

# **HOLT HIGH SCHOOL**

## **COURSE GUIDE**

### **2026-2027 School Year**



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**Holt High School – Main Campus**  
**5885 W. Holt Road, Holt, MI 48842**

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**Holt High School - North Campus**  
**5780 W. Holt Road, Holt, MI 48842**

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# **Holt Public Schools**

## **Mission Statement**

*Innovate. Educate. Inspire. Empowering all Students to Make a Positive Impact in Their Communities.*

## **Vision Statement**

*The Vision of Holt Public Schools is to Empower our Learning Community to Make a Positive Impact on the World.*

## **Belief Statement**

*We believe in an educational system where:*

- *All students (6 weeks - post-secondary) have value and can learn.*
  - *Our schools are inclusive and meet the needs of every student.*
    - *Our schools encourage curiosity and lifelong learning.*
  - *School, home and community partnerships promote educational excellence.*
    - *We are a destination district for exceptional educators.*

### **HOLT HIGH SCHOOL COURSE GUIDE**

(517) 694-2162 (phone)  
(517) 699-3451 (fax)

Building website: <https://www.hpsk12.net/our-schools/high-school/>

For details on all courses: <https://hpsk12-public.rubiconatlas.org/home>

Please see the **High School Student Handbook** for other important building information.

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## **HOW TO USE THIS COURSE GUIDE**

A course guide is a useful guide for students in developing their academic experience to its fullest. It is meant to be used by the student and parents because we feel that family involvement and interaction are essential to a student's future. Holt's entire faculty has contributed to its writing, and they are available to share further insights and provide consultation. Counselors, teachers, administrators, and secretaries all work together to provide information for students who are involved in the scheduling/planning process. We recommend that students choose classes based on their future careers and academic goals, keeping in mind the fact that one may have several careers in a lifetime. In general, our advice to the student can be summed up as follows:

1. Challenge yourself by taking classes that help you as a student maximize your potential.
2. Follow a curriculum strong in academics. Take advantage of the many opportunities available for self-improvement and skill development.
3. Try a variety of classes from many departments. Varied experiences enhance job marketability and create the possibility of newfound interests in a variety of areas.
4. Talk with teachers, administrators, counselors, and parents for their insights and suggestions.
5. Take advantage of Holt's excellent up-to-date career resources in the counseling or media center. Find out the suggested courses of study for a variety of careers.
6. **READ** this manual thoroughly to be aware of every opportunity available to Holt students.
7. Show pride in yourself by taking the most stimulating and challenging classes; students who do so are often the happiest with their schedules.

## **PROGRAM CHANGES**

A student's program should be carefully planned in terms of short and long range needs, interests, and abilities. Once the student's program has been planned, an important part of the total educational experience involves the acceptance of and taking responsibility for following this program. Therefore, very few changes will be made after the schedules are completed.

Guidance counselors will consider student-initiated requests for schedule changes only during the designated period prior to the start of each semester. Courses dropped after the designated period will result in a failure (WF) in that class.

**Schedules may be adjusted if any of the following conditions exist:**

- ◆ Incomplete schedule
- ◆ Duplication of courses
- ◆ Incorrect course sequence (i.e., Algebra C before Algebra A)
- ◆ Lacking a required course for graduation
- ◆ Lacking a prerequisite or approval for a scheduled course
- ◆ Previously completing the course (this may have happened through summer school attendance)
- ◆ Acceptance for special programs (i.e., work experience, college class) with the approval of the appropriate teacher or administrator
- ◆ Re-enrollment in a course in which the student received a failing grade or no credit

**Schedules are NOT to be adjusted for the following reasons:**

- ◆ Preference for a different lunch period
- ◆ Preference to be with friends in classes
- ◆ Preference for a different period or semester
- ◆ Change of mind about taking the course
- ◆ Preference for a different teacher

**NOTE:** In attempting to change a student's schedule, in response to a student request, a disparity that exceeds three (3) students between two sections of the same course in another class hour cannot be created.

### **FULL YEAR DROPS**

In the case of a student who receives a first semester grade of "E" in a year-long course, and the student, parent/guardian, and school believe the student would benefit from an alternate placement, a drop/add will be allowed for the second semester. The student will need to start the process with the counselor.

Other full year drops may be requested with proof of the need to drop a full year class. Students must submit in writing their request to drop a yearlong course at least one week before the beginning of a semester. Please see the counseling office for more information.

## **KEY TO SYMBOLS IN MANUAL**



Course meets math related requirement (Sr year requirement); may not be used to fulfill BOTH on-line and math related requirements.



Course is NCAA eligible.



Course may earn articulation credit through LCC or Davenport (see chart page 12 for details on articulated courses).



Course meets requirements for the Personal Finance requirement (beginning with the class of 2028)



Course is GPA weighted.

# CREDIT ARTICULATION

Lansing Community College, Davenport University, and Holt High School have been working together to interface classes that will enable our students to enter LCC or Davenport with credit in various courses. Students will be granted equivalent credit for courses taken at HHS if they enroll as a full time LCC or Davenport student within two years after graduation, receive an 80% or higher grade from HHS, and fill out the appropriate articulation paperwork. The following courses and their Holt equivalent have been approved for articulation through LCC and Davenport:

**\*Lansing Community College only offers this articulation for students who take articulated courses in their junior or senior year\***  
**Students must pass the course exam at LCC and take ACCUPLACER test for the class being articulated.**

## Holt High School Course

- Computer Applications & Personal Finance
- Accounting I
- Financial Management
- Photoshop
- Business Management
- Sports and Entertainment Marketing
- Business Law
- Computer Programming I
- Computer Programming II
- AP Computer Science
- Retail Management

## LCC Equivalent\* All LCC articulation is currently “Articulation by exam” at LCC.

- ACCG 100 Practical Accounting (Non-Major) (3 Cr)
- BUSN 250 Personal Finance (3 Cr)
- ARTS 105 Adobe Photoshop for Non-Majors (2 Cr)
- BUSN 225 Principles of Management. /Leadership (3 Cr)
- MKTG 120 Sales (3 Cr)
- MKTG 130 Retailing (3 Cr)

## Davenport Equivalent

- BITS 209 Dynamic Presentations (1 Cr)
- ACC 201 Acct. Foundations I (4 Cr)
- FIN 230 Financial Planning and Insurance (3 Cr)
- BITS 301 Image Editing Applications (3 Cr)
- MGMT 211 Management Foundations (3 Cr)
- MKTG 212 Professional Selling (3 Cr)
- LEGL 210 Business Law Foundations (3 Cr)
- CISP 241 Visual Basic Programming I (3 Cr)
- CISP 231 C++ Programming I (3 Cr)

### **MDE Postsecondary Credit Agreement Webpage**

In addition to the credit agreements between Holt Public Schools, Lansing Community College, and Davenport University, the State of Michigan has also been working on statewide credit agreements for CTE program completers.

The Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) would like to highlight the current statewide credit agreements webpage available for students, families, teachers, counselors, and advisors. Statewide articulation agreements between secondary and postsecondary education institutions grant students transcripted postsecondary credit for completion of a high school CTE program or obtaining certain industry certifications, per Perkins V legislation.

Information about postsecondary credit agreements and current statewide agreements can be found on the MDE Postsecondary Credit Agreement Webpage: <https://www.michigan.gov/mde/resources/career-development-resources/postsecondary-credit-agreements>

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## **CAREER AND TECHNOLOGY EDUCATION**

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### **THE FOLLOWING COURSES WILL MEET THE HIGH SCHOOL *SENIOR MATH REQUIREMENT***



- Financial Management
- Robotics
- Computer Applications & Personal Finance
- AP Computer Science
- Cybersecurity & Computer Networking
- Entrepreneurship
- Accounting I/II
- Consumer Education
- Aviation Academy
- Retail Management

Completing a CTE program can replace the second-year foreign language requirement. *This is not advised if you plan to apply directly to a four-year university in year 12.*

The following courses will meet the High School Personal Finance Requirement  
*Please note, these courses MAY be used to meet the Senior Math requirement.*

- Accounting I/II
- Financial Management
- Computer Applications & Personal Finance
- Consumer Education

## **What is CTE?**

Career and Technical Education (CTE) programs equip our students with essential academic, technical, and workplace skills to succeed in both college and careers. Our state-approved CTE programs offer content that is aligned with academic standards and competencies developed in collaboration with industry professionals and the Office of Career & Technical Education. These programs blend technical knowledge with work-based learning experiences and foster the development of soft skills through student leadership opportunities, ensuring a smooth transition into higher education and the workforce.

Each year over 850 Holt High School students participate in CTE courses! Upon successful completion of a CTE program, articulated college credit is available. As well as embedded opportunities for industry-recognized certifications, advancing students along their college and career paths in a highly accessible manner.

**Benefits to a CTE Pathway** that can be highlighted on a job/college/scholarship application or prepare a student for college & career readiness upon graduation:

- Depth of career focused curriculum i.e. skill acquisition through real world application.
- Participation in Work Based Learning (for example, job shadowing placements, internships, career exploration through field trips, and industry speakers in CTE classes).
- Earn industry certifications and/or credentials such as Cisco Cybersecurity, Security Pro, Amazon Future Engineer, Python, Microsoft Office Specialist, Excel Associate, Ramsey Financial, various Adobe Creative Suite certifications, and more.
- Participate in student leadership co-curricular and extracurricular activities like DECA, Girls in Aviation, ACE Mentorship Club, & Robotics to name a few.

## Holt High School offers the following CTE programs:



The image is a brochure for Holt High School's CTE Programs. At the top, it features the school's logo and the text "CTE PROGRAMS" and "CAREER TECHNICAL EDUCATION PROGRAMS OFFERED AT HOLT HIGH SCHOOL". Below this, there is a paragraph of text about the program's mission and alignment with industry standards. The main section is titled "HERE ARE THE CLASSES REQUIRED TO BECOME A PROGRAM COMPLETER:" and lists seven programs with their descriptions and icons:

- COMPUTER PROGRAMMING** (Computer Programming I and II)
- CYBERSECURITY & COMPUTER NETWORKING** (Year-long Cybersecurity & Computer Networking Course)
- BUSINESS MANAGEMENT & ADMINISTRATION** (Computer Applications and Business Management or Business Tech and Entrepreneurship)
- MARKETING** (Promotional Marketing and Retail Management)
- FINANCE & ACCOUNTING** (Yearlong Accounting I (Accounting II is optional))
- DIGITAL MEDIA & PRODUCTION** (Photoshop and Video Production)
- AVIATION ACADEMY** (Yearlong Aviation Course that includes the use of drones, learning to fly, and private pilot exam preparation)

At the bottom, there are links to "VIEW ALL SECONDARY PROGRAMS VIDEOS: B100AROUNDTHEHORN" and "VIEW HPS SECONDARY PROGRAMS WEBSITE: B100/HPS-SECONDARY-PROGRAMS". It also mentions that state-approved CTE courses can count for the second year of a foreign language (if complete program), these classes also can count for Senior Math credit, and your Technology requirement. The Holt High School logo is at the bottom left.

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### ACCOUNTING I 05105 A/B

10-12

2 SEM

1 credit



**Description:** Learn complete financial coverage of three types of business: proprietorship, partnerships, and corporations. Each type of business is presented in a complete accounting cycle covering analyzing transactions, journalizing, posting, petty cash, financial statements and adjusting and closing entries and payroll. Accounting teaches basic business skills and develops values and attitudes useful in gaining entry into the field of accounting. This course will be beneficial to any student entering the world of business and to the student who wants to learn an orderly system of keeping his/her own financial records. A practice set is used in which the student actually performs the accounting for a small business. LCC Articulation in process.

**Major Goals:** The student will:

1. Develop an understanding of basic principles of accounting as they apply to the records of individuals, business, and government.
2. Develop skills, traits, and attitudes necessary for success in the accounting field.
3. Develop an appreciation of the importance of bookkeeping and accounting in our economic community.
4. Develop an understanding of the need for complete records for the purpose of filing federal, state, and local income taxes, as well as employment and FICA taxes.
5. Complete payroll and payroll taxes.

**Video:** <https://youtu.be/JVV-EKlhPQ>

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**ACCOUNTING II****05107 A/B****11-12****2 SEM****1 credit**

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**Description:** Accounting II is primarily for students with definite career objectives in the business and accounting profession. Specifically, this course is designed for students who want to (1) become accounting clerks upon graduation from high school; (2) obtain the accounting skills necessary to advance to the level of junior or assistant accountants following experience as accounting clerks; (3) go to college and major in business or accounting.

**Major Goals:** The student will:

1. Increase understanding of accounting principles as it applies to large companies.
2. Know accounting terminology.
3. Understand sound accounting concepts, principles, and practices.
4. Apply accounting procedures.
5. Automate accounting principles using QuickBooks and Excel.

**Prerequisites or Recommendations:** Accounting I

**Video:** <https://youtu.be/JVV-EKIhbPQ>

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**BUSINESS LAW****05145****11-12****1 SEM****.5 credit**

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**Description:** Business Law will explore the law as it applies to the personal and business needs. A general overview of the legal system will be presented first. This will include how our constitution created our laws; what types of laws we have; how our court system (federal and state) works; privacy; juvenile; and what part ethics play in the law. The class will proceed into the different types of legal business organizations; contracts; the law of property; employment law; and law and finance. Throughout the semester, the class will be involved in several mock trials where students will play the parts of lawyers, criminals, defendants, plaintiffs, judges, jurist, and various court personnel. The cases used will go along with class lessons.

**Major Goals:** The student will:

1. Acquire a basic understanding of our legal system.
2. Acquire a basic understanding of the legal forms of businesses.
3. Acquire basic fundamentals of contracts, including elements, rights, and responsibilities.
4. Learn the rights and responsibilities of property ownership.
5. Develop a legal vocabulary.
6. Acquire a basic understanding of how our court system works.
7. Acquire a basic understanding of civil law and torts.
8. Acquire an understanding of what constitutes a crime and the crime each court handles.
9. Participate in a mock trial.

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**CONSUMER EDUCATION-(Business)****05170N****10-12****1 SEM****.5 credit**

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**Description:** This course will examine issues such as goals, resource management, and career exploration. To prepare students to live on their own, topics such as food, clothing, housing, transportation, and insurance will be covered. The course includes instruction regarding income, money management, credit, as well as saving and investing. Students will have the opportunity to explore concepts specific to budgeting, checking and saving accounts, and investment.

**Major Goals:** The student will:

1. Examine and practice goal setting and decision-making skills.
2. Develop resource management skills for insurance, transportation, and housing.
3. Create and evaluate financial management skills including budgeting for current and future situations.
4. Analyze personal skills for career exploration.
5. Develop necessary skills to obtain a job.
6. Analyze information to use credit wisely.
7. Analyze information in order to make effective shopping decisions.
8. Examine and apply consumer skills/knowledge to live independently.
9. Develop a basic understanding of saving and investment principles.
10. Acquire checkbook management skills and knowledge of financial institutions

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## FINANCIAL MANAGEMENT

**05102N**

**10-12**

**1 SEM**

**.5 credit**



**Description:** This course will cover aspects of finance in the personal and business arenas, as well as identifying and implementing risk management strategies. It will provide the student with an opportunity to gain knowledge in how the financial and insurance worlds work, as well as technical concepts and vocabulary, and strategies to succeed in an ever-changing world.

**Major Goals:** The student will:

1. Learn how career responsibility affects their personal finances.
2. Learn what part taxes play in providing for their future.
3. Learn the different characteristics of financial institutions and how to reconcile accounts.
4. Learn the difference between, and importance of, investing in stocks, bonds, 401K plans, and other investment options for their future.
5. Learn about the many different financial decisions businesses make and how they affect us.
6. Learn about banking, credit laws, and individual responsibility.
7. Learn how insurance choices that businesses and individuals make affect your future.
8. Learn how technology affects the financial world.
9. Learn how to create a Personal Financial Plan. including budgeting, saving, investing, and credit.

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## COMPUTER PROGRAMMING I

**05155**

**10-12**

**1 SEM**

**.5 credit**



**Description:** This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses. The course allows students to work independently in text-based Python.

**Video:** <https://youtu.be/m00QKTtghvl>

**Recommendation:** Geometry but not required

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## COMPUTER PROGRAMMING II

**05156**

**10-12**

**1 SEM**

**.5 credit**



**Description:** The lessons and materials used throughout this course incorporate Project-Based Learning (PBL), a pedagogical approach that actively engages students in the educational process, improves retention and develops problem-solving, critical thinking, and group communication skills. Through this collaborative, learner-centric approach, students are encouraged to explore the advantages and societal

impact of computational technology while developing their own programming and computational thinking skills. The course is roughly 20% coding, and 80% focused on CS applications through project-based, inquiry-based, collaborative learning.

**Video:** <https://youtu.be/m00QKTtghvl>

**Recommendations:** Geometry but not required

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## AP COMPUTER SCIENCE

**051564 A/B**

**11-12**

**2 SEM**

**1 credit**



**Description:** The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for development solutions that can scale up from small, simple problems to large, complex problems.

**Major Goals: The student will:**

1. Design and implement computer-based solutions to problems.
2. Use and implement commonly used algorithms and data structures.
3. Develop and select appropriate algorithms and data structures to solve new problems.
4. Write solutions fluently in an object-oriented paradigm
5. Write, run, test and debug solutions in the Java programming language
6. Read and understand programs consisting of several classes and interacting objects
7. Read and understand a description of the design and development process
8. Understand the ethical and social implications of computer use.

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## CYBERSECURITY & COMPUTER NETWORKING

**05157 A/B**

**10-12**

**2 SEM**

**1 credit**

**Description:** A program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting throughout the course.

**Video:** <https://youtu.be/m00QKTtghvl>

Specific topic coverage includes: Intro to Cybersecurity, TestOut PC Pro, Cybersecurity Essentials **and** Test Out Security Pro

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## CYBERSECURITY & COMPUTER NETWORKING II

**05158 A/B**

**11-12**

**2 SEM**

**1 credit**

**Description:** An expertise study of the program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting. For Career Technical Education purposes, this class will be a Q to Cybersecurity and Computer Networking program of study.

**Prerequisites or Recommendations:** Passed Cybersecurity and Computer Networking

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## COMPUTER APPLICATIONS & PERSONAL FINANCE

051100(N)

9-12

1 SEM

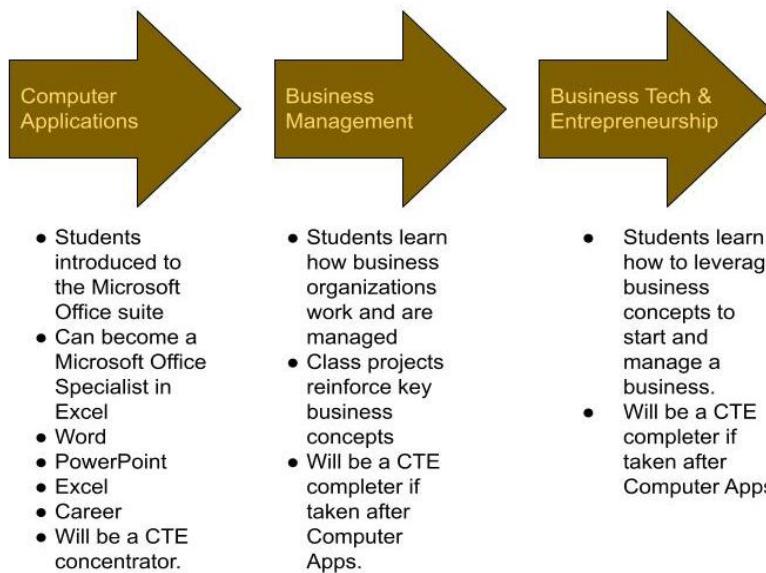
.5 credit



**Description:** This course is designed to allow students to learn basic computer concepts, terminology, and programs in a project-based manner.

**Major Goals:** The student will:

1. Develop a basic understanding of essential computer terminology.
2. Learn Microsoft Excel spreadsheet software to organize and calculate numerical information.
3. Learn to create and interpret charts in Microsoft Excel.
4. Learn to use Microsoft PowerPoint 2019 and understand how to create an effective visual presentation.
5. Develop an understanding of effective and safe Internet usage and use the Internet to search for information and products.
6. Develop a basic understanding of Microsoft Access 2010 database
7. Become MOS EXCEL certified



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## BUSINESS MANAGEMENT

051148

9-12

1 SEM

.5 credit



**Description:** In this course, you'll uncover the secrets behind successful businesses and learn how effective leaders navigate the ever-changing landscape of competition, consumer demands, and technology. Explore the human side of business by discovering how great managers inspire their teams, make crucial decisions, and organize resources to achieve outstanding results. Whether you dream of starting your own company or want to understand how businesses operate, this course equips you with valuable skills that colleges and employers seek. Get ready to enhance your leadership abilities, tackle exciting business challenges, and unleash your inner entrepreneur as you embark on this journey to becoming a business mastermind!

**Major Goals:** The student will:

1. Dive into the human side of business. Learn how great leaders inspire their teams and keep customers coming back for more.

2. Develop an understanding of the procedures, problems, and decisions necessary to manage a business successfully.
3. Understand the importance of ethical behavior in business and life.
4. Develop your problem-solving skills and learn to make choices that can make or break a company.
5. Peek behind the curtain to see how businesses organize their people and resources to create awesome products and services.

**Recommendations:** Sports and Entertainment Marketing recommended

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**ENTREPRENEURSHIP**

**05111**

**10-12**

**1 SEM**

**.5 credit**



**Description:** In this course, you will learn the fundamentals needed to plan and start your own business. Do you have what it takes to launch your own business? Do you have an idea for a business, but need the tools to get started? This course will provide you with the core skills you need to become successful. You will study the characteristics of successful entrepreneurs. You will learn about self-employment and basic economic concepts related to small businesses, such as competition and production. This course will also walk you through the steps of setting up a business, using Microsoft Suite to create various business documents including developing a business plan, a mission and a vision, attracting investors, and marketing your company. Come learn how to swim in shark infested water.

