

HOLT HIGH SCHOOL

COURSE GUIDE

2023-24 School Year



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



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

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 – Main Campus
5885 W. Holt Road
Holt, MI 48842

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- * **Laura Brandt, Principal Secretary**

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- * **Shant’L Olovson, Assistant Principal (H-O)**
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- * **Kathy Brown, Secretary**

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Holt High School - North Campus
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Holt, MI 48842

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- * **Michael Willard, Principal**
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- * **NiChole Milton, Secretary**

HOLT HIGH SCHOOL COURSE GUIDE

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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.

GENERAL INFORMATION

PROCEDURES FOR USE OF COUNSELING SERVICES

The student should come to the counseling center and make an appointment through the secretary. The counselor's contact information is available online and parents/students can email or call them with questions or to set up an appointment. This should be done, if possible, before school, during lunch period, or after school. The counseling center will send a pass to the classroom teacher requesting that the student be excused for his/her appointment.

In case of an emergency, a student should go directly to the counseling center and advise the secretary of the immediate need to see a counselor. If the counselor is not available, an administrator will be notified.

GRADUATION REQUIREMENTS

ONLY STUDENTS WHO MEET THE FULL GRADUATION REQUIREMENTS, INCLUDING SUCCESSFUL COMPLETION OF THE REQUIRED COURSES AND CREDITS, WILL BE ALLOWED TO PARTICIPATE IN COMMENCEMENT EXERCISES.

HOLT HIGH SCHOOL CREDIT REQUIREMENTS

In order to graduate from Holt High School, a student shall be required to earn the following credits, using the Holt High School Graduation Requirement Grid below for the class of 2018 and beyond:

Credits	4 YRS 2x6 SEM
Grade 9	6.0
Grade 10	6.0
Grade 11	6.0
Grade 12	6.0
Total Possible	24
Total Required	22

HOLT HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS PLUS The Michigan Merit Exam (MME) requirement

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

English - 3.5 Credits

- English 9
- English 10
- English 11
- English Elective at the 12th grade

Math - 3.5 Credits

- Geometry
- Algebra A/B
- Algebra C/D
- Math or Math related course (12th grade)

Social Science - 3.0 Credits

- U.S. History
- World History
- Government (.5 Credit)
- Economics (.5 Credit)

Science - 3.0 – 4.0 Credits

- Earth Science (1 credit)
- Biology (1 credit)
- Any combination of the following:
 - Physical Science (1)
 - Chemistry (1) & Physics (1)
 - Chemistry (1) & 2 years PLTW

Physical Education/Health - 1.0

- Physical Education (.5 Credit)
- Health (.5 Credit)

Fine Arts - .5 Credit

Applied Technology - .5 credit

Language Other Than English (World Language)

- 2.0 Credits or a pupil may partially or fully fulfill 1.0 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the fine arts requirement.

Elective –

These will supplement the above that results in the total required credits to graduate.

HHS RETAKE/REPLACE POLICY

Students who achieve a grade of “C+” or lower may repeat a course and can receive credit for the course only once. The repetition of the course must take place at Holt High School in the same structure as the original course and as part of the student’s regular schedule. The transcript will reflect historically the grade that was awarded each time the class was taken at Holt High School. A student’s GPA will reflect only the higher grade. An exception will exist in the case of an elective course in which performance and skill practice are the goals. In this case, a student may choose to repeat the course more than once and all grades must appear on the transcript. With regard to a class size, preference will be given to students who have not yet taken the course.

Credits and a letter grade earned through dual enrollment, summer school, e-learning, (i.e. credits earned internal and external to Holt High School) for the purpose of repeating a Holt High School course in which the student received a grade of “C+” or lower, will have the most recent letter grade designation entered on the transcript but it will not replace the previous course grade. When a course is repeated externally for the purpose of repeating a Holt High School course in which the student received a “C+” or lower, the grade and GPA originally awarded by Holt High School will remain on the transcript.

For the purpose of calculating the Top Ten, all grades for all courses taken will be averaged to identify the Top Ten students for the senior class.

Students must submit a course retake/replace request to the counseling office with their intention to replace the course grade in order for this to take effect on their transcript. The form should be turned in at the completion of the course. These forms can be found in the office at either campus.

HIGH SCHOOL GRADUATION CREDITS AND COLLEGE ADMISSIONS

Graduation requirements must be fulfilled in order to receive a diploma from Holt High School and to participate in Commencement. Colleges and universities have their own admissions policies. Students and parents should review college and university application and admission policies before senior year. It is highly recommended that students take a full year of all core subjects their senior year and have completed two years of a foreign language if planning to attend a college or university.

11th GRADE STATE REQUIRED TESTS (SAT/WorkKeys/M-STEP)

Holt Public Schools students must complete all components of SAT/WorkKeys/M-STEP for the graduating class of 2019 and beyond during their 11th grade year. In the event that a student does not take the State required test or took the exam and did not receive valid scores, the student is required to retake all required State tests in their 12th grade year, unless excused by the High School Administration.

REQUIRED COURSES

The primary function of required subjects is to assure essential levels of competency for all graduates. General education opportunities must be balanced with specialized learning opportunities geared to the individual’s interests, talents and occupational goals. All required courses need to be attempted at Holt High School. All special programs would need high school principal and counselor approval.

PERSONAL CURRICULUM

The intent of the Personal Curriculum is to increase the rigor and relevance of the educational experience. The use of a personal curriculum (PC) modification is allowed by state statute for only these reasons:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits; or by completing a department-approved formal career and technical education program.

- Modify the State Content Standards for Mathematics.
- Modify, when necessary, the credit requirements of a student with an Individualized Education Program (IEP).
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

The Personal Curriculum may be an option for students with disabilities requiring specific modifications of the Michigan Merit Curriculum to ensure progress with their career pathway and postsecondary goals. It can also be utilized for general education students to allow for room in their schedules to take rigorous courses. Any parent/legal guardian requiring more information about the Personal Curriculum should contact the high school counseling office and can also visit <https://www.michigan.gov/mde/Services/academic-standards/mmc/personal-curriculum> for more information about personal curriculums.

TRANSFER STUDENTS

Holt High School is an AdvancED NCA CASI accredited institution of secondary education. Accreditation affirms a set of standards for our curriculum, faculty, and facilities. Insuring the integrity of a diploma granted by Holt Public Schools is the intent of the following terms regarding transfer credit:

- Transfer students shall be granted the credits successfully earned at U.S. Department of Education recognized accredited schools previously attended. G.P.A.'s from such accredited schools will be included on transcripts as part of students cumulative G.P.A. and eligible for Holt awards (transfers after first semester of 12th grade year are excluded from awards consideration). This process will also be used for students who elect to take courses as part of an exchange program and graduate from Holt High School. Please check with a counselor if you intend to do a study abroad program.
- Transfers from schools that are not accredited by a U.S. Department of Education recognized institution will have credits transferred without the corresponding grades. Only grades earned at Holt High School will be reflected on the Holt High School transcript and considered for awards, scholarships, etc.
- Transfers from nontraditional educational settings (e.g., home schools) fall into two categories:
 1. First, transcripts issued by an accredited body not recognized by the U.S. Department of Education will be accepted with a maximum of ten credits transferable and no G.P.A. Additionally, Holt High School course placement may be based on pre-testing (e.g. district assessments).
 2. Second, grades and credits reported without an accredited transcript will not be accepted. A student in this condition will have zero credits and building placement will be based on age and other factors.

