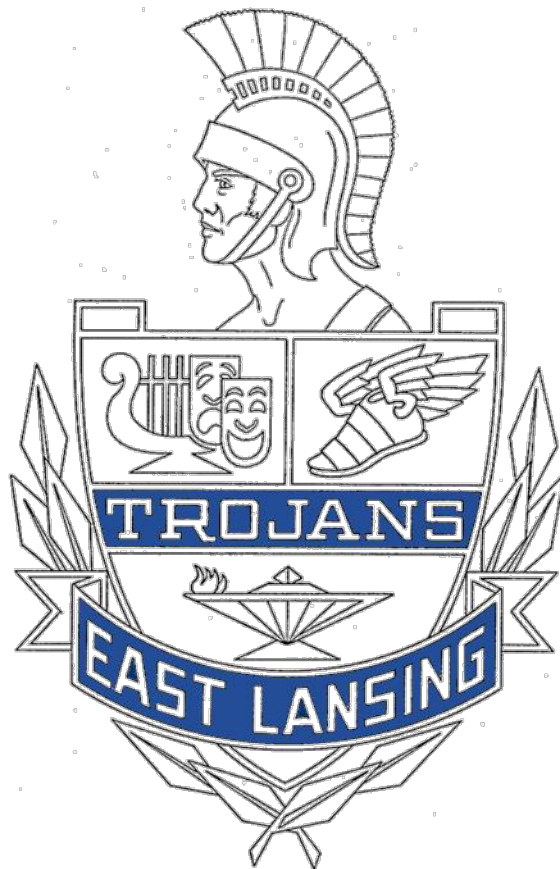


# EAST LANSING HIGH SCHOOL



## COURSE DESCRIPTION BOOKLET 2024-2025

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## **SCHEDULING PROCEDURES**

1. Students and parents are encouraged to discuss and plan their tentative schedule ahead of time. Parents should assure that their student's planned schedule reflects the scheduling policies and courses needed for completion of all graduation requirements.
2. Students will have a scheduling conference with their counselor during the second semester every year to register for all appropriate courses to meet graduation requirements.
3. Students who receive an 'E' in a course required for graduation are strongly encouraged to take a VHS class to repeat the course or to enroll in E2020. In addition, please note that non-completion of a year-long course may prevent a student from moving on to a higher-level course in that subject area.
4. Students may repeat a course for the purpose of improving any grade of 'D' or lower. Courses in which a student earns a 'C-' or better may NOT be retaken for an improved grade or as a pass/fail option. Students will NOT receive duplicate credit for repeating any course. When a student repeats a course, the higher grade will replace the lower grade in calculating the GPA, and credit will be awarded only for the higher grade.

The following may affect your final schedule:

- If a course section is not requested by a sufficient number of students, that course/section may be collapsed. In this case, a course will be chosen from the "alternate selections" listed on your course registration document.
- If you choose a course that has a prerequisite and the prerequisite has not been satisfied, your schedule will be adjusted accordingly.

Please complete the "alternate selections" section of your course registration document carefully. Note that if you do not complete this section on the schedule form, you will be placed in available courses.

## **SCHEDULE CHANGE POLICIES**

1. Once the master schedule is finalized changes are extremely difficult, since teaching assignments are based on the number of students enrolled for each course. Choose your courses carefully and make sure you follow the directions for listing alternate courses. There will be two drop/add opportunities for students to make changes to their schedule in August and January. Classes will not be added or dropped after the first week of each semester. Forms will be turned in to the Student Services office and counselors will make the appropriate changes during the first week of each semester. The request must meet the criteria from number 3 which is listed below.
2. When you enroll in a full-year course, it is expected that you will remain in the course for the entire year. Scheduling for the entire school year is based on the

information you enter on your course registration document. **Therefore**, you will not be permitted to drop a year-long course unless **extenuating circumstances** exist.

3. **A schedule change may be initiated by a student for the following reasons only and will be made only if space permits as balancing sections is a priority:**
  - a. **You are in a class for which you have already received credit.**
  - b. **Your schedule is missing a class you need for graduation.**
  - c. **You don't have the prerequisites for a course on your schedule.**
  - d. **You failed a course with a teacher the previous year and have been assigned that teacher again.**
  - e. **504 or IEP specifications.**
  - f. **You need a VHS or dual enrollment course added/removed from your schedule.**
  
4. Students will not be permitted to withdraw from a scheduled class after the first two weeks of the semester. If a request to drop a course is received after the drop/add period but before the end of the first two weeks of the semester, the student will receive a No Credit Withdrawal notification on their transcript, which will be computed as a zero in the GPA which is equivalent to course failure. When students experience a long-term disability and are able to provide supporting documentation which prohibits them from participating in regularly scheduled class activities; the credit/no credit option may be pursued.

# EAST LANSING HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation from East Lansing High School means that students have satisfactorily completed an approved course of study and have satisfactorily passed any examination and/or other requirements established by the school district.

1. Every student is expected to be a full-time student and attend regularly.
2. The total required credits for graduation are 22 credits.
3. Students transferring from another school will receive full-faced academic (Carnegie) credit value based on a mathematical formula. Certain transferred credit may be regarded as elective credit once officially matriculated at East Lansing High School.

## PERSONAL CURRICULUM GRADUATION REQUIREMENT MODIFICATION

A personal curriculum (PC) option is available to modify the Michigan Merit Curriculum (MMC) requirements. State statute allows personal curriculum modification in order to:

- Go beyond the academic credit requirements by adding additional math, science, English Language Arts, or world language credits.
- Modify the mathematics requirement.
- Modify, if necessary, the credit requirements of a student with an Individualized Education Plan (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.

It is the policy of ELHS to have all personal curriculum application processes completed prior to the scheduling of a student's senior year, or second term of the junior year.

## CREDIT/NO CREDIT POLICY

- Students of all grade levels enrolled in six courses are eligible to take one course each semester on a credit/no credit basis. The credit/no credit option is an agreement that is between the teacher, student, and student's parent. Students can pick up [the form](#) in Student Services.
- Students must earn a D- or better in the class to receive credit
- Before selecting a credit/no credit request option, a student must have parental and teacher approval and signatures.
- The credit/no credit request must be submitted to the ELHS Registrar with the proper signatures no later than the last day of Marking Period 1 for Semester 1 and no later than the last day of Marking Period 3 for Semester 2.
- The decision is **NOT** reversible.
- Completion of the request will authorize credit or no credit for grades on the permanent record. Progress grades will be reported with a letter grade.
- Students who select the credit/no credit option for a year-long course must complete a form **EACH SEMESTER**.
- COLLEGE BOUND STUDENTS, PLEASE NOTE: Credit/No Credit grades may satisfy core-curriculum requirements. However, "Most College and NCAA Initial-eligibility Clearinghouses shall assign the course the lowest admissions passing grade at the high school, which will be a grade of 'D-'."

Graduation from East Lansing High School means that students have satisfactorily completed an approved course of study and have satisfactorily passed any examination and/or other requirements established by the school district. The total required credits for graduation are 22 credits.

Students transferring from another school will receive full-faced academic (Carnegie) credit value based on a mathematical formula. Certain transferred credit may be regarded as elective credit once officially matriculated at East Lansing High School.

# EAST LANSING HIGH SCHOOL GRADUATION REQUIREMENTS

<b>Mathematics</b>	<b>4 Credits</b>
Algebra I Algebra II	Geometry At least one math course must be taken during the student's senior year.
<b>English Language Arts</b>	<b>4 Credits</b>
English I English II	English III 4th credit in English
<b>Science</b>	<b>3 Credits</b>
Physical Science Earth & Space Science	Life Science
<b>Social Studies</b>	<b>3 Credits</b>
World <b>History</b> (includes Geography) US History (includes Geography)	Economics (0.5 credit) American Government (Civics) (0.5 credit)
<b>Physical Education &amp; Health</b>	<b>1 Credit</b>
Intro. to Physical Education (0.5 credit)	Health (0.5 credit)
<b>Visual, Performing, and Applied Arts</b>	<b>1 Credit</b>
One credit hour must be taken in Visual, Performing and/or Applied Arts.	
<b>Additional Electives</b>	<b>6 Credits</b>
Options to satisfy this requirement are listed in the Course Description Book. Students should refer to their Educational Development Plan (EDP) in completing the balance of their requirements.	
<b>Additional Requirements</b>	
Online learning requirement (20 hours) as required by the Michigan Department of Education. This may be satisfied through grades 6-12 course content.	
Participation in the MME during the student's junior year is required for graduation.	
22 credits are required for graduation.	
<b>World Language</b>	
All students are required to complete 2 years of the same World Language prior to graduation which will be included in the 6 elective credit requirements.	

**Additional Math Information:**

1. Algebra II – this requirement can be satisfied by taking either:
  - 1 year of Algebra II (1.0 credit)
  - 1 year of Algebra II/Pre-Calculus (1.0 credit)
2. Senior math credit may be earned through a department approved formal career and technical education program or curriculum that has appropriate embedded mathematics content.
3. Completion of math requirements may result in more than four earned math credits.