Recommended: Computer Applications and Business Management prior but not required.

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**PHOTOSHOP & CREATIVE CLOUD 1-4**

**05131 A/AN/B/C/D**

**9-12**

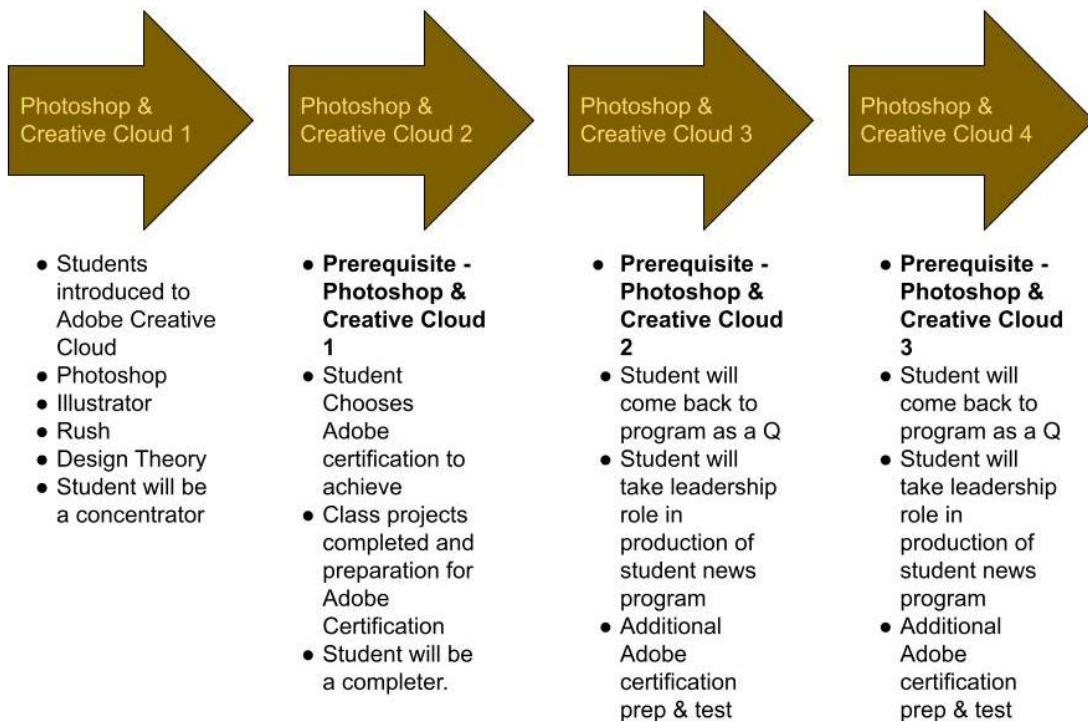
**1 SEM**

**.5 credit**



**Description:** Every day digital media, including Photoshop & Video Production, becomes more important as a means for receiving, producing, sharing, and broadcasting information. Tools and resources that were once the exclusive property of a few are now available to many more people. Tomorrow's publishers, marketing people, and community leaders will need to know how to use digital media to persuade others and tell new and effective stories. Photoshop & Creative Cloud 1 will introduce students to the concepts involved in Content Creation and knowledge about design theory. Photoshop & Creative Cloud 2-4, will allow students to expand their knowledge in one of four areas presented in P&CC 1 and to earn a industry-recognized certification through Adobe, called the Adobe Certified Professional.

**Video:** [https://youtu.be/hVZTCkQ-Zjk?si=lb9REpzHib9P\\_7jU](https://youtu.be/hVZTCkQ-Zjk?si=lb9REpzHib9P_7jU)




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### **VIDEO PRODUCTION & PUBLISHING**

**05135**

**10-12**

**1 SEM**

**.5 credit**

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**Description:** Every day digital media, including Video Production, becomes more important as a means for receiving, producing, sharing, and broadcasting information. Tools and resources that were once the exclusive property of a few are now available to many more people. Tomorrow's publishers, marketing people, and community leaders will need to know how to use digital media to persuade others and tell new and effective stories. Knowledge of the rules and grammar of movie production, broadcasting, and media presentation is a new powerful literacy that will be covered in this course.

Students will produce original content while learning the basics of content creation as well as publishing their creations on a student-created website.

**Video:** <https://youtu.be/hVZTCkQ-Zjk>

**Prerequisites:** Photoshop & Creative Cloud 1

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### **PARTICULAR TOPICS-ROBOTICS**

**05159**

**10-12**

**1 SEM**

**.5 credit**

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**Description:** Students will develop skills learned through Programming I and II or mathematics courses by exploring usage of robotics in modern business and industry and examine how robotic devices are affecting our lives and shaping our culture. Students will apply concepts learning into the programming of a physical device.

**Recommendations:** Programming I or II

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**WORK EXPERIENCE****05165 A/B****11-12****1 SEM****.5 credit**

**Description:** Work Experience is an educational program offered to the student who has expressed an interest in a particular occupational area.

**Requirements:** A student MUST:

- Be at least 16 years of age to apply.
- Have paid employment PRIOR to the start of the semester in which they are enrolled.
- Attend class for the first week of the semester.
- Also be enrolled in a course that is related to the work experience career placement (while enrolled in work experience).

**A Student's employer MUST:**

- Be successful, reputable, and consistent with the goals, mission, and philosophy of Holt Public Schools. Current employment may not be acceptable and will be reviewed before approval.
- Provide information for liability and workers compensation carriers with policy numbers.
- Be willing to provide students with an average of 10 work hours per week.
- Be willing to sign course contracts, weekly time sheets.
- Be willing to fill out and sign performance evaluation forms every 9 weeks.

The student will receive a pass or fail grade depending on employer evaluation forms, the on-the-job visitations by the instructor and weekly time sheets. Students fired from their job with due cause will receive a failing grade. Students who quit their jobs will receive a failing grade. Students with loss of credit first semester will only be allowed to enroll second semester if slots are available. Students must provide their own transportation to the job site. During Work Experience hour, students must leave the building.

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**MENTORSHIP****05161B****11-12****2<sup>ND</sup> SEM ONLY****.5 credit**

**Note:** Students enrolled in the mentorship program will be responsible for their own transportation to their work site. **Students must complete a transportation agreement on the first day of class. All mentorship placements are unpaid experiences.**

**Description:** The mentorship is a planned, comprehensive community-based experience for high school students and adult employers to work and learn together. Through careful mentoring by businesspeople, young adults will have the opportunity to develop the skills necessary for future employment and to explore a career that they are interested in for their future. This program consists of a two-phase experience.

**Phase I:** Phase I provides students with the foundation needed to succeed in the workplace. This classroom element lasts approximately 6 to 7 weeks and includes the following units:

- ◊ Job shadow
- ◊ Employability skills
- ◊ Resume building
- ◊ Interview skills
- ◊ Employment laws and issues
- ◊ Health and safety in the workplace
- ◊ Proper format and writing of business thank-you letters and pre-employment cover letters

**Phase II:** Upon successful completion of Phase I, students will be placed in a work-based mentorship position. This phase involves the following:

- ◊ Placement in the student's career focus with a community mentor
- ◊ Weekly classroom connecting activities
- ◊ Concluding evaluation

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**SPORTS AND ENTERTAINMENT MARKETING****05147****9 -12****1 SEM****.5 credit**

**Description:** This course covers the introductory concepts of business and marketing, including communication and promotional methods. Students will learn the skills, concepts, and attitudes that are necessary in our global economy. This course also studies selling and product design.

1. **Major Goals:** The student will:
2. Gain a basic understanding of the foundational aspects of business
3. Learn the fundamentals of Marketing including the "4 P's"
4. Examine the methods used to get products from producer to the consumer.
5. Demonstrate sales literacy and how to effectively interact with customers.
6. Analyze advertising elements and techniques
7. Understand the communication process and how it relates to the business world.
8. Understand basic economic terms and concepts
9. Examine the concepts of branding and packaging
10. Develop an understanding of basic business finance.

**Video:** <https://youtu.be/e6ri3UK5zDQ>

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**RETAIL MANAGEMENT (SCHOOL STORE)****05150****10-12****1 SEM****.5 credit**

**Description:** Retail management is a student-driven class that will organize and operate the school store. Students will direct all store operations. Students will learn the concepts of managing human resources, merchandising, promotion, selling, operations, and finance. Students will compete in D.E.C.A. (Distributive Educational Clubs of America) against other schools in various business-oriented competitions.

- Earn National Retail Foundation Certificates

**Recommendations:** Sports and Entertainment Marketing or Business Management.

**Video:** <https://youtu.be/e6ri3UK5zDQ>

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**RETAIL MANAGEMENT (SCHOOL STORE – North Campus)****05150N****11-12****1 SEM****.5 credit**

**Description:** Coffee Shop - Retail management is a student-driven class that will run and organize the Golden Rams coffee shop at North Campus. Students manage all aspects of operations: Human Resources, Merchandising, Promotion, and Finance. Students will also learn the basics of food prep safety. This class is an excellent resume builder for students interested in employment in the food marketing industry.

**Recommendations** Sports and Entertainment Marketing or Business Management.

**Video:** <https://youtu.be/e6ri3UK5zDQ>

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**RETAIL MANAGEMENT 2 (SCHOOL STORE)****05151(N)****11-12****1 SEM****.5 credit**

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**Description:** Retail management 2 is for students who want to continue their study of their study of retailing concepts by applying what they have learned to act as a Manager of the school store. Students may gain experience in Operations Management, Financial Management, and Inventory Management. Actively applying what they learned from the Career Technical Education learning standards in their pre-requisite courses.

**Recommendations:** Successful completion (C or better) of Sports and Entertainment Marketing and Retail

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**AVIATION ACADEMY****07150 A/B****9-12****2 SEM****1 credit**

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**Description:** Concentration areas include aviation, drones, safety, flight operations, management, aviation maintenance management, aviation operations management, or security. This course prepares students for entry into and advancement within the diverse field of aviation specific to their desires and industry needs. *This course along with the other aviation elective are taken as part of a Career Technical Education program covering the 12 learning segments.*

**Major Goals:** The student will:

1. Aviation Documentation
2. Human Factors
3. Aerodynamics
4. Airplane Systems
5. Aircraft Performance
6. Aviation Meteorology
7. Communication and Flight Information
8. Navigation
9. Flight Planning
10. Flight Environment
11. Flight Maneuvers
12. Safety

**Video:** <https://youtu.be/mT9TrNV9xJs>

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# ENGLISH

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Honors designation *may* be obtained in English 9, 10 and 11 by meeting the predetermined criteria established by teachers at the beginning of the year. See the end of the English Section for the Honors application process.

+ Denotes senior classes eligible for senior English credit.

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## **THE FOLLOWING COURSES WILL MEET THE HIGH SCHOOL ENGLISH REQUIREMENTS**

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**ENGLISH 9****04600 A/B****9****2 SEM****1 credit**

English 9 students will study communication skills as they relate to literature. These communication skills are an essential part of critical thinking and reasoning. Students will present products and projects based on the literature and will learn by reading, writing, speaking, listening, presenting, and acting. The classroom community will be made up of interactive learners who are striving to become better thinkers and communicators. Students will use writing to accomplish a variety of purposes and demonstrate correct usage of English in writing and speaking.

**Major Goals:** Students will:

1. Read novels independently.
2. Combine information from multiple sources for research projects.
3. Memorize and analyze dramatic text for performance.
4. Organize and present to the class thematic projects showing group and/or individual work.
5. Prepare for and participate in class discussions.
6. Generate quality writing showing abstract and critical thinking in the following categories: analytical, creative, narrative, reflective, persuasive, and other.
7. Demonstrate knowledge through multiple choice and essay exams.
8. Read and write frequently – in and out of class.

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**HONORS ENGLISH 9****04605 A/B****9****2 SEM****1 credit**

Honors English 9 is a more challenging version of 9<sup>th</sup> grade English which is centered more on class discussion and challenging essays than the standard course. Students will read additional higher-level texts and are expected to analyze themes in literature at a deeper level. Additionally, students will learn sophisticated writing techniques and are expected to employ them in both their creative and formal writing. Students are also expected to take a greater role in leading class discussions instead of relying on teacher-directed prompts.

**Prerequisite:** Students should read above grade level and have strong writing abilities to feel comfortable in this course. In addition to the portfolio, the cumulative English grade point average will be considered. Please see the application process at the end of the English Section for more details. All 8<sup>th</sup> grade teachers will have further information, including the deadline and application; moreover, all portfolios will be turned in to them.

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**AMERICAN STUDIES ENGLISH****04603 A/B****9****4 SEM****2 credits**

\*\*\*This course fulfills the graduation requirement for English 9 and American History\*\*\*  
(meets for 2 semesters, 2 class periods per day; earn 1 credit English 9 and 1 credit American History.)

The curriculum for the course is based on ideas and concepts found in American History from Post Civil War to present. All objectives for American History are included in American Studies. Literature that relates to the concepts found in history will be integrated into the learning experience.

**Evaluation:** All forms of communication will be used in assessment. Students will demonstrate understanding in a variety of written and oral forms such as written papers, projects, presentations, and Socratic seminars. The idea of cooperative learning will be used in much of the course work, but individual accountability is also required.

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<b>ENGLISH 10</b>			
<b>04607 A/B</b>	<b>10</b>	<b>2 SEM</b>	<b>1 credit</b>

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English 10 is a reading, writing, listening and speaking course. Students will read a variety of literature including novels, short stories, and plays. The reading, writing, listening and speaking activities revolve around specific themes. Reading and writing skills required for state and national assessments will be an integral part of the course as well.

**Major Goals:** The student will:

1. Understand the differences in voice and language usage
2. Write and understand a variety of genres
3. Be able to identify and use literary and poetic terms
4. Be able to analyze and evaluate literary fiction and non-fiction
5. Participate in group and whole-class discussions
6. Be able to listen effectively
7. Read and write frequently – in and out of class

**Evaluation:** Will be based on written formal and informal papers, tests, quizzes, homework, and oral presentations.

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<b>HONORS ENGLISH 10</b>			
<b>04609 A/B</b>	<b>10</b>	<b>2 SEM</b>	<b>1 credit</b>

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Honors English 10 is a reading and writing intensive course and moves at an accelerated pace. Students read 8-10 novels, a variety of short stories, and at least one book-length play. The writing consists of formal analysis papers, a yearlong anthology, and a piece of original fiction. Speaking activities include discussion-based quizzes, small group discussion, as well as debates and oral presentations.

**Major Goals:** The student will:

1. Explore connections between reading and writing.
2. Develop a personal, individualized reading program.
3. Write several papers, both formal and informal, using writing process methods.
4. Explore a variety of speaking opportunities, both individually and as members of groups.

**Evaluation:** Reading tests as well as written summative assessments on major concepts studied in the course.

**Prerequisites/Recommendations:** Students should read above grade level and have strong writing abilities to feel comfortable in this course. In addition to the portfolio, the cumulative English grade point average will be considered. Please see the application process at the end of the English Section for more details.

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<b>WORLD STUDIES ENGLISH</b>			
<b>04613 A/B</b>	<b>10</b>	<b>4 SEM</b>	<b>2 credits</b>

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**\*\*\*This course fulfills the graduation requirement for English 10 and World History\*\*\***  
**(meets for 2 semesters, 2 class periods per day; earn 1 credit English 10 and 1 credit World History.)**

This course is generally a sophomore course. This is an integrated English 10 and World History class. The class meets every day for two class periods. Students receive one credit per semester for the year-long class. Upon completion, the student will receive 1.0 credit - English 10 and 1.0 credit - World History.

The curriculum for the course is based on ideas and concepts found in World history from prehistory to present. All objectives for World history are included in World Studies. Literature that relates to the concepts found in history will be integrated into the learning experience. Examples include, *Animal Farm* and *The Kite Runner*, both of which are standard English 10 literature.

**Evaluation:** All forms of communication will be used in assessment. Students will demonstrate understanding in a variety of written and oral forms such as written papers, projects, presentations, and Socratic seminars. The idea of cooperative learning will be used in much of the course work, but individual accountability is also required.

**Prerequisites/Recommendations:** This course is recommended for serious students interested in looking at World History through literature and primary source documents. This course satisfies the English 10 and World History graduation requirements. Consider this a year-long course.

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## ENGLISH 11

**04745(A) 04725(B)**

**11**

**2 SEM**

**1 credit**

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English 11 will explore major American authors in areas of poetry, short story, novel, and drama. Writing and speaking assignments will be literature-based.

**Major Goals:** The student will:

1. Become familiar with different genres of literature.
2. Integrate literature with other subject matter.
3. Recognize how literature reflects the culture of the time.
4. Analyze selections using a variety of literary perspectives.
5. Improve formal writing skills through personal writing, creative writing, and expository writing.
6. Examine grammar concepts through writing.
7. Improve speaking through expressing views, presenting information, and group interaction.
8. Read and write frequently – in and out of class.

**Evaluation:** Based on papers, tests, quizzes, class discussions, class preparation, and projects.

**Prerequisites:** Demonstrated proficiency of skills taught in English 10.

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## HONORS ENGLISH 11

**04755(A) 04756(B)**

**11**

**2 SEM**

**1 credit**

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Honors English 11 has the same objectives as English 11, however, is an intensive reading and writing course which will move at an accelerated pace.

**Major Goals:** The student will:

1. Become familiar with different genres of literature.
2. Integrate literature with other subject matter.
3. Recognize how literature reflects the culture of the time.
4. Analyze selections using traditional literary techniques.
5. Improve writing skills through personal writing, creative writing, and expository writing.
6. Examine grammar concepts through writing.
7. Improve speaking through expressing views, presenting information, and group interaction.

**Evaluation:** Based on papers, tests, quizzes, class discussions, class preparation, and projects.

**Prerequisites:** Successful completion of English 10 and completion of application process. In addition, the cumulative English grade point average will be considered. Please see the application process at the end of the English Section for more details.

**Senior English credit can be earned by completion of ONE of the following electives:**

Advanced Placement English Literature

Writing Explorations

The Study of Film as Literature  
 Speaking and Listening in English (Speech)  
 Media Literacy  
 Intro to Journalism Publications  
 Journalism  
 Introduction to Poetry  
 Yearbook Production  
 Capstone English  
 The Human Experience Through Graphic Novels  
 LCC English 121  
 LCC Communications 130

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## ENGLISH ELECTIVES

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<b>Holt Advantage (HA) LCC ENGLISH 121 – COMPOSITION I</b>			
<b>04720</b>	<b>12</b>	<b>1 SEM</b>	<b>1 credit</b>



*(Student will earn 4 College Credit Hours and/or 1 High School Credit)*

Composition I is the study and practice of expository discourse to help students write more effectively. It emphasizes writing process, critical thinking, content development, organization, and style. Students will select their best work for their portfolio, which will be externally assessed.

**Prerequisite:** PSAT/SAT score of 480+ on the Evidence Based Reading & Writing Portion

<b>Holt Advantage (HA) LCC COMM 130 – Fundamentals of Public Speaking</b>			
<b>04725</b>	<b>12</b>	<b>1 SEM</b>	<b>1 credit</b>



*(Student will earn 4 College Credit Hours and/or 1 High School Credit)*

Fundamentals of Public Speaking is a highly transferrable course that is part of the Master Transfer Agreement (MTA) at Lansing Community College. Through practical experience, students will develop essential skills to feel confident researching, organizing, drafting, and delivering oral presentations. Presentations will occur in informative, persuasive, and small group contexts.

**Prerequisite:** PSAT/SAT score of 480+ on the Evidence Based Reading & Writing Portion

<b>A.P. ENGLISH LITERATURE</b>			
<b>04785 A/B</b>	<b>12</b>	<b>2 SEM</b>	<b>1 credit</b>



This class will provide a complete preparation for the Advanced Placement Literature and Language Tests while exploring classical and modern English and World Literature. This is a college level course, not a college prep course. Intensive reading and writing, consistent class participation and the application of critical thinking are expected, in addition to summer reading and writing assignments.

**Major goals:** The student will:

1. Analyze and critically respond to all genres of literature.
2. Analyze and critically respond to major literary philosophies.
3. Develop college style in writing.
4. Practice in intellectually oriented class discussions.

**Evaluation:** Based on papers, tests, quizzes, class preparation, and class discussions.

**Prerequisites:** Successful completion of English 11 and completion of summer reading and writing.

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**WRITING EXPLORATIONS****04642N****11-12****1 SEM****.5 credit**

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This class provides students with an opportunity to write fiction (short stories), poetry, essays, and journals. The class will be a writing workshop. This means students must be able to work independently, developing their own writing styles and voices. There will be daily, in-class writing activities. There will be a fair amount of reading. Independent writing projects will also be required.

**Major Goals:** The student will:

1. Become acquainted with the basic forms of writing.
2. Develop his/her own perceptions and awareness of self and the world through written language.
3. Develop connections between the reading and writing process.

**Evaluation:** Based on the student's writing and classroom participation.

**Prerequisites:** Demonstrated proficiency of skills taught in English 10.

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**INTRODUCTION TO POETRY****04620****12****1 SEM****.5 credit**

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This course will review historical and contemporary poets with a concentration on student reading, writing, and speaking/performing. Students will study the various forms of verse and figurative language, analyze poetry both in writing and in class discussion. Emphasis will be placed on writing for different audiences and experimenting with verse form. **Students will be required to share their work with small groups and the entire class on a daily/weekly basis, as well as speak or perform in front of the class.**

**Major Goals:** Students will:

1. Learn to identify basic verse forms.
2. Develop knowledge of recognized contemporary poets.
3. Write rhymed and open verse poetry with fluency.
4. Develop a vocabulary of poetic terms and devices.
5. Understand the role poetry has played in historical/contemporary culture.
6. Learn to read poetry for meaning, symbolism, and rhythm.

**Course requirements:** Students will:

- ◆ Write daily in journals in class.
- ◆ Complete a portfolio or collection of poetry that explores a variety of verse forms.
- ◆ Share, speak, and/or perform their poetry or the poetry of others on a daily/weekly basis.

