyschools.org/academics/careers/mechatronics-and-robotics-new-program/](http://www.chippewavalleyschools.org/academics/careers/mechatronics-and-robotics-new-program/)

\*STEM refers to the integration of science, technology, engineering, and math.

### 9515/9516 MECHATRONICS & ROBOTICS 1A / 1B (2 HR)

Gr 10-12 1.0/1.0 credit

**Prerequisite/Recommendation:** An interest in hands-on learning and the interface between humans, machines, and technology.

Within a state-of-the-art lab, students will begin the journey into learning the various disciplines (see above overview) involved in mechatronics. Underlying theory and principles will gradually come together, and come to life, through a combination of learning strategies including: hands-on learning, computer-based lessons, use of high tech trainers and equipment, industry experts and site visits, and (perhaps most importantly), periodic, student-created projects that apply learning and allow students to develop novel solutions to challenges. Students can expect to improve their understanding of many physics principles that are naturally embedded in mechatronics. In addition to appropriate STEM\* knowledge and skills, 21st century skills like critical thinking, collaboration, creative problem-solving and effective communication will be developed. Opportunities for student leadership, participation in competitions, and work-based learning experiences, will also be woven in throughout. **This course has been approved to meet the MMC senior year math-related credit requirement and VPAA credit.**

### 9517/9518 MECHATRONICS & ROBOTICS 2A BC / 2B BC (2 HR)

Gr 11-12 1.0/1.0 credit

**Prerequisite/Recommendation:** Mechatronics & Robotics 1A/1B with a 2.0 or higher and teacher/administrative recommendation.

In the second year, students will incorporate and build upon their knowledge of mechatronics learned in the first year through more complex, project-based applications. Additional opportunity for work-based learning, student leadership, and competition will be incorporated. (See Mechatronics & Robotics overview at top of page and description for Mechatronics 1A/1B for details about mechatronics content.) This is a seamless continuation of Mechatronics 1A/1B (see above) this course will incorporate a capstone experience or project which will be concluded and shared. **This course has been approved to meet the MMC senior year math-related credit requirement and VPAA credit.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

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*(This exploratory elective (Transportation Technology) is provided as an awareness course of the world of transportation and mobility. It is not an employment preparatory course within any CTE program of study.)*

### 4745 TRANSPORTATION TECHNOLOGY

Gr 9-10 0.5 credit

**Prerequisite/Recommendation:** None.

Dive into the fascinating world of transportation technology and discover how it drives movement across land, air, and water! In this hands-on course, students will design, build, and test their own prototypes while exploring the principles of aerodynamics and engineering. Projects vary by semester and may include constructing model planes, hot air balloons, boats, and other exciting creations. If you enjoy working with your hands and solving creative challenges, this course is for you. No prior building experience is required – just bring your curiosity, imagination, and enthusiasm for discovery.

# MEDICAL ACADEMY

## Medical Careers 1A/1B (1 hr) + Medical English 11A/11B Medical Careers 2A BC / 2B BC (2 hr block) + Medical English 12A/12B Medical Careers Internship (Juniors and Seniors)

The program of study in Medical Careers is part of the National Career Cluster called *Health Science*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**9263/9264 MEDICAL CAREERS 1A / ANATOMY IN HEALTH AND DISEASE 1B (1hr/1 yr) \***  
**Gr 11 0.5/0.5 credit**

**Prerequisite/Recommendation:** Successful completion of 10<sup>th</sup> grade English, science, and math courses. **Co-requisite: Medical English 11**  
This course will prepare you for college and a career in the healthcare field. This is a skill-based course that provides the foundation needed to pursue healthcare as a career. Students will also be trained in essential skills as a Patient Care Technician. Some of the skills will include vital signs, CPR/First Aid, medical terminology, and infection control. Upon completion of this course students earn ½ credit in Career and Technical Education and ½ credit in Anatomy in Health and Disease (elective science credit). Students interested in applying for Medical Careers 2A/2B BC will be required to meet specific attendance, grade and employability skill requirements. Student selecting Medical Careers 1A/1B, as well as students applying to Medical Careers 2A/2B BC, are required to take the companion Medical English 11 or 12 course (or they may opt to take AP English; however, Medical English is strongly recommended).