Holt will require the transfer student meet Holt's requirements in total credits in the areas of English, Social Science, Mathematics, Science, Physical Education/Health, Fine Arts, Computers, and Elective Concentration. See a counselor in the Counseling Office for specifics.

STUDENT LOAD AND ADDITIONAL CREDITS

Eight semesters of attendance in grades 9-12 are generally required to graduate. The required load for students is six (6) subjects during each semester of the school year. When approved by the principal, the required load or program format may be changed to assist students with special needs.

Additional credits above and beyond 6 credits in a semester: Holt High School allows credit to be earned through accredited colleges or universities, and summer school. **These credits may not be used in lieu of regular courses offered by the school**, but may be used to assist in making up deficiencies or enriching the pupil's program. All fees will be the student's responsibility. Limitations have been set on the number of credits from external sources accepted toward graduation. Students must see their counselor for specific details. All special programs must have principal/counselor approval prior to enrollment.

E-LEARNING OPPORTUNITIES

EDGENUITY

Online credit recovery opportunities exist for Holt High School students. Access to online credit recovery courses are a collective decision between the student, parent, and school based on the best educational plan for the student. Class size limits can also restrict access to credit recovery courses. This opportunity will be offered to those with the most need first (i.e. Seniors, Juniors, Sophomores, Freshmen). The following students are eligible to take Edgenuity courses:

1. Any student who was previously enrolled but did not earn credit in a course required for graduation.
2. Any student who has a credit deficiency for graduation.
3. Any student lacking credit in a course required for graduation who is unable to include that course in his or her remaining schedule (requires administrative approval).
4. Any student with an active Individualized Education Plan (I.E.P) whom the I.E.P. committee determines will benefit from enrollment online as part of the student's schedule or resource services.
5. Other circumstances as identified by the counselor and approved by administration.

Each online class is worth ½ credit and the grade that a student earns in an online class will be listed on the transcript but will not replace the grade of a previously taken class. Students who earn a passing grade for a course in their regular schedule are not allowed to repeat the course online for the purpose of raising a grade.

Applications are available in the counseling office of both campuses or online at <http://www.hpsk12.net/our-schools/high-school/guidance-and-counseling/>

[Click here to view the Edgenuity syllabi.](#)

MICHIGAN VIRTUAL OR EDGENUITY – INSTRUCTIONAL SERVICES

Section 21F of Michigan's School Aid Act provides parents with the right to request that their student(s), in grades 6-12, be enrolled in two or more online courses during an academic term. Holt Public Schools supports online learning and the creative use of technology both inside and outside of the classroom. However, we encourage parents to consider carefully if a 100% online course is ideal for their student given the fact that they will be forfeiting face-to-face classroom instruction and support.

When considering if an online course is right for your student, please consider the following:

1. Is your student self-motivated and organized?
2. Can your student self-advocate to seek help within a virtual setting?
3. Does your student have the prerequisite English, math, science, and computer skills?
4. Does your student have access to internet access and a reliable computer?
5. Students must adhere to the same semester timelines for course completion as if they were taking a traditional course.

Requests for enrollment in the Section 21f online experience may be denied for one or more of the following reasons:

1. The student already earned credits for the course (so the student would be repeating a course).
2. The student does not have the prerequisite knowledge or skills for the course.
3. The student has failed a previous online course in the same subject.
4. The course enrollment request does not occur within the same timelines established by the district for enrollment and schedule changes for regular course. Unless the student is newly enrolled in the district, Section 21f enrollment requests must be made prior to the academic term in which the student would be taking the online course.

Parents wishing to enroll their student in this online option must adhere to the high school's schedule change policy as listed in the student/parent handbook and complete a schedule change request form.

Applications are available in the counseling office of both campuses or online at <http://www.hpsk12.net/our-schools/high-school/guidance-and-counseling/>

[Click here to view the 21f Online Course Catalog](#)

[Click here to view the Edgenuity – Instructional](#)

STUDENT CLASS STATUS

Students' grade placements are based on their total credits earned; students will not automatically be promoted from freshmen to sophomore status or sophomore to junior status or from junior to senior status if they do not have the required number of credits. The following credits are required to be promoted to the next class status:

- Sophomore – 4 credits
- Junior – 10 credits
- Senior – 16 credits

APPLICATION PROCESS

There is an application process for the following classes. Applications can be picked up from the information racks on the wall of the east staircase in the Commons.

Yearbook Production	AP CPS
Journalism/Adv. Journalism	AP Economics
AP World History	AP Government

If you are accepted into the program, your schedule will be adjusted.
Applications Due March 3rd

TESTING OUT OPTION

Public Acts 123 and 124 require the school to grant a student credit if the student earns (1. a qualifying score, (see below) OR 2.) the student earns a qualifying score on one or more assessments developed or selected by the district that measures a student's understanding of the subject area content expectations or guidelines that apply to the credit. The student must attain a grade of not less than C+ on a written assessment, or by exhibiting mastery through the basic assessment used in the course, which may consist of a portfolio, performance, paper, project, or presentation. Transcripts will reflect CR (credit) for the course if a student is successful in testing out of a course and will not count towards a student's G.P.A. Applications to test out are available online under the District Curriculum Office website or in the counseling office at both campuses.

Students may not test out of a class that they have previously failed.

Once credit is granted by testing out, a student may not receive credit for a lower course in that course sequence. The new law also allows students to test-out of any of the credit areas required for graduation and does not limit this to specific credit areas.

Testing times will be scheduled during the month of May. Students must submit their Application for testing out to the counseling office by March 15 of each year. Applications for testing out can be found at:

[Curriculum - Departments - Holt Public Schools \(hpsk12.net\)](http://www.hpsk12.net/our-schools/high-school/guidance-and-counseling/)

For information, please inquire in the Counseling Office.

CERTIFICATE OF COMPLETION

Holt Public Schools may choose to award a Certificate of Completion to students with Individualized Education Programs (IEPs) who are exiting public education.

To earn a Holt High School Certificate of Completion a student must:

- Earn at least eighty percent of the Holt High School graduation credit total.
- Have a meeting with a building administrator, student, parents, counselor and staff to review grades, credit status, needs and possible solutions to support the student. A determination to switch the student to a Certificate of Completion would be done through mutual agreement of the participants at the meeting. Awarding a Certificate of Completion to a student would be done through the same procedures as a diploma.