**Prerequisites:** Demonstrated proficiency of skills taught in English 10.

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**STUDY OF FILM AS LITERATURE****04640****9-12****1 SEM****.5 credit**

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Do you enjoy movies but want to know more, see more, and understand more? This class explores film's history, technical aspects, genres, directors and other elements.

**Major Goals:** The student will:

1. Understand fundamental aspects of film technique and film narrative.
2. Analyze how a film's technical aspects influence a viewer's response.

3. Explore the work of a particular director.
4. Compare film of different historical time periods.
5. Expand out of your “movie comfort zone.”
6. View and analyze at least 15 classic and modern films in class.
7. Choose at least 6 films to analyze outside of class.
8. Gain more respect for this visual art and never look at movies the same way again!

**Evaluation:** The student will be assessed based on participation in class discussion, written responses, (e.g., reflections, essays, reviews, etc.) research projects, and outside independent work. Written work and reading regarding the critical analysis of film will be substantial elements of the course. Text: *Understanding the Movies*.

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## THE HUMAN EXPERIENCE THROUGH GRAPHIC NOVELS

**04641**

**10-12**

**1 SEM**

**.5 credit**

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If you're looking for manga or a comic book class, this course isn't it. Starting with Scott McCloud's *Understanding Comics*, we will first learn how to read, digest and analyze graphic novels, and with each book/unit thereafter, we'll explore a wide variety of texts highlighting the human experience. Incorporating non-fiction, memoir and fictional graphic texts, this course will provide a reading experience like no other.

### Viewing & Writing

We'll be completing several types of assignments this semester, including some of the following:

- Journals
- Text & Film Analyses
- Drawing/Sketching
- Note Taking

### Discussing

Throughout the semester, we will engage in many discussions about various themes, motifs, characters and the general aesthetic qualities of our texts. Please keep your ears and minds open to new ideas and always try to offer your opinions as well. The more perspectives we can learn about, the better.

### Course Goal

Graphic novels and comics have become a crazy, interesting part of our culture. This course is designed to give you an opportunity to be more engaged with this unique medium of storytelling. You will be asked to analyze, evaluate and critically view a wide variety of graphic novels; but mostly you'll just enjoy reading them and book clubbing with your peers about each text and make connections to your lives.

**Prerequisites:** Basic reading and writing skills; successful completion of English 9

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## SPEAKING - AND LISTENING IN ENGLISH

**04662**

**9-12**

**1 SEM**

**.5 credit**

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This class improves your communication skills (speaking formally and informally, learning about yourself and others).

- Allows you to meet new people in a comfortable environment.
- Provides a lot of creative freedom.
- Explores interesting and diverse topics & speeches:
  - Persuasive (informal, propaganda, debate)
  - Informative (biographical, This I Believe, impromptu)
  - Special Occasion (wedding vows)
  - Literary (One Act Play, Children's Literature, Poetry)
  - Communication in Film Analyses (*Say Anything*, *The King's Speech* and others)

Students will be evaluated on written, oral, formal and informal speeches, as well as journals, discussions, film analyses, listening skills, formal critiques, and other communication-based activities and assessments.

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**MEDIA LITERACY****04663****11-12****1 SEM****.5 credit**

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In this course, students will learn how to critically view and analyze the media, in all its forms, with which they come in contact every day. Students will engage in discussion, projects, and other learning activities based largely on media coverage of current events and issues to help them learn to navigate the world of 24/7 breaking news and media messages with a critical eye. Unit topics include the role of media in a democratic society, media bias, marketing, and the construction of race and gender identities by media, among other crucial issues.

**Major goals:** Students will:

- 1 Learn how their opinions, values, and choices are influenced by the media
- 2 Understand the role media plays in a democratic society
- 3 Discover where the majority of the country's understandings of important issues come from
- 4 Learn to evaluate media sources for credibility
- 5 Understand the role they play in shaping the media they consume

**Course Requirements:** Students will:

- 1 Reflect on their learning regularly in journals and class discussions
- 2 Research and analyze media regularly in various forms
- 3 Read and respond to a selected small group or whole class novel critically with a media literate eye
- 4 Write a critical analysis paper on a film on how gender stereotypes are perpetuated.
- 5 Design a multimedia project demonstrating their understanding of course concepts to draw attention to a misrepresented

**Evaluation:** Based on essays, journals, group and independent projects, and class discussions

**Prerequisite:** Demonstrated proficiency in skills taught in English 10 and U.S. History

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**INTRODUCTION TO JOURNALISM - PUBLICATIONS (PRINT MEDIA)****04636****9-12****1 SEM****.5 credit**

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*(Incoming Freshman are recommended to have a B- or higher in 8<sup>th</sup> grade Language Arts)*

This course is designed for students who have an interest in journalism and writing. The class will provide an overview of the fundamentals of interviewing, journalistic writing, and design concepts. Students will gain practice writing a variety of articles including basic news writing, features, sports, editorials, and reviews. Photography and layout concepts will also be covered, as well as an introduction to reading and creating news for the web. Students will gain a deeper understanding of course concepts through reading and projects, as well as weekly grammar lessons. Students who complete the class successfully may be considered for editorial positions on the newspaper or yearbook staff.

**Major Goals:** The student will:

1. Understand the basic journalistic writing method.
2. Write a variety of stories using the journalistic method.
3. Learn journalism law and ethics.
4. Understand concepts of photojournalistic composition and be able to apply them to news photographs.
5. Learn basic publication design concepts and apply them to a variety of layout projects.
6. Learn to use layout software to complete a variety of design projects.

**Evaluation:** Based on daily class notebook, reading responses, writing assignments, and design projects.

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**JOURNALISM****04621 A/B****10-12****2 SEM****1 credit**

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Journalism is for students who love to write and have a genuine interest in school and current events. Students are required to research, interview, write copy, take photographs, design pages, and edit material for publication. Reading and analyzing other publications and journalistic writing are also required. This introductory course will cover the basics of journalistic writing, the production of a newspaper and an

introduction to advertising and layout. Students will have the opportunity to write news, sports, and feature stories, as well as opinion pieces including editorials, columns, and reviews. The student newspaper, *Ramparts*, is produced in the class and, as staff members, students will be expected to contribute material for each issue, meet copy and printing deadlines and finance the cost of printing by selling advertising. Students may qualify for editorial positions after the introductory semester. **A significant time commitment after school is required.**

**Major Goals:** The student will:

1. Understand the basic journalistic writing method.
2. Write news stories using the method.
3. Learn journalism law and ethics.
4. Understand the basic production methods of a newspaper.
5. Help produce the newspaper, *Ramparts*, in and outside the classroom.
6. Initiate contacts with community businesses to finance the newspaper with advertising.

**Evaluation:** Based on reading and writing assignments, page layout, meeting deadlines, selling advertising, and other written work.

**Prerequisites/Recommendations:** Students should have a "C" average or better in current English class. Application process and adviser approval required. Students with any incidents of plagiarism on their academic record will not be considered. (Pick up application and deadline information from any English teacher).

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## **ADVANCED JOURNALISM**

**04623 A/B**

**11-12**

**2 SEM**

**1 credit**

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This class is for those students who wish to explore journalism more deeply and/or have an interest in a career in journalism. Advanced Newspaper/Writing for Publication students will have the option to choose an emphasis in one area of writing, layout, or photography while continuing to develop their knowledge and skills in all areas of journalism. Students will learn advanced design and layout concepts, in-depth investigative reporting techniques, and build leadership and business management skills.

Students will be responsible for publications of the school newspaper. Any students wishing to serve as editors must enroll in this class and undergo a separate application process. Ability to meet deadlines will be critical to success in the class. Work outside of class is expected.

**Goals:** The student will:

1. Gain a deeper understanding of a specialized area of journalism.
2. Practice effective leadership and supervisory techniques.
3. Demonstrate understanding of newspaper design layout, production, photography, desktop publishing, and advertising.
4. Provide leadership to the student body while practicing responsible and ethical journalism.

**Evaluation:** Evaluation will be based on:

- Meeting deadlines.
- Writing assignments.
- Design layout, and production of school newspaper.
- Advertising sales.
- Demonstration of responsibility, initiative, and leadership.
- Willingness to do work beyond normal classroom hours.
- Other individual/group projects and readings will be assigned.

**Prerequisites/Recommendations:** Successful completion of Newspaper/Writing for Publication. Application process and adviser approval required. Students with any incidents of plagiarism on their academic record will not be considered. (Pick up application and deadline information from any English teacher).

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**YEARBOOK PRODUCTION****04627 A/B****10-12****2 SEM (MUST TAKE BOTH)****1 credit**

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This class will provide an overview of journalistic writing, principles of design and typography, photography, advertising, and business management. Students will be responsible for actual page design and production for the yearbook, ad sales, and other general staff activities. Attendance, ad sales, and quality of page production will influence grade. Students will be expected to perform work outside of class.

**Major Goals:** The student will:

1. Learn all processes of yearbook publication.
2. Read, analyze, evaluate, and produce various types of journalistic writing.
3. Learn responsible and ethical journalism with consideration for audience, journalistic tradition, culture, and media format.
4. Use language and grammatical structures appropriately and for a variety of purposes.
5. Understand and recognize good layout and graphic design.
6. Initiate contacts with community businesses and practice effective sales techniques.
7. Use computer technology to design and edit pages.
8. Learning small business management skills.
9. Contribute a lasting product to the student body.

**Evaluation:** Students will be evaluated based on the following:

- Completes ALL assigned work on time.
- Follows rules of interviewing, reporting, writing, editing, and photojournalism as evidenced by published work.
- Demonstrates mastery of rules of layout and design based upon completing layout and design with limited assistance.
- Shows initiative and independence; does not wait for the advisor to give every direction.
- Shows maturity and makes ethical and responsible publishing and public relations decisions.
- Tries to help other students when his/her work is complete; is a team player.
- Good attendance; does not waste time or abuse hall/release time privileges.
- Volunteers to perform duties outside of class.
- Shows responsibility for supplies and materials.
- Meets all final deadlines.

**Prerequisites/Recommendations:** Students must have a "C" or better in English. Application process and adviser approval required. (Pick up application and deadline information from any English teacher). Students with any incidents of plagiarism on their academic records will not be considered.

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**YEARBOOK EDITORSHIP****04629 A/B****11-12****2 SEM (MUST TAKE BOTH)****1 credit**

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The main purpose of this class is to produce the yearbook. Students will be expected to serve as editors or in other leadership roles. Work outside of school is expected. Attendance, ad sales, and quality of production will influence grade.

**Major Goals:** The student will:

1. Practice effective leadership and supervisory techniques.
2. Demonstrate knowledge and application of ethical journalism.
3. Learn all processes of yearbook publication.
4. Lead, analyze, evaluate, and produce various types of journalistic writing.
5. Learn responsible and ethical journalism with consideration for audience, journalistic tradition, culture, and media format.
6. Use language and grammatical structures appropriately and for a variety of purposes.
7. Understand and recognize good layout and graphic design.
8. Initiate contacts with community businesses and practice effective sales techniques.
9. Use computer technology to design and edit pages.
10. Learning small business management skills.
11. Contribute a lasting product to the student body.

**Evaluation:** Students will be evaluated based on the following:

- Completes ALL assigned work on time.

- Follows rules of interviewing, reporting, writing, editing, and photojournalism as evidenced by published work.
- Demonstrates mastery of rules of layout and design based upon completing layout and design with limited assistance.
- Shows initiative and independence; does not wait for the advisor to give every direction.
- Shows maturity and makes ethical and responsible publishing and public relations decisions.
- Tries to help other students when his/her work is complete; is a team player.
- Good attendance; does not waste time or abuse hall/release time privileges.
- Volunteers to perform duties outside of class.
- Shows responsibility for supplies and materials.
- Meets all final deadlines.

**Prerequisites/Recommendations:** Advisor approval required. Successful completion of either Yearbook Production or Introduction to Yearbook Production.

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### **SPORTS LITERATURE**

<b>04786</b>	<b>11-12</b>	<b>1 SEM</b>	<b>.5 credit</b>
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Within the Sports Literature classroom, students will engage in a variety of diverse text styles, such as YA sports-based texts, podcasts, documentaries, trending sports news, and various sports journalism. In interacting and exploring the variety of text styles, students will be encouraged to engage in and discuss within the sports realm issues like gender, race, and activism within current sports discourse.

**Prerequisites:** Which course(s) and/or skills/content is necessary for success in this course?

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### **CAPSTONE ENGLISH**

<b>04790</b>	<b>12</b>	<b>1 SEM</b>	<b>.5 credit</b>
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The capstone on a pyramid was shiny and important, the perfect finish for all the back-breaking work that had gone into constructing this wonder of the ancient world. The senior Capstone is a problem-based senior-English class that uses student passion and choice as a guide in our investigation of ourselves, society, and our power to affect positive change in our communities. This course will include college-level reading, writing, and the development of argument-writing skills. The students will be required to complete community service hours and a small-group project to benefit a local non-profit. If you are looking for a spectacular finish to your academic journey, Capstone is the class for you.

**Video:** <https://youtu.be/uRN3bLVJuV4>

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### **APPLICATION PROCESS FOR HONORS ENGLISH COURSES – GRADES 9-11**

The English Department offers accelerated courses in the ninth, tenth and eleventh grades. These courses are Honors English 9, Honors English 10, and Honors English 11. The reading is more substantial and challenging than regular courses. There is also more writing, both creative and analytical.

Any student may apply for these courses, but there is a **prior screening process** in order to be considered for the classes. Students who do not apply will not be considered for the honors courses. In addition, students must reapply with a new portfolio each year to be admitted into any honors English class. Any student may sign up for Advanced Placement English during their senior year; however, completion of the summer reading and writing is essential in order to remain in the course.

**All applicants to Honors 9, Honors 10, and Honors 11 English must submit the following:**

- A Cover Letter -- This is a 1-2 page typed statement by the applicant, which covers what skills and qualities he/she would bring to an honors program and a brief summary of the strengths and weaknesses of the writing piece provided.
- A Polished Piece of Your Best Expository Writing -- This is a revised and edited piece written for an English class within the past calendar year. This should be of substantial length, anywhere from 3-10 pages long, typed, and clean—without teacher comments, etc. This must be an expository piece (literary analysis essay, persuasive essay, research paper, etc.), not a creative piece.

The cover letter and writing sample should be submitted to the applicant's current English teacher, who will then complete a TEACHER RECOMMENDATION FORM, which will be considered in conjunction with the cover letter, sample writing piece, and current English grade. Applications will not be returned. The application must be received by the applicant's current English teacher by 2:45 p.m. on the first Friday in March. A committee of high school English teachers will read the portfolios.

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# **FAMILY & CONSUMER SCIENCES**

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**CHILD DEVELOPMENT I****05700****9-12****1 SEM****.5 credit**

**Description:** Students will understand the importance of careful considerations by males and females before pregnancy and proper care during the prenatal period. Students will study the physical, social, emotional and intellectual development of children from before birth through infant stage. Skills will be taught to properly care for infants as well as effective parenting skills to help them understand positive nurturing as parents or other child caregivers. Skills taught will coordinate with different stages of child development. The student will be assessed on the basis of daily assignments, quizzes, test, projects, comprehensive final exam, and practical application of knowledge gained through the Baby-Think-It-Over project

**Prerequisites/Recommendations:** Both males and females are encouraged to enroll. If you have taken Parenthood Education and passed, you should NOT take Child Development I (it is the same course & you will not receive credit)

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**CHILD DEVELOPMENT II****05702****9-12****1 SEM****.5 credit**

**Description:** Students taking Child Development II need to have passed Child Development I prior, for the content is a continuation of that course. This course will continue covering the physical, emotional, social and intellectual development of children and include moral development but will cover toddlers through adolescents. Students will evaluate parenting skills and discipline techniques as to their effectiveness and promotion of positive self-esteem. Accident and illness prevention will be addressed, as well as other situations for children such as child abuse prevention and special needs of handicapped children. Students will be assessed on the basis of daily assignments, quizzes, tests, projects, comprehensive final exam, and practical application of knowledge gained during a nursery school lab conducted by the class.

**Prerequisites/Recommendations:** Successful completion of Child Development I (Parenthood Education) Both males and females are encouraged to enroll.

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**SENIOR SURVIVAL SKILLS****05707****12****1 SEM****.5 credit**

**Description:** This course will prepare students to live independently in the real world. Students will examine goal setting and decision making, values as a base for economic decisions, the job application process, the basics of personal finance: savings, paychecks, budgets, consumer awareness, banking, wise credit use, insurance, and taxes as well as how to pay for college and other adult expenses. Furthermore, students will look at buying vs. leasing of cars and housing, basic food preparation skills, nutrition management, and clothing maintenance. Students will be graded on written assignments, projects, participation, unit tests/quizzes and a cumulative final exam.

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**NUTRITION AND WELLNESS****05710****9-12****1 SEM****.5 credit**

**Description:** This course will emphasize making good nutritional choices by learning the fundamentals of food preparation, food safety and sanitation, knife skills, kitchen safety, kitchen math and measuring, cooking terms and techniques, MyPlate essentials, nutrients and their role in the body, how to read a nutrition label, as well as following directions, teamwork and organizational skills. Students will be graded on written assignments, lab work, participation, unit tests/quizzes, and a comprehensive final examination.

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**Future Proud Michigan Educator****07200****9-12****1 SEM****.5 credit**

**Description:** In effort to help grow and diversify the educator workforce and reduce educator shortages, FPME will attempt to recruit students to explore what it is like to work in the field of Education. Utilizing resources from the Michigan Department of Education (MDE) as well as modeling aspects of our mentorship program, we will introduce students to a variety of careers in education. Additionally, students will have the opportunity to research careers as well as have direct job shadowing experiences. There will be hands-on learning experiences in teaching for students, with supervision and mentoring from educators who are champions of the teaching profession. We also want to shed light on the inequities in the education field to inspire our students to want to try and make positive change.

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**SEWING AND DESIGN****05715****9-12****1 SEM****.5 credit**

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**Course description:** This semester-long course will provide an introduction to beginning sewing techniques as well as fashion & design basics. We will learn proper and safe use of a sewing machine, hand sewing techniques, using a commercial pattern; basic clothing construction; alterations, clothing care and repair and design basics. Students will create a number of sewing projects and are encouraged to purchase their own fabric if possible.

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**FINE ARTS & MUSIC**

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**Example projects from studio art courses available at [www.artteacher.info](http://www.artteacher.info)**

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**DRAWING****05424****9-12****1 SEM****.5 credit**

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This is an entry-level course in which basic drawing techniques will be taught. Advanced skills and concepts will be introduced. Students will be introduced to various types of drawing materials and drawing styles. Subject matter will start very simple and will progress with student confidence. You do not need to know how to draw to take this class. This class will teach you how to draw! Respect for self, others, art materials, and the art studio is expected. It is highly recommended that you successfully complete this course before applying to the DE Kendall drawing course.

**Major Goals:** The student will:

1. Gain a basic understanding of the drawing processes.
2. Be able to use a variety of mediums to create drawings.
3. Learn to use drawing techniques and methods of application to accomplish creative goals.
4. Appreciate the intrinsic value of creating.
5. Develop a vocabulary based on the elements and principles of design to be able to describe, analyze, and evaluate drawings.
6. Develop critical and creative thinking and problem-solving skills.

**Evaluation:** Students are assessed based on participation and demonstration of understanding concepts. Classroom work habits and proper use of supplies are essential for final evaluation. Art projects, critiques, tests, quizzes, and written work are used to demonstrate student understanding and comprehension of artistic concepts. They are graded based on completion, design, time spent practicing techniques and successful use of techniques, and proper technique. Basically, successful students will attempt all parts of every assignment, finish them, turn them in on time, clean up their messes, and work respectfully in the art studios. Student work doesn't have to be amazing; it needs to adequately demonstrate understanding of what is being taught. This course will end with a final exam and presentation.

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**SENIOR DRAWING****05436N****12****1 SEM****.5 credit**

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**(Students may take both Drawing and Senior Drawing classes for credit.)**

This class is taught similarly to drawing class, however we do different projects. Challenging projects are available for advanced students.

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**PAINTING****05425****9-12****1 SEM****.5 credit**

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This is an entry-level course in which basic painting techniques will be taught. Advanced skills and concepts will be introduced. Students will be introduced to various types of paint and painting styles. We will begin with color mixing and learning how to use the mediums. Learning will progress through the completion of several projects. Respect for self, others, art materials, and art studio is expected.

**Major Goals:** The student will:

1. Gain a basic understanding of painting processes.
2. Be able to control tempera and watercolor paints to create successful paintings.
3. Learn to use painting techniques and methods of application to accomplish creative goals.
4. Appreciate the intrinsic value of creating.

5. Develop a vocabulary based on the elements and principles of design to be able to describe, analyze, and evaluate paintings.  
 6. Develop critical and creative thinking and problem-solving skills.

**Evaluation:** Students are assessed based on participation and demonstration of understanding concepts. Classroom work habits and proper use of supplies are essential for final evaluation. Art projects, critiques, tests, quizzes, and written work are used to demonstrate student understanding and comprehension of artistic concepts. They are graded based on completion, design, and proper technique. Basically, successful students will attempt all parts of every assignment, finish them, turn them in on time, clean up their messes, and work respectfully in the art studios. Student work doesn't have to be amazing; it needs to adequately demonstrate understanding of what is being taught. This course will end with a final exam and presentation.

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**SENIOR PAINTING**

**05435N** **12** **1 SEM** **.5 credit**

*(Students may take both Painting and Senior Painting classes for credit.)*

This class is taught similarly to painting class, however we do different projects. Challenging projects are available for advanced students.

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**PRINTMAKING**

**05434** **9-12** **1 SEM** **.5 credit**

This is an entry-level course for students that have little or no experience in printmaking. This class will include a wide range of additive and subtractive printing techniques. Students will also have the opportunity to learn the process of screen printing, relief printing, as well as collagraph and etching printmaking methods. The notion of the "individual artist style" will be stressed as mixed media techniques and will open the door to limitless opportunities.