**Additional English Information:**

To fulfill the 4<sup>th</sup> year English requirement, .5 credit must be taken in the form of one of the following classes: AP Language and Composition, AP Literature and Composition, Expository Writing or Senior Writing. *For example, a student may not earn their 4<sup>th</sup> English credit with a combination of .5 Creative Writing and .5 Film as Literature or .5 Contemporary Literature and .5 Advanced Creative Writing. They **must** have a .5 of Senior Writing OR be enrolled in AP Language and Composition or AP Language and Composition.*

**Additional Science Information:**

The M-STEP, taken in 11th grade, includes content in Earth Science, Biology, Chemistry, and Physics. The Science Department strongly recommends the additional science credit include courses that incorporate the content expectations that are assessed from each of the four disciplines listed above.

**Visual, Performing, and Applied Arts:**

0.5 credit in each of two different areas is acceptable.

**Credit earned at the Middle School:**

Students will receive high school credit toward graduation for successful completion of Algebra I,. High school French I & II, Spanish I & II, German I credit will be determined by standardized world language assessment at the end of the 8th grade. Middle school student grades will not be calculated into high school GPA, but transcripts will reflect successful completion of the course. Credits earned at MMS will apply to the total number of credits required to graduate from ELHS (22). High School courses taken at the high school by middle school students, such as Pre-AP Geometry, will be assigned a letter grade and will calculate in the GPA.

**Additional Credit Options:**

Students may obtain credit through additional learning options such as ISHALL, CHAMP, Post-Secondary Enrollment, and online learning opportunities.

**Special Education:**

All students receiving special education services in Michigan must have an Individualized Education Program (IEP) that details the appropriate education plan outlining modifications, accommodations, and support for student success.

***Please see an ELHS counselor if you have questions about any requirements.***

## ADDITIONAL PROGRAM OPTIONS

**\*\*Special Note - The student/family is responsible to provide full payment to ELPS for associated fees of a course that is dropped after the reimbursement date.  
Applications available on the Student Services web site.**

### Post-Secondary Enrollment

*Program Prerequisites: Application and Enrollment dates are established by the post-secondary institutions. See application for updated timelines. Each semester must be submitted on separate forms. Any changes to 2nd semester must be made prior to the start of winter break.*

- The request must align with student’s EDP.
- Student’s attendance must be compliant with the ELHS attendance policy.
- PLAN/PSAT/MME/EXPLORE scores must be aligned with this request.
- Student must be in good standing for graduation.
- The student will provide a grade report from the secondary institution to the registrar if credit for the course is to be added to the transcript.
- **Student must be enrolled in at least one East Lansing High School course.**

Recent legislation has amended the Postsecondary Enrollment Options Act (PSEO) (Public Act 160 of 1966) and the Career and Technical Preparation Act (Public Act 258 of 2000) to expand dual enrollment options for high school students in the State of Michigan. The language allows students to begin taking dual enrollment classes in 9th grade and to take up to 10 dual enrollment classes in grades 9-12 if:

1. The student has achieved an adequate test score according to Matrix tables provided by MBE.
2. The student must be enrolled in both the East Lansing School District and the postsecondary institution during the regular academic year and may take up to 10 college courses to count for high school and postsecondary credit:

<b>Total number of eligible courses allowed per year by grade at the time of the first dual enrollment. [MCL 388.513(1)(d)]</b>				
Year at postsecondary	Begins taking courses in grade 9.	Begins taking courses in grade 10.	Begins taking courses in grade 11.	Begins taking courses in grade 12.
1st Year	2	2	4*	6
2nd Year	2	4	6*	-
3rd Year	2	4	-	-
4th Year	4	-	-	-
	<b>10</b>	<b>10</b>	<b>10</b>	<b>6</b>
*Pupils that first enroll in postsecondary courses in grade 11 may enroll in up to 6 courses during the 11 <sup>th</sup> grade, with an overall limit of 10 courses.				

3. Students that take dual enrollment coursework at a post-secondary institution (Lansing Community College, Michigan State University, etc.) will receive the grade issued by that institution. The grade will be calculated into the students grade point average using an unweighted scale. East Lansing Public Schools does not change a grade issued by another institution nor can it alter the point value associated with the grade and how it is applied towards a student's Grade Point Average.



If a student takes the dual enrollment course as part of a their six-period school day, the grade will be reflected on a student's high school transcript and will be calculated as part of a student's grade point average. If a student takes and pays for the dual enrollment course as an additional class outside of the school day, it is at the family's discretion if they want the student's course and grade to be reflected on the transcript.

- Credits from post-secondary institutions (such as Michigan State University and Lansing Community College) will be interpreted as follows:

College/University Semester Credits	ELHS Credit
0 – 1 credit course	.00
2 – 3 credit course	.50
4 – 5 credit course	1.0

The East Lansing School District will pay the lesser of the actual charge for tuition, mandatory course fees, materials fees, and registration fees - or - the state portion of the student's foundation allowance adjusted to the proportion of the school year the student is attending the post-secondary institution.

### **Online Courses**

*Application deadline date: June 1 for 1st and 2nd semester of the next school year. Any changes to enrollment in Michigan Virtual must be made prior to the ELHS schedule change deadline for each semester.*

Students have the option of enrolling in online courses. Online courses offer a variety of subjects to high school students taught by certified Michigan teachers. Students must be self-motivated and able to participate online. Assignments, quizzes, tests, and projects vary from class to class. On-site enrollment will be provided by the virtual high school site coordinator. Course information for all virtual courses is available at: <https://micourses.org/>. Please choose the Statewide Catalog for courses students may take. A course percentage will be given by the VHS instructor and converted to a letter grade by the mentor. Once approved, all enrollment is handled through the Student Services office. ELHS pays online course fees only for 1<sup>st</sup> and 2<sup>nd</sup> semester, and only if it is part of a student's six hours. These classes cannot be used for credit recovery. Students wishing to take virtual classes over the summer or outside of the school day, do so at the expense of their families. Check-in with the Mentor teacher will be required during the fall and spring pupil count day periods. The mentor will inform students about this process. MiVHS courses may start and end at a different time than ELHS courses. Please make sure to be aware of start and end dates. ELHS reserves the right to deny an online application if received after deadline. This may happen even if the online school is still accepting enrollment. \*Administration reserves the right to adjust due dates on a case by case basis for extenuating circumstances.

***NOTE:*** *The student/family is responsible to provide full payment to ELPS for associated fees of a course that is dropped after the reimbursement date. Classes will not be added or dropped after the first week unless there is an inappropriate placement of a student in a class.*

### **Reduced Schedule (free hour)**

It is the philosophy of East Lansing High School teachers, counselors, and administration that a full schedule is in the best educational interest of every student. Furthermore, it has been noted by the counselors that colleges/universities do not look at unassigned hours favorably when making admissions decisions on applicants. Reduced schedules will only be approved for students for academic or medical (physical or social/emotional) reasons. Additional documentation may be required. These requests will/may be evaluated on a case by case basis. **Applications must be received by the date listed on the form.**

## **Wilson Talent Center**

*Program Prerequisites: Application deadline date: First semester of prior year set by CACC.*

Programs offered by the Wilson Talent Center are competitive and require an application process for acceptance. The process for applying is outlined below.

- The Wilson Talent Center presentation takes place at East Lansing High School in the fall of the student's sophomore year.
- After the presentation, interested students sign up to make a program visit in November. Student's wishing to apply to the Wilson Talent Center are highly recommended to make this visit.
- Applications are accepted after the program visit through January. An online application is required to be considered for a Wilson Talent Center program.
- Students accepted in a program will be notified in the spring. If a student is accepted, his/her counselor will make the necessary adjustment to their schedule.
- Students attend the Wilson Talent Center during their junior and possibly senior year.\*

A WTC student can achieve high school and college credit. The student is also involved in work-based learning experiences that lead to apprenticeships, college scholarships and full and part-time employment.

### **Additional Prerequisites**

- Student needs to meet enrollment requirements in reading, math, and writing necessary to achieve success in the program's curriculum
- Some programs will require additional application activities, and parent-student meetings.
- The request must align with the student EDP
- Cosmetology and off-campus programs require parents to provide the student's transportation
- Histo-technology requires biology, algebra and chemistry to be completed before 11<sup>th</sup> grade.
- All programs require students to be in good standing in their attendance regular and compliant.

\* Returning to a program during the senior year is based on performance during the junior year and availability.

## **GATE Programs – CHAMP and ISHALL**

ISHALL is designed for students in 7th, 8th, and 9th grades who have achieved 520 – Critical Reading on the SAT, or 21 – English, no lower than 22 – Critical Reading on the ACT AND who, in addition, score well on qualifying diagnostic essay that gauges their readiness to undertake the challenging work of the course. Two years of ISHALL coursework is equivalent to 4 credits of ELHS English credit and fulfills the MMC graduation requirements.

CHAMP is designed for students in 7th – 10th grades who: Score well on placement test taken online. Student will be eligible to take Placement test after the GATE Office has reviewed application and the student is assigned an MSU identification AND SAT minimum scores: Math 530 and Total (Math plus Critical Reading) 1010 OR ACT minimum scores: Math 21 and Composite 23.

Year 1 CHAMP coursework transfers 2 credits for ELHS Algebra I & Algebra II. Year 2 of CHAMP coursework transfers 2 credits for ELHS Geometry & Pre-calculus. A senior math course is still required to fulfill the MMC graduation requirements.