ARTICULATED CREDITS

Articulation offers options for high school students to get an early start in college by articulating high school credits to college credits of the participating institution only if they attend that institution. Articulated credits are not transferable credits. Credits articulated will become part of the total number of credits for program completion at the specific articulated institution. No grade will usually be recorded and there will be no tuition or fees charged. Institutions that Holt has articulation agreements with are Lansing Community College, Davenport University, Olivet College and Ferris State University. Students need to complete an articulation form at the completion of their HHS course.

DUAL ENROLLMENT (College/University credit)

Effective July 1, 2012, state legislation has increased the opportunity for students to participate in dual enrollment programs.

Eligible Students:

Students (9-12th grade) may dual enroll in a post-secondary institution or career and technical preparation program if they are enrolled in at least one high school class. Students must demonstrate academic readiness by meeting the college dual enrollment guidelines for admission and enrollment in the course.

Eligible Courses:

The district will pay for up to 10 total dual enrollment courses for any one student in their 9-12 career.

Additionally, the following conditions must be met:

- ◆ Students in grade 9 through 12 would be eligible for courses in the subject area in which the students have completed the requirements for a diploma.
- ◆ The course is not offered by the public school or public school academy in which the student is enrolled.
- ◆ The course is offered by the public school in which the student is enrolled but is determined by the board of education of the public school in which the student is enrolled to not be available to the student because of a scheduling conflict beyond the student's control.
- ◆ A course cannot be in the subject area of hobby, craft, recreation, physical education, theology, divinity, or religious education.
- ◆ Eligible students may enroll in post-secondary courses for high school credit and/or post-secondary credit.
- ◆ High school credits granted to a student shall be counted toward the graduation and subject area requirements of the school district.
- ◆ The course requested is an academic class and extends beyond the Holt High School curriculum.

Students are no longer eligible for dual enrollment when all high school graduation requirements have been met. Holt High School does not pay for courses that are not academic courses, or courses that are not a part of the student's schedule at Holt High School. Please see your counselor for more information.

HOLT EARLY COLLEGE

Holt High School is proud to introduce Holt Early College (HEC), partnering with Lansing Community College and Davenport University. Holt Early College offers the unique opportunity to receive a high school diploma and complete a significant number of college credits at no cost to you or your child.

These opportunities can be completed via a three-year program of study with a focus on 1. Business programs at Davenport University (finance, business management, marketing, computer programming, cybersecurity) or 2. General studies that fall under the Michigan Transfer Agreement (MTA) at Lansing Community College. All of these pathways prepare students for a wide range of careers and provide a solid foundation for a student's future goals. Students who are interested in Holt Early College must commit to a 3-year early college program (and a 5-year high school graduation) at either Lansing Community College or Davenport University. With a mix of high school classes and college classes during the 11th and 12th grade years and the 13th year full time college classes on the college campus. We anticipate students who attend Davenport University will be able to complete their Associates Degree (due to our articulation agreement with Davenport University) and students who attend Lansing Community College's Master Transfer Agreement (MTA) path will complete the MTA and accrue 50+ transferrable college credits. There will be no cost for tuition or textbooks. In exchange for this opportunity, success in Holt Early College requires hard work and dedication on the part of the student and the support of their family.

To be eligible for HEC, the student must complete the full application process, students apply in Fall of their Sophomore year, applications are available for pick up in the counseling office. Student must have a 2.5 GPA, and achieve proficiency scores on the Accuplacer test and/or PSAT test in the spring of their Sophomore year.

Applications will be available in October and communication will be emailed home to all Sophomore students and families.

Video: <https://youtu.be/X1vKAZp0ORc>

If you have questions, please call or email Lucas Schrauben, Secondary Programs Director; lucas.schrauben@hpsk12.net or 517-694-7631.

COLLEGE CLASSES IN THE HIGH SCHOOL – “Holt Advantage” Courses

College classes offered on the campus of Holt High School will provide possible transferrable credits to students free of charge. These classes are similar to dual enrollment classes except for being located on the campus of Holt High School. Students must meet the required score on the PSAT/SAT or ACCUPLACER to be eligible for these courses.

See specific course offerings in the Special Programs section.

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.

HONOR ROLL

An honor roll is established at the end of each semester. Students must have a 3.0 grade point average or better for the semester, have a letter grade in at least three regular education classes, have no grade below a C-, and have no incompletes.

TOP TEN ACADEMIC SELECTION

The top ten academic senior students honored annually will be selected according to the following criteria:

1. The Academic Top Ten selections are based on 7 semesters of full participation beginning the 1st semester in grade nine through the 1st semester of grade twelve
2. Students will have accumulated at least **six (6) points** from the listed classes (below) during the prescribed 7 semesters.
3. Foreign exchange students who qualify will be offered honorary status, but will not be considered as part of the top ten final list.
4. Transfer students must be enrolled by no later than the start of the school year their senior year to be considered.
5. Points may be accumulated through successful completion of the following courses with a minimum grade of 2.67. After successful completion, each of these courses are worth ½ point per semester:

Honors English 9
Honors English 10
Honors English 11
AP English Literature
Honors Geometry
Honors Algebra A/B
Honors Algebra C/D
Advanced Algebra Topics
AP Calculus
AP Calculus II
Data Analysis
AP Statistics
Dual Enrollment

AP Chemistry
College Prep Physics
AP CPS
Art Seminar
AP Biology
AP Economics
AP Government
AP World History
Spanish III, IV and V
French III, IV and V
German III, IV, and V
Computer Programming II/III

ATHLETIC ELIGIBILITY

Enrollment

Residency Policy:

1. Under a six (6) hour day, student athletes must be enrolled in four (4) classes.
2. Seniors who have been approved for reduced schedules must be enrolled in a minimum of four (4) classes.

Academics

1. Students must meet MHSAA rules regarding previous semester and current semester academic requirements:
 - a. Previous Semester – No student shall compete in any athletic contest of scrimmage who does not have to his or her credit in the official records of the school to be represented, at least 66% of full credit load potential for a full-time student for the last semester during which he or she shall have been enrolled in grades 9-12 inclusive.
 - b. Current Semester – A student must be passing 66% of full credit load when checked during the current semester (checks will be made a minimum of once every 10 weeks) in order to participate in a game or scrimmage. Students who do not meet this requirement will be required to turn in weekly progress reports and will be ineligible until they are passing at least 66% of a full credit load potential.
2. Credit Status – Students must be on track to graduate with their class. Students must have earned 4 credits by the start of their sophomore year, 10 credits by the start of their junior year, and 16 credits by the start of their senior year.
3. Students must have a cumulative 1.67 GPA or higher as of the most recent semester grades. If a student meets requirements 1 and 2 but does not have a 1.67 GPA they must be participating in team organized, monitored and documented academic interventions in order to participate.