**Major Goals:** The student will:

1. Gain a basic understanding of a variety of printmaking processes.
2. Learn how to design a successful composition.
3. Learn to use techniques and methods of application to accomplish creative goals.
4. Appreciate the intrinsic value of creating.
5. Develop a vocabulary based on the elements and principles of design to be able to describe, analyze, and evaluate prints.
6. Develop critical and creative thinking and problem-solving skills.

**Evaluation:** The student will be assessed according to his/her ability to incorporate design concepts and printing techniques into visual art forms. Completion of projects, classroom work habits, and proper use of supplies are essential for final evaluation. This course will include class critiques and a written, open-notebook final exam.

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**INTRODUCTION TO ART & DESIGN**

**05429** **9-12** **1 SEM** **.5 credit**

This entry-level course is recommended to students who enjoy two-dimensional design, calligraphy, illustration, typography, perspective drawing, cut paper collage, pen and ink, and other aspects of commercial art. Students will spend time analyzing commercials and the success of product design logos. Basic knowledge of two-dimensional design will be taught through a wide variety of materials. Compositional concepts, layout design, and lettering are stressed along with various forms of commercial and creative designs.

**Major Goals:** The student will:

1. Learn illustrative typography by modifying basic letters.
2. Learn to make "camera ready" art.
3. Learn to be expressive through illustration.
4. Participate in school and community art projects.
5. Learn how to create a successful composition based on elements and principles of design.
6. Learn how to analyze art in verbal and written form.
7. Learn to analyze successful commercials and logos.

**Evaluation:** The student will be assessed according to her/his ability to incorporate the art concepts taught in class into actual visual forms. Completion of art projects, classroom work habits, and proper use of supplies are all essential to the final evaluation. This course will include class critiques and an open-notebook final exam.

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**CERAMICS I, II, III, IV****05441 / 05442****9-12****1, 2, 3 or 4 SEM****.5 credit per SEM**

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Basic hand-building techniques such as pinching, coiling, and slab building will be mastered in this beginning clay course. Wheel-throwing will be introduced. Projects will focus on creating utilitarian and art objects using the basic techniques in several combinations. Students will learn basic surface finishing techniques such as carving, burnishing, and glazing. The elements and principles of design will be the basis of creating and analyzing work.

**Major Goals:** The student will:

1. Gain a basic understanding of the properties of clay.
2. Be able to use a variety of hand-building techniques to create objects out of clay.
3. Distinguish intentional design visually from the unintentional.
4. Appreciate the intrinsic value of creating.
5. Develop a vocabulary based on the elements and principles of design to be able to describe, analyze, and evaluate works of clay art.
6. Develop critical and creative thinking and problem-solving skills.
7. Understand the value and importance of the ceramic arts throughout history and in a contemporary context.

**Evaluation:** The student will be assessed according to his/her ability to incorporate ceramics hand-building techniques into visual art forms. Completion of projects, classroom work habits, and proper use of supplies are all essential to the final evaluation.

**Prerequisites or Recommendations:** Students should enjoy making things with their hands. Ceramics I is an introductory course. Ceramics II, III and IV are taught concurrently but require successful completion of ceramics I and teacher approval.

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**ART PORTFOLIO or AP STUDIO ART****05428 / 05428B****11-12****1 OR 2 SEM****.5 credit per SEM**

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This course is for students who have had success in prior art classes and are ready for more independent and in depth studio work. The focus is on developing creativity. Instructors help students create their best work through project criteria that inspire creativity, problem solving, and growth. You may take this course one or two semesters.

**AP Studio Art Option:** Gifted students are especially encouraged to take this option because you may earn college credit through this A.P. option. To earn A.P. credit and/or be ready for the A.P. Test, the student must take two consecutive semesters (one full year) of this course.

**Evaluation:** Students are assessed based on participation and demonstration of understanding concepts. Classroom work habits and proper use of supplies are essential for final evaluation. Art projects, critiques, tests, quizzes, and written work are used to demonstrate student understanding and comprehension of artistic concepts. They are graded based on completion, design, and proper technique. This course will end with a final exam and presentation.

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**CONTEMPORARY ARTS & CRAFTS****05450N****12****1 SEM****.5 credit**

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This course is open to all students in grade 12 who have an interest in creative design. Students will work with a variety of mediums including fibers, ceramics, paint, collage, and glass. Students will study composition, technique, elements of design, collaborative, and contemporary art.

**Major Goals:** The student will:

1. Learn about art as a medium for communication.
2. Distinguish between visually intentional design and the unintentional.
3. Learn to work cooperatively and collaboratively in a studio environment.
4. Learn new techniques and mediums for creating art.
5. Gain a broader understanding of contemporary art and design.

**Evaluation:** On-time completion of assignments, daily assignments, and participation in class activities and discussion. Proper studio etiquette, following safety and cleanup procedures, and proper use of supplies are important parts of success in this class.

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**BELLE CHANSON****05305 A/B****9-12****2 SEM (MUST TAKE BOTH)****1 credit**

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Belle Chanson is a performing organization consisting of female students who demonstrate potential in basic vocal production skills and performance discipline. Emphasis will be placed on basic vocal production techniques, music theory, and sight-reading. Students will be exposed to a variety of musical periods, styles, and foreign language. Students will be required to participate in various choral festivals, concerts, and clinics scheduled outside of the regular school day. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance both within and outside of the regular school day.

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**CHORALE****05309 A/B****9-12****2 SEM (MUST TAKE BOTH)****1 credit**

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This is an advanced mixed chorus. There will be auditions held for Chorale before the end of the school year. The Holt Chorale is a performing organization consisting of students who demonstrate mastery of basic vocal production skills and performance discipline. Students will be required to exhibit serious discipline and intermediate vocal production skills. Emphasis will be placed on vocal interpretation, music theory, history of period pieces, foreign language, and contextual application of historically appropriate performance techniques. Students will be required to participate in various choral festivals, concerts, and clinics scheduled outside of the regular school day. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance.

**Prerequisites or Recommendations:** The student must pass an intermediate skills audition given by the director and/or panel of professional evaluators. If interested, please sign up for Belle Chanson.

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**CANTIQUE****05315 A/B****9-12****2 SEM (MUST TAKE BOTH)****1 credit**

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This is an intermediate women's chorus. There will be auditions held for Cantique before the end of the school year. Cantique is a performing organization consisting of students who demonstrate intermediate level of basic vocal production skills and performance discipline. Students will be required to exhibit serious discipline and intermediate vocal production skills. Emphasis will be placed on vocal interpretation, music theory, history of period pieces, foreign language, and contextual application of historically appropriate performance techniques. Students will be required to participate in various choral festivals, concerts, and clinics scheduled outside of the regular school day. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance.

**Prerequisites or Recommendations:** The student must pass an intermediate skills audition given by the director and/or panel of professional evaluators. If interested, please sign up for Belle Chanson.

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**VOX CAMERATA****05308 A/B****9-12****2 SEM (MUST TAKE BOTH)****1 credit**

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Men of Holt is a performing organization consisting of male students who demonstrate potential in basic vocal production skills and performance discipline. Emphasis will be placed on basic vocal production techniques, music theory, and sight-reading. Students will be exposed to a variety of musical periods, styles, and foreign language. Students will be required to participate in various choral festivals, concerts, and clinics scheduled outside of the regular school day. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance both within and outside of the regular school day.

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**CONCERT BAND****053000 A/B****9-12****2 SEM (MUST TAKE BOTH)****1 credit**

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This ensemble is comprised of ninth through twelfth grade instrumental students in the Holt Public Schools. This is the "first step" in High School Band. The Concert Band meets together throughout the year, but all members will be in the Holt Ram Marching Band. Wednesday evening rehearsals and attendance at all performances are required.

**Prerequisites/Recommendations:** Student must have been in band in Previous school year. Students must have their own instrument unless they play tuba, baritone, or percussion.

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**SYMPHONIC BAND****05301 A/B****9-12****2 SEM (MUST TAKE BOTH)****1 credit**

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This concert organization contains students in grades 9-12, **by audition only**. The Symphonic Band meets together throughout the year, but all members will be in the Holt Ram Marching Band. Wednesday evening rehearsals and attendance at all performances are required.

**Prerequisites/Recommendations:** All students will audition and be placed **by instructor** into this ensemble.

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**WIND ENSEMBLE****05302 A/B****9-12****2 SEM (MUST TAKE BOTH)****1 credit**

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This concert organization contains students in grades 9-12, **by audition only**. This band is comprised of the most advanced students of instrumental music at Holt High School. The Wind Ensemble meets together throughout the year, but all members will be in the Holt Ram Marching Band. Wednesday evening rehearsals and attendance at all performances are required.

**Prerequisites/Recommendations:** All students will audition and be placed **by instructor** into this ensemble.

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**ADVANCED MUSIC THEORY****05304****9-12****1 SEM****.5 credit**

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Advanced music theory is a course in the basic structures of harmony, rhythm, and melody. Working knowledge of the treble and bass clef, and the ability to read music are required, therefore, either choral or band experience is strongly recommended. This course is designed to be an entry-level college class.

**Prerequisites/Recommendations:** Student must be able to read music. Choral or band experience is strongly recommended.

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**JAZZ BAND****05300J****9-12 (BY AUDITION ONLY) 2<sup>nd</sup> SEM ONLY****.5 credit**

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This ensemble is designed to take traditional jazz instrumentation and allow the experience of jazz playing to students. A much smaller band than the Symphonic and Concert bands, this band performs more often during the course of the year. This is a "zero" hour course. The class meets Tuesdays and Thursdays at 6:30 a.m. beginning in January. In order to receive one half credit, you must attend rehearsals and performances from January to the end of the year.

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**CLASS INSTRUCTION IN GUITAR****05320****9-12****1 SEM****.5 credit**

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This course will introduce or enhance student performance using acoustic guitars. Beginning guitarists can learn essential fundamentals and songs while more experienced guitarists can begin to read music on the guitar and refine skills and performance. Students do not need to own a guitar – Holt Public Schools will allow students to borrow instruments (small deposit may be required). Class size is limited to 25 - the number of guitars that Holt High School owns.

**Major Goals:** The student will:

1. What are the parts of a Guitar?
2. What are the notes on each open string of a guitar?
3. What are some common strumming patterns of a guitar?
4. What is 'fingerpicking' and what is the common style for it?
5. Can I play the guitar using music that is given to me, without someone else singing it or showing me how?
6. Can I play various types of guitar chords?

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**THEATRE: ACTING FOR THE STAGE****05350****9-12****1 SEM****.5 credit**

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**Course description:** Theatre I will allow students at the High School to experience creating, performing, responding and connecting to theatre through the lens of acting, specifically. Students will learn and explore the ideas of acting through various techniques, learn the skills required to portray an accurate charter from a script and how an actor goes about analyzing a script for stage acting. The ideas of this course will build on Introduction to Theatre from the Junior High, but this class is not a pre-requisite. The topics covered will spend more time focusing on the craft of acting and dive deeper into its ideas. The course will cover all typical topics of a Theatre I course. The unit progression will be: Voice and Movement, Commedia Dell'arte and Improv fundamentals, Character and script analysis for the actor, Monologues and Scene work.

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**THEATRE: TECHNICAL THEATRE****05351****9-12****1 SEM****.5 credit**

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**Course description:** Technical Theatre (Theatre II) will allow students at the High School to have a hands-on experience with all major sections of technical theatre. Topics covered will be, set building and design, prop construction and design, lighting design, sound design and costume construction and design. This course will work more as a survey course giving students a taste of all different kinds of ways to be a technical theatre artist. Students will need to use tools for this course, but obviously instruction will be given on all tasks.

**Major Goals:** The student will:

1. Set Construction
2. Sound, Lighting
3. Script Analysis
4. Costume/Makeup
5. Production Design

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**HEALTH**

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**HEALTH****05600****9-12****1 SEM****.5 credit**

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**Description:** Health is a life management course designed to promote careful examination of one's own health habits and develop a better understanding of the relationship between decisions and health consequences. Specific units to be included are: Health and Wellness, Mental Health, Chemical Awareness, Reproductive Health, Disease and Disorders.

**Prerequisites/Recommendations:** This course is a graduation requirement and may be taken in any grade, nine through twelve. Parental discretion and input on the grade in which the student takes this course (9<sup>th</sup> through 12<sup>th</sup> grade) is important since it is the only remaining formal reproductive health instruction from 9<sup>th</sup> grade through graduation. Parents are urged to take into consideration the unique needs of their son/daughter in terms of growth, development, and physical and emotional maturity. It is recommended that students complete this course before their senior year.

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**ADVANCED HEALTH AND FITNESS****05609****10-12****1 SEM****.5 credit**

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\*\*\**This course will NOT fulfill the required Health or PE credits\*\*\**

*Course will meet two days per week in the classroom; two days per week in the gym.*

*Wednesday will be testing days.*

**Description:** The objective of this course will be for each student to demonstrate an understanding of the human body and how our health and fitness can impact every part of their lives and future. They will gain an appreciation of how personal behaviors and decisions affect their goals. Students will be involved in a personal fitness program. Students are expected to: Gain knowledge in various health topics and develop an understanding of the principles of training, exercise, flexibility, cardiovascular fitness, and the connection to overall health; Further study the relationship of their personal behaviors and the impact on their overall health; Integrate and apply lessons learned from the classroom into an organized workout system to develop a life-long fitness plan; Work throughout the semester to write and review their progress using physical testing results and calculating nutritional needs; Review their progress weekly and use their test results to form personal goals.

**Prerequisites or Recommendations:** Successful completion of Health and a Physical Education course.

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**INTRODUCTION TO HEALTH OCCUPATIONS****05601****11-12****1 SEM****.5 credit**

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**Description:** This course introduces students to the health care industry, including medical ethics, trends in health care and exploration of career options. It includes introduction to medical terminology, anatomy and physiology, vital signs measurement, math used for conversions, basic cardiac life support skills, and universal precautions/blood borne pathogen training. After successful completion of training, students will be certified in First Aid, CPR and Basic Cardiac Life Support for Health Care Providers. Students will also earn Davenport University credits after completing the course with a grade of 80% or higher.

**Evaluation:** Presentations, projects, weekly and daily assignments, unit test, comprehensive final exam.

**Prerequisites/Recommendations:** This course is an articulated course through Davenport University (DU). After completing this course with an 80% or above and successfully becoming CPR Health Provider certified, students will be able to receive credits toward their DU education. Health is a prerequisite for this course, and it is recommended that the students have had biology. This course is recommended for Juniors and Seniors.

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**MATHEMATICS**

**Course Evaluation:** Grading in Mathematics courses will be based on levels of proficiency toward meeting the learning targets of the course, via a combination of homework assignments, projects, and assessments. Classroom work and participation is very important in contributing to the student's understanding of the material. *Students who are absent or who do not complete their work during class periods allowed are expected to finish their work during their own time.* Missing classroom discussion will be very difficult for a student to make up.

**In addition to content objectives, all mathematics courses will ensure that students engage in the eight Standards for Mathematical Practice:**

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

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**GEOMETRY A (1<sup>ST</sup> SEM) / GEOMETRY B (2<sup>ND</sup> SEM)****06121A / 06121B****9-10****2 SEM****1 credit**

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**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. Geometry builds on key geometric topics developed in the middle grades. Students will:

- be able to recognize, classify, and apply properties of geometric shapes
- know and apply basic similarity and congruence theorems
- find the area and volume of shapes
- apply what they know about two-dimensional figures to three-dimensional figures in real-world contexts
- study right triangle trigonometry
- discover, prove and use circle properties
- study distances and relationships with geometric construction
- write proofs using definitions, postulates, properties and theorems

Throughout the course, students will develop deductive reasoning skills that can be applied to both mathematical and real-world problem contexts. They will experience geometric thinking and reasoning techniques as accessible and powerful tools that can be used to explore the concept of mathematical proofs as well as to model and solve real-world problems.

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**HONORS GEOMETRY A (1<sup>ST</sup> SEM) / HONORS GEOMETRY B (2<sup>ND</sup> SEM)****06123A / 06123B****9****2 SEM****1 credit**

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**Description:** See Above Geometry Description. Students electing the honors mathematics sequence should recognize that more material will be covered in greater depth and rigor than in the regular sequence. Additional topics and depth for college-intending students will also be covered. Students choosing the honors course will be required to do more work outside of class.

**Prerequisite:** Teacher Recommendation.

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**ALGEBRA A (1<sup>ST</sup> SEM) / ALGEBRA B (2<sup>ND</sup> SEM)****06131A / 06131B****10-12****2 SEM****1 credit**

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**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. Algebra A builds on a number of key algebraic topics developed in the middle grades. This course moves sequentially through a study of linear, quadratic, polynomial, and rational functions using tables, graphs, rules, data modeling, inverse functions, and real-world contexts to illuminate algebraic concepts. Students will explore designated topics from both theoretical and applied perspectives.

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**HONORS ALGEBRA A (1<sup>ST</sup> SEM) / ALGEBRA B (2<sup>ND</sup> SEM)****06133A / 06133B****10****2 SEM****1 credit**

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**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. Honors Algebra A builds on a number of key algebraic topics developed in the middle grades. This course moves sequentially through a study of linear, quadratic,

polynomial, and rational functions using tables, graphs, rules, data modeling, inverse functions, complex numbers and real-world contexts to illuminate algebraic concepts. Students will explore designated topics from both theoretical and applied perspectives. Additional honors topics of study for college-intending students may include algebraic proof, piecewise functions, complex numbers, and systems of equations.

**Prerequisites:** Successful Completion of or concurrent enrollment in Honors Geometry A and B or Geometry A and B with teacher recommendation. Students electing the honors mathematics sequence should recognize that more material will be covered in greater depth than in the regular sequence and more work outside of class will be expected.

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**ALGEBRA C (1<sup>ST</sup> SEM) / ALGEBRA D (2<sup>ND</sup> SEM)****06137A / 06137B****11-12****2 SEM****1 credit**

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**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. This course builds on Algebra A and B topics and practices relating to functions and mathematical models. Students are introduced to trigonometric functions, exponential functions, logarithmic functions, parametric functions, probability, descriptive statistics, and normal distributions.

This course will also prepare students for options in their senior year including:

- AP Calculus (2 semesters)
- AP Statistics (2 semesters)
- Data Analysis (1 semester)
- Advanced Topics in Algebra (1 semester)

*It is strongly recommended that students take at least a semester of a math course in their senior year, except in rare occasions. Matriculation data from colleges and universities clearly indicate that students considering post-secondary education should take a full year of courses from the math department in their senior year.*

**Prerequisites:** Successful completion of Algebra A and Algebra B or Honors Algebra A and Honors Algebra B

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**HONORS ALGEBRA C (1<sup>ST</sup> SEM) / ALGEBRA D (2<sup>ND</sup> SEM)****06161A / 06161B****11-12****2 SEM****1 credit**

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**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. This advanced mathematics course introduces students to trigonometric functions, exponential function, logarithmic functions, parametric functions, probability, descriptive statistics, and normal distributions. Additional topics for college-intending students may include exact values and identities for trigonometric functions, reciprocal period functions, sequence and series, and permutations/combinations. Students will explore designated topics from both theoretical and applied perspectives. Projects involving the material taught will be a regular part of this course.

This course will also prepare students for options in their senior year including:

- AP Calculus (2 semesters)
- AP Statistics (2 semesters)
- Data Analysis (1 semester)
- Advanced Topics in Algebra (1 semester)

*It is strongly recommended that students take at least a semester of a math course in their senior year, except in rare occasions. Matriculation data from colleges and universities clearly indicate that students considering post-secondary education should take a full year of courses from the math department in their senior year.*

**Prerequisites:** Successful completion of Honors Algebra A and B or successful completion of Algebra A and B with teacher recommendation. Students electing the honors mathematics sequence should recognize that more material will be covered in greater depth than in the regular sequence and more work outside of class will be expected.

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**ADVANCED ALGEBRA TOPICS****06139A****12****1 SEM****.5 credit**

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**Description:** This semester-long course consists of content above and beyond the required state graduation expectations in mathematics. It expands students' algebraic study beyond Algebra C/D. Students study mathematics related to describing motion and introductory concepts of Calculus.

It is strongly recommended that students take at least a semester of a math course in their senior year, except in rare occasions. Matriculation data from colleges and universities clearly indicate that students considering post-secondary education should take a full year of courses from the math department in their senior year.

**Prerequisites:** Successful completion of Algebra C and D or successful completion of Honors Algebra C and D.

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**DATA ANALYSIS****06139B****12****1 SEM****.5 credit**

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**Description:** This semester-long course consists of content above and beyond the required state graduation expectations in mathematics. It expands students' statistical study beyond Algebra D. It includes analyzing data and information using methods of probability and statistics, including normal distributions, hypothesis testing, and confidence intervals. Students can expect to work with real-life applications and situations that involve the use of probability and statistics to make decisions. Students will engage in the eight mathematical practices.

*It is strongly recommended that students take at least a semester of a math course in their senior year, except in rare occasions. Matriculation data from colleges and universities clearly indicate that students considering post-secondary education should take a full year of courses from the math department in their senior year.*

**Prerequisites:** Successful completion of Algebra C and D or successful completion of Honors Algebra C and D.

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**ADVANCED PLACEMENT CALCULUS****06163 A/B****12****2 SEM****1 credit**

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**Description:** This year-long course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Calculus (AB) Test. Calculus is a course consisting of three major topics: Elementary Functions and Limits; Differential Calculus, including its applications; and Integral Calculus, including its applications. For more detail, see: <https://apcentral.collegeboard.org/pdf/ap-calculus-ab-course-overview.pdf?course=ap-calculus-ab>

*It is strongly recommended that students take at least a semester of a math course in their senior year, except in rare occasions. Matriculation data from colleges and universities clearly indicate that students considering post-secondary education should take a full year of courses from the math department in their senior year.*

**Prerequisites:** Successful completion of Honors Algebra C and D, or successful completion of Algebra C and D with teacher recommendation. Students electing this course must recognize that the material covered is at the college level and will require considerable work outside the classroom.