LEAF, in partnership with the Department of Romance and Classical Languages and Office of University Outreach and Engagement at Michigan State University, provides classroom instruction for students in grades 7-9 who have advanced skills in language arts/French. LEAF is designed so that the participating students can complete in two years the French language content assigned in Michigan High School Content Expectations (HSCE) for all four years of high school as well as meet the Common Core National Standards.

ALL, in partnership with the Office of University Outreach and Engagement at Michigan State University, provides classroom instruction for students in grades 7-9 who have advanced skills in language arts. ALL is designed so that the participating students can complete in two years the Latin language content assigned in Michigan High School Content Expectations (HSCE) for all four years of high school as well as meet the Common Core National Standards. Every semester of the GATE Latin program corresponds to one year of high school Latin.

### **Credit Recovery – E2020**

- Eligible to a student who has taken a course previously and has not earned credit.
- Students successfully completed an E2020 course will receive an S on their transcript and the failed grade is no longer calculated in their GPA.
- Students who are not on track to graduate, are eligible to apply for E2020.
- Available during 2 summer sessions for a partially refundable fee. See separate summer application.
- E2020 can be taken during the summer or as a class during a student's school day.
- E2020 classes may not meet the requirements for college athletics eligibility, please see your counselor or athletic department for more information.

### **Test Out Procedure**

Students who demonstrate competency level equivalent to or exceeding the standard of the required courses for graduation may request to proceed to the next course. The student and/or student's parent/guardian must submit the request form to test out. Once posted, this Google Form is located on the Student Service web site: <https://elps.us/our-schools/east-lansing-high-school/student-services>

1. Student study materials, as determined by the subject department chair, are available to be checked out to all students. If a textbook is checked out to a student, a deposit check must be rendered at the time of check out. Study materials must be picked up by the deadline communicated by the student services department.
2. Beginning in the Fall of 2022, East Lansing High School will grant credit to students who earn a qualifying score of no less than 78% on a "test-out" assessment developed by the particular curricular department for a Michigan Merit Curriculum course. This credit, expressed as an "X" for "tested out for credit," will be recorded on the student's high school transcript and will be counted toward high school credit with no impact on the students grade point average.
3. This policy will not retroactively apply to exams taken in previous years; however East Lansing High School will hold students harmless by working with individual students and families as needed to support students' graduation plan progress. To maintain the security of these tests, the curricular chair will review the test results with the student if requested, but the test will not be returned to the student.
4. A test out may only be attempted once per class.
5. A test out exam must be taken during the published test out dates.

The Google Form for testing out will be posted online after spring break. This form will be sent to your student email account. Materials will be distributed the week after school is out. There is a \$70.00 deposit per course that will be on the test date in August when the study materials are returned.

### **Advanced Placement**

A	4.40
A-	4.07
B+	3.74
B	3.30
B-	2.97
C+	2.64
C	2.20
C-	1.87
D+	1.54
D	1.10
D-	.77
E	0

Advanced Placement courses prepare highly motivated students for college-level courses and may enable them to earn college credit by taking Advanced Placement exams.

Advanced Placement Courses are graded on an Honor Point Scale (bonus of 10%).

### **Other Transfer Credits**

Additional courses may be transferred to ELHS if an official transcript is submitted from an accredited high school, college, or university.

***\*Please note East Lansing High School administration reserves the right to make changes to the above policies at their discretion as circumstances require.***

## COURSE LISTING 2023-24

### MATHEMATICS

- Y Algebra I
- Y Algebra II
- Y Algebra 2/Pre-Calculus
- Y Geometry
- Y Advanced Geometry
- Y Pre-Calculus
- Y AP Statistics
- Y AP Calculus AB
- Y AP Calculus BC
- S Probability & Statistics
- Y Math Lab
- Y Math Mentoring
- S Intro to Computer Science Principles
- Y AP Computer Science
- Y AP Computer Science Principles

### ENGLISH

- Y English I
- Y Accelerated English I
- Y Reading 180
- Y English II
- Y Accelerated English II
- Y English III
- S Senior Writing
- S Creative Writing
- S Advanced Creative Writing
- S Multicultural Literature
- Y AP Literature & Composition
- S AP Language & Composition
- S Film as Literature
- Y Ceniad Workshop
- Y Portrait Workshop
- S Exploring Education

### SCIENCE

- S Anatomy & Physiology
- S Ecology
- Y Human Biology
- Y Forensic Science
- Y AP Physics 1
- Y AP Physics 2
- Y AP Biology
- Y AP Chemistry
- Y AP Environmental Science
- Y Earth & Space Science
- Y Physical Science
- Y Life Science
- Y Chemistry

### SOCIAL STUDIES

- Y US History: 1877 to present
- Y Advanced Placement U.S. History
- Y World History
- Y AP World History
- S Film as History
- S Comparative World Religions
- S Black American History
- Y Advanced Placement European History
- S Psychology 1
- S Psychology 2
- Y Advanced Placement Psychology
- S Introduction to Law
- S American Government
- S Advanced Placement US Government and Politics
- S Economics
- S AP Microeconomics
- S Military History: Studies in World Conflict
- S Contemporary Studies: Current Foreign & Domestic Issues
- S LINKS

### VISUAL ARTS

- S Drawing I
- S Drawing II
- S Painting I
- S Advanced Paintin
- S Watercolor
- S Sculpture
- S Fiber Arts
- S Ceramics I
- S Ceramics II
- Y AP Studio Art 2-D
- Y AP 3-Dimensional Studio Art
- S Computer Graphic Design
- S Photography
- S Photography 2
- S Printmaking/Screen Printing

### PERFORMING ARTS

- Y Concert Band
- Y Symphonic/Marching Band\*
- Y Wind Ensemble
- S Class Piano I
- S Class Piano II
- Y Jazz Ensemble
- S Chamber Orchestra (Strings)
- Y Symphonic Orchestra (Strings)
- Y Symphonic Orchestra (Wind & Percussion)\*
- Y Theater I
- Y Advanced Theater
  
- S Concert Choir
- S Elsingers\*
- S Encore Strings\*

**WORLD LANGUAGE**

- Y French I
- Y French II
- Y French III
- Y French IV
- Y AP French
- Y German I
- Y German II
- Y German III
- Y German IV
- Y Spanish I
- Y Spanish II
- Y Spanish III
- Y Spanish IV
- Y AP Spanish
- Y Careers in Spanish

**APPLIED TECHNOLOGY**

- S Accounting I
- S Personal Finance
- S Marketing, Merchandise & Management
- S Introduction to Robotics and Physical Computing Design
- S CAD
- S Foundations of Digital Design and Processing
- S Engineering Technology
- S Technology Essentials

**SPECIAL APPLICATION COURSES**

- Post-Secondary Enrollment
- Wilson Talent Center
- Online Courses
- See counselor for information. Application required*

**PHYSICAL EDUCATION**

- S Physical Education
- S Basketball, Floor Hockey & Physical Activity
- S Mat Pilates, Stretch & Yoga
- S Strength & Conditioning
- S Lifetime Physical Fitness
- S Health

**SPECIAL EDUCATION SERVICES**

- Academic Support
- Reading Intervention
- Cross-Categorical (CC) Classroom
  - CC English
  - CC Math
  - Life Skills
  - CC Science
  - CC Social Studies
- Community Based Instruction-Transition Program
  - CBI English
  - CBI Math
  - CBI Vocational and Life Skills
- Community-Based Instruction
- Teacher Consultant Services (TC)
- School Social Worker
- Speech and Language Services

- Y Full Year Course
- S Semester Course

\*Students must follow established audition procedures for admission to these courses.

DISCLAIMER: Courses which do not have a minimum number of students enrolled may be canceled.