NCAA ELIGIBILITY

Students considering college athletics should be sure to register with the NCAA. Please refer to: www.eligibilitycenter.org for important information for student athletes.

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 meets Applied Technology 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).

THE FOLLOWING COURSES WILL MEET THE HIGH SCHOOL APPLIED TECHNOLOGY REQUIREMENT (Please note, these courses cannot be used to meet both the math related and computer literacy requirements):



Any course that significantly integrates technology in such a way that enhances all students' educational pathway. The teaching and use of the technology must be an integral part of assessed course outcomes. The use of the technology should be considered "business as usual" in the course rather than an exception or activity.

Courses include:

Computer Applications	Accounting I/II	Cybersecurity
Photoshop	Computer Programming I/II/III	Robotics
Retail Management	3-D Printing and Engineering in Science	PLTW
Newspaper	Yearbook	Architectural Drawing
Computer Aided Drawing (CAD)/Technical Drawing		Mechanical Drawing
Any program at the Wilson Talent Center		

BUSINESS TECHNOLOGY & CAREERS

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:

Holt High School Course	LCC Equivalent* All LCC articulation is currently "Articulation by exam" at LCC.	Davenport Equivalent
Computer Applications		BITS 209 Dynamic Presentations (1 Cr)
Accounting I	ACCG 100 Practical Accounting (Non-Major) (3 Cr)	ACC 201 Acctg. Foundations I (4 Cr)
Financial Management	BUSN 250 Personal Finance (3 Cr)	FIN 230 Financial Planning and Insurance (3 Cr)
Photoshop	ARTS 105 Adobe Photoshop for Non-Majors (2 Cr)	BITS 301 Image Editing Applications (3 Cr)
Business Management	BUSN 225 Principles of Mgmt/Leadership (3 Cr)	MGMT 211 Management Foundations (3 Cr)
Promotional Marketing	MKTG 120 Sales (3 Cr)	MKTG 212 Professional Selling (3 Cr)
Business Law	MKTG 130 Retailing (3 Cr)	LEGL 210 Business Law Foundations (3 Cr)
Computer Programming I		CISP 241 Visual Basic Programming I (3 Cr)
Computer Programming II		CISP 231 C++ Programming I (3 Cr)
Computer Programming III		
Retail Management		

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.

CAREER AND TECHNOLOGY EDUCATION PROGRAMS OF STUDY

THE FOLLOWING COURSES WILL MEET THE HIGH SCHOOL *SENIOR MATH REQUIREMENT* (Please note, these courses cannot be used to meet both the math related and computer literacy requirements):



- | | |
|---|--|
| <ul style="list-style-type: none"> • Financial and Risk Management • Business Math • Robotics • Computer Programming I • Computer Programming II • Computer Programming III | <ul style="list-style-type: none"> • Accounting I • Accounting II • Consumers Education • Computer Application |
|---|--|

FINANCIAL AND RISK MANAGEMENT

05102N

11-12

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 it affects 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.

Prerequisites or Recommendations: Geometry and Algebra. Accounting.

BUSINESS MATH

05103N

10-12

1 SEM

.5 credit



Description: This course is intended to provide systematic procedures, along with arithmetic concepts and calculations, which are important to the intelligent consumer regardless of occupation. In addition to the basic computations, areas to be covered are: social security and other taxes, discounts, banking (savings and checking), interest, installment buying, and regular and overtime pay, fringe benefits and working with fractions.

Major Goals: The student will:

1. Review basic arithmetic.
2. Figure interest rates on loans and savings.
3. Learn about banking services.
4. Calculate pay (hourly, overtime, commissions, wages, and fringe benefits).
5. Calculate percentage.
6. Learn about loans and credit cards.
7. Learn to budget.
8. Learn about living expenses.
9. Solve personal finance problems.
10. Learn about Insurance and investments

CONSUMER EDUCATION**05710N****10-12****1 SEM****.5 credit**



Description: This course will examine issues such as goals, resource management, and career exploration. In order to prepare students to live on their own, topics such as food, clothing, housing, transportation, and insurance will be covered.

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 principals.
10. Acquire checkbook management skills and knowledge of financial institutions.

COMPUTER APPLICATIONS**05110****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 2010 spreadsheet software to organize and calculate numerical information.
3. Learn to create and interpret charts in Microsoft Excel.
4. Learn to use Microsoft PowerPoint 2010 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

BUSINESS TECHNOLOGY AND ENTREPRENEURSHIP**05111****10-12****1 SEM****.5 credit**



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.

Co-Requisite: Business Management

ACCOUNTING I A & B**05105A & 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-EKIhbPQ>

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



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>

PHOTOSHOP & CREATIVE CLOUD 1-4**05131****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 PRODUCTION & PUBLISHING**05135****10-12****1 SEM****.5 credit**



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 or by Teacher Approval

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



Description: Business Law will deal with the law as it applies to the business world. 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. Become a constructive thinker.
6. Acquire a basic understanding of how our court system works.
7. Acquire a basic understanding of criminal law and torts.
8. Acquire an understanding of what constitutes a crime and the crime each court handles.
9. Participate in several mock trials.

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/m00QKTghvl>

Prerequisites or Recommendations: Geometry

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/m00QKTtghvI>

Prerequisites or Recommendations: Geometry and Computer Programming I with a "C" or better.

COMPUTER PROGRAMMING III
?**11-12****1 SEM****.5 credit**



Description: This course focuses on the details of writing computer software using the Java programming language. Our goal is to stress an object-oriented perspective throughout the material. The course emphasizes basic ideas of software engineering and our goal of developing high-quality software. We will also look at and discuss social and ethical issues around computing throughout the year.

Prerequisites or Recommendations: Successfully passing Programming I and Programming II

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

CYBERSECURITY & COMPUTER NETWORKING
05157A & 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/m00QKTtghvI>

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

CYBERSECURITY & COMPUTER NETWORKING II**?****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

PARTICULAR TOPICS-ROBOTICS**05159****10-12****1 SEM****.5 credit**



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 or taking Algebra II (Algebra C/D)

WORK EXPERIENCE**05165****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.

MENTORSHIP



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 business people, 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 work place. 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

PROMOTIONAL MARKETING (ADVERTISING AND SELLING)

05147

10-12

1 SEM

.5 credit



Description: This course covers the human aspects of marketing by including communication and promotional skills. Students will learn the skills, concepts, and attitudes that are necessary in our global economy. This course also studies selling and advertising.

Major Goals: The student will:

1. Engage in the activities relating to the distribution of the product from the producer to the consumer.
2. Learn the steps in the sales process.
3. Demonstrate sales literacy through concepts and terminology with customers.
4. Create advertisements
5. Understand the role of communication in business.
6. Discern the role promotion plays in marketing.

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

BUSINESS MANAGEMENT

05148

11-12

1 SEM

.5 credit



Description: This course examines all marketing activities, with a special focus on the complexities and challenges faced by management in any setting from a small business to a large corporation. Problem solving will be an essential component of the course.