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**CALCULUS II - AP CALCULUS B/C****06165 A/B****12****2 SEM****1 credit**

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**Description:** This year-long course is designed to be a continuation of AP Calculus (AB) and cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Calculus (BC) Test with additional applications and methods. This course will review Calculus (AB) in the service of adding additional integration methods, differential equation methods, and application of derivatives and integrals. Also, the calculus of Sequences and Series, Parametric, Polar, and Vector representations will be studied. Students will be preparing for the College Board's AP Calculus (BC) test as a part of the year-long study.

It is strongly recommended that students take at least a semester of a math course in their senior year, except in rare occasions. Matriculation data from colleges and universities clearly indicate that students considering post-secondary education should take a full year of courses from the math department in their senior year.

**Prerequisites:** Successful completion of Advanced Placement Calculus (AB) with teacher recommendation. Students electing this course must recognize that the material covered is at the college level and will require considerable work outside the classroom.

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<b>ADVANCED PLACEMENT STATISTICS</b>			
<b>06179 A/B</b>	<b>11-12</b>	<b>2 SEM</b>	<b>1 credit</b>
			

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**Description:** This year-long course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Statistics Test. Students will further study concepts of probability and descriptive statistics that were introduced in Algebra D and will then be introduced to concepts and techniques for design of statistical studies, and statistical inference (confidence intervals, hypothesis testing) in the context of with Normal Distributions, t-distributions, Chi-Squared Distributions, Binomial Distributions, and Linear Regression Models. Students electing this course must recognize that the material covered is at the college level and will require considerable work outside the classroom. For more details, see: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-statistics-course-description.pdf>.

It is strongly recommended that students take at least a semester of a math course in their senior year, except in rare occasions. Matriculation data from colleges and universities clearly indicate that students considering post-secondary education should take a full year of courses from the math department in their senior year.

**Prerequisites:** Successful completion of Honors Algebra C and D, or successful completion of Algebra C and D with teacher recommendation. Students electing this course must recognize that the material covered is at the college level and will require considerable work outside of the classroom.

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<b>SENIOR MATH SEMINAR</b>			
<b>06180</b>	<b>12</b>	<b>1 or 2 SEM</b>	<b>0.5 or 1.0 credit</b>

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Student can enroll in Senior Math Seminar and pursue one of two options:

**Option A:** AP CALCULUS B/C (Prerequisite AP Calculus the previous year.)

Student who enrolled in Advanced Placement Calculus the previous year may enroll in this course and pursue the College Board's AP Calculus (BC) curriculum as well as additional topics and extensions of Calculus topics and methods beyond that curriculum (numerical methods, vectors, additional applications, etc.) as well as an extension project(s) of the student's choice related to course curriculum or an additional mathematics field (examples: matrices, abstract algebra, number theory, etc.).

**Option B:** "Topics in Advanced Mathematics" (Concurrent enrollment in AP Calculus or AP Statistics)

This course provides an opportunity to support a rigorous academic workload resulting from enrollment in Advanced Placement Calculus, AP Statistics, and other AP / college prep courses outside of the math department. The benefits of enrolling in the course include:

- An opportunity to get additional mathematics or other academic support
- An opportunity to explore advanced mathematics in addition to AP math topics
- An opportunity to work independently on your academic requirements, including research

With the support of the instructor, students will develop an academic work plan to support their work in their AP courses, as well as support college, career, and college-transition plans. Requirements of the course are as follows:

- A weekly plan for how each class period will be used to support your success in math or other courses. (Discussed and approved in weekly conference with teacher.)
- Successful, faithful, and documented execution of each week's plan.
- At least one research project into the mathematics used in each student's intended future academic or career path.

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## MODERN LANGUAGE

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*Language other than English (for class of 2016 and beyond) – Students must earn 2 credits in grades 8-12*

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### FRENCH I – 05501

**05501 A/B**

**9-12**

**1 SEM**

**1 credit**

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**Description:** The first year of French introduces the student to the study of foreign language. Basic conversations about daily activities and family will be in French. Some reading and writing selections will be studied in order to further the interest of the student in the French language.

**Major Goals:** The student will:

1. Attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing.
2. Receive language instruction within the context of the contemporary French-speaking world and its culture.

**Evaluation:** Evaluation will be based on oral and written grades from workbooks, listening and syntax quizzes, board games, tape recorder and activity sheets, reading passages, unit exams, and achievement tests.

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### FRENCH II

**05503 A/B**

**9-12**

**2 SEM**

**1 credit**

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**Description:** Students will gain more experience in reading and writing short compositions and more knowledge of cultural differences and similarities. Continued practice in speaking will be enhanced by students writing their own conversations and by acting them out.

**Major Goals:** The student will:

1. Attain a greater degree of proficiency in the areas of speaking, listening, reading, and writing French.
2. Broaden his/her vocabulary in key areas appropriate to his/her age and social development.

**Evaluation:** Evaluation will be based on written grades from listening and syntax quizzes, pronunciation, oral comprehension, general speaking skills, unit tests, and achievement tests.

**Prerequisites or Recommendations:** French I

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**FRENCH III**  
**05505 A/B****10-12****2 SEM****1 credit**

**Description:** This course will present more complex structures of basic French and expand the cultural themes of the first and second levels. The course is designed to provide a variety of learning experiences.

**Major Goals:** The student will acquire a command of the key vocabulary and structures necessary for personal communication.

**Evaluation:** Evaluation will be based on oral and written grades from vocabulary quizzes, oral and listening comprehension exams, unit exams, and achievement tests.

**Prerequisites or Recommendations:** A "C" or better in French II.

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**FRENCH IV**  
**05507 A/B****11-12****2 SEM****1 credit**

**Description:** This course continues the study of more complex grammatical structures and makes use of the four skills attained in French I-III. Literature, art, and history selections of the francophone world will be studied.

**Major Goals:** The student will:

1. Gain insight into the history and fine arts of French civilization.
2. Use his/her skills daily in speaking, reading, listening, and writing only in French.
3. Gain confidence in his/her ability to use French for personal (face to face) conversation and will be able to communicate more abstract ideas in the language.

**Evaluation:** Evaluation will be based on the student's ability to express his/her answers, ideas, and desires to the teacher with a minimum of English language intrusion. Some written exams will also be given in the four attained skills.

**Prerequisites or Recommendations:** A "C" or better in French III.

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**FRENCH V**  
**05509 A/B****12****2 SEM****1 credit**

**Description:** This course will focus on fine-tuning the student's language skills using a variety of instructional and student-directed approaches. It will be project and interest based, using various authentic materials in the target language. There will be emphasis on writing, speaking, listening, and reading, while incorporating grammar and culture throughout the course.

**Major Goals:** Students will have a strong command of vocabulary and structure, understand the spoken language in various conversational situations, read authentic periodicals and texts, as well as accurately and fluently express ideas orally and in writing.

**Evaluation:** Evaluation will be based on projects, unit assessments, communicative assessments, as well as practice A.P. tests in the target language.

**Prerequisites or Recommendations:** Four years of the language prior or teacher approval.

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**GERMAN I**  
**05541 A/B****9-12****2 SEM****1 credit**

**Description:** This course introduces the student to the language and culture of the German-speaking world. A variety of learning experiences will be used to promote language proficiency, that is, the ability to use German outside of the classroom.

**Major Goals:** The student will:

1. Attain an acceptable degree of proficiency in listening, speaking, reading, and writing.
2. Become acquainted with basic factual information of German culture and history.
3. Receive the language instruction within the context of the contemporary German-speaking world and its culture.

**Evaluation:** Evaluation will be based on oral and written grades from homework, quizzes, tests, projects, reading passages, and a variety of other learning experiences. Study and review nightly (15-20 minutes) are required to succeed.

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**GERMAN II**  
**05543 A/B****9-12****2 SEM****1 credit**

**Description:** This course further develops the language and culture of the German-speaking world. A variety of learning experiences will be used to promote language proficiency, that is, the ability to use German outside of the classroom.

**Major Goals:** The student will:

1. Attain an acceptable degree of proficiency in listening, speaking, reading, and writing.
2. Become acquainted with basic factual information of German culture and history.
3. Receive language instruction within the context of the contemporary German-speaking world and its culture.

**Evaluation:** Evaluation will be based on oral and written grades from homework, quizzes, tests, board games, projects, reading passages, and a variety of other learning experiences. Study and review nightly (15-20 minutes) are required to succeed.

**Prerequisites or Recommendations:** German I.

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**GERMAN III**  
**05545 A/B****10-12****2 SEM****1 credit**

**Description:** This course will present more complex structures of basic German and expand the cultural themes of the first and second levels. The course is designed to provide a variety of learning experiences.

**Major Goals:** The student will:

1. Acquire a command of the key vocabulary and structures necessary for personal communication.
2. Gain confidence in his/her ability in communicating in German through speaking, writing, reading, and listening.
3. Obtain an understanding of German history and culture.

**Evaluation:** Evaluation will be based on oral and written grades from homework, vocabulary quizzes, tests, class projects, and class participation.

**Prerequisites or Recommendations:** A "C" or better in German II.

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**GERMAN IV**  
**05547 A/B****11-12****2 SEM****1 credit**

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**Description:** The primary goal of this course is to help students to bridge the gap from the intermediate level language course to more advanced coursework in German, implementing a variety of texts (newspaper and magazine articles, poetry, literary and historical texts, advertisements, letters, fairy tales, and a short novel), videos, television broadcasts, and use of the Internet. Course content will focus on units on music, art, history, and contemporary Germany.

**Major Goals:** The student will:

1. Increase active vocabulary for greater ease in speaking and writing.
2. Increase passive vocabulary for better comprehension in listening and reading.
3. Be able to use the language outside of the classroom setting.
4. Gain insight into German culture and be able to express ideas and opinions regarding his/her understanding of what he/she has learned.

**Evaluation:** Evaluation will be based on participation in class discussions, oral summary of readings, short oral reports on current events to be used as stimuli for class discussion, written exams, and projects.

**Prerequisites or Recommendations:** A "C" or better in German III.

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**GERMAN V**  
**05549 A/B****12****2 SEM****1 credit**

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**Description:** This course will focus on fine-tuning the student's language skills using a variety of instructional and student-directed approaches. It will be project and interest based using various authentic materials in the target language. There will be emphasis on writing, speaking, listening, and reading, while incorporating grammar and culture throughout the course.

**Major Goals:** Students will have a strong command of vocabulary and structure, understand the spoken language in various conversational situations, read authentic periodicals and texts, as well as accurately and fluently express ideas orally and in writing.

**Evaluation:** Evaluation will be based on projects, unit assessments, communicative assessments, as well as practice A.P. tests in the target language.

**Prerequisites or Recommendations:** Four years of the language prior or teacher approval.

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**SPANISH I**  
**05521 A/B****9-12****2 SEM****1 credit**

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**Description:** This course introduces the student to the language and some culture of the Spanish-speaking world. The text used presents a varied approach, focusing on reading, writing, listening, and speaking.

**Major Goals:** The students will listen, read, write, and converse in Spanish about self, family, and friends at the foundation level.

**Evaluation:** Evaluation will be based on oral and written grades from lesson quizzes and tests, readings, listening activities, class projects, homework, and participation.

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**SPANISH II****05523 A/B****9-12****2 SEM****1 credit**

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**Description:** This course continues the introduction of language and culture of the Spanish-speaking world. It provides a broader cultural focus.

**Major Goals:** The students will broaden their fluency to include the ability to function within a community.

**Evaluation:** Evaluation will be based on oral and written grades from lesson quizzes and tests, readings, listening activities, class projects, homework, and participation.

**Prerequisites or Recommendations:** Spanish I.

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**SPANISH III****05525 A/B****10-12****2 SEM****1 credit**

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**Description:** This course will present more complex structures of basic Spanish and expand the cultural themes of the first and second levels. The course is designed to provide a variety of learning experiences.

**Major Goals:** The students will increase their ability to discuss events in the past and future, as well as perfect previously learned material.

**Evaluation:** Evaluation will be based on oral and written grades from vocabulary quizzes, reading passages, unit exams, and class projects/skits, oral and video tapes, homework, and class participation.

**Prerequisites or Recommendations:** A "C" or better in Spanish II.

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**SPANISH IV****05527 A/B****11-12****2 SEM****1 credit**

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**Description:** This course builds on the oral, grammatical, and cultural skills attained in Spanish I-III. The course will also present an in depth study of Spanish grammar.

**Major Goals:** The student will begin to discuss and support personal opinions.

**Evaluation:** Evaluation will be based on oral and written grades from lesson quizzes and tests, readings, listening activities, class projects, homework, and participation.

**Prerequisites or Recommendations:** A "C" or better in Spanish III.

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**SPANISH V****05529 A/B****12****2 SEM****1 credit**

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**Description:** This course will focus on fine-tuning the student's language skills using a variety of instructional and student-directed approaches. It will be project and interest based using various authentic materials in the target language. There will be emphasis on writing, speaking, listening, and reading, while incorporating grammar and culture throughout the course.

**Major Goals:** Students will have a strong command of vocabulary and structure, understand the spoken language in various conversational situations, read authentic periodicals and texts, as well as accurately and fluently express ideas orally and in writing.

**Evaluation:** Evaluation will be based on projects, unit assessments, communicative assessments as well as practice A.P. tests in the target language.

**Prerequisites or Recommendations:** Four years of the language prior or teacher approval.

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# **PHYSICAL EDUCATION**

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**AQUATICS****05240****9-12****1 SEM****.5 credit**

**Description:** This course is designed for those students who want aquatic workouts, diving instruction, and water aerobics. Aquatics is designed to expose students to beginning and intermediate stroke instruction. Individual testing to evaluate students' strengths and weaknesses will be a part of the class. Individual exercise programs will be devised to help students meet individual goals. Swimming survival skills will also be taught, along with swimming safety and other safety techniques. Students will learn and comprehend the components of fitness along with understand the components of health-related physical fitness. They will understand the prevention of heart disease and obesity through exercise.

**LIFETIME ACTIVITIES****05230****9-12****1 – 2 SEM****.5 – 1 credit**

**Description:** This class is designed to be an activities class. Emphasis will be placed on individual sports that can be participated in for a lifetime. The following activities may be included: Golf, Tennis, Bowling, Badminton, Rollerblading, and possibly Biking, Swimming, Cross Country Skiing, Orienteering, and Archery. During these units, emphasis will be placed on rules of the game, teamwork, skill development, and enjoyment of lifetime activities. Students will learn and are expected to participate in activities. They will apply the rules of the activities during play. Students will learn and apply sport specific skills while using safe and smart decision-making skills

**WEIGHT TRAINING AND CONDITIONING****05220****9-12****1 – 2 SEM****.5 – 1 credit**

**Description:** This class is designed for those who have a general interest in weight training and conditioning. Areas of emphasis will be developing body strength, increasing flexibility, improving agility, and cardiovascular exercising through running. Sessions will also be spent on muscle identification, function, and methods of training. Expectations for students include: learn and apply proper technique with using weights for developing strength; demonstrate proper running technique with plyometric and agility drills. Students will understand and identify how to develop strength for specific muscles and how exercise and nutrition effects the body and performance.

**TEAM SPORTS****05250****9-12****1 SEM****.5 credit**

**Description:** This class is designed for those students who wish to stay physically fit by exercising and conditioning. Activities may consist of football, basketball, volleyball, softball, team handball, floor hockey, ultimate Frisbee and soccer. Other areas covered may be weight training and units on general first aid, athletic injury treatment, and muscular anatomy. During these units, emphasis will be placed on rules of the game, teamwork, skill development, and enjoyment of lifetime activities. Students will learn and are expected to participate in activities. They will apply the rules of the activities during play. Students will learn and apply sport specific skills while using safe and smart decision-making skills.

**TRIATHLON: SWIM, BIKE, RUN****05253****9-12****1 SEM****.5 credit**

**Description:** Students will train in the 3 disciplines weekly; swimming, biking and running. The course will be taught during the **Spring** semester, so that the class can complete a Sprint Triathlon at the end of the semester (which is when Triathlon season begins in the Midwest). Students will learn the fundamentals of the sport, from swimming to biking to running, and the art of transitions that occur between each event. In addition, students will learn the science behind the training methods using heart rate and cadence as indicators. Ultimately, by the end of the course, students will be ready to participate in their first Triathlon! The student will: Complete a Sprint Distance Triathlon at the end of the semester; Improve in all fitness categories related to the sport of Triathlon.

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<b>PERSONAL FITNESS</b>			
<b>05255</b>	<b>9-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**Description:** This is an advanced level course designed to give students the opportunity to execute and show improvement in weight training, aquatic, aerobic, flexibility and cardio vascular activities. Students will also design an extensive personal training program that will show an understanding of the concepts of each fitness domain. Students will participate in advanced conditioning activities and will be tested extensively to determine progress. Students will be expected to gain knowledge and practice in each of the categories of health development, prepare for entry into various segments of the growing fitness industry (personal trainer, aquatics director, fitness class instructor). Plan, organize, and write an extensive personal training program that will focus on individual needs; Learn to calculate target heart rate; Implement a unique blend of activities that will help to support reading, writing, and math skills.

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<b>ADVANCED HEALTH AND FITNESS</b>			
<b>05609</b>	<b>10-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**\*\*\*This course will NOT fulfill the required Health or PE credits\*\*\***  
**Course will be 2 days per week in classroom; 2 days per week in the gym; Wednesday will be testing days.**

**Description:** The objective of this course will be for each student to demonstrate an understanding of the human body and how our health and fitness can impact every part of their lives and future. They will gain an appreciation of how personal behaviors and decisions affect their goals. Students will be involved in a personal fitness program. Students are expected to: Gain knowledge in various health topics and develop an understanding of the principles of training, exercise, flexibility, cardiovascular fitness, and the connection to overall health. Further study the relationship of their personal behaviors and the impact on their overall health; Integrate and apply lessons learned from the classroom into an organized workout system to develop a life-long fitness plan; Work throughout the semester to write and review their progress using physical testing results and calculating nutritional needs; Review their progress weekly and use their test results to form personal goals.

**Prerequisites or Recommendations:** Successful completion of Health and a Physical Education course

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<b>COACHING AND OFFICIATING</b>			
<b>05221</b>	<b>9-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**Description:** This class will look at the different aspects of coaching and officiating. Students will learn the rules of the sport, how to properly officiate and coach the sport. Students can officially register to become an MHSAA official if they meet the requirements. Students will study coaching of sport. They will create a document that details what a typical high school varsity coach has to plan for, students will create their own coaching philosophy and be able to support it with sound coaching practice. Sports to be taught will include: Basketball, Volleyball, Football, Baseball, and Softball. Other sports can be explored based on interest. The class will spend two days in a classroom setting and the other three in the gym. Students may work with lower grade levels in a practical setting.

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<b>AEROBIC EXERCISE - STRENGTH TRAINING, AND YOGA</b>			
<b>05225</b>	<b>9-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**Description:** This class is designed to increase your overall fitness level, focusing on cardiovascular training, strength training, and flexibility training. The class consists of aerobic activities that include power walking, basic aerobics, cardio kickboxing, and dance aerobics. There will also be activities such as Pilates, yoga, and weight training that focus on strength and flexibility. Individual testing to evaluate students' strengths and weaknesses will be stressed. The student will learn the importance of participating and applying skills for enjoyment. They will be expected to: Understand the components of athletic fitness; Learn activities he/she can participate in during adult life; To increase overall fitness level; To monitor individual improvement.

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<b>ADVANCED STRENGTH TRAINING AND CONDITIONING</b>			
<b>05245</b>	<b>9-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**Description:** This course is designed for those interested in participation in advanced weight training and conditioning activities. Students will go through extensive physical testing to aide in self-evaluation. Instruction will be offered in advanced plyometrics, speed training, agility training, nutritional supplements, weight management, steroids, and substance abuse. Emphasis will be placed on developing body strength, increasing flexibility, improving agility, and cardiovascular activities. The student will learn and be expected to: Use weights in developing strength. How proper training will increase individual endurance, flexibility, as well as agility. To identify specific muscles and to develop strength in a specific muscle; To build an advanced program for individual strength training and power development; The effects of Steroids and other illegal substances on the body; The effects of nutrition and supplements on body weight and fitness.

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# SCIENCE

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## COURSE OFFERINGS

**REQUIRED FOR GRADUATION:**

Earth Science – Grade 9 (both semesters)  
Biology or AP Biology – Grade 10 (both semesters)  
And one of the following:  
-Physical Science (1)  
-Chemistry (1) & Physics (1)  
-Chemistry (1) & 2 years PLTW

**ELECTIVES:**

Botany – Grade 11 or 12	Environmental Science – Grade 10,11 or 12
Human Genetics I – Grade 11 or 12	AP Chemistry – Grade 12
Human Genetics II – Grade 11 or 12	Vertebrate Zoology – Grade 11 or 12
Human Physiology – Grade 11 or 12	

A.P. testing options – any student can elect to take any A.P. test without taking an A.P. course, usually in 11<sup>th</sup> or 12<sup>th</sup> grade. A.P. testing opportunities for A.P. Biology, Environmental Science, Physics and Chemistry are available. Talk with your teacher of these courses or Mrs. Peterson for details.

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## EARTH SCIENCE

**07101 A/B**

**9**

**2 SEM**

**1 credit**

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**Description:** Earth Science includes the study of interactions within Earth systems (ex. water cycle and rock carbon cycle). Students will use scientific theories to explain the formation of Earth and the Universe over time. The relationship between physical processes and human activities will be explored through investigations of energy resources, land use, and water use. Scientific models will aid in the study of Earth's dynamic nature as students use the theory of plate tectonics to explain Earth features and processes. Students will explain how the ocean and atmosphere move and transfer energy around the planet. This includes the study of changing climate and how it can impact society. Features and processes related to surface water and ground water along with water quality will also be discussed.