## WILSON TALENT CENTER

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

Y Bioscience Careers

### **ARCHITECTURE & CONSTRUCTION**

Y Construction Technology

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

Y New Media

### **FINANCE**

Y Business & Risk Management

### **HEALTH SCIENCE**

Y CAHEP/Patient Care Technician

Y Certified Nursing Assistant/  
Acute Care Assistant

Y Health Foundations

Y Medical Assistant

### **HOSPITALITY & TOURISM**

Y Culinary Arts & Hospitality

### **HUMAN SERVICES**

Y Career Starts

Y Cosmetology

### **INFORMATION TECHNOLOGY**

Y Cybersecurity & Digital Forensics

Y Programming & Mobile Application

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

Y Law Enforcement

### **MANUFACTURING**

Y Precision Machining Technology

Y Welding Technology

### **SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS**

Y Engineering Technology

### **TRANSPORTATION, DISTRIBUTION & LOGISTICS**

Y Automotive Technology

### **SPECIAL COURSES**

### **MICHIGAN STATE UNIVERSITY**

Y CHAMP – Advanced Math Program

S ISHALL – Advance English Program

S ALL – Latin Program

### **DUAL ENROLLMENT**

S Through Michigan Colleges and Universities

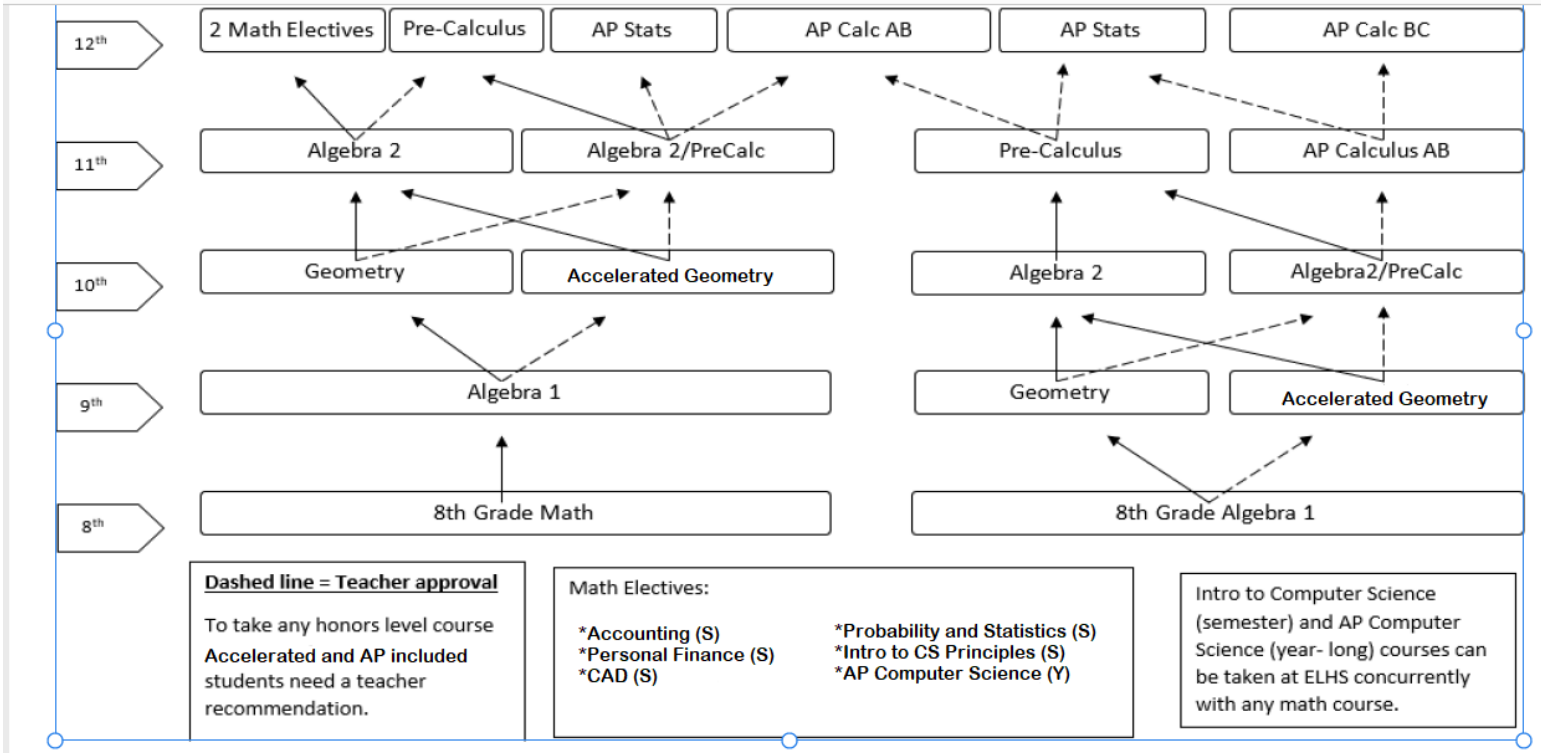
### **ONLINE COURSES**

S/Y State Course Catalog – [micourses.org](https://micourses.org)



# DEPARTMENT OF MATHEMATICS

## FLOW CHART FOR MATHEMATICS CURRICULUM Four credits required for graduation.



**Addendums:**

- Students who took 8th grade within East Lansing Public Schools district, will be placed correctly in their math course for their freshman year. If a student is new to the district for his/her freshman year, it is recommended the student takes a placement test before being put into a math course.
- **\*It is the policy of ELHS to have all personal curriculum application processes completed prior to the start of any academic term.**

**Michigan Requirements - 4 credits in mathematics**

**ALGEBRA I [year]**

*Grade 9:*

This course covers the Common Core State Standards of Algebra I as it relates to expressions, equations and inequalities, and connections to functions and modeling.

**ALGEBRA II [year]**

*Grades 10-12. Prerequisite: Geometry. Recommendation: C grade should be obtained in Algebra I for a successful study of the course. If not, please sign up for Math Lab concurrently.*

This course is a continuation of Algebra I and includes a study of the operations with real numbers, equations, inequalities and applications, graphs and functions, polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, systems of equations, synthetic division, remainder and factor theorems, second-degree curves, exponential and logarithmic functions, arithmetic and geometric series, and an introduction to the trigonometric functions, equations, and vectors. Covers State Common Core Standards.

### **ALGEBRA II/ PRE-CALCULUS [year]**

*Grades 10 & 11. Prerequisite: Pre-AP Geometry. Minimum Recommendation: B or better in Pre-AP Geometry.*

This course includes a very intensive study of the topics in the Algebra II and Pre-Calculus courses and a study of topics in trigonometric identities, inverses, and equations, trigonometric form of complex numbers, matrices and basic operations, inverses, determinants, and an introduction to probability and statistics. Covers State Common Core Standards.

### **GEOMETRY [year]**

*Grades 9-11. Prerequisite: successful completion of Algebra I.*

This course will include a study of the basic properties of plane figures. They include lines, planes, angles, polygons, transformations, proof, congruence and applications, size and similarity transformations, circles, areas and perimeters, surface area and volume. Covers State Common Core Standards.

### **ACCELERATED GEOMETRY [year]**

*Grades 9 & 10. Prerequisites: Algebra I. Minimum Recommendation: B or better in Algebra I.*

This course includes the topics studied in the geometry course and a further study of congruence and applications, similarity and size transformations, circles and triangles and an introduction to matrices and transformations. Analytic geometry is introduced and additional problems are studied in area and volumes. Applications are used throughout the course. Covers State Common Core Standards.

### **PRE-CALCULUS [year]**

*Grades 11 & 12. Prerequisites: Algebra II. Recommendation: C or better in Algebra II.*

This course offers an in-depth study of content areas needed for the study of calculus. Topics included are polynomials, inequalities and applications, functions, exponential and logarithmic functions, the trigonometric functions, identities and equations, trigonometric inverses, graphing, trigonometric formulas, polar coordinates and, vectors and determinants, sequences and series, permutations and combinations, introductory statistics, and an introduction to calculus.

### **ADVANCED PLACEMENT STATISTICS [year]**

*Grades 10-12. Prerequisite: C+ or better in Algebra II or successful completion of pre-calculus.*

This is a course that develops basic properties of probability with its extensions into use and interpretation of statistical information. Topics studied include descriptive statistics, probability, probability distributions, testing claims, estimation, correlation and regression equations, analysis of variance, non-parametric statistics and a statistics project.

### **ADVANCED PLACEMENT CALCULUS AB [year]**

*Grades 11 & 12. Prerequisite: Pre-AP Algebra II or Pre-Calculus. Minimum Recommendation: B or better in Pre-AP Algebra II or Pre-Calculus.*

The content of Calculus AB is to be taught over a full academic year of high school. It covers what is typically taught in 1 semester of college calculus. These topics include rate of change of a function, differentiation, applications of differentiation, integration, and applications of the definite integral, transcendental functions, method of integration, and an introduction to differential equations.

### **ADVANCED PLACEMENT CALCULUS BC [year]**

*Grades 11 & 12. Prerequisite: AP Calculus AB. Minimum Recommendation: B or better in AP Calculus AB and a score of 3 or better on the AP Exam.*

The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that of granted for Calculus AB. It covers what is typically taught in 2 semesters of college calculus. These topics include rate of change of a function, differentiation, applications of differentiation, integration, applications of the definite integral, transcendental functions, methods of integration, polar coordinates, vectors and parametric equations, infinite series, power series, and differential equations. Both the BC and AB courses are intended to be equally challenging and demanding. Common topics require a similar depth of understanding. The BC test will also give an AB subscore on the common topics with the AB test.

### **PROBABILITY & STATISTICS [semester]**

*Grades 11-12 after Geometry is completed.*

Units of study include univariate and bivariate data distributions, sample surveys and experiments. Data exploration and study design, probability calculations models and their application, statistical inference model assessment. Content covers State Common Core Standards.

### **MATH LAB II [year]**

*Prerequisite: Teacher or counselor recommendation. Math Lab II concurrently enrolled in Algebra II.*

This course is designed for students who are having difficulties in their concurrent math class and need some additional help. Work in the course focuses on tutorial for the concurrent math course; remediation of skills; test taking strategies for the ACT, and SAT; projects using teamwork and interdisciplinary skills; and technology skills for problem solving, depending on the needs of individual students.

### **INTRO TO COMPUTER SCIENCE PRINCIPLES [semester]**

*Grades: 9-12. Prerequisite: Algebra 1. Math Elective*

Computing affects almost all aspects of modern life and all students need access to a computing education that prepares them to pursue the wide array of intellectual and career opportunities that computing has made possible. The course is intended to give a flavor or scope of computer science principles so students can further their knowledge and skills to live and meaningfully participate in our increasingly digital society, economy and culture. Topics will include; computer science history, logic, basic coding, game creation, internet history and development, and exploration of current topics such as big data, web design, privacy and security.