Major Goals: The student will:

1. Understand the role of leadership in managing people.
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. Acquire insights on the role of communication for a manager.
5. Understand the various laws that affect managers in the work place.

Prerequisites or Recommendations: Promotional Marketing recommended

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



Description: Retail management is a student-driven class that will run and organize the school store and will be in charge of all store operations. Students will learn the different aspects 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.

Prerequisites or Recommendations: Promotional Marketing or Business Management.

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

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.

Prerequisites or Recommendations: Promotional Marketing or Business Management.

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

RETAIL MANAGEMENT 2 (SCHOOL STORE)**05150****11-12****1 SEM****.5 credit**



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.

Prerequisites or Recommendations: Successful completion (C or better) of Promotional Marketing and Retail Management.

FUTURISTIC FLIGHT: INTRO TO DRONES AND AVIATION (Course I)**07150****9-12****1 SEM****.5 credit**



Description: Concentration areas include aviation 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>

INTRO TO FLIGHT – LEARNING TO FLY (Course II)

07151

9-12

1 SEM

.5 credit



Description: Concentration areas include aviation 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>

Pre-Apprenticeship Training: Plumbing, Pipefitting, and Welding

05166

11-12

2 SEM

1 credit



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)

ENGLISH



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.

THE FOLLOWING COURSES WILL MEET THE HIGH SCHOOL ENGLISH REQUIREMENTS

ENGLISH 9 04600

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.

HONORS ENGLISH 9 04605

9

2 SEM

1 credit



Honors English 9 is a more challenging version of 9th 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 8th grade teachers will have further information, including the deadline and application; moreover, all portfolios will be turned in to them.

AMERICAN STUDIES**04603****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.

ENGLISH 10**04607****10****2 SEM****1 credit**



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.

HONORS ENGLISH 10**04609****10****2 SEM****1 credit**



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.**

WORLD STUDIES
04613**10****4 SEM****2 credits**



*****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.

ENGLISH 11
04745**11****2 SEM****1 credit**



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.



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:

British Literature
Advanced Placement English Literature
Writing Explorations
The Study of Film as Literature
Speaking and Listening in English (Speech)
Media Literacy
Intro to Journalism Publications
Newspaper/Writing for Publication
Advanced Newspaper /Writing for Publication
Introduction to Poetry
Yearbook Production
Capstone English
The Human Experience Through Graphic Novels
LCC English 121 or 122

ENGLISH ELECTIVES

Holt Advantage (HA) LCC ENGLISH 121 – COMPOSITION I

04720

12

1 SEM

1 credit

(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

Holt Advantage (HA) LCC COMM 130 – Fundamentals of Public Speaking

04725

12

1 SEM

1 credit

(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

BRITISH LITERATURE

04781

12

1 SEM

.5 credit



This course will cover the early Anglo-Saxon and medieval periods of English literature, the Tudor period, Shakespearean plays and sonnets, the Restoration and the seventeenth and eighteenth century writers and novelists, and the beginnings of the Romantic period using *Frankenstein*. Critical reading and analysis of the literature will be expected.

Major Goals: The student will:

1. See the development of English literature from the heroic Old English tales through the polished eighteenth century writers.
2. Understand and appreciate Shakespearean drama.
3. Analyze different types of literature effectively: poetry, novel, short story, and drama.
4. Comprehend novels read independently.
5. Read critically.
6. Apply literary analysis skills to writing.
7. Voice opinions during class discussion.

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

Prerequisites or Recommendations: Demonstrated proficiency of skills taught in English 11.

A.P. ENGLISH LITERATURE
04785**12****2 SEM****1 credit**



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.

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



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.

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



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.

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



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*.

THE HUMAN EXPERIENCE THROUGH GRAPHIC NOVELS**04641****10-12****1 SEM****.5 credit**



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

SPEAKING AND LISTENING IN ENGLISH**04662****9-12****1 SEM****.5 credit**



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.

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

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

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

(Incoming Freshman are recommended to have a B- or higher in 8th 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.

NEWSPAPER/WRITING FOR PUBLICATION**04621 A & B****10-12****2 SEM****1 credit**



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).

ADVANCED NEWSPAPER/WRITING FOR PUBLICATION**04623 A & B****11-12****2 SEM****1 credit**



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).

INTRO TO YEARBOOK PRODUCTION**04626B****9-11****2ND SEM ONLY****.5 credit**

This class will provide an overview of journalistic writing, principals of design and typography, photography, advertising, and business management. Students will be responsible for ad sales, photography of all spring events, modular design of the yearbook for the following school year, 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. Please note: this course is NOT a prerequisite for students who wish to take Yearbook Production.

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: Must have adviser approval to enroll in course. Students must have a “C” or better in English. Students with any incidents of plagiarism on their academic records will not be considered. Priority for enrollment will be given to students who plan to continue with Yearbook Production the following fall.

YEARBOOK PRODUCTION

04627

10-12

2 SEM (MUST TAKE BOTH)

1 credit



This class will provide an overview of journalistic writing, principals 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.

YEARBOOK EDITORSHIP

04629

11-12

2 SEM (MUST TAKE BOTH)

1 credit



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.

DRAMATIC PERFORMANCE & THEATRE STUDIES

04670

9-12

1 SEM

.5 credit

This course will concurrently study dramatic performance and theatre history. Course content will cover ancient to contemporary theatre, traditional and modern plays and musicals, dramaturgy, auditioning, directing, acting and staging a play. Students will be reading full-length plays as well as scenes, monologues, essays, and other outside texts. Extensive writing will include journals, analysis essays, and critiques. A requirement of the course is full participation in acting out plays and scenes, directing plays and scenes, and individual and group presentations. Every student will act and/or direct in a final class production as part of the required final exam.

Major Goals: The student will:

1. Read, analyze, and perform plays, scenes, monologues, poems, and other works of prose from a variety of sources and genres.
2. Evaluate a production or play through attending or reading at least one full-length play or musical.
3. Critique their own and others' performances.
4. Explore the various time periods and concepts of theatre history and drama.
5. ACTIVELY participate in a variety of presentations including:
 - A. Oral interpretation.
 - B. Pantomime.
 - C. Role-playing exercises.
 - D. Creative improvisation.
 - E. A full-one act production.
6. Understand the development of theatre and how it has reflected and/or impacted culture through time.

Evaluation: A significant portion of evaluation for students will be based on their participation in class discussions, voice, movement, directing, and acting exercises, and other presentational activities. Evaluation will also include completion of independent projects, written (essay) analysis, research, and critiques. While much of the content is performing, reading and writing will be integral elements of the course. Students will be strongly encouraged to participate in the school play or musical, however, this is not a requirement.

Recommendations: A requirement for this course is full participation and performance in all activities.

CAPSTONE ENGLISH
04790**12****1 SEM****.5 credit**

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>

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 March 2, 2022. A committee of high school English teachers will read the portfolios.