**Evaluation:** Students will be assessed on in-class assignments, homework, labs, projects, and various investigations.

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## BIOLOGY

**07111 A/B**

**10 (could be 9 with Earth Sci.)**

**2 SEM**

**1 credit**

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*Biology is a 2 SEM course and both SEM are required*

*These courses need to be taken sequentially (Biology A, then B), but not necessarily consecutively*

**Description:** The student uses the scientific problem solving process to discover the basic principles of biology through the conceptual change model for learning. The student uses relevant case studies as a framework around which he/she can establish basic biological concepts. The course includes lab work coordinated with cooperative learning problems and exercises, class discussion, journal writing, and testing. Students will study the scientific method, using scientific equipment, homeostasis, cell biology, diagnosis and treatment of disease, basic nutrition and molecules, cell division, genetics, biotechnology, taxonomy, evolution, energy and ecosystems. Experience in outdoor learning and field study will be introduced.

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**A.P. BIOLOGY****07109 A/B****10****2 SEM****1 credit**

A.P. Biology is for the serious science student that has completed Earth Science. This course is in place of regular biology for the typical sophomore student. This class is also for students that have excelled in their core classes since there is rigorous reading and writing in addition to higher level math skills needed. A.P. Biology is a college course, not just a college preparatory course. A.P. Biology is designed to address the 4 main big ideas in biology outlined by the College Board. These include:

1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize energy and molecular building blocks to grow, to reproduce, and to maintain homeostasis.
3. Living systems store, retrieve, transmit, and respond to information essential to life processes.
4. Biological systems interact, and these interactions possess complex properties.

This course is also a case study driven course, just as in our Biology course. Students will delve deeper into the understanding of the concepts and activities in our biology course and work towards being prepared for the A.P. Biology exam in May. Students will be expected to do rigorous reading, writing and mathematics in this course. The general biology course description also applies for this class:

**SEE ABOVE.**

**A.P. Biology testing option:** 11<sup>th</sup> and 12<sup>th</sup> graders can still prepare for and take the A.P. Biology exam like we have always done. This has always been an option for those willing to go above and beyond, and especially those that have taken extra biology electives such as botany, human physiology, genetics and zoology. See Mrs. Peterson for details.

**Prerequisites and Recommendations:** Highly successful completion of Earth Science and Geometry. Highly successful completion of English and History, with emphasis on college level reading and writing. Teacher recommendations will also be used.

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**PHYSICAL SCIENCE****07118 A/B****11-12****2 SEM****1 credit**

Physical Science is the phenomena based study of chemistry and physics. Students examine the chemistry and physics concepts from the Next Generation Science Standards in engaging contexts. This yearlong look at interactions between matter and energy uses case study approach. This course fulfills the current state requirement to take a year of chemistry or physics. Students may choose to take Physical Science in lieu of Chemistry and Physics to fulfill their 3<sup>rd</sup> science requirement.

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**BOTANY****07116****11-12****1 SEM****.5 credit**

**Description:** From an ecological perspective, students will survey the major groups of plants recognizing major characteristics and processes by lab observations of live or preserved plants and by class discussion based on students' studies and previous experiences. Students will learn how to take care of basic houseplants and apply what they have learned to their yards and gardens. Students will learn the basic classification groups of plants, various chemical processes inside plants, care and identification of houseplants, understand the role of plants in the environment, investigate key environmental issues including global warming, acid rain and alternative energy sources. Students will apply concepts from biology such as heredity, ecology, evolution and cellular biology to plants and the environment. Students will investigate a forest ecosystem and measure forest health and have an opportunity for outdoor field experience in our natural setting adjacent to the school.

**Prerequisites or Recommendations:** Successful completion of Biology.

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**HUMAN GENETICS I****07127****11-12****1 SEM****.5 credit**

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**\*\*\* for Seniors this course can be counted toward the 1/2 Math Experience credit for graduation \*\*\***

**Description:** This course will recap, build and expand on the basic concepts of genetic heredity that the Biology class started along with new concepts that were not taught. Students will use labs to reinforce the major topics discussed in class along with the use of a case-study approach to help connect the topics to an actual genetic disorder(s).

**Prerequisites or Recommendations:** Successful completion of Biology.

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**HUMAN GENETICS II****07128****11-12****1 SEM****.5 credit**

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**\*\*\* This course would be helpful for those wanting to take the AP Biology Exam, too. \*\*\***

**Description:** This course is a continuation of Human Genetics I and will explore through labs, activities and research:

1. Various genetic disorders (mutations) and their physiological effects that create their phenotype(s).
2. Survey a population for given traits and then calculate their carrier frequencies so they can predict the chance that these traits will occur in any individual in our population. (genetics counselor role)
3. Modern Biotechnology techniques and process.
4. The genetics behind cancer

**Prerequisites or Recommendations:** Successful completion of Biology and Human Genetics I.

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**HUMAN PHYSIOLOGY****07114****11-12****1 SEM****.5 credit**

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**Description:** Students examine the functional aspects of each organ and organ system of the human body using case studies, lab experiences, personal observations, and class discussions centered on student experience. Students will distinguish between various tissue types, understand and apply basic anatomical terminology, homeostasis and functions of skin, muscles, blood vessels, respiratory organs, heart, bones and their placement and function. Students will study many body systems and their functions, including the diseases that affect them. Students will apply basic biological concepts such as heredity and cellular biology to the human body.

**Evaluation:** Based on participation in class discussions, written lab assignments, cooperative group activities, lab performance, periodic quizzes, unit tests, presentations, team research projects, and journal writing.

**Prerequisites or Recommendations:** Successful completion of Biology.

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**VERTEBRAE ZOOLOGY****07115****11-12****1 SEM****.5 credit**

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**Description:** Students will survey major vertebrate groups of animals recognizing characteristics and processes used for survival by lab observations or preserved animals, by class discussion based on students' studies and previous experiences, and by using case studies and focus animals to explore issues facing animals and their environment. This is a field biology course, so there will be extensive investigations outside in the woodlot.

**Prerequisites/Recommendations:** Biology.

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**CHEMISTRY****07121 A/B****11-12****2 SEM****1 credit****2 SEM of Chemistry and 2 SEM of Physics are required for graduation.****\*\*\*This course will fulfill the senior math requirement. (May not be used to fulfill BOTH science and math related requirements\*\*\***

**Description:** Chemistry is the study of matter and the changes that it undergoes. The aim of the course is to enable students to develop a better understanding of their physical world. Chemical concepts and principles related to the structure of matter, energy, and the interactions between different types of matter are developed in a logical order to make the study of Chemistry interesting and challenging to students. Students will study atomic structure, basic nuclear chemistry, the periodic table, quantum mechanics, chemical bonding, chemical nomenclature, formula and reaction stoichiometry, chemical equations, states of matter, thermochemistry, solutions, acids & bases, reduction/oxidation, equilibrium and thermodynamics. Students will be assessed on unit tests, quizzes, laboratory reports, classwork, and homework.

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**ADVANCED PLACEMENT (AP) Chemistry****07125 A/B****11-12****2 SEM****1 credit**

The aim of Advanced Placement (AP) Chemistry Block is to prepare students for the Chemistry Advanced Placement Exam in May offered by the College Board. Chemistry is the study of matter and the changes that it undergoes. The aim of the course is to enable students to develop a better understanding of their physical world. Chemical concepts and principles related to the structure of matter, energy, and the interactions between different types of matter are developed in a logical order to make the study of Chemistry interesting and challenging to students. Students will study atomic structure, basic nuclear chemistry, the periodic table, quantum mechanics, chemical bonding, chemical nomenclature, formula and reaction stoichiometry, chemical equations, states of matter, thermochemistry, solutions, acids & bases, reduction/oxidation, equilibrium and thermodynamics. Students will be assessed on unit tests, quizzes, laboratory skills and reports, classwork, and homework.

**Prerequisites:** No specific prerequisite class; however, students should display a strength in previous science course and should have strong algebra (math) skills. It is preferred that students earn an A or B in 10th grade math or be in accelerated math courses before taking this course. Must have passed Physical Science and Chemistry class.

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**HONORS PHYSICS****071371 A/B****12****2 SEM****1 credit**

**Description:** Honors Physics 1 is an algebra-based course that is the equivalent of a college course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like motion, gravitation, momentum, energy, harmonic motion, torque, rotational dynamics, waves, electric circuits, optics and other topics. The course maintains an active pace and is designed for students willing to do more work and go deeper than the traditional course.

**Prerequisites:** Students should have an A or B in Chemistry or waiver from the Physics teacher.

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**PHYSICS****07141 A/B****11-12****2 SEM****1 credit**

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**\*\*\*This course will fulfill the senior math requirement.  
(May not be used BOTH science and math related requirements)**

**Description:** This course is designed to satisfy the State of Michigan's High School Content Expectations for Physics. The chemistry and physics combination of classes is intended for students that desire a deeper understanding of these science classes than the Physical Science class offers. Often, students interested in a science related career will choose the full year courses.

The student will study forces, motion, energy, waves, light, and electricity by exploring connections upon which these concepts are built. She/he will engage in a continued study of motion and interaction of bodies leading to the understanding of conservation laws.

**Major Goals:** The student will:

1. Study motions and interactions of bodies through experimentation.
2. Describe motions and interactions of bodies with pictures, mathematical statements, and graphs.
3. Apply knowledge of Newton's laws of motion to various real-world situations.
4. Investigate and develop the conservation laws of energy and momentum through experimentation.
5. Understand the nature of science and demonstrate an ability to practice scientific reasoning.
6. Apply knowledge of electric forces and fields to the energy within an electric circuit.
7. Describe electromagnetic and mechanical waves after experimenting with wave behavior.
8. Study how nuclear reactions yield energy.

**Evaluation:** Performance on unit assessments is the major emphasis – these assessments are geared toward the State of Michigan's High School Content Expectations. Experimentation and data analysis, participation in class discussions, and specific problem solutions are also highly important.

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**ENVIRONMENTAL SCIENCE****07134****10-12****1 SEM****.5 credit**

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**Description:** Students will examine the soil, water, plants, and animals in the mid-Michigan area in order to analyze human impact on the environment and propose solutions to problems facing the environment.

**Major Goals:** The student will:

1. Chemically analyze samples of water and soil and use these analyses to make conclusions about the state of the environment.
2. Recognize humans' impact on the water and soil quality of the earth and propose solutions to the problems.
3. Examine plant and animal species diversity in an ecosystem and use these population surveys to assess the health of the ecosystem.
4. Analyze data and statistics concerning the environment and form conclusions from the numbers.
5. Analyze the environment around the new high school site, compare new information to previously collected data, and make recommendations and provide solutions for problems identified.

**Evaluation:** Based on participation in lab assignments, written lab work, outdoor experiments and field work, lab notebook, quizzes, tests, presentations, and research projects.

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**STEM 3D PRINTING AND ENGINEERING IN SCIENCE****071380****9-12****1 SEM****.5 credit**

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**Description:** This course will teach students the basics of 3D printing and engineering design principles. It is designed for student who are interested to learn how to solve problems in science through engineering. Students will build a 3D printer, learn how to use the CAD

programs like Onshape and Autodesk Fusion, and explore how to solve problems in different fields of science through the use of 3D printing technology.

**Major Goals:** The student will:

1. Learn how to solve problems in science through engineering.
2. Learn the engineering design process.
3. Learn how build and repair a 3D printer.
4. Learn how to design objects in CAD programs like Onshape and Autodesk Fusion.
5. Learn how to 3D print objects that they design Onshape.

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## SOCIAL STUDIES

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### U.S. HISTORY

03601 A/B

9

2 SEM

1 credit



**Description:** This is a year-long course. The course begins with the late 19<sup>th</sup> century and moves through the 20<sup>th</sup> and 21<sup>st</sup> centuries of our nation's history. U.S. History begins with Industrialization and advances to present day. This is a continuation of 8<sup>th</sup> grade U.S. History. U.S. History is a requirement for graduation.

***In addition to increasing student knowledge of historical events and ideas, students will also sharpen skills in processing and evaluating information, examine the causes, effects, and connections throughout history. Students will also examine geography and its impact on the development of the United States. Students will begin to understand the impact U.S. History has made on our country and the relevance of these issues to create a better future. The course is broken into two semesters.***

U.S. History A

The first semester of U.S. History covers historical events from the Second Industrial Revolution through the Great Depression.

U.S. History B

The second semester of U.S. History covers historical events from World War II through present day.

**Evaluation:** Student evaluations will be based on objective and essay tests, projects, presentations, and other tools of assessment.

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### AMERICAN STUDIES US HISTORY

03603 A/B

9

4 SEM

2 credits



*(2 SEM, 2 class periods per day) (earn 1 CR for English 9 and 1 CR for American History)*

*\*\*\*This course fulfills the graduation requirement for English 9 and American History\*\*\**

**Description:** The curriculum for the course is based on ideas and concepts found in American History from Post Civil War to present. All objectives for American History are included in American Studies. Literature that relates to the concepts found in history will be integrated into the learning experience.

**Evaluation:** All forms of communication will be used in assessment. Students will demonstrate understanding in a variety of written and oral forms such as written papers, projects, presentations, and Socratic seminars. The idea of cooperative learning will be used in much of the course work, but individual accountability is also required.

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**WORLD HISTORY****03610 A/B****10-12****2 SEM****1 credit**

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**Description:** This course is generally a sophomore course. World History is based on a survey of essential ideas from around the world concerning the fundamental beliefs and structures of culture, society, politics, economics, and government. The ideas from different eras and regions are used to explore specific developments of conflict and cooperation across time and around the world. Through the study of ideas and events from across time and cultures, we will illuminate the origins and persistence of current problems and efforts to overcome problems around the world. Students will also examine the geography of different regions and the impact geography has on civilizations. World History covers from prehistory to modern times. Students will be expected to develop critical thinking, reading, and writing skills throughout the course.

**World History A (Semester 1):**

Timeline: Prehistory to 1750 A.D.

World History A begins with a study of prehistoric man and includes the development of early empires and civilizations. The focus areas are Western Asia and Egypt, the development of India and China, ancient Greece, Rome, and the rise of Christianity. Studying the patterns of Civilization continues with the development of the World of Islam, Early African Civilization, the Asian world, European development, the Middle Ages, the development of the Americas, market economies, and the nation states.

**World History B (Semester 2):**

Timeline: 1750-present

World History B begins with the development of and study of revolutions, industrialization, nationalism, and democracy. The course continues with a focus on European Imperialism, Twentieth-Century Nationalism, and the conflicts that arose between different political ideologies. Specific focus is placed on the cause and effect of the World Wars and the leaders that came into power before, during, and after the conflicts. The course wraps up with a focus on Global Civilization and the contemporary post-war world. Special attention is placed on The West, Latin America, Africa and the Middle East, and finally, Asia, and the Pacific.

**Course Evaluation:** Objective tests, essays, research papers, projects, and other tools of assessment.

**Prerequisites or Recommendations:** Students must have taken a full year of US History. World History courses need to be taken sequentially (A, then B).

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**A.P. WORLD HISTORY****03616 A/B****10-12****2 SEM****1 credit**

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*\*\*\*This course fulfills the graduation requirement for World History\*\*\**

**Description:** This course is generally a sophomore course. A.P. World History is a course only for the most dedicated history student. Students will learn about prehistory through the present, engaging in thoughtful, rigorous discussion about the meaning of a world history course. Themes students will focus on: change and continuity over time and space, patterns and effects of interaction, global economics, social structure, culture and cultural exchange, and finally, the different functions of the state. Although the course is two semesters, it is required that students take both semesters, in order. This is a year-long course.

**Evaluation:** Students will be asked to develop mature habits of mind. They will evaluate arguments, analyze documents, assess issues of change and continuity over time, compare and contrast global patterns, and analyze for commonalities and differences. Students will be assigned reading, writing assignments, projects, and other out of class work. Students will also be evaluated on objective tests, essays, and document based questions.

**Prerequisites or Recommendations:** Application due March 2, 2026 by 3:00 in the counseling center. (Pick up application in the information racks in the main commons). The student must have excelled in U.S. History, as well as English 9, and should be a serious history student. This course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Test.

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**WORLD STUDIES HISTORY****03613 A/B****10****4 SEM****2 credit**

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**(2 SEM, 2 class periods per day) (earn 1 CR for English 10 and 1 CR for World History)**  
**\*\*\*This course fulfills the graduation requirement for World History and English 10\*\*\***

**Description:** This course is generally a sophomore course. This is an integrated English 10 and World History class. The class meets every day for two class periods. Students receive one credit per semester for the year-long class. Upon completion, the student will receive 1.0 credit for English 10 and 1.0 credit for World History.

The curriculum for the course is based on ideas and concepts found in World history from prehistory to present. All objectives for World History are included in World Studies. Literature that relates to the concepts found in history will be integrated into the learning experience. Examples include, *Animal Farm* and *Kite Runner*, both of which are standard English 10 literature.

**Breakdown of Semesters:**

- A. Examines World History from Prehistory to 1750 AD.
- B. Focuses on World History from 1750-present.

**Evaluation:** All forms of communication will be used in assessment. Students will demonstrate understanding in a variety of written and oral forms such as written papers, projects, presentations, and Socratic seminars. The idea of cooperative learning will be used in much of the course work, but individual accountability is also required.

**Prerequisites or Recommendations:** This course is recommended for serious students interested in looking at World History through literature and primary source documents. The course satisfies the English 10 and World History graduation requirements. This is a year-long course.

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**ANCIENT CIVILIZATIONS****03639****10-12****1 SEM****.5 credit**

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**Description:** Ancient Civilizations will explore three influential ancient civilizations: China, Greece, and Rome. Each civilization will be viewed through the five components (geography, government, religion, culture, and economics) that are needed for the development of a successful civilization. There is a cultural emphasis consisting of painting, sculpture, architecture, and philosophy that is an integral part of the discussion of each civilization. Emphasis is placed upon using primary sources to interpret events within each civilization.

**Major Goals:** The student will:

1. Obtain an understanding of issues from several different viewpoints.
2. Be confronted with decision-making and learn to synthesize data and information.
3. Learn the need for documentation to support positions and interpretations.
4. Acquire and demonstrate college level note-taking skills.
5. Develop primary source reading skills.

**Evaluation:** The grade will be based on daily grades, quizzes, class participation, projects, and tests. There will be a mixture of objective and essay tests. Students will be expected to complete one research paper during the semester.

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**HISTORY OF CONTEMPORARY CONFLICT****03636****9-12****1 SEM****.5 credit**

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**Description:** This is generally a junior or senior course. History of Contemporary Conflict explores some of the most destructive and enduring violent conflicts across the globe from the 1990's to the present with case studies predominantly in Africa and the Middle East. The course focuses on cause and effect of conflict through the lenses of terrorism, war, poverty, scarce resources, human rights, and physical/cultural geography.

**Major Goals:**

1. Students will understand the goals, motivations, and histories of various terrorist groups.
2. Students will be able to use data and chronology in order to analyze and interpret cause and effect.
3. Student will be able to relate course material to both current world issues and his/her daily experiences.
4. Students will be able to use the five themes of geography to understand the above (location, place, region, human-environment interaction, movement)

**Evaluation:** The students will be evaluated through daily in-class activities, traditional assessments, participation, reflection essays, presentations, analytical essays, and the like.

**Prerequisites or Recommendations:** This course is recommended for students who have the desire and ability to think critically about foreign policy and cultural diversity.

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### AMERICAN-AFRICAN HERITAGE (AFRICAN AMERICAN HISTORY)

**03641**

**10-12**

**1 SEM**

**.5 credit**

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In the spirit of an African Griot, the Heritage of Africans - within the development, functioning, and operation of the ideals of an American nation and its Democracy -the African American experience will be discussed with a comprehensive overview beginning with American Revolution through modern times. In 12-15 units, the discussion of American African Heritage will address enslavement, emancipation, the socio-political contributions, and challenges. The course will also shed light on the social, cultural, and political contributions of African Americans to American Society.

With the State of Michigan's Department of Education's content standards for Social Studies as a template for instruction, the base of the course will be to develop the idea of African American identity and provide understanding and appreciation of African American History. Course work will include geography, economics, political science, and an understanding of the diverse peoples and nations of the world.

Prerequisites: U.S. History, English 9

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### AMERICAN GOVERNMENT

**03623**

**11**

**1 SEM**

**.5 credit**

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**\*\*\*One SEM of American Government is required for graduation\*\*\***

**Description:** American government consists of a general survey of the American political structure. Topics include, but are not limited to, the foundations of American government, political theory, the electoral process, the three branches of the federal government, and the basic principles of the Constitution.

**Evaluation:** Grading is based on periodic subjective and/or objective tests, assigned papers, projects, and class participation.

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### A.P. AMERICAN GOVERNMENT

**03622 A/B**

**11-12**

**2 SEM**

**1 credit**

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**\*\*\*This course fulfills the graduation requirement for American Government\*\*\***

**Description:** This course gives students an analytical perspective on government and politics in the United States. It studies both the general concepts used to interpret US politics as well as analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. The course covers: constitutional underpinnings of the US government, political beliefs and behaviors, political parties, interest groups, mass media, institutions of national government, and public policy. This course is a two-semester class.

**Major Goals:** The student will:

1. Understand typical patterns of political processes and behavior and their consequences within the US.
2. Be able to analyze and interpret basic data relevant to US politics.
3. Know important facts, concepts, and theories pertaining to US government and politics.

**Evaluation:** Evaluation of the student will be based on objective and essay tests, analytical comparative papers, projects, oral presentations, debates, discussions, and notebooks.

**Prerequisites or Recommendations:** Application due March 2, 2026 by 3:00 in the counseling center. (Pick up application in the information racks in the main commons). This course is recommended for only the most serious of students. The reading level required in this course is 11th grade level. The A.P. American Government course is designed for the college-bound student and is open to juniors in place of the general American Government class. This course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Test.

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**A.P. COMPARATIVE GOVERNMENT AND POLITICS**

**03624 A/B**

**11-12**

**2 SEM**

**1 credit**

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**Description:** This course gives students an opportunity to analyze Mexican, British, Russian, Chinese, Nigerian, Iranian and other political systems. The course aims to help students understand that differences between the way the United States government and political culture are structured compared to other countries in the world. The class will be based on short current event articles, films and readings on different countries and analytical readings. This course prepares students for the AP exam on comparative politics.