### **AP COMPUTER SCIENCE PRINCIPLES [year]**

*Prerequisite: Recommended successfully passing Algebra 2.*

AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

**AP COMPUTER SCIENCE A [year]**

*Prerequisite: Must have successfully passed Algebra 2 Recommended passing AP CSP.*

AP Computer Science A is designed to be equivalent to a one-semester college course in computer science. AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

**MATH MENTORING [year]**

*Grades 11-12. Prerequisite: two years of math and strong math skills*

Math Mentoring is a service learning class offered to juniors and seniors at East Lansing High School who are committed to the academic and social growth of the elementary students in their community. The Math Mentor will go over to the Elementary schools and help the elementary student build confidence in their math skills. The high school student must provide their own transportation or carpool with a classmate over to the elementary school. Students who want to be a part of this program must have a good attendance record and be willing to help with elementary math. This course does not count as math elective credit.

# DEPARTMENT OF ENGLISH

## ENGLISH CURRICULUM MAP Four credits required for graduation

Grade	English Traditional Course Sequence	English Accelerated Path	English Electives
9	English I (plus, English elective)	Accelerated English I (plus, English elective)	<ul style="list-style-type: none"> <li>Read 180 (9th grade w/ teacher approval)</li> <li>Creative Writing</li> <li>Advanced Creative Writing</li> <li>Film as Literature</li> <li>Multicultural Literature</li> <li>Seniad Yearbook Workshop (year long)</li> <li>Portrait Newspaper Workshop (year long)</li> <li>Senior Writing</li> <li>Exploring Teaching</li> </ul>
10	English 2 (plus English elective)	Accelerated English 2 (plus English elective)	
11	English 3 (plus English elective)	AP Language and Composition (plus English elective)	
12	Senior Writing AND semester English elective OR AP Language and Comp OR AP Literature	AP Literature (plus English elective)	

### SENIOR ENGLISH CREDIT

All East Lansing High School students are required to take ONE of the following classes for part of their 4th English credit:

- Expository Writing (B average or better) in English III class, or passed Senior Writing.
  - Senior Writing
  - AP Language and Composition **OR** AP Literature and Composition
- For example, a student may not earn their 4th English credit with a combination of .5 Creative Writing and .5 Multicultural Literature or .5 Film as Literature or Creative Writing and .5 Advanced Creative Writing. They must have a .5 of Expository Writing or Senior Writing **OR** be enrolled **OR** have credit in AP Language and Composition or AP Language and Composition.

### COLLEGE ESSAYS

All senior level fall elective courses will provide an opportunity for students to work on their college applications and college essays. Teachers will provide guidance and feedback.

### TESTING OUT OPTIONS

- Option One:** Take the English I Test Out in August prior to entering 9<sup>th</sup> grade.  
**Option Two:** Take the English II Test Out in August prior to entering 10<sup>th</sup> grade.  
**Option Three:** Take the English III Test Out in August prior to entering 11<sup>th</sup> grade.

**ENGLISH I [year]**

*Grade 9.*

This course provides instruction in both classic and contemporary literature. The literary selections are presented in thematic units and have been selected from works that present the wide diversity of cultural views and values in society. Writing instruction is provided by the classroom teacher where students will use a computer to compose, edit, and publish writings. Students will explore the Intercultural Dialogue process to develop a deeper understanding of diverse perspectives. Skill development includes the following areas: literature studies, writing skills, language use, grammar, group and individual projects, and oral presentations. Content covers Career and College Ready Common Core State Standards.

**READING 180 [year]**

*Grade 9.*

Reading 180 (9th grade): This course uses the READ 180 curriculum and software program developed by Scholastic and is aligned to the Common Core State Standards for English/Language Arts. Students are placed in this class who need support with reading, comprehension, vocabulary development, and reading fluency. This class will integrate computers, large and small group instruction for strengthening critical reading and writing, independent reading of print and audio literature, and additional reading practice related to all core subjects to prepare students for success not only in English classes, but in all content areas.

**ACCELERATED ENGLISH I [year]**

*Grade 9.*

This class covers most of the content in the regular English I class but includes additional rigor and curricular content to align to the AP Language and AP Literature classes. This course provides instruction in both classic and contemporary literature. The literary selections are presented in thematic units and have been selected from works that present the wide diversity of cultural views and values in society. Writing instruction is provided by the classroom teacher where students will use a computer to compose, edit, and publish writings. Students will explore the Intercultural Dialogue process to develop a deeper understanding of diverse perspectives. Skill development includes the following areas: literature studies, writing skills, language use, grammar, group and individual projects, and oral presentations. Content covers Career and College Ready Common Core State Standards.

**ENGLISH II [year]**

*Grade 10. Prerequisite: English I or Accelerated English I*

This course continues the development of the appreciation and understanding of literature by providing selected classic and contemporary novels, plays, short stories, and poems for study. The course is organized in thematic units to provide interest, continuity and relevance. This course continues skill development in literature studies, writing skills, language use, grammar, multi-media use, individual and group projects, and oral presentations. Content covers Career and College Ready Common Core State Standards.

**ACCELERATED ENGLISH II [year]**

*Grade 10. Prerequisite: English I or Accelerated English I*

This class covers most of the content in the regular English II class but includes additional rigor and curricular content to align to the AP Language and AP Literature classes. This course continues the development of the appreciation and understanding of literature by providing selected classic and contemporary novels, plays, short stories, and poems for study. The course is organized in thematic units to provide interest, continuity and relevance. This course continues skill development in literature studies, writing skills, language use, grammar, multi-media use, individual and group projects, and oral presentations. Content covers Career and College Ready Common Core State Standards.

**ENGLISH III [year]**

*Grade 11. Prerequisite: English II or Accelerated English II.*

This course surveys important American authors, their literary periods, and their writings, covering the period 1620 to the present. Memorizations, oral presentations, and grammar are also studied. English III furthers the development of literary analysis, writing skills, and language use. Content covers Career and College Ready Common Core State Standards. Students will prepare and practice for the writing, language and essay sections of the SAT test during this class.

**SENIOR WRITING [semester]**

*Grade 12. Prerequisite: English II class. Required\**

This senior-level, writing course is intended to prepare students who have various post-high school pathways. Throughout the semester, students will learn the framework of the writing process (creating an outline, rough draft, final draft, and editing revisions), while highlighting the key components of an essay. Writing assignments will include resumes and cover letters, personal narratives, argumentative and expository essays, letters of gratitude, and a research paper. Content covers Career and College Ready Common Core State Standards.

**EXPLORING EDUCATION [semester]**

*Grades 9-12. Students may enroll in multiple semesters for additional credit.*

Exploring Education is a course created by Michigan Department of Education (Future Proud Michigan Educator) designed to raise high school student awareness of educational strategies, systems, and professions. This one semester elective course is for students in grades 9-12 and engages student learners in a study of student identity and the ways in which those identities are developed in learning communities. Students will examine issues that affect their own education, including personal and systemic influences. Through classroom assignments and real-life field experiences at various levels, students will analyze teaching and learning practices as they receive mentorship and experiential learning. Students will use the course content and experiences to plan and prepare for their own educational pathways. The focus on equity supports our district wide diversity, equity and inclusion work.

**CREATIVE WRITING [semester]**

*Grades 10-12. Prerequisite: English I. Students may enroll in multiple semesters for additional English credit.*

This course is a creative writing workshop which will consist of some lecture and discussion but mostly writing. Students will be expected to write both in class and out of class. Students will have daily writing experiences that include writing exercises, original short stories, poetry, memoirs, cautionary tales, fables, and a choose your own adventure story. Students will be expected to read a variety of published short stories, poems, and other example pieces. Students will also produce a final writing portfolio for the end of the semester examination. Content covers Career and College Ready Common Core State Standards.

**ADVANCED CREATIVE WRITING** [semester]

*Grades 10-12. Prerequisite: Creative Writing and Creative Writing teacher approval. Students may enroll in multiple semesters for additional English credit.*

This course is designed for a small group of serious writers that can write independently using an on-line platform. This course is run simultaneously with Creative Writing and students will be permitted to check-in daily and work on their writing assignments in the library. Students will have three writing deadlines that include journal writings, polished journal writings, critiques, peer feedback sessions, and writing projects of their choice. Students will also be required to submit their writing to potential publication sources. Content covers Career and College Ready Common Core State Standards.

**MULTICULTURAL LITERATURE** [semester]

*Grades 11 & 12. Prerequisite: English III*

This course is designed to help students gain a better understanding and appreciation of a variety of cultures, values, and perspectives around the world. Over the course of the semester, we will study African and Black identity, Asian and Pacific Islander identity, Latinx and Hispanic identity, MENA identity, and Native and Indigenous identity on a global scale. We will work towards this objective by reading and viewing the work of authors from several racial, ethnic, socioeconomic, and religious backgrounds as well as by conducting our own research. Students will be expected to take leadership roles in developing classroom discussions and enrichment activities.

**ADVANCED PLACEMENT LITERATURE** [year]

*Grade 11-12. Prerequisites: English I, English II, English III, AP Lang*

This is a college-level course designed to further develop and enrich the way students analyze and evaluate literature (mostly FICTION) through close reading and critical thinking. Our focus will be on creative and imaginative literature of many genres and voices. We will explore how literature, from centuries ago up till the here and now, relates to and enriches our understanding of both history and modern life. Students will appreciate how writing reflects the level and complexity of their thinking, and they will practice multiple forms of writing to reach multiple and various audiences. We will examine and discuss the “big questions” of human existence by exploring the themes of heroism, hope, the nature of good and evil, self-actualization, roles and hierarchies, and inner/outer perceptions. Students will further develop their ability to discuss important issues and the ability to synthesize the ideas and positions of others. We will, of course, be preparing to take and score successfully on the AP test in May.