FAMILY & CONSUMER SCIENCES

CHILD DEVELOPMENT I 05700

9-12

1 SEM

.5 credit

This course was formerly known as PARENTHOOD EDUCATION

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)

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 toddler 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.

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.

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.

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.

FINE ARTS & MUSIC

Example projects from studio art courses available at www.artteacher.info

DRAWING 05424

9-12

1 SEM

.5 credit

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.

SR DRAWING 05436N

12

1 SEM

.5 credit

(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.

PAINTING 05425

9-12

1 SEM

.5 credit

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.

SR 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.

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.

INTRO 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 basis 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.

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

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 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.

ART PORTFOLIO or AP Studio Art
05428**11-12****1 OR 2 SEM****.5 credit per SEM**

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.

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

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.

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

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.

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

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.

CANTIQUÉ
05315**9-12****2 SEM (MUST TAKE BOTH)****1 credit**

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.

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

Vox Camerata 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.

CONCERT BAND
05300**9-12****2 SEM (MUST TAKE BOTH)****1 credit**

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.

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

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.

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

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.

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

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.

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

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.

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

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?

HEALTH

HEALTH 05600

9-12

1 SEM

.5 credit

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 (9th through 12th grade) is important since it is the only remaining formal reproductive health instruction from 9th 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.

ADVANCED HEALTH AND FITNESS 05609

10-12

1 SEM

.5 credit

*****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.

INTRODUCTION TO HEALTH OCCUPATIONS 05601

11-12

1 SEM

.5 credit



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.

MATHEMATICS



Course Evaluation: Grading in Mathematics course will be based on a combination of written tests, quizzes, homework assignments, projects, classroom participation, and assessments. Classroom work 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

GEOMETRY A (1ST SEM) / GEOMETRY B (2ND SEM)

06121A / 06121B

9-10

2 SEM

1 credit



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 simple 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
- express geometric properties with equations
- 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.

HONORS GEOMETRY A (1ST SEM) / HONORS GEOMETRY B (2ND SEM)

06123A / 06123B

9

2 SEM

1 credit



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 including geometric constructions will also be covered. Students choosing the honors course will be required to do more work outside of class-

Prerequisite: Teacher Recommendation.

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



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.

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



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 may include algebraic proof, sequences and series, systems of equations, and matrices.

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.

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



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

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



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 may include sequence and series, limits, and binomial distributions. 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.

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



Description: This course expands students' algebraic study beyond Algebra C/D. Students study mathematics related to describing motion and introductory concepts of Calculus.

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

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



Description: This course 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.

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

ADVANCED PLACEMENT CALCULUS (AB)**06163****12****2 SEM****1 credit**



Description: This 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>

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.

Calculus II
06165**12****2 SEM****1 credit**



Description: This 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 the College Board's AP Calculus (BC) test as a part of the year-long study.

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.

ADVANCED PLACEMENT STATISTICS
06179**11-12****2 SEM****1 credit**



Description: This 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 detail, see: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-statistics-course-description.pdf>.

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.

SENIOR MATH SEMINAR
06180**12****1 or 2 SEM****0.5 or 1.0 credit**

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

Option A: "Calculus 2" (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.

Holt Advantage Course (HA) LCC MATH 120 – PRECALCULUS I**06195****12****1 SEM****1 credit**

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

Description: This course provides the foundation of college algebra essential for subsequent mathematics courses. Preparing students for calculus is emphasized. Topics include polynomial, rational, radical, exponential, and logarithmic functions; solving equations/inequalities algebraically and graphically; and mathematical modeling/regression in problem solving.

Prerequisites: PSAT/SAT score of a 550+ in the Math portion

MODERN LANGUAGE



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

FRENCH I – 05501

05501 A / B

9-12

1 SEM

1 credit



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.

FRENCH II

05503 A / B

9-12

2 SEM

1 credit



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

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.

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.

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.

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.

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.

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.

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



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.

GERMAN V
05549 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.

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



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.

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



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.

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



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.

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



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.

SPANISH V
05529 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.

PHYSICAL EDUCATION

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.

PERSONAL FITNESS**05255****9-12****1 SEM****.5 credit**

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.

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

*****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

COACHING AND OFFICIATING**05221****9-12****1 SEM****.5 credit**

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.

AEROBIC EXERCISE, STRENGTH TRAINING, AND YOGA**05225****9-12****1 SEM****.5 credit**

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.

ADVANCED STRENGTH TRAINING AND CONDITIONING**05245****9-12****1 SEM****.5 credit**

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.

SCIENCE



COURSE OFFERINGS

REQUIRED FOR GRADUATION:

Earth Science – Grade 9 (both semesters)
 Biology or AP Biology – Grade 10 (both semesters)
 And any combination 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	Science Capstone – Grade 12

A.P. testing options – any student can elect to take any A.P. test without taking an A.P. course, usually in 11th or 12th 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.

EARTH SCIENCE

07101 A & B

9

2 SEM

1 credit



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.

BIOLOGY

07111 A / B

10 (could be 9 with Earth Sci.)

2 SEM

1 credit



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.

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: 11th and 12th 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.

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 3rd science requirement.

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.

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



***** for Seniors this course can be counted toward the ½ 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.

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



***** 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.

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



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.

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



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.

CHEMISTRY
07121 A / B**11-12****2 SEM****1 credit**



2 SEM of Chemistry or 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.

ADVANCED PLACEMENT (AP) CHEMISTRY BLOCK - (Combined 1 hour General Chemistry with 1 hour AP Chemistry taught in one 2-hour block of daily instruction)**07126 A / B****11-12****2 SEM****2 credits**



This course is a 2-hour block. 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.

AP PHYSICS I
? A / B**11-12****2 SEM****1 credit**



Description: AP Physics 1 is an algebra-based course that is the equivalent of a first-semester introductory 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 and waves. As time allows in the spring after the AP exam, we will explore electric circuits, optics, and astrophysics.

Major Goals: The student will:

1. Science Practices: The science practices enable students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena.
2. Big Ideas: The key concepts and related content that define the revised AP Physics course and exam are organized around a few underlying principles called the big ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems.
3. Learning Objectives: Learning objectives provide clear and detailed articulation of what students should know and be able to do. Each learning objective is designed to help teachers integrate science practices with specific content, and to provide them with clear information about how students will be expected to demonstrate their knowledge and abilities.

Proposed prerequisites: Completion of 9th and 10th grade science requirement (Earth Science and Biology/AP Biology)

PHYSICS
07139 A / B**11-12****2 SEM****1 credit**



*****This course will fulfill the senior math requirement.**
(May not be used BOTH science and math related requirements)
College bound should take Chemistry and Physics***

Description: This course is designed to satisfy the State of Michigan's High School Content Expectations for Physics. A full year of PHYSICS: CONCEPTS AND APPLICATIONS must be completed to satisfy the science graduation requirement. Any student that wishes to pursue a career in a technical field (i.e., computer science, engineering, medicine, etc.) should enroll in the College Prep Physics course.