**Major Goals:** The student will:

1. Understand typical patterns of political processes and behavior and their consequences.
2. Compare and contrast political institutions and processes and use this information to form generalizations.
3. Use theories of political science to analyze the basic political institutions that exist in varied countries.

**Evaluation:** Evaluation of the student will be based on objective and essay tests, analytical comparative papers, projects, oral presentations, debates, discussions, and notebooks.

**Prerequisites or Recommendations:** This course is recommended for students who are interested in politics at a global level. The Comparative Political Systems (CPS) course is designed for the college-bound student. This course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Test.

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**PSYCHOLOGY**

**03634**

**10-12**

**1 SEM**

**.5 credit**

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**Description:** Psychology is the study of human thought and behavior. The student will be presented with the basic vocabulary, principles, concepts, and theories. In this survey course, a wide range of topics will be explored including: the brain, learning, memory, cognition, language, intelligence, motivation, emotion, development, personality, stress and health, mental illness, and therapies. This course will prepare the student for further study in psychology and provide insights into why people think, feel, and behave the way they do.

**Major Goal:** The student will develop enough understanding of human behavior to be an effective and compassionate human being.

**Evaluation:** Evaluation will be accomplished using objective tests, essays, reading assignments, class discussions, and a research paper.

**Prerequisites or Recommendations:** This course is for any student that is considering or planning on going to college and/or any student who is planning a career in which working with people is a primary focus.

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**HISTORY OF MODERN CHINA: 20<sup>th</sup> and 21<sup>st</sup> CENTURY****03642****11-12****1 SEM****.5 credit**

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The focus of this course is to introduce students to China's development in the 20th and 21st centuries. The 20th century began with China's traditional Confucian Empire struggling to compete with the global empires of Europe, America, and Japan. After a series of rebellions, revolutions, international wars, and civil wars, the Chinese Communist Party consolidated power in China and began the struggle to transform the country into an independent, modern power. After three decades of internal and external struggle, the Party finally turned its attention to economic development and has transformed China into the world's leading manufacturing nation, moving 400 million people out of poverty in the last 20 years. China's recent history is rich with fiction, poetry, nonfiction, movies, and documentaries, so students will be able to see, hear, and read, many different viewpoints of Chinese history over the last 100 years. Students will be evaluated in a number of different ways, including short written responses to primary readings and movies, in class essays, quizzes, and presentations, as well as one comparative review of fiction, film and history.

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**ADVANCED PSYCHOLOGY****03637****11-12****1 SEM****.5 credit**

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**Description:** This class is designed for only the most serious of students who are interested in pursuing further studies in psychology in college and/or have a passion for understanding and interpreting human thought and behavior. This class will explore topics covered in introductory psychology in more detail and will also introduce many new topics and concepts.

**Major Goal:** The student will:

1. Upon completion, have an expansive knowledge base in psychology that will prepare them for future coursework in psychology at the collegiate level.
2. Embrace the various perspectives and theories that relate to the field and appreciate the complexity of human behavior which will result in becoming a compassionate and understanding human being.
3. Improve his/her reading, writing, and critical thinking skills to prepare them for college coursework in all subject areas, including psychology.

**Evaluation:** Formal assessments will be given throughout the course, in addition to informal and formal writing assignments both in and out of class. In depth written responses to novels, critical issues, documentaries, and the textbook will be required.

**Prerequisites or Recommendations:** The student has previously taken introductory psychology with a grade of at least a "B-."

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**MODERN AMERICAN ISSUES****03635****9-12****1 SEM****.5 credit**

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**Description:** Modern American Issues is a course that will introduce the student to the analytical study of human behavior and the impact on societies and economies in the U.S. and abroad. The course connects themes in sociology through history, technology, economics, and geography in order to analyze current U.S. issues surrounding gangs, drugs, violence, patriarchy, misogyny, race, class, human rights, and economic and ecological sustainability and the influence of U.S. culture and media therein. This course has sociological elements and has replaced the sociology course.

**Major Goals:** The student will:

1. Demonstrate knowledge of and adherence to scientific methods (avoid opinions/anecdotes) throughout the course
2. Students will be able to use data and chronology in order to analyze and interpret cause and effect of behavior w/in a cultural context.
3. Demonstrate an understanding of the sociological concepts associated with contemporary issues in U.S. culture.
4. Demonstrate the ability to predict patterns in behavior and assess, formulate, and critique policies and their implications

**Evaluation:** The student will be evaluated by the use of objective and essay tests, presentations, classroom discussions, and projects chosen by students.

**Prerequisites or Recommendations:** This course is recommended for any student willing to think critically about policies, societies, and their impacts on today's economies and environments.

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**ECONOMICS****03100****12****1 SEM****.5 credit**

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**Description:** Economics is a one semester introduction to the general principles of Microeconomics and Macroeconomics. The foundation of all introductory economics courses is the analysis of decisions about how to use our limited resources and income, so this course focuses on providing the language and analytical skills that economists use to study decisions made by individuals, businesses, governments. Microeconomics focuses on consumer, producer, and government decisions in competitive markets. Macroeconomics covers the national economy. The focus is on understanding standard measurements of the national economy, government budgets, money and banking, international trade, and the institutions responsible for creating public policy. At all times, the course strives to connect contemporary news stories about businesses and government policy to economic theory.

**Prerequisites/Recommendations:** US History, World History, American Government

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**A.P. ECONOMICS****03110 A/B****11-12****1 - 2 SEM****.5 - 1 credit**

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**Description:** Advanced Placement Economics is a one or two-semester course that provides an introduction to Micro and/or Macro Economic theory. The course is similar to an introductory college level economics course and is designed to prepare students to pass the AP Economics Examination. While the general content is similar to Holt's standard Economics course, AP Economics spends one semester on Micro and one semester on Macro so it can cover the topics in greater depth and detail. The course will use a college level text and follows the AP Economics Course description – <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-economics-course-description.pdf>. Microeconomics focuses on consumer, producer, and government decisions in competitive markets. Macroeconomics covers the national economy. The focus is on understanding standard measurements of the national economy, government budgets, money and banking, international trade, and the institutions responsible for creating public policy. At all times, the course strives to connect contemporary news stories about businesses and government policy to economic theory in the textbook.

**Prerequisites/Recommendations:** US History, World History, American Government

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**THE STUDY OF THE HOLOCAUST AND HUMAN RIGHTS****03643****11-12****1 SEM****.5 credit**

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**Description:** In this course, students will identify universal human rights—the freedoms, protections, and opportunities that all human beings are entitled to—and will examine how our understanding of those rights has evolved over time. They will also explore the ways and instances in which those human rights have been violated, both in the past and in contemporary society, in the United States and around the world. The Holocaust will be used as basis of study, however genocides in other countries will also be examined; these include but are not limited to: Armenia, Cambodia, Rwanda, Yugoslavia, Syria, and Myanmar (Burma). Finally, students will identify actions that have been and are being taken to protect, defend, and extend human rights around the world. This course integrates world history, geography, U.S. history, and civics.

**Prerequisites or Recommendations:** Both semesters of U.S. History and World History should be completed to ensure students have exposure to the concepts of genocide and human rights, as well as the Holocaust and the creation of the United Nations.

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**INTRODUCTION TO PHILOSOPHY****03644****10-12****1 SEM****.5 credit**

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**Description:** Introduction to Philosophy is intended to introduce you to philosophical questions, to make you aware of how some of history's greatest philosophers have approached those questions and what they have had to say about them, to help you articulate philosophical concerns

of your own and, most importantly, to learn how to address them. Among the areas of philosophy, we will explore ethics, political philosophy, metaphysics (existence), and epistemology (knowledge).

## Major Goals:

1. To provide students with a general introduction to and understanding of philosophical views, issues, and arguments. The course also helps students to appreciate what philosophy is and the way in which it is relevant to practical issues.
2. To help students develop their critical thinking and writing skills. In order to develop their views on these issues, it is important to understand the difference between good and bad arguments, and to have the ability to critically and carefully analyze the arguments of others. This course should help student write more sharply organized, focused, and effective argumentative essays.

**Prerequisites or Recommendations:** Introduction to Philosophy is reading and writing intensive and, therefore, it is recommended that students interested in taking the course have a "B" average or better in their previous English course. While generally a junior or senior course, Introduction to Philosophy is open to any student able to demonstrate the maturity necessary to investigate the fundamental principles of reality and human belief.

**HOLT ADVANTAGE COURSE (HA) LCC PSYC 200 – INTRODUCTION TO PSYCHOLOGY**  
**03645                    12                    1 SEM                    1 credit**



**\*\*\*Student will earn 4 College Credit Hours and/or 1 Highs School Credit\*\*\***

**Description:** The basic orientation to the field of psychology, designed as a general survey and as preparation for advance courses in the field. Topics include methods, nervous systems, intelligence, development, learning, memory, personality, abnormality, therapy, and social behavior.

**Prerequisites:** PSAT/SAT score of a 480+ in the Evidence Based Reading & Writing portion

## **SPECIAL PROGRAMS**

## LINKS

08119

9-12

1 SEM

**.5 credit**

**Description:** This is a peer-to-peer support program to help our students with Autism Spectrum Disorder (ASD) and in some cases, other disabilities that impact socialization and behavior. Students must fill out an application if they are interested in being a LINK. Students that are accepted into the program will be assigned to a student with ASD for one hour per day. They will assist as a mentor/friend in the class the student with ASD is enrolled in. They will work on appropriate social skills with that student and help them in tending to tasks, organization, behavior, and independence. In addition, each LINK student will receive training in working with behaviors of assigned student, understanding Autism, and solving daily problems. LINK students will be required to participate in an on-line learning experience; completing 7-9 online modules. LINKs will also be required to attend a 3-4 monthly case conference meetings on Wednesday morning before school. A student must have good attendance and patience. A student may take this class up to 8 times. The final exam consists of one of the following options; 1) social outing with the student the LINK supports. 2) volunteering in the ASD room at one of the elementary schools. 3) Creating an information pamphlet on the student the LINK supports or other options that the LINK gets approved by the teacher. Some LINKs will be placed with students without ASD, but that need social, behavioral and independence support.

**Prerequisites or Recommendations:** There is an application process to be completed before acceptance into the class. Contact Mr. Anderson in Room E103. You can take LINKS class a maximum of 5 times during your High School career.

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<b>CORE A</b>			
<b>08480 A/B</b>	<b>9-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**Course description:** Core A is a class for students within the CI basic classroom program with an active IEP. Students in this class will explore math at a foundational level and how it relates to everyday life. Students will practice number sense, basic addition and subtraction, practice money counting skills, measurement, and making simulated purchases. Students will be exposed to math curriculum aligned to high school level essential elements. Students will be able to apply math to real life scenarios working with money and be able to compute different expressions.

**Proposed prerequisites:** Students must have an active IEP with CI basic classroom programming in their services.

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<b>CORE B</b>			
<b>08480 C/D</b>	<b>9-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**Course description:** This course is for students with Cognitive Impairments and ASD who have Cognitive Impairment (CI) Programming listed in their IEP. This specific course is an English Language Arts class that is modified for students at their specific academic level. Students will follow along with the curriculum and learn basic reading and writing skills and how it applies to daily life. Students will be exposed to ELA curriculum aligned to high school level Essential Elements for grades 9-12<sup>th</sup> grade. Students will apply basic reading and writing to life scenarios they may encounter after high school.

**Proposed prerequisites:** CI Programming in their IEP

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<b>CORE C</b>			
<b>08481 A/B</b>	<b>9-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**Description:** This course is for students with Cognitive Impairments and ASD who have Moderate Cognitive Impairment (CI) Programming listed in their IEP. This specific course is a Science/Social Studies class that is modified for students at their specific academic level. Students will follow along with the curriculum and learn about Science and Social Studies topics that tie into the ELA class and follow what we're reading a learning during those hours. Students will be exposed to the curriculum aligned to high school level Essential Elements for grades 9-12<sup>th</sup> grade. Students will apply critical thinking and dig deeper into the topics talked about during the ELA classes. This class is a higher-level ELA class for students in the CI program with more advanced reading and writing skills. This class supports students in achieving their annual IEP goals and get ready for life after high school.

**Prerequisites:** CI Programming in their IEP

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<b>BASIC HEALTH</b>			
<b>05620</b>	<b>9-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**Course description:** This course is for students with Cognitive Impairments and ASD who have Moderate Cognitive Impairment (CI) Programming listed in their IEP. This specific course is a modified Health class that is modified for students at their specific academic level. Students will follow along with the modified Gen Ed curriculum. The class is co-taught with a Health teacher. Students will be exposed to General Education curriculum aligned to high school level standards. Students will go through the health curriculum at a slower pace with modifications made by the Special Education Teacher that is co-teaching the class.

**Prerequisites:** CI Programming in their IEP.

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<b>HOME AND HEALTHY LIVING</b>			
<b>08463</b>	<b>9-12</b>	<b>1 SEM</b>	<b>.5 credit</b>

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**Course description:** This course is for students with Cognitive Impairments and ASD who have Moderate Cognitive Impairment (CI) Programming listed in their IEP. This specific course is a Daily Living Skills class that is modified for students at their specific academic level. Students will follow along with the curriculum and learn Daily Living Skills they will need after high school with the hope of independence. Students will be exposed to ELA curriculum aligned to high school level Essential Elements for grades 9-12<sup>th</sup> grade. Students will apply Daily Living skills they will encounter after high school, such as nutrition, cooking, and budgeting.

**Proposed prerequisites:** CI Programming in their IEP.

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**INTERMEDIATE A****08490 A/B****9-12****1 SEM****.5 credit**

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**Course description:** This course is for students with Cognitive Impairments and ASD who have Moderate Cognitive Impairment (CI) Programming listed in their IEP. This specific course is an English Language Arts class that is modified for students at their specific academic level. Students will follow along with the curriculum and learn basic reading and writing skills and how it applies to daily life. Students will be exposed to ELA curriculum aligned to high school level Essential Elements for grades 9-12<sup>th</sup> grade. Students will apply reading and writing to life scenarios they may encounter after high school.

**Proposed prerequisites:** CI Programming in their IEP.

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**INTERMEDIATE B****08490 C/D****9-12****1 SEM****.5 credit**

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**Course description:** Intermediate B is a class for students within the CI basic classroom program with an active IEP. Students in this class will explore math as it relates to everyday life. Students will practice money skills, budgeting, measuring, and cooking. Additionally, students will continue to refine basic math computational skills. Students will be exposed to math curriculum aligned to high school level Essential element standards. Students will be able to apply math to real life scenarios working with money and using different math expressions.

**Proposed prerequisites:** Students must have an active IEP with CI basic classroom programming as a service.

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**TRANSITIONS 9-10****08470 A/B****9-10****1 SEM****.5 credit**

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**Course description:** Transitions 9-10 is a class for students within the CI basic classroom program with an active IEP. Students in this class will learn foundational skills about employment and daily living skills that will support them for life after high school. Students will be exposed to real-world problem-solving scenarios that relate to job readiness, daily living skills, and building healthy relationships. Students will get their first opportunity to practice what it means to have a job by completing daily and weekly classroom jobs. This class helps students achieve their IEP transitional skills.

**Proposed prerequisites:** Students must have an active IEP with CI basic classroom programming.

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**TRANSITIONS 11-12****08470 C/D****11-12****1 SEM****.5 credit**

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**Course description:** Transition 11-12 is a class for students within the CI basic classroom program with an active IEP. Students in this class will work on employability skills, including searching for jobs, applying for jobs, filling out personal information, and interviewing. Students will explore job interests and prepare for life after high school. Students will be exposed to real world job problem-solving scenarios and practice modes to effectively and appropriately communicate needs to the proper individuals. This program helps students achieve their IEP transitional goals for finding, obtaining, and keeping their future job.

**Proposed prerequisites:** Students must have an active IEP with CI basic classroom programming. Students must also complete at least one semester of Transitions 9-10.

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**ELD - ENGLISH LANGUAGE DEVELOPMENT****04617 A/B****9-12****1 SEM****.5 credit**

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**Course description:** The English Language Development (ELD) course at Holt High School is designed for multilingual students in grades 9-12 who have scored between 1.0 and 1.9 on the WIDA ACCESS/WIDA Screener. This semester-long course aims to provide students with essential skills in Listening, Speaking, Reading, and Writing in English, preparing them for more advanced instruction in their content classes. Students will learn through a curriculum that aligns with the 9-12 WIDA Standards, ensuring that the lessons are tailored to their specific language proficiency needs. Instructors for this course are trained in the SIOP (Sheltered Instruction Observation Protocol) model, which emphasizes effective teaching strategies to support multilingual learners. By participating in this course, students will build a strong foundation in English that will help them succeed academically and engage more fully in their school community.

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**STEM INTRODUCTION TO ENGINEERING****071450****9-12****1 SEM****.5 credit**

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**Description:** Introduction to Engineering offers a multidisciplinary approach to learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Introduction to Engineering broadens participation in engineering education and the engineering profession.

**General course topics:**

- Introduction to Engineering and design
- Mechanical systems
- 3-D Modeling
- Electrical circuits
- Sustainability

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**STEM Engineering II: Robotics****071460 A/B****10-12****2 SEM****1 credit**

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**Description:** Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, automation and Robotics. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This course can waive Physics credit upon completion.

Prerequisites or Recommendations: Successful completion of Introduction to Engineering or 3D Printing

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**Pre-Apprenticeship Training: Plumbing, Pipefitting, and Welding****05166****11-12****2 SEM****1 credit**

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**Description:** The Pre-Apprenticeship training is a Work-Based Learning course that allows students the opportunity to learn basic concepts of the Plumbing, Pipefitting, Welding, and (some) HVAC - skilled trades. Students will have hands-on learning experiences to help them prepare for future application into a Plumbing and Pipefitting Apprenticeship program.

**Major Goals:** The student will:

1. Occupational Safety

2. Welding
3. Plumbing
4. Heating Ventilation and Air Conditioning (HVAC)

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## AVIATION ACADEMY

**07150 A/B**

**9-12**

**2 SEM**

**1 credit**



**Description:** Concentration areas include aviation, drones, safety, flight operations, management, aviation maintenance management, aviation operations management, or security. This course prepares students for entry into and advancement within the diverse field of aviation specific to their desires and industry needs. Students will have the opportunity to earn the FAA Part 107 certification as well as to prepare to take their Private Pilot Airplane (PAR) exam. *This course is taken as part of a Career Technical Education program covering the 12 learning segments.*

**Major Goals:** The student will:

1. Aviation Documentation
2. Human Factors
3. Aerodynamics
4. Airplane Systems
5. Aircraft Performance
6. Aviation Meteorology
7. Communication and Flight Information
8. Navigation
9. Flight Planning
10. Flight Environment
11. Flight Maneuvers
12. Safety

**Video:** <https://youtu.be/mT9TrNV9xJs>

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## ENERGY INDUSTRY FUNDAMENTALS

**07148**

**11-12**

**1 SEM**

**.5 credit**

**Description:** Energy Industry Fundamentals provides a broad understanding of the electric and natural gas utility industry and the energy generation, transmission, and distribution infrastructure commonly called the “largest machine in the world,” which forms the backbone for the energy industry. At the end of this course, the student will take an assessment to earn the EIF Certificate. The student must pass the course and then pass the certification test with a 68% to earn the certificate. Many energy companies recognize the value of this certificate and understand that students who take it have a solid base in understanding the industry providing a greater employability rate and success at a job in the energy field. More information may be found at <http://www.getintoenergy.com/> Get Into Energy was designed and launched by the Center for Energy Workforce Development (CEWD) to build awareness among students, teachers, military veterans, transitioning workers, and others about the fantastic career opportunities available in the energy industry.

Students may have the opportunity to attend the Power for America training facility in Potterville for early release Wednesday's during the semester. It is expected that students attend those site visits to expand upon their learning and make industry connections. The topics of learning covered are intentionally designed to align with the course content being delivered in class. If you cannot attend, or do not attend, then you will instead need to do an independent study and presentation to the class on an industry related topic to be assigned by the instructor,

**Major Goals:**

1. Learn about and understand electricity generation using nonrenewable and renewable resources.
2. Understand the electrical transmission grid, how it is structured, how it operates, and how it will need to be upgraded for future demands.
3. Understand the electrical distribution grid, how it is structured, how it operates and how it will need to be upgraded for future demands
4. Learn about natural gas exploration, extraction, transmission, and distribution.
5. Compliance with procedures necessary to ensure a safe and healthy work environment

**Evaluation:** Students will have a quiz at the end of each unit, graded reading assignments, participation requirements, and the certification test will count as the final exam.

**Video:** <https://youtu.be/V0JNTqw4l4c>

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**GREATER MICHIGAN CONSTRUCTION ACADEMY (GMCA)****09450 A/B****11-12****2 SEM****1 credit**

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The Greater Michigan Construction Academy is dedicated to helping grow the skilled trades workforce and provide education to students in the construction trades. The Work-Based Learning program offered to high school students allows those students to take classes at GMCA as part of their regular high school schedule. Work-based learning classes require that students have their own transportation. Students are expected to attend class daily and are challenged to learn new skills along with applying prior knowledge such as algebra and geometry. In a year, students will take Core Curriculum, where they learn the foundations of skilled trades and also complete the first level of the Electrical delivery. Students will be challenged in the classroom and in the lab. Classes at GMCA provide successful students with an industry-recognized credential from NCCER, OSHA 10 training, and confidence in their ability to complete hands-on projects safely! After high school graduation, successful students can choose to continue their skilled trades education seamlessly in the adult evening courses.

Video: <https://youtu.be/N5Mwn8YACZQ>

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**PRE-APPRENTICESHIP TRAINING: PLUMBING, PIPEFITTING, AND WELDING****05166****11-12****2 SEM****1 credit**

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**Description:** The Pre-Apprenticeship training is a Work-Based Learning course that allows students the opportunity to learn basic concepts of the Plumbing, Pipefitting, Welding, and (some) HVAC - skilled trades. Students will have hands-on learning experiences to help them prepare for future application into a Plumbing and Pipefitting Apprenticeship program.