**ADVANCED PLACEMENT LANGUAGE and COMPOSITION** [year]

*Grade 11-12. Prerequisites: Three years of English, recommended B+ average in English III.*

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

**FILM AS LITERATURE** [semester]

*Grades 11-12. Prerequisite: English II.*

Film as Literature is a course designed to give students an opportunity to assess the quality of film in the same manner as they would other literature. Students will critically examine story, director, techniques, talent, theme, and symbolism. Issues related to the field of film making and viewing will be discussed both verbally and in writing. Films representing such genres as film noir, romantic comedy, suspense, and action adventure will be shown and analyzed. Signed permission slips to view R rated films required. See course instructor for a list of films. Numerous written reviews and analyses will be required in this course.



**CENIAD YEARBOOK WORKSHOP** [year] – *Does not count towards English credits.*

*Grades 10-12. Prerequisites: English I, and adviser approval recommended prior to signing up. Meets Applied Skills requirement for graduation.*

This hands-on publication class prepares the school yearbook—the historical record of East Lansing High School. All staff members will learn the techniques of interviewing, writing copy and captions, designing layouts and use of Adobe publishing software, including InDesign, Illustrator, and Photoshop. Once the initial training phase has ended, staff members will be delegated (based on interest and skill level) to a writing, photography, design, or editorial position. Some photography experience is desirable but not necessary for photographers. All staff members will be involved in the sale of advertising and the marketing of the book. Time outside class is required.

**PORTRAIT NEWSPAPER WORKSHOP** [year] – *Does not count towards English credits.*

*Grades 10-12. Prerequisite: English I. Meets Applied Skills requirement for graduation.*

This hands-on publication class prepares the school newspaper of East Lansing High School. This student-led publication prepares all written and visual content for the Portrait newspaper **and connected social media and online presences**. Student journalists will model the highest qualities of professional and creative media outlets to best prepare students for producing the highest-level publication. In this course, students **learn and utilize skills** in writing and reporting the news, including interview skills and how to use information from interviews to write news, sports, and feature stories as well as editorials; professional journalistic law and ethics; page design and graphic design; photojournalism; and media literacy. All enrolled students will be involved in the sale of advertising for the newspaper if needed. Time outside class is required.

**4<sup>th</sup> Year Required English Credit:**

***Required\**** - *Students NOT enrolled or lacking credit in AP Language or AP Literature MUST take one semester of Expository Writing or one semester of Senior Composition.*

**DEPARTMENT OF SCIENCE**  
**FLOW CHART FOR SCIENCE CURRICULUM**  
**Three credits required for graduation.**

<b>Grade</b>	<b>Required Courses</b>	<b>Electives</b> <i>Listed by grade at which the course may first be selected.</i>	<b>Advanced Placement</b> <i>Listed by grade at which the course may first be selected.</i>
<b>9</b>	Physical Science (Chemistry & Physics)		
<b>10</b>	Life Science (Biology)	Anatomy & Physiology (S) Ecology (S) Chemistry	AP Physics 1
<b>11</b>	Earth & Space Science	Forensic Science Human Biology	AP Biology AP Physics 2 AP Chemistry AP Environmental Science
<b>12</b>		All of the above	All of the above

**Science requirement:**

Students need 3 credits of science to graduate.

- One credit must be Physical Science
- One credit must be Life Science
- One credit must be Earth and Space Science

**PHYSICAL SCIENCE** [year]

*Grades 9-12. Prerequisite: none.*

This course provides students with an opportunity to study the fundamental concepts of physics and chemistry. Major topics include Forces, Motion, Energy, and Chemical Reactivity. Units of study in this course are organized around making sense of real-world questions and designing solutions to real world problems. The goal of the course is to provide students with a foundation for future high school science courses as well as prepare students for college and careers. Students' work will be aligned to the Michigan Science Standards, engaging students in science and engineering practices while learning the core ideas of chemistry and physics. Students will use the crosscutting concepts of science to make connections between their prior scientific knowledge, the ideas learned in this course, and the concepts learned in the Life Science and Earth and Space Science courses that complete the High School science sequence. This course serves as a prerequisite for those courses.

**LIFE SCIENCE** [year]

*Grades 10-12. Prerequisite: successful completion of Physical Science*

This course provides students with an opportunity to study the key concepts that help them make sense of life science. Major topics include: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. Units of study in this course are organized around making sense of real world questions and designing solutions to real world problems. The goal of the course is to provide students with a foundation for future high school science courses as well as prepare students for college and careers. Students' work will be aligned to the Michigan Science Standards, engaging students in science and engineering practices while learning the core ideas of life science. Students will use the crosscutting concepts of science to make connections between their prior scientific knowledge, the ideas learned in this course, and the concepts learned in the Physical Science and Earth and Space Science courses that complete the High School science sequence. This course serves as a prerequisite for the Earth and Space Science course.

## **EARTH and SPACE SCIENCE [year]**

*Grades 10-12. Prerequisite: successful completion of Physical Science, and Life Science or concurrent with Life Science*

This course provides students with an opportunity to study the fundamental concepts of Earth and Space Science. Major topics include Earth's Place in the Universe, Earth's Systems, and Earth and Human Activity. Units of study in this course are organized around making sense of real-world questions and designing solutions to real world problems. The goal of the course is to prepare students for college and careers. Students' work will be aligned to the Michigan Science Standards, engaging students in science and engineering practices while learning the core ideas of Earth and Space Science. Students will use the crosscutting concepts of science to make connections between their prior scientific knowledge, concepts learned in the Physical Science and Life Science and this course. Finishing the Earth and Space Science course will complete one-third of the High School science sequence.

## **ANATOMY & PHYSIOLOGY [semester]**

*Grades 10 - 12. Prerequisites: Physical Science, and Life Science or concurrent. Elective.*

This course is an introduction to basic human anatomy and physiology with focus on anatomical terminology, the integument, skeletal, muscular, and special senses systems. Dissections may be included

## **HUMAN BIOLOGY [year]**

*Grades 11 - 12. Prerequisites: Physical Science and Life Science. Elective.*

This course is an advanced elective laboratory course exploring the relationship between structures and functions of the human body. Students will learn anatomical terminology, anatomical identification, and physiology of the body systems. Students will have an opportunity to probe topics such as homeostasis and physiological disorders. Students will learn to use a sphygmomanometer, design and conduct experiments to test physiological processes and present a clinical case regarding a fictitious patient. Laboratory activities, including dissections of a sheep eye, sheep brain, and a fetal pig, will reinforce the concepts presented in class.

## **FORENSIC SCIENCE [year]**

*Grades 11-12. Prerequisites: Physical Science and Life Science. Elective.*

This course will explore science as it applies to the law. Topics will include crime scene investigation, fingerprinting, chemical analysis of drugs, toxicology, analysis of hair and fibers, serology & DNA, post mortem interval including entomology, anthropology, arson, blood spatter, serial profiling, and ballistics. Other topics may be added if time permits. Lectures, labs, activities, and projects will be utilized as the primary learning tools.

## **ECOLOGY [semester]**

*Grades 10 - 12. Prerequisites: Physical Science, and Life Science or concurrent Elective.*

This course includes the study of the ecological interactions that determine the distribution and abundance of organisms. Students will learn about the interactions among organisms and their environment. The environment section covers both physical properties, abiotic factors, climate, and geology, and biotic factors, of aquatic and terrestrial habitats. Topics include identification, collection techniques, evolutionary principles, limiting factors, population growth, regulation, and community structure.

**ADVANCED PLACEMENT PHYSICS 1 [year]**

*Grades 10-12. Prerequisites: B or better in Geometry, B or better in Algebra, and concurrently taking Algebra II or higher. Elective.*

AP Physics 1 explores such topics as Newtonian mechanics; work, energy, and power; mechanical waves and sound; and simple circuits. The course seeks to be representative of topics covered in the first semester of similar college courses, as determined by periodic surveys. It is based on core scientific principles, theories, and processes that provide a broad way of thinking about the physical world. Students will be required to use models to solve problems; apply mathematics appropriately; collect, analyze, and evaluate data to answer a question; and apply scientific theories to account for observations. Knowledge of algebra and basic trigonometry is necessary for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. This course is a prerequisite for AP Physics 2 (or on-line AP Physics courses).

**ADVANCED PLACEMENT PHYSICS 2 [year]**

*Grades 11-12. Prerequisites: AP Physics 1 and currently taking precalculus or higher. Elective.*

AP Physics 2 explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields and electromagnetism; physical and geometric optics, and quantum, atomic, and nuclear physics. The course seeks to be representative of topics covered in the second semester of similar college courses, as determined by periodic surveys. It is based on core scientific principles, theories, and processes that provide a broad way of thinking about the physical world. Students will be required to use models to solve problems; apply mathematics appropriately; collect, analyze, and evaluate data to answer a question; and apply scientific theories to account for observations. Knowledge of algebra II and trigonometry is necessary for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as PV diagrams.