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. The experimentation and data analysis, participation in class discussions, and specific problem solutions are also highly important.

ENVIRONMENTAL SCIENCE
07134**9-12****1 SEM****.5 credit**



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.

3D PRINTING AND ENGINEERING IN SCIENCE**07138****11-12****1 SEM****.5 credit**



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 Tinkercad and Inventor, 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 Tinkercad and Inventor.
5. Learn how to 3D print objects that they design in Inventor.

Prerequisites or Recommendations: Two years of science and Geometry.

SOCIAL STUDIES

U.S. HISTORY 03601 A / B

9

2 SEM

1 credit



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

AMERICAN STUDIES 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.

WORLD HISTORY 03610 A / B

10-12

2 SEM

1 credit



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).

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

*****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: 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.

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

(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.

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



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.

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



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.

AMERICAN-AFRICAN HERITAGE (AFRICAN AMERICAN HISTORY)**03641****10-12****1 SEM****.5 credit**



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

AMERICAN GOVERNMENT
03623**11****1 SEM****.5 credit**

*****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.

A.P. AMERICAN GOVERNMENT
03622**11-12****2 SEM****1 credit**

*****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: 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.

A.P. COMPARATIVE GOVERNMENT AND POLITICS
03624 A / B**11-12****2 SEM****1 credit**



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.

PSYCHOLOGY**03634****10-12****1 SEM****.5 credit**



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.

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



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.

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



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-."

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



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.

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



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

A.P. ECONOMICS**03101 A / B****11-12****1 - 2 SEM****.5 - 1 credit**



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

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

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.

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

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

**CTE
PROGRAMS**



**CAREER TECHNICAL EDUCATION
PROGRAMS OFFERED AT HOLT HIGH SCHOOL**

Our Business Technology department is proud to offer our students flexible programming that prepares them to be leaders in a 21st-century economy. We offer six state-approved Career Technical Education (CTE) courses that are delivered onsite at Holt High School.

CTE programs are aligned to meet industry demands and come with additional teaching standards for schools. Because of this, these programs typically offer college credit (via concurrent enrollment or articulation) or industry certifications as outcomes of the course.

HERE ARE THE CLASSES REQUIRED TO BECOME A PROGRAM COMPLETER:

**COMPUTER PROGRAMMING**
COMPUTER PROGRAMMING I AND
COMPUTER PROGRAMMING II



**CYBERSECURITY &
COMPUTER NETWORKING**
YEAR-LONG CYBERSECURITY
& COMPUTER NETWORKING COURSE




**BUSINESS MANAGEMENT
& ADMINISTRATION**
COMPUTER APPLICATIONS AND
[BUSINESS MANAGEMENT OR BUSINESS TECH AND ENTREPRENEURSHIP]
STUDENTS MAY TAKE ALL THREE COURSES IF THEY CHOOSE.



MARKETING
PROMOTIONAL MARKETING
AND RETAIL MANAGEMENT



**FINANCE & ACCOUNTING**
YEARLONG ACCOUNTING I
(ACCOUNTING II IS OPTIONAL)



**DIGITAL MEDIA & PRODUCTION**
PHOTOSHOP AND VIDEO PRODUCTION



**AVIATION**
AVIATION: FUTURISTIC FLIGHT AND
AVIATION: INTRO TO FLYING



VIEW ALL SECONDARY PROGRAMS VIDEOS: [BIT.DO/AROUNDTHEHORN](https://bit.do/AROUNDTHEHORN)
VIEW HPS SECONDARY PROGRAMS WEBSITE: [BIT.DO/HPS-SECONDARYPROGRAMS](https://bit.do/HPS-SECONDARYPROGRAMS)

**HOLT**
Holt High School
Holt, Michigan

lucas.schrauben@hpsk12.net | 517.699.7631
State-approved CTE courses can count for the second year of a foreign language
(must complete program), these classes also can count for Senior Math credit, and your
Technology requirement.

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.

COMMUNITY PARTICIPATION
08466**11-12****1 SEM****.5 credit (per hour)**

Description – this is a work-based learning class for students with an IEP that are at least 16 years of age. A recommendation from the IEP team and/or designated case manager is required to begin the process. Students learn work skills such as workplace procedures, quality of work, time management, attendance, independence, flexibility, communication, working with others, appropriate social interactions, work preparedness, acceptance of feedback and more. Please see Mr. Anderson in E103 for more information.

RAMS
06124**9****1 SEM****.5 credit**

Description: The purpose of this course is to create a set of future HHS math leaders by backfilling big ideas from the middle grades and previewing content in a setting with the freedom to take our time to really develop concepts, foster a deeper understanding of underlying ideas, and nurture an appreciation and passion for mathematics. We will work on math content, but also on effective strategies for learning mathematics and enjoying success in school.

Like Algebra A/B, the unifying theme of study will be functions as relationships between changing quantities, examining different representations of these functions, and studying the characteristics and behaviors; all while recognizing ways in which these relationships describe our world in helpful ways, allow us to get smarter about decisions we make, or keep us from getting taken advantage of. In RAMS we will operate mainly with relationships that have a constant rate and carefully develop the notions of table, graph, and rule; and near the end of the year will contrast this will functions that have a constant second difference. The biggest advantage we have together is a small class with the time and space carved out to wonder, think, conjecture, and play with ideas. Students will re-conceptualize what mathematics is, and what it means to learn mathematics.

The course is intended to be taken in 9th grade, concurrent with Geometry. Students would use an elective spot in the freshman year so that they stay on track with their peers while still bridging the gap between their 8th grade experience and the two-year sequence of Algebra they will be required to go through to graduate.

ACADEMIC LITERACY
04615**9****1 SEM****.5 credit**

Description: The course is one class period and runs for one semester. Students will focus on reading strategies for increased comprehension, improvement on writing fluency and structure, and finding textual evidence to support claims. Students may take the course in the first or second semester. Students will engage with intensive instruction around specific writing, reading, and language standards in order to support their work in all content areas. In addition, students will increase their confidence as a reader and writer.

ACADEMIC SUPPORT CENTER
08500**9-12****1or 2 SEM****.5 credit**

Description: Academic Support Center is a Resource intervention class for students who qualify for special education services and have IEPs (Individualized Education Plans). In this class, students receive specially designed instruction from a special education teacher to support their IEP goals and overall achievement. Students will also be given time to work on and receive assistance with their current coursework.

Prerequisites/Recommendations: Students must have an IEP and be scheduled in this class by their case manager, as determined by their IEP team.