**Major Goals:** The student will:

1. Occupational Safety
2. Welding
3. Plumbing
4. Heating Ventilation and Air Conditioning (HVAC)

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**DUAL ENROLLMENT****9-12****LENGTH/CREDITS: VARIES**

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**Description:** Dual Enrollment is a program that allows students to take courses at Lansing Community College or Michigan State University. Students may have release time from school for this coursework and may count credit earned in Dual Enrollment toward graduation. To qualify for release time and high school credit, the course selected must be a course beyond the scope of classes at Holt High School and must be an academic class. Please see more detailed information in the "General Info" section of this manual. If interested, see your counselor for more information.

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**HOLT ADVANTAGE (HA) LCC ENGLISH 121 – COMPOSITION I****04720****12****1 SEM****1 credit**

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*(Student will earn 4 College Credit Hours)*

LCC ENG 121 is a highly transferrable course that is part of the Master Transfer Agreement (MTA) at Lansing Community College. Composition I is the study and practice of expository discourse to help students write more effectively. It emphasizes writing process, critical thinking, content development, organization, and style. Students will select their best work for their portfolio, which will be externally assessed. "Holt Advantage" is a program where Holt Public Schools purchases an entire section of an LCC course and delivers to students at Holt High School via dual enrollment.

**Prerequisite:** PSAT/SAT score of 480+ on the Evidence Based Reading & Writing Portion

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<b>HOLT ADVANTAGE (HA) LCC COMM 130 – Fundamentals of Public Speaking</b>			
<b>04725</b>	<b>12</b>	<b>1 SEM</b>	<b>1 credit</b>

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*(Student will earn 4 College Credit Hours)*

LCC COMM 130 is a highly transferrable course that is part of the Master Transfer Agreement (MTA) at Lansing Community College. Fundamentals of Public Speaking is a highly transferrable course that is part of the Master Transfer Agreement (MTA) at Lansing Community College. Through practical experience, students will develop essential skills to feel confident researching, organizing, drafting, and delivering oral presentations. Presentations will occur in informative, persuasive, and small group contexts.

Prerequisite: PSAT/SAT score of 480+ on the Evidence Based Reading & Writing Portion

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<b>HOLT ADVANTAGE (HA) LCC PSYC 200 – INTRODUCTION TO PSYCHOLOGY</b>			
<b>03645</b>	<b>12</b>	<b>1 SEM</b>	<b>1 credit</b>

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*\*\*\*Student will earn 4 College Credit Hours*

LCC PSYC 200 is a highly transferrable course that is part of the Master Transfer Agreement (MTA) at Lansing Community College. **Description:** The basic orientation to the field of psychology, designed as a general survey and as preparation for advance courses in the field. Topics include methods, nervous systems, intelligence, development, learning, memory, personality, abnormality, therapy, and social behavior.

Prerequisites: PSAT/SAT score of a 480+ in the Evidence Based Reading & Writing portion

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<b>HOLT ADVANTAGE (HA) LCC HISTORY 212 – U.S. HISTORY: 1877 TO PRESENT</b>			
<b>03646</b>	<b>12</b>	<b>1 SEM</b>	<b>1 credit</b>

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*\*\*\*Student will earn 4 College Credit Hours and/or 1 High School Credit\*\*\**

LCC History 212 is highly transferrable course that is part of the Master Transfer Agreement (MTA) at Lansing Community College

**Description:** A political, legal, economic, social, and cultural history of the United States from the end of reconstruction to the present.

Prerequisites: PSAT/SAT score of a 480+ in the Evidence Based Reading & Writing portion

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## **CAREER & TECHNICAL STUDENT PROGRAMS 2026-2027 WILSON TALENT CENTER (WTC)**

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*\*\*\* Students attending WTC for 3 periods of the day should be on track for graduation\*\*\**

*\*\*\*Students interested should contact the Counseling Office\*\*\**

### **WILSON TALENT CENTER OFFERINGS**

#### **ARTS, A/V TECHNOLOGY AND COMMUNICATIONS**

##### **New Media**

Working alone and in teams, students have multiple opportunities to study and apply creative elements in various media categories such as: design imaging, photography, sound, website design, video production, animation, and media ethics. Using Apple computers students learn Adobe Illustrator, Adobe Photoshop, Adobe InDesign, Final Cut Pro HD, Flash, Bryce, and Maya. Enrollment is open to juniors and seniors, with the option of a second year independent study. Students may qualify for college credit. Year two is offered as a Zero Hour before school (3 days) and one Saturday per month.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Years	AM and PM	Provided

## FINANCE

### **Business & Risk Management**

Business & Risk Management allows students to explore the insurance industry through a partnership with Accident Fund Insurance Company. Students will follow the INVEST curriculum and learn agency software. Partnership with Ferris State University and Olivet College offer students direct college credit opportunities. Students can earn three industry certifications in areas such as Property & Liability, Personal Insurance and Commercial Insurance.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Years	AM and PM	Provided

## HOSPITALITY & TOURISM

### **Culinary Arts & Hospitality**

Culinary Arts education is designed to provide students who are focused on a food service career the opportunity to learn appropriate food preparation techniques required of culinary arts professionals. Students will have the opportunity to use their own creativity developing original recipes, experiment with world cuisine preparation, and ultimately develop a portfolio of their culinary achievements for post-secondary education and/or employment. Students will participate in and plan catering events and prepare menus. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Years	AM and PM	Provided

## INFORMATION TECHNOLOGY

### **Cybersecurity & Digital Forensics**

Students will learn basic computer safety, social engineering, essential security awareness, implementing countermeasures to keep data safe as well as the study of methods of deception. This program allows students to be part of cutting-edge technology in some of the fastest growing and emerging careers. Students will work both independently and as part of a team to understand data breaches and develop solutions to deter criminals from gaining access in the future. Students will use the skills they learn in class to problem solve weaknesses in a variety of electronic devices. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Years	AM and PM	Provided

### **Programming and Mobile Applications**

In this hands-on, project oriented class, students develop a portfolio of work showcasing their website skills and programming and database skills. Students design and create their own multi-media website using Macromedia Flash, Dreamweaver and Adobe Photoshop. Students will program robots to compete in various challenges, create computer programs using Visual Basic.NET and create their own computer games using various software packages. Students use Adobe Photoshop and Maya animation software to create 3-D animated models and graphics for use on their website and in their computer games. Students create databases using Microsoft Access and learn how to connect computers with networks. Skills learned in class can be used by students to compete in our Business Professionals of America competitions. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Years	AM and PM	Provided

## TRANSPORTATION, DISTRIBUTION & LOGISTIC

### **Automotive Technology**

Using the latest diagnostic equipment and computer technology, students learn the technical skills for a career in automotive service and engineering. Over two years, students participate in an Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) certified training program offering several occupational specialties as well as state certification. The State of Michigan certification tests are provided free of charge to eligible CACC students. Students also have the opportunity to participate in a race team as part of this program. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior	2 Years	AM and PM	Provided

## **ARCHITECTURE & CONSTRUCTION**

### **Construction Technology**

Students are exposed to a wide range of construction skills. Major emphasis areas are carpentry, electrical and plumbing. Students are also exposed to surveying, drywall, painting, roofing, siding, tile work, design and estimating. After exposure of the four main areas, students can choose their area of interest and specialize in that area. Students also have the opportunity to participate in field trips, work-based learning, apprenticeships, and regional, state and national competitions. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Years	AM and PM	Provided

### **Engineering Technologies**

Students will use a combination of mechanics, electronics, CAD, CAM, CNC and 3-D rapid prototype technologies in this course. High-tech robotics, advanced electronics and state-of-the-art manufacturing are just a few of the topics this program will cover. Students will focus on the process of defining and solving a problem, not just getting the right answer. Students will work both individually and as part of a team to develop solutions to technical problems by challenging themselves with real-world problems. Manufacturing in the U. S. is facing a critical shortage of engineers and technicians, qualified young people who are problem solvers and have good STEM skills are needed. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1 Year	AM and PM	Provided

## **MANUFACTURING**

### **Precision Machining Technology**

Manufacturing is no longer just "factory work" that has minimal requirements for employment and advancement. Thanks to the new global economy, innovative technologies, entrepreneurship and federal and state initiatives, manufacturing is forever changed. Today, careers in manufacturing are exciting, cutting-edge and filled with endless possibilities. Machinists are needed for windmill production, medical equipment, auto parts and many other industries that require precise metal equipment. Students will become familiar with these skills, along with technical reading, problem solving and teamwork skills. In addition, they will learn to operate sophisticated manual and computerized drills, lathes, mills and grinders. Some will use Computer-Aided Manufacturing (CAM) software programs. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Year	AM and PM	Provided

### **Welding Technology**

Students learn the art and technology of joining metals together with heat, using special equipment to perform eleven different welding processes such as oxy-fuel cutting and brazing, gas metal arc and shielded metal arc welding. Students apply technical reading, engineering theory, math and measurement skills, drafting and problem solving skills as they read blueprints, set up and lay out projects, identify the right metals to be

used and learn to accurately fabricate or repair a project. Students can train for direct job placement or can pursue welding engineering in college. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior	2 Years	AM and PM	Provided

## HEALTH SCIENCE

### **Health Foundations**

Students explore healthcare occupations as they study core medical skills including infection control, vital signs, medical terminology, first aid and CPR. Students will earn certifications in First aid, AED and CPR at the healthcare level, with the option of earning a Pharmacy Technician certification if they choose. Students may qualify for college credit. Upon successful completion, students can choose one of the health courses listed below for their senior year.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1 Year	AM and PM	Provided

### **Medical Assistant**

This 2<sup>nd</sup> year course offers medical office management or clinical skill training in medical, dental, optical, pharmacy, sports medicine, emergency services, therapeutic services and clinical laboratories. Students have the opportunity to earn certifications as a Clinical Medical Office Assistant or a Phlebotomist. Students will participate in a work-based learning experience in an outpatient setting such as a dentist's office, physical therapy clinic, or clinical laboratory. Transportation to clinical sites is the parent/guardian's responsibility. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Senior	1 Year	PM Only	Provided

*Eligibility is based on successful completion of the Health Foundations course*

### **CA-PCT/Patient Care Technician**

The Capital Area Patient Care Technician program provides the opportunity for students to explore a variety of careers within an inpatient hospital setting by rotating through various partner sites doing job shadows and mentor visits. Students will also be trained, both in the classroom and through clinical experiences, to become a certified Patient Care Technician (PCT). PCT's are in demand and this can be a great entry-level opportunity as students navigate their future career plans in a healthcare setting. PCT's average about \$13.00-\$15.00 per hour here in Michigan.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Senior	1 Year	AM and PM	Not Provided

### **Therapeutic Services**

The Therapeutic Services program is a great option for students who like the challenge of discovering a person's physical limitations and have a passion for helping others achieve more and reach their goals. This program will allow students this opportunity to evaluate and manage injuries and chronic diseases, develop treatment plans and prescribe exercise programs through hands-on learning labs. The knowledge and skills learned in this program are beneficial for students interested in careers such as Athletic Training/Sports Medicine, Cardiac Rehabilitation, Occupational Therapy, Physical Therapy, Respiratory Therapy, and Exercise Science.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Senior	1 Year	PM	Provided

## HUMAN SERVICES

### **Cosmetology**

One of the greatest benefits of studying Cosmetology at the Talent Center is that upon completion of the course, you are ready to take the State of Michigan Board of Cosmetology Exam. After passing, you will be a licensed Cosmetologist in the State of Michigan. Students in this

creative and fun course are exposed to all areas of cosmetology, including haircutting, haircoloring, manicuring, pedicuring, facials and much more. Once you achieve 350 hours in the course you're qualified to work on clients at Extreme Image, the school's on-site salon. The state requires a minimum of 1500 hours of training before a student is eligible to take the State of Michigan licensing exam. Extended hours of the Cosmetology program (including Saturday's) are required to complete these hours. Note: Students must provide their own transportation to and from this program due to the extended hours required.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Years	Year 1 PM/ Year 2 AM	Not Provided

### **Career Start**

Students will learn how to communicate, work as a team, and increase their basic skills to make them stand out as a potential job candidate. Career opportunities can include Hotel and Restaurant Industry, Facilities Maintenance, Food Service, Retail and many other choices. This program operates the school store, giving students experience in retail management, the handling of cash, customer service and inventory control. Students also have the opportunity to apply their learning two days a week at MSU and other off campus sites as an on-going work based learning experience.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Years	AM and PM	Provided

## **LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY**

### **Criminal Justice**

This program is for students who are interested in being part of a team, taking on leadership roles and/or defending other people's rights. In this program, students will learn how to drive vehicles safely, responsibly handle firearms, research and investigate, deal with physically challenging circumstances and interact with a variety of people. Students will attend field trips that are related to law enforcement agencies, will participate in live scenario application training job shadows and community service opportunities. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior/Senior	1-2 Years	AM and PM	Provided

## **AGRICULTURE, FOOD & NATURAL RESOURCES**

### **BioScience Careers**

Students will learn basic lab skills & safety, legal scientific notebook documentation, use of lab equipment, authentic lab research. Students will be offered an expansive pallet of career interests from veterinary medicine to forensic science or microbiology and more. Other areas of study include DNA technology, plant science, biofuels, water technology/aquaculture and food science. Students can participate in a Future Farmers of America (FFA) chapter membership to explore career options, participate in awards program, attend leadership conferences and organize community service activities. Students may qualify for college credit.

GRADE LEVEL	PROGRAM DURATION	TIME OFFERED	TRANSPORTATION
Junior-Senior	1-2 Years	AM and PM	Not Provided



**2020-2021  
AT-A-GLANCE  
PROGRAM GUIDE**  
[www.inghamisd.org/wtc](http://www.inghamisd.org/wtc)

**GET READY**

Talk to your school counselor to learn how to reach your career goals.

**GET STARTED**

Call 517.244.1330 or email us at [wtcoutreach@inghamisd.org](mailto:wtcoutreach@inghamisd.org) to schedule a visit.

	PROGRAM INFORMATION				BENEFITS		
	J=Juniors S=Seniors	Number of Years	Offered only in AM or PM	Must Provide Transportation	College Credits	Student Leadership Organization	Eligible for State Certification
<b>AGRICULTURE, FOOD &amp; NATURAL RESOURCES</b>							
BioScience Careers	J/S	1-2			✓	✓	✓
<b>ARCHITECTURE &amp; CONSTRUCTION</b>							
Construction Technology *	J/S	1-2			✓	✓	✓
<b>ARTS, A/V TECHNOLOGY &amp; COMMUNICATIONS</b>							
New Media	J/S	1-2			✓	✓	
<b>FINANCE</b>							
Business & Risk Management	J/S	1-2			✓	✓	✓
<b>HEALTH SCIENCE</b>							
Health Foundations	J/S	1			✓	✓	✓
CA-PCT/Patient Care Technician	S	1	AM		✓	✓	✓
Medical Assistant (MA)	S	1		✓	✓	✓	✓
Therapeutic Services	S	1	PM		✓	✓	✓
<b>HOSPITALITY &amp; TOURISM</b>							
Culinary Arts & Hospitality	J/S	1-2			✓	✓	✓
<b>HUMAN SERVICES</b>							
Career Start	J/S	1-2					✓
Cosmetology	J	2	1st Yr/PM 2nd Yr/AM		✓	✓	✓
<b>INFORMATION TECHNOLOGY</b>							
Cybersecurity & Digital Forensics	J/S	1-2			✓	✓	✓
Programming & Mobile Applications	J/S	1-2			✓	✓	✓
<b>LAW, PUBLIC SAFETY, CORRECTIONS &amp; SECURITY</b>							
Criminal Justice	J/S	1-2			✓	✓	✓
<b>MANUFACTURING</b>							
Precision Machining Technology	J/S	1-2			✓	✓	✓
Welding Technology *	J	2			✓	✓	✓
<b>SCIENCE, TECHNOLOGY, ENGINEERING &amp; MATHEMATICS</b>							
Engineering Technologies	J/S	1			✓		✓
<b>TRANSPORTATION, DISTRIBUTION &amp; LOGISTICS</b>							
Automotive Technology *	J	2			✓	✓	✓
<b>CAPITAL REGION TECHNICAL EARLY COLLEGE (CRTEC) PROGRAMS</b>							
Business & Risk Management, Culinary Arts & Hospitality, Programming & Mobile Applications							
<b>EATON RESA PROGRAMS</b>							
Animal Science & Zoo Management, Fire Science, Heavy Equipment Operator, Heavy Equipment Repair							

\* First year Seniors will be enrolled after all Juniors have had the opportunity to apply pending available seats

***Statement of Compliance with Federal and State Civil Rights and  
Equal Employment Laws and Regulations of the  
U.S. Department of Education  
(Policy 1422)***

The Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.

**Definitions:**

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Complainant** is the individual who alleges, or is alleged, to have been subjected to unlawful discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

**Respondent** is the individual who has been alleged to have engaged in unlawful discrimination/retaliation, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

**School District community** means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

**Third Parties** include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means a business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

For purposes of this policy, "military status" refers to a person's status in the uniformed services, which includes the performance of duty, on a voluntary basis, or involuntary basis, in a uniformed service including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any such duty as listed above.

**District Compliance Officers**

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators") (hereinafter referred to as the "COs").

Erin Quinlan  
Human Resources Director  
517-694-6392  
5780 W. Holt Road, Holt, MI 48842  
[erin.quinlan@hpsk12.net](mailto:erin.quinlan@hpsk12.net)

The names, titles, and contact information of these individuals will be published annually on the School District's web site.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. Any sections of the District's collective bargaining agreements dealing with hiring, promotion, and tenure need to contain a statement of nondiscrimination similar to that in the Board's statement above. In addition, any gender-specific terms should be

eliminated from such contracts. A copy of each of the Acts and regulations on which this notice is available upon request from the CO.

### **Reports and Complaints of Unlawful Discrimination and Retaliation**

Employees are required to report incidents of unlawful discrimination and/or retaliation to an administrator, supervisor, or other District-level official so that the Board may address the conduct. Any administrator, supervisor, or other District-level official who receives such a report shall file it with the CO within two (2) days.

Employees who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept reports of unlawful discrimination/retaliation directly from any member of the School District community or a Third Party, or received reports that are initially filed with another Board employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation), or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the Superintendent or oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.

Any Board employee who directly observes unlawful discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO or designee must contact the Complainant within two (2) business days to advise of the Board's intent to investigate the alleged wrongdoing.

### **Investigation and Complaint Procedure (See Form 4122 F2)**

Except for sex discrimination and/or Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee who alleges to have been subjected to unlawful discrimination or retaliation may seek resolution of the complaint through the procedures described below. The formal complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged to file a complaint within thirty (30) days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination or retaliation with the United States Department of Education Office for Civil Rights or Equal Employment Opportunity Commission ("EEOC").

### **Informal Complaint Procedure**

The goal of the informal complaint procedure is to promptly stop inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for an employee who alleges unlawful discrimination or retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

The Complainant may proceed immediately to the formal complaint process and individuals who participate in the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving a District employee or any other adult member of the School District community and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe doing so, the individual should tell or otherwise inform the Respondent that the allegedly discriminatory/retaliatory conduct that it is inappropriate and must stop. The Complainant should address the alleged misconduct as soon after it occurs as possible. The COs are available to support and counsel the Complainant when taking this initial step or to intervene on behalf of the individual if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful discrimination (e.g., sex discrimination), the CO may advise against the use of the informal complaint process.

A Complainant who alleges unlawful discrimination/retaliation may make an informal complaint, either orally or in writing: (1) to a building administrator; (2) directly to one of the COs; and/or (3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one of the COs who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide the Complainant with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the Complainant about how to communicate concerns to the Respondent.
- B.
- C. Distributing a copy of Policy 4122 – Non-Discrimination and Equal Employment Opportunity to the individuals in the school building or office where the Respondent works.
- D.
- E. If both parties agree, the CO may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the CO or designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint and, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

### **Formal Complaint Procedure**

If a complaint is not resolved through the informal complaint process, if one of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the Complainant, from the outset, elects to file a formal complaint, or the Compliance Officer(s) determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

A Complainant may file a formal complaint, either orally or in writing, with a principal, the CO, Superintendent, or other District official. Due to the sensitivity surrounding complaints of unlawful discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs. If a Complainant informs a principal, Superintendent, or other District official, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO/designee within two (2) business days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the

Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the CO or designee will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Simultaneously, the CO will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including Policy 4122 - Non-Discrimination and Equal Employment Opportunity. The Respondent must also be informed of the opportunity to submit a written response to the formal complaint within five (5) days.

Although certain cases may require additional time, the CO or a designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- F. interviews with the Complainant;
- G.
- H. interviews with the Respondent;
- I.
- J. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- K.
- L. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO/designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in unlawful harassment/retaliation of the Complainant. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used. The CO may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO or the designee, the Superintendent must either issue a written decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

If the Superintendent determines the Respondent engaged in unlawful discrimination/retaliation toward the Complainant, the Superintendent must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate, and effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of the party's receipt of the Superintendent's decision.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the employee alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's

pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

### **Privacy/Confidentiality**

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

### **Sanctions and Monitoring**

The Board shall vigorously enforce its prohibitions against unlawful discrimination/retaliation by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against an employee, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

### **Retention of Investigatory Records and Materials**

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- M. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- N. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- O. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
- P. written witness statements;
- Q. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- R. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
- S. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- T. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- U. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- V. documentation of any supportive measures offered and/or provided to the Complainant and/or Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- W. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- X. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
- Y. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- Z. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

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 Revised 8/9/21  
 T.C. 7/25/23

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Legal

M.C.L. 37.2101 et seq., 37.1101 et seq.

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendment Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

29 C.F.R. Part 1635

29 U.S.C. 701 et seq., Rehabilitation Act of 1973 as amended

34 C.F.R. Part 110 (7/27/93)

42 U.S.C. 2000e et seq., Civil Rights Act of 1964

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended

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