**2125/2126 ENGLISH 11A/11B (MEDICAL)**  
**Gr 11 0.5/0.5 credit**

**Prerequisite/Recommendation:** Successful completion of English 10 or Advanced English 10.

This Medical Academy English course will meet all of the eleventh-grade English content standards in reading, writing, speaking and listening. This course is designed to provide students with the critical thinking, writing and research skills needed to succeed in any challenging post-secondary curriculum. Students will master a variety of writing formats including essays, research, creative and technical writing. Students will improve in the areas of grammar, vocabulary, and rhetoric. Technology will be utilized for instruction and presentations, both group and individual. Students will prepare for the SAT AND ACT – Work Keys exams and Michigan Merit Exam by practicing specific test-taking strategies. The curriculum explores healthcare topics through the lens of English language arts. **This course is the REQUIRED companion English Course for Medical Careers 1 students.**

**9273/9274 MEDICAL CAREERS 2A BC / ANATOMY IN HEALTH AND DISEASE 2B BC (2 hr/1 yr) \***  
**Gr 12 1.0/1.0 credits**

**Prerequisite/Recommendation:** Successful completion of Medical Careers 1A/1B and Medical English 11A/11B (or AP English I/II) with a minimum of 3.0 GPA. Attendance, employability skills and teacher recommendation are evaluated. **C0-requisite: Medical English 12. Students must apply and receive acceptance during junior year to register for the senior level of the Medical Academy.**

This course will prepare you for college and employment in the healthcare field. This course will continue learning from Medical Careers 1A/1B. Students will gain additional skills including Phlebotomy, specimen collection, application and recording of ECG's (electrocardiograms). Students will be completing the Patient Care Technical program and be eligible to test for certification at the end of second year. During class, students will also attend Henry Ford Macomb Hospital for 6 months in which they will apply the skills they have learned in the Medical Academy. Students interested in a career in healthcare benefit from the on-the-job training, patient care skills, education in anatomy and physiology, medical terminology, and certifications offered in the 2-year program. Upon completion of this course, students earn 1 credit in Career and Technical Education and 1 credit in Anatomy in Health and Disease (elective science credit). Successful completion of year 1 and 2 may lead to employment eligible to apply for entry level jobs at the end of the program within hospitals and clinics.

**2127/2128 ENGLISH 12A/12B (MEDICAL)**  
**Gr 12 0.5/0.5 credit**

**Prerequisite/Recommendation:** Only students who applied and received acceptance during junior year may register for this class.

This Medical Academy English meets the English Content Standards in reading, writing, speaking, and listening in addition to meeting the On-line Learning requirements for the Michigan Merit curriculum. Students will develop critical reading, writing, research, and analytical skills. This course includes tests, quizzes, writing assignments, individualized vocabulary and grammar study, discussion boards, projects, and debates, all delivered in an online format. This course's content is rigorous and requires highly motivated, organized students who are able and willing to work independently. **This course is the REQUIRED companion English Course for Medical Careers 2 students.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

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# WOODWORKING & CABINETMAKING

## Pathway to program completion:

### Woodworking 1 and 2 Advanced Woodworking Internship (Juniors and Seniors)

The program of study in Woodworking & Cabinetmaking is part of the National Career Cluster called *Manufacturing*. To learn more about this, or any of the 16 National Career Clusters, visit: [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

**4770/4790 WOODWORKING 1/2 (1 hr/1 yr)**  
**Gr 9-12 0.5/0.5 credit**

**Prerequisite/Recommendation: None.**

Woodworking 1 content includes the safe use of hand and electric power tools, safety, measurement and plan layout. Students will design and construct a project with the use of CNC programming and equipment. Students will start with a smaller project and progress to a larger one second semester. Woodworking 2 studies furniture and furniture accessory construction. Students will continue to safely use hand, power, and stationary power tools. **This full-year course has been approved to meet half the MMC senior year math-related requirement.**

**4810/4830 WOODWORKING 3 BC / 4 BC (1 hr)**  
**Gr 10-12 0.5/0.5 credit**

**Prerequisite/Recommendation: Woodworking 1 and 2 with a 2.0 or higher and teacher/administrative recommendation.**

Furniture construction is featured in Woodworking 3 BC. Students may elect to build or continue a large project or build several fine small projects. The project chosen shall be a challenge to the student's ability level. Millwork and exclusive use of power tools are covered. Furniture construction and industrial process is featured with millwork and exclusive use of power tools. The student will construct a large project of his or her own choice and design. The project chosen shall be a challenge to the student's ability level. **This full-year course has been approved to meet half the MMC senior year math-related requirement.**