STEM PLTW Engineering Essentials (Project Lead the Way)
07145**9-12****1 SEM****.5 credit**



Description: Engineering Essentials 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, Engineering Essentials 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

STEM PLTW PRINCIPALS OF ENGINEERING (Project Lead the Way)
07146C/D A, B**9-12****2 SEM****1 credit**



STEM Principals of Engineering (POE): Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

STEM PLTW ENGINEERING DESIGN AND DEVELOPMENT (Project Lead the Way)			
07146E/F A, B	9-12	2 SEM	1 credit



STEM Engineering Design and Development (EDD): The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

Prerequisites or Recommendations: Successful completion of EE and/or POE

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



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)

FUTURISTIC FLIGHT: INTRO TO DRONES AND AVIATION (Course I)			
07150	9-12	1 SEM	.5 credit



Description: Concentration areas include aviation 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>

INTRO TO FLIGHT – LEARNING TO FLY (Course II)**07151****9-12****1 SEM****.5 credit**



Description: Concentration areas include aviation 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>

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 Pottsville 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 Mr. Frantz.

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>

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

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>

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

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.

Holt Advantage (HA) LCC ENGLISH 121 – COMPOSITION I**04720****12****1 SEM****1 credit**

(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

Holt Advantage (HA) LCC COMM 130 – Fundamentals of Public Speaking**04725****12****1 SEM****1 credit**

(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

Holt Advantage (HA) LCC PSYC 200 – INTRODUCTION TO PSYCHOLOGY**03645****12****1 SEM****1 credit**

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

Holt Advantage (HA) LCC HISTORY 212 – U.S. HISTORY: 1877 TO PRESENT**03646****12****1 SEM****1 credit**

****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

Holt Advantage (HA) LCC MATH 120 – PRECALCULUS I**06195****12****1 SEM****1 credit**

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

Description: This course provides the foundation of college algebra essential for subsequent mathematics courses. Preparing students for calculus is emphasized. Topics include polynomial, rational, radical, exponential, and logarithmic functions; solving equations/inequalities algebraically and graphically; and mathematical modeling/regression in problem solving.

Prerequisites: PSAT/SAT score of a 550+ in the Math portion

CAREER & TECHNICAL STUDENT PROGRAMS 2023-2024

WILSON TALENT CENTER (WTC)

**** 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 2nd 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

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 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	Eligible for National Certification
AGRICULTURE, FOOD & NATURAL RESOURCES								
BioScience Careers	J/S	1-2			✓	✓	✓	✓
ARCHITECTURE & CONSTRUCTION								
Construction Technology *	J/S	1-2			✓	✓		✓
ARTS, A/V TECHNOLOGY & COMMUNICATIONS								
New Media	J/S	1-2			✓	✓		
FINANCE								
Business & Risk Management	J/S	1-2			✓	✓	✓	✓
HEALTH SCIENCE								
Health Foundations	J/S	1			✓	✓		✓
CA-PCT/Patient Care Technician	S	1	AM		✓	✓		✓
Medical Assistant (MA)	S	1		✓	✓	✓		✓
Therapeutic Services	S	1	PM		✓	✓		✓
HOSPITALITY & TOURISM								
Culinary Arts & Hospitality	J/S	1-2			✓	✓		✓
HUMAN SERVICES								
Career Start	J/S	1-2						✓
Cosmetology	J	2	1st Yr/PM 2nd Yr/AM	✓	✓	✓	✓	
INFORMATION TECHNOLOGY								
Cybersecurity & Digital Forensics	J/S	1-2			✓	✓		✓
Programming & Mobile Applications	J/S	1-2			✓	✓		✓
LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY								
Criminal Justice	J/S	1-2			✓	✓		✓
MANUFACTURING								
Precision Machining Technology	J/S	1-2			✓	✓		✓
Welding Technology *	J	2			✓	✓		✓
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS								
Engineering Technologies	J/S	1			✓			✓
TRANSPORTATION, DISTRIBUTION & LOGISTICS								
Automotive Technology *	J	2			✓	✓	✓	✓
CAPITAL REGION TECHNICAL EARLY COLLEGE (CRTEC) PROGRAMS								
Business & Risk Management, Culinary Arts & Hospitality, Programming & Mobile Applications								
EATON RESA PROGRAMS								
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 A1302)**

Holt Public Schools Board of Education complies with all applicable Federal and State laws and regulations prohibiting discrimination and with all applicable requirements and regulations of the U.S. Department of Education. It is the policy of the Holt Public Schools Board of Education that no person on the basis of race, color, religion, national origin, age, sex, marital status, height, weight, or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in a program or activity to which it is responsible, or for which it receives financial assistance from the U.S. Department of Education.

POLICY:

Adopted: December 9, 1981

Revised: April 13, 1989

Retyped: January 1992

Revised: May 13, 1998

**Grievance Policy on Civil Rights and Equal Opportunity Complaints
(Policy A4010)**

Section 1:

If any person believes that the Holt Public Schools or any part of the school organization has not complied with federal or state civil rights and equal employment laws or regulations of the U.S. Department of Education, or has in some way discriminated against them on the basis of race, color, religion, national origin, age, sex, marital status, height, weight or handicap, or the District has inadequately applied the principles and/or regulations of Title VI, Title IX or Section 504, he/she may bring forward a complaint, which shall be referred to as a grievance, to the Local Coordinator at the following address:

Local Coordinator
Holt Public Schools
5780 W. Holt Road
Holt, MI 48842
517-699-0255

Section 2:

The person who believes he/she has a valid basis for a grievance shall discuss the grievance informally and on a verbal basis with the Local Coordinator, who shall in turn, investigate the grievance and reply with an answer to the complainant within five (5) business/work days. If this reply is not acceptable to complainant, he/she may initiate formal procedures according to the following steps:

Step 1:

A written statement of the grievance signed by the complainant, shall be submitted to the Local Coordinator within five (5) business/work days of the receipt of the answer to the informal complaint. The Coordinator shall further investigate the matters of the grievance as necessary and reply in writing to the complainant within ten (10) business/work days of the receipt of the grievance.

Step 2:

If the complainant wishes to appeal the decision of the Local Coordinator, the complainant may submit a signed statement of an appeal to the Superintendent of Schools within five (5) business/work days after the receipt of the Local Coordinator's response.

The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business/work days of the receipt of the appeal.

Step 3:

If the complainant remains unsatisfied, the complainant may appeal through a signed written statement to the Board of Education within five (5) business/work days of the complainant's receipt of the Superintendent's response in Step #2.

In an attempt to resolve the grievance, the Board of Education shall meet with all concerned parties and any representative within twenty (20) calendar 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/work days of this meeting.

Step 4:

If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to:

Office of Civil Rights
Department of Health, Education and Welfare
Washington, D.C. 20201

OR

Michigan Department of Civil Rights
333 South Capitol Ave., Suite C
Lansing, MI 48933

POLICY:
Adopted: January 9, 1976
Retyped: October 26, 1981, January 1992
Edited: August 30, 1985
Revised: October 8, 1986, April 12, 1989, May 13, 1998

HHS 1/25/2023