**ADVANCED PLACEMENT BIOLOGY [year]**

*Grades 11- 12 Prerequisite: Successful completion of AP Physics 1, or B or better in Physical Science, and Life Science. Elective.*

This AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during the first year. Topics will include an in-depth study of evolution, the structure and function relationship, essential life processes and the interactions among biological systems. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. No dissection will be included. Students should expect to spend an average of 5 or more hours per week in lecture or lab. In addition, students typically spend as much as 10 hours outside of class time weekly.

**CHEMISTRY [year]**

*Grades 10- 12 . Prerequisites: Physical Science, and Life Science or concurrent. Elective.*

This course is an introduction to the fundamental concepts and calculations of chemistry, designed for science-oriented students. First semester introduces the atomic and molecular structure of the substances that make up the universe, the basic principles of measurement, and the basic calculations used in chemistry. In second semester, students use foundations from the first semester to explore topics including solutions, acid-base chemistry, kinetics, oxidation-reduction chemistry, and gas laws. For each topic, students explore the changes matter undergoes and learn why these changes take place.

## **ADVANCED PLACEMENT CHEMISTRY [year]**

*Grades 11 -12. Prerequisites: B or better in Physical Science and Life Science and a completed AP Application (forms available on-line). Strongly Recommended: B or better in Algebra II OR concurrent enrollment in Algebra II with Math Department recommendation. Elective.*

This course addresses objectives similar to the combination of a first-year college chemistry lecture course and a laboratory course. The purpose is to prepare the student for successful completion of the AP Chemistry test. Topics will include an in-depth study of structure of matter, nomenclature, kinetic-molecular theory, equilibrium, kinetics, thermodynamics, and acid base chemistry. The overarching goal is for students to develop a strong fundamental understanding while being exposed to some advanced topics. To this end, there is an emphasis on lab experience. The student will perform and design experiments, thus developing critical thinking and problem-solving skills. Students should expect to spend an average of 6 or more hours per week in lecture or lab. In addition, students typically spend as much as 10 hours outside of class time. Students taking this course are expected to pay for and take the AP Chemistry Exam in the spring.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE [year]**

*Grades 11 - 12. Prerequisites: Completion of Physical Science and Life Science. Elective.*

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems.

For students that are looking for an alternative pathway through the Michigan Science Standards, please consider the following:

1. Test out of the required Science classes
2. Double up on Science classes
3. You may swap the following courses if you meet the prerequisites:
  - a. AP Physics 1 for Physical Science (note you will not be exposed to the chemistry standards which will be tested on the Michigan Merit Exam)
  - b. AP Biology for Life Science

It is the strong recommendation of the Science Department that your student take the required courses as designed, or to choose option 1 or option 2 in the above list.

**DEPARTMENT OF SOCIAL STUDIES**  
**FLOW CHART FOR SOCIAL STUDIES CURRICULUM**  
**Three credits required for graduation.**  
**Three credits required for college admission.**

Grade Level	Required Course	Electives
9	U.S. History, or *AP U.S. History <small>*instructor consultation recommended</small>	None
10	World History, or AP World History	Film as History Introduction to Law Black American History Comparative World Religions Military History
11	None	Film as History Introduction to Law Black American History Comparative World Religions Military History Contemporary Studies Psychology 1 Psychology 2 AP Psychology AP U.S. History AP European History AP Government AP Microeconomics
12	American Government (or AP Government) AND Economics (or AP Microeconomics)	All of the courses listed above!

**U.S. HISTORY: 1870 TO THE PRESENT [year]**

*Grade 9. No Prerequisite*

This is a survey course which is intended to build on previous course work in United States History. Picking up with industrialization and urbanization, the course focuses on social, economic, and political developments and issues through the present day. Social Studies strands of geography, economics, and civics are embedded throughout the course. Students will practice disciplinary ways of reading, writing, thinking, and speaking through inquiry, research, and the analysis of primary and secondary sources.

**ADVANCED PLACEMENT U.S. HISTORY [year]**

*Grades 9-12. No Prerequisite*

*(This course can be taken for elective credit or to fulfill the graduation requirement for U.S. History.)*

The AP U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the events and developments that have shaped U.S. History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their

credibility and relevance to a given interpretive problem—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course develops the skills necessary to generate informed, evidence-based conclusions and judgements. Students are encouraged to take the national AP exam at the end of the course for potential college waivers and credits.

### **WORLD HISTORY [year]**

*Grade 10. Prerequisite: U.S. History*

This course introduces the student to the major cultures of the world and builds on previous course work in Western and Eastern Hemisphere studies at lower grade levels. Emphasis in 10<sup>th</sup> grade is placed on the impact of religion, geography, politics, and economics on the development of these cultures. This survey course includes an overview of Eastern and Western Europe, the Far East, North Africa and the Middle East, and other areas in relation to these locations. These topics are studied within a geographic and chronological framework, which is intended to help the student understand the interrelationships between current cultures as well as the historical events which have resulted from this cultural diffusion.

### **ADVANCED PLACEMENT WORLD HISTORY [year]**

*Grades 10-12.*

*(This course can be taken for elective credit or to fulfill the graduation requirement for World History.)*

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

### **FILM AS HISTORY [semester]**

*Grades 10-12. No Prerequisite*

This course will cover selected topics in history through the lens of the entertainment industry and popular culture. Events, issues, and acts of heroism spanning U.S. and World History are viewed and evaluated as a combination of fact, fiction, and prejudices. Artistic portrayals and actual historical events are often compared. The ways in which a film reflects multiple perspectives and agendas are explored. Students will learn how archival research, cinematography, set/costume design, and special effects are used to recreate historical events.

### **COMPARATIVE WORLD RELIGIONS [semester]**

*Grades 10-12. No Prerequisite*

This class is a comparative study of the world's major religions/philosophies including (but not limited to) Christianity, Islam, Buddhism, Hinduism, and Judaism. Content may include: historical development, geographic scope, general beliefs and the practices, and the effects of these religions on history, society, and politics.

### **BLACK AMERICAN HISTORY [semester]**

*Grades 10-12. No Prerequisite*

This course is designed to develop students' awareness and understanding of topics, events, and issues that illustrate Black agency, resistance, and perseverance; celebrate Black achievement, identities, and culture; and provide opportunities to explore local history. Units will be shaped by both chronological and thematic threads. Students will gain a deeper understanding of the historic roots of the progress and challenges we face today and will be provided opportunities for community engagement.

## **ADVANCED PLACEMENT EUROPEAN HISTORY [year]**

*Grades 11-12. Prerequisite: World History*

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students are encouraged to take the national AP exam at the end of the course for potential college waivers and credits.

## **PSYCHOLOGY 1 [semester]**

*Grades 11-12. No Prerequisite*

This is an introductory psychology course. The goal is to provide a broad, general overview of psychology, which is the scientific study of behavior and mental processes. Areas of in-depth study include: History of Psychology and Approaches, States of Consciousness, Neuroscience, Social Psychology, Psychological Disorders and Therapy, Research Methods and Developing through the Lifespan.

## **PSYCHOLOGY 2 [semester]**

*Grades 11-12. No Prerequisite*

This is an introductory psychology course. The goal is to provide a broad, general overview of psychology, which is the scientific study of behavior and mental processes. Areas of in-depth study including: Memory, Learning, Cognition, Sensation and Perception, Motivation and Emotion, Intelligence: Testing and Individual Differences, Personality Development.

## **ADVANCED PLACEMENT PSYCHOLOGY [year]**

*Grades 11-12. Prerequisite: Psychology (recommended, not required)*

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

## **INTRODUCTION TO LAW [semester]**

*Grades 10-12. No Prerequisite*

This course in practical law is intended for the student with an interest in the United States justice system. Topics may be covered through readings, lecture/discussion, research, guest speakers, and film. Topics may include the following: Criminal Law, Civil Law, and Constitutional Law

## **MILITARY HISTORY: STUDIES IN WORLD CONFLICT [semester]**

*Grades 10-12. No Prerequisite*

This course is an overview of significant military trends and developments in world history from ancient through modern times. Weapons and technology, strategy and tactics, decisive battles, and significant leaders may be studied. Other topics may include the theoretical principles of warfare as well as the development of military ethics. Course work may include scholarly readings and required discussion participation. Recommended for students who enjoyed and did well in World History.



## **CONTEMPORARY STUDIES: CURRENT FOREIGN & DOMESTIC ISSUES** [semester]

*Grades 11-12. Prerequisites: U.S. History and World History*

This course provides students with a variety of opportunities to research, discuss, and analyze the historical background and impact of contemporary social, political, and economic national and global issues. Students will evaluate the credibility of sources, consult multiple perspectives, and present their evidence-based conclusions in written and multimedia formats.

## **AMERICAN GOVERNMENT** [semester]

*Grade 12. Prerequisites: U.S. History and World History*

This course is a survey of the structure and functions of the U. S. federal government. Students will study the foundations of the U.S. Government system, including: the Constitution and Bill of Rights, the Political Party system, and current political issues. The legislative, executive and judicial branches will be covered in depth, including: qualifications, duties and changing roles and responsibilities. Core Democratic Values will be referenced. Students will also be required to participate in a community-based observation and/or community service requirement (to complete the state standard of civic involvement).