**9321/9322 ADVANCED WOODWORKING/MILLWORK/CABINETMAKING 1A BC / 1B BC (2 hr) \***  
**Gr 10-12 1.0/1.0 credits**

**Prerequisite/Recommendation: For 1A: Woodworking 1 and 2; for 1B: Woodworking 1, 2, and 3 BC or Advanced Woods 1A BC with a 2.0 or higher and teacher/administrative recommendation.**

Actual cabinet-making shop conditions are duplicated. Students will use power machinery, as well as hand, portable electric and air power tools. Two projects during the year will be of the student's choice. Wood experience and technology taught will enable the student to secure a job in a cabinetmaking shop or a related area of trade. **This full-year course has been approved to meet the MMC senior year math-related credit requirement.**

**9327/9328 ADVANCED WOOD & MILLWORK/CABINETMAKING 2A BC / 2B BC (2 hr) \***  
**Gr 11-12 1.0/1.0 credit**

**Prerequisite/Recommendation: Woodworking 1, 2, 3 BC, and 4 BC or Advanced Woods 1A BC/1B BC with a 2.0 or higher and teacher/administrative recommendation.**

Actual cabinet-making shop conditions are duplicated. Students will use power machinery, as well as hand, portable electric and air-powered tools. Two projects during the year will be the student's choice. Wood experience and technology taught will enable the student to secure a job in a cabinetmaking shop or a related area of trade. **This full-year course has been approved to meet the MMC senior year math-related credit requirement.**

**Note:** These CTE courses may fulfill the one credit of Visual, Performing, Applied Arts (VPAA) graduation requirement. (Two .5 or one 1.00 CTE courses are required for successful completion to meet this requirement.)

\*Students who successfully complete this CTE program may be eligible to earn articulated college credits. For details about participating colleges, specific agreements, and requirements, please see the "Articulation" section of the district website at:

- <https://www.chippewavalleyschools.org/academics/careers/>

# CTE Student Internship

Available to all 11th & 12th grade Advanced CTE students

Career Technical Education offers a unique opportunity for junior or senior advanced level CTE students through their Internship Program. This program allows students to gain a **paid "on-the-job" work experience** in the career area of their choice. An Individual Educational Training Plan and Training Agreement are developed for each student-trainee detailing his/her specific learning activities. This course may be taken for one or two hours. Student wages are equivalent to those earned by other trainees in those particular occupations.

## Internship will help you:

- Build your professional resume
- Explore a career before graduation
- Network with business professionals

## General requirements for all CTE Internship Students:

- Must be a junior or senior with a 2.0 or better in your CTE course(s)
- Overall GPA of a 2.0 or better
- Receive teacher recommendation from previous CTE instructor(s)
- Excellent school attendance
- Provide your own transportation
- Work a minimum of 10 hours per week for paid placements
- Adhere to the education training plan, specific to your employer
- Minimal after school commitments

9021/9022 AUTOMOTIVE TECHNOLOGY INTERNSHIP 1/2 (2 hr)  
9023/9024 AUTOMOTIVE TECHNOLOGY INTERNSHIP 1A/B (1hr)

Prerequisite/Recommendation: Automotive Technology 1A/1B and concurrently enrolled in Automotive Technology 2A/2B or 3A BC/3B BC.

9081/9082 BUSINESS INTERNSHIP 1 / 2 (2 hr)  
9083/9084 BUSINESS INTERNSHIP 1A / 1B (1 hr)

Prerequisite/Recommendation: 2 semesters of a business course and concurrently enrolled in one related business course each semester.

9035/9036 CONSTRUCTION TRADES INTERNSHIP 1/2 (2 hr)  
9037/9038 CONSTRUCTION TRADES INTERNSHIP 1A/1B (1 hr)

Prerequisite/Recommendation: Construction Trades 1A/1B and concurrently enrolled in Construction Trades 2A BC/2B BC OR 3A BC/3B BC.

9111/9112 CULINARY ARTS INTERNSHIP 1/2 (2 hr)  
9113/9114 CULINARY ARTS INTERNSHIP 1A/1B (1 hr)

Prerequisite/Recommendation: Culinary Arts 1A/1B and concurrently enrolled in Culinary Arts 2A/2B or Culinary Arts 3A BC/3B BC.

9605/9606 DESIGN INTERNSHIP 1 / 2 (2 hr)  
9607/9608 DESIGN INTERNSHIP 1A / 1B (1 hr)

Prerequisite/Recommendation: Mechanical Design 1A/1B and concurrently enrolled in Engineering Design 1A BC/1B BC or Research and Development.

\*While we strive to provide students with valuable opportunities to explore real-world applications of mechanical design through internships, availability is subject to external factors, including fluctuations in industry demand, company-specific limitations, and economic conditions. We encourage students to actively pursue alternative opportunities and remain flexible in their career exploration within the field of mechanical design.

9253/9254 GRAPHIC DESIGN INTERNSHIP 1A/1B (1 hr / 1 yr)

Prerequisite/Recommendation: Graphic Design 1A/1B AND Graphic Design 2A/2B and concurrently enrolled in Graphic Design 3A/3B BC.

9191/9192 MARKETING INTERNSHIP 1 / 2 (2 hr)  
9193/9194 MARKETING INTERNSHIP 1A / 1B (1 hr)

Prerequisite/Recommendation: Marketing 1A and concurrently enrolled in one related marketing course each semester.

9245/9246 MECHATRONICS & ROBOTICS INTERNSHIP 1/2 (2 hr)  
9247/9248 MECHATRONICS & ROBOTICS INTERNSHIP 1A/1B (1 hr)

Prerequisite/Recommendation: Mechatronics 1A/1B and concurrently enrolled in Mechatronics 2A BC/2B BC course each semester.

\*While we strive to provide students with valuable opportunities to explore real-world applications of mechatronics through internships, availability is subject to external factors, including fluctuations in industry demand, company-specific limitations, and economic conditions. We encourage students to actively pursue alternative opportunities and remain flexible in their career exploration within the field of mechatronics.

9281/9282 MEDICAL CAREERS INTERNSHIP 1 / 2 (2 hr)  
9283/9284 MEDICAL CAREERS INTERNSHIP 1A / 1B (1 hr)

Prerequisite/Recommendation: Medical Careers 1A and concurrently enrolled in Medical Careers 1B or 2A BC/2B BC.

9331/9332 ADVANCED WOOD/MILL/CABINET INTERNSHIP 1/2 (2 hr)  
9333/9334 ADVANCED WOOD/MILL/CABINET INTERNSHIP 1A/1B (1 hr)

Prerequisite/Recommendation: Woodworking 1/2 and concurrently enrolled in a BC course.

## VI. SPECIAL PROGRAMS

2241/2242            YEARBOOK PRODUCTION I/II  
Gr 9-12             0.5/0.5 credit

**Prerequisite/Recommendation:** Yearbook teacher approval; application needed.

Students in this class are responsible for the design and production of the school yearbook. Utilizing a web-based application, students will learn publishing skills needed for graphic design, including digital page layout and formatting, as well as manipulating text and graphics for print. Students will learn how to manage project deadlines. Photography is a key element of this course as students will learn how to take high quality photographs. Design elements, composition, and an appreciation of photography as an art form are presented. In order to meet the photography requirement of this class, students are required to attend after school functions to take pictures. **(This course has been approved to meet the Visual, Performing, Applied Arts or Career & Technical Education course credit requirement. The course may be taken more than once.)** **This course does not qualify for NCAA eligibility.**

9491/9492            STUDENT LEADERSHIP 1A/1B  
Gr 10-12             0.5/0.5 credit

**Prerequisite/Recommendation:** None.

This class is designed for students who have a serious interest in student activities and the development of their leadership abilities. This course will teach characteristics of leadership as well as emphasize skills such as goal setting, communication, organization, time management and project planning. Once skills have been taught, they will be put into practice through hands-on activity and event planning within the school and community.

## VII. SUPPORTIVE LEARNING PROGRAM

9140/9150 WORK EXPERIENCE – SEMESTER 1/2

Gr 10-12 0.5/0.5 credit

**Prerequisite/Recommendation:** Approval from Transition Coordinator

This course gives students an opportunity to extend their preparation for employment beyond the classroom. Students will develop occupational competencies by participation in a school-community partnership program. Students will be assessed on the jobsite and receive an evaluation. Students may or may not receive compensation for their work. Students are placed in this course based on their IEP goals and objectives.

**NOTE:** Students may take this course for numerous hours, more than one year.

# Chippewa Valley Schools Grievance Procedures

for  
Title VI of the Civil Rights Act of 1964  
Title IX of the Education Amendment Act of 1972  
Title II of the Americans with Disability Act of 1990  
Section 504 of the Rehabilitation Act of 1973  
Age Discrimination Act of 1975

## Section 1

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Any person believing that Chippewa Valley Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Title II of the Americans with Disability Act of 1990, (4) Section 504 of the Rehabilitation Act of 1973, and (5) the Age Discrimination Act of 1975 may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinators at the following address:

Dr. Adam Blanchard, Assistant Superintendent for Human Resources, for Title VI, IX and II; and Mrs. Tara Koch, Director of Special Services, for Section 504; Chippewa Valley Schools Administration Building, 19120 Cass Avenue, Clinton Twp., MI 48038, 586/723-2000.

## Section II

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The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer within 10 business days. The complainant may initiate formal procedure according to the following steps.

**Step 1.** A written statement of the grievance signed by the complainant shall be submitted to the local Civil rights Coordinator within 10 business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant with 10 business days.

**Step 2.** A complainant wishing to appeal the decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within 10 business days after receipt of the coordinator's response. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within 10 business days.

**Step 3.** If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within 10 business days of receiving the superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within 20 days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within 10 days of this meeting.

Anyone at any time may contact the Office of Civil Rights for information and/or assistance at (216) 522-4970. If the grievance has not been satisfactorily settled, further appeal may be made to the Regional U.S. Department of Education Office for Civil Rights, 600 Superior Ave. East, Bank One Center, Suite 750, Cleveland, Ohio 44114-2611. Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, U.S. Department of Education, Washington, D.C. 20202. The local coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

### NOTICE OF NONDISCRIMINATION

It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, sex (including, but not limited to, sexual orientation, gender identity), religion, national origin or ancestry, gender, age, disability, height, weight, genetics, or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies, questions, concerns or to file a complaint should be directed to: Civil Rights and Title IX Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038. Phone: 586-723-2090. Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180.



# Chippewa Valley Schools *Career Technical Education*



## What will you be prepared to do after graduation?

Each year, Chippewa Valley Schools offers Career and Technical Education (CTE) programs at Chippewa Valley High School and Dakota High School. These programs are designed to prepare students for a broad range of employment opportunities and continuing education. A ten-year follow up study has found that the most successful high school graduates were those who took a solid college-prep program and a **Career Technical Education** program of study. CTE programs are staffed by teachers with related business and industry experience that enhances the learning process with real-world relevance. CTE programs are offered in these areas:

<b>CTE PROGRAMS</b>	<b>MATH RELATED</b>	<b>PREREQUISITES</b>
<b>Automotive Technology</b>	Year 2 or 3*	<p>Some CTE programs are taught at one high school only, but programs are available to students enrolled at both high schools.</p> <p>A complete program of study usually involves a sequence (or multiple) courses. Advanced courses often have the preceding course as a prerequisite.</p> <p>For these reasons, students should <u>plan early</u> to include CTE as part of their 4-year high school experience.</p> <p>For seniors only, students may apply 1 credit of specified CTE courses as "Senior Math-Related Credit."</p>
<b>Business (4 pathways)</b>		
• <b>Business Management</b>	Year 2*	
• <b>Accounting &amp; Finance</b>	✓	
• <b>Information Technology</b>		
• <b>Cybersecurity</b>		
<b>Careers in Education</b>		
<b>Construction Trades</b>	✓	
<b>Culinary Arts</b>	Year 2 or 3*	
<b>Design Technology</b>	✓	
• <b>Engineering</b>	✓	
<b>Family &amp; Consumer Science</b>	✓	
<b>Graphic Design</b>		
<b>Marketing</b>	Year 2*	
<b>Mechatronics &amp; Robotics</b>	✓	
<b>Medical Academy</b>		
<b>Woodworking &amp; Cabinetmaking</b>	✓	

\*See course description for detailed course information.

**CTE is education that works!**

- **VPAA** – CTE programs may fulfill the Visual, Performing and Applied Art (VPAA) requirement for graduation.
- **World Language Credit** – Students may replace one credit of World Language with one credit of CTE when CTE is taken as a second (or additional) VPAA credit.
- **Internships** – CTE offers qualified Junior and Senior students the opportunity to participate in Internship.
- **Articulation** – CTE offers qualified students the opportunity to earn college credit or advanced standing at the college level through articulation agreements.
- **Certifications** – CTE programs will prepare students for industry-based certifications, education beyond high school, and entry into a career pathway.

**For more information about CTE and Career Preparation, please visit**

<http://www.chippewavalleyschools.org/careers/>

<http://www.chippewavalleyschools.org/academics/cte/>

All CTE programs follow the district's policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in all programs, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation. Support services are available through Carl D. Perkins Education Act for students with special needs. **NOTICE OF NONDISCRIMINATION** It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, sex (including, but not limited to, sexual orientation, gender identity) religion, national origin or ancestry, age, disability, height, weight, genetics or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent for Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180.