## **ADVANCED PLACEMENT US GOVERNMENT AND POLITICS** [year]

*Grades 11-12. Prerequisite: U.S. History and World History*

*Students are encouraged to schedule this course back-to-back with AP Microeconomics.*

A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.

## **ECONOMICS** [semester]

*Grade 12. Prerequisites: U.S. History and World History*

This course is a survey of the classical economics and Keynesian economics. Micro and Macroeconomics are studied using supply and demand models in conjunction with how and why households, business firms, and units of government make choices. Emphasis may be placed on fiscal and monetary policies, price systems, and international trade.

## **ADVANCED PLACEMENT MICROECONOMICS** [year]

*Grades 11-12. Prerequisites: U.S. History and World History*

*Students are encouraged to schedule this course back-to-back with AP Government.*

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

## **LINKS** [semester]

*Grades 11-12. Instructor approval required.*

The student enrolled in LINKS will be a mentor, role model, and friend to a student with an Autism Spectrum Disorder (ASD) or other disabilities. In this role, the LINK student will be with their assigned student with a disability a minimum of one class period per day. In addition to being a mentor, role model, and friend, they will assist the student in such things as appropriate classroom behavior, organization of assignments and supplies, and focusing on what the teacher is saying. This is a hybrid course (online and face to face participation). Grading is based on attendance, course work, attending meetings and a final.

# DEPARTMENT OF VISUAL AND PERFORMING ARTS

## FLOW CHART FOR VISUAL ARTS CURRICULUM One credit required for graduation.

Grade	Beginning Listed in first grade level the course may be elected.		Intermediate/Advanced Listed in first grade level the course may be elected.	
	2D	3D	2 D	3D
9-12	Draw I Painting I Watercolor Printmaking/Screen Printing	Sculpture Fiber Arts Ceramics I	Computer Graphic Design Photography I Drawing II  Printmaking/Screen Printing	
10-12			Photography II Advanced Painting	Ceramics II
11-12			A P Studio Art (11-12)	AP 3DStudio Art (11-12)

### Visual Arts:

#### **DRAWING I** [semester]

Grades 9-12. Prerequisite: none.

A foundation course to develop observational drawing skills using a variety of greyscale materials. Pencil skills and techniques will be emphasized with units largely based on the elements and principals of design. Other media may include: charcoal, pen and ink, brush and ink, and colored pencil. Students will develop the ability to render three-dimensional imagines on a two-dimensional surface.

#### **DRAWING II** [semester]

Grades 9-12. Prerequisite: Drawing I.

This course provides students with further opportunity to develop new drawing techniques and skills while strengthening the basics. The focus will be on improving compositional design while using color media, included, but not limited to; oil pastel, soft pastel, pastel pencil, colored conte' crayon, colored pencil, and watercolor. Illustration/ story-telling, figure drawing, portraiture, animal studies, landscapes and 2-pt. perspective will be explored. Drawing II is recommended for the student who plans to take Studio Art

#### **PAINTING I** [semester]

Grades 9-12. Prerequisite: none. Recommendation: Drawing I.

Students are introduced to painting through art history as a means of communication and self-expression. Painting styles of pre-modern/modern art periods of western civilization will be taught. The focus will be on color theory, a variety of applications, composition, and creative design. Tempera and acrylic paint will be used.

#### **ADVANCED PAINTING: [semester]**

Grades 9-12. Prerequisite: Painting 1 or Watercolor recommendation Drawing 1]

Advanced painting will offer a more in-depth and rigorous format exposing students to a range of new mediums

and painting methods. Students will have the opportunity to work with Acrylic, Oil, and gouache as they develop their own painting vocabulary as a means of communication and self-expression. This class will focus on developing the student's composition and painting skills, color theory, and competence in multiple mediums. Through this course students will focus on technical, historical, aesthetic, cultural and contemporary concerns of painters as they develop their own personal artistic style.

**WATERCOLOR** [semester]

*Grades 9-12. Prerequisite: none. Recommendation: Drawing I.*

This class will focus on developing the student's composition and watercolor painting skills. Basic traditional watercolor as well as experimental application techniques will be explored using observational subject matter. This will include but is not limited to still lifes, landscapes, flowers, and animals.

**SCULPTURE** [semester]

*Grades 9-12. Prerequisite: none.*

The process of creating three-dimensional art, both in-the-round and relief, based on the elements and principals of design. A variety of constructions methods are used including both additive and subtractive (i.e. carving, modeling, assemblage). Materials may include clay, tooling foil, plaster, paper-mache', wire and other items. There will be a focus on the history of sculpture throughout the ages.

**FIBER ARTS** [semester]

*Grades 9-12. Prerequisite: none.*

An introductory course developing skills and techniques expressed through natural and synthetic fibers: paper making, book binding, weaving, stitchery, coiling, batik, soft sculpture, fabric painting and dyes. Students will create a two-dimensional sketch plan (template) to be executed three-dimensionally based on the elements and principals of design. The history of fibers in art will be included.

**CERAMICS I** [semester]

*Grades 9-12. Prerequisite: none.*

This course teaches the hand-building techniques used in pottery making including pinch, coil, slab, and drape methods of construction, as well as sculpting. Introduction to glaze basics and a variety of techniques will also be explored. Throwing pots on the potter's wheel will be introduced.

**CERAMICS II** [semester]

*Grades 9-12. Prerequisite: Ceramics I.*

This course is an extension of Ceramics I. It deals more in-depth with hand building and basic wheel techniques with emphasis on creativity and individual expression. The focus will be on creativity and surface design. Advanced decoration techniques taught will include graffiti, staining, wax resist, incising, and glaze making.

**ADVANCED PLACEMENT STUDIO ART 2-D**[year]

*Grades 11 & 12. Prerequisites: Drawing I and one-color theory class; Painting I, or Watercolor 112*

This class is for highly motivated students who wish to participate in an accelerated art program in drawing, painting, and design. The student will be expected to create a 10-piece portfolio, at the completion of the first semester, suitable for college entrance that exhibits a diverse understanding of a variety of media and design concepts. This work will also be used towards the Breadth section of the College Board exam. During the second semester of this class the focus will be on a specific concept or concentration of your selection. This is the concentration section of your AP exam portfolio. You will be expected to devote a considerable amount of time, effort, and thought to an investigation of a specific visual idea. You will be working, independently from the rest of the class, on 10 related projects designed to show growth and discovery in your area of interest. Good composition, skill building, and creative exploration will be emphasized.

Students are encouraged to take the A. P. Studio Art performance-based Two-D Design or Drawing & Painting exam in May.

### **AP 3-DIMENSIONAL STUDIO ART [year]**

*Grades 11 & 12. Prerequisites: 3 successfully completed Three-D art classes*

This class only meets second semester and is for highly motivated students who wish to participate in an accelerated art program to expand their portfolios to include a series of work in one focused area of three-dimensional art. The student's independent selection for their concentration focus should be one in which the student has a good base knowledge for and has shown a passion to continue to explore and develop their skills. This *Concentration section* of the AP College Board exam should demonstrate their depth of knowledge, competency, and creativity in 3-D art.

During the semester prior to this class the student will be required to meet with the instructor 4 times, TBA. The AP College Board exam requires the student to complete a *Breadth section* of the portfolio which include nine 3-D pieces of art work. This work should be developed in the three prerequisite classes and demonstrates artistic knowledge and competence in a range of materials and conceptual approaches.

Students are encouraged to take the A. P. 3-D Studio Art performance-based exam in May.

### **COMPUTER GRAPHIC DESIGN [semester]**

*Grades 10-12. Prerequisites: none.*

This course is an introduction to the visual world of design and color as they relate to computer graphic design. Students will be utilizing professional practices to gather information about a design problem and project requirements that are related to today's graphic design industry. Through development of ideation techniques and an understanding of the elements and principles of design, the student will learn to render layout designs and develop a finished like product using the computer. A variety of software and technology will be introduced including, but not limited to: Adobe Photoshop & Illustrator, Corel Draw, Photo scanner, Digital SLR Camera, and a computer tablet.

### **PHOTOGRAPHY I [semester]**

*Grades 9-12. Prerequisites: none*

This is a course aimed at delivering a well-rounded education about the fundamentals of photography, including manual camera functions, compositional techniques, lighting concepts, computer-editing software, and an introduction to the darkroom through pinhole and photogram projects. Students will be challenged to confront creative challenges in individual and group settings.

### **PHOTOGRAPHY 2 [semester]**

*Grades 9-12. Prerequisites: Photography 1*

Photo 2 is a course designed to accentuate the skillsets from Photo 1. Students should already have a basic understanding of camera functions, compositional techniques, and be acquainted with the darkroom. These skillsets will then allow them to participate in the building of a photographic portfolio. A major portion of this course will be dedicated to learning the fine art of 35mm film photography as well as the history that allowed this incredible medium to evolve. Students will be challenged to persist through problems as they discover the wonders of the processing lab.

## Performing Arts:

### **CONCERT BAND [year]**

*Grades 9-12. Prerequisite: Previous experience on a traditional band instrument. Student must perform an audition for band director and are placed into the appropriate ensemble. Students may enroll in multiple semesters for additional credit.*

Concert Band is intended for the developing instrumental (wind/percussion) player. Instruction and course objectives are aimed at developing musicianship and basic instrumental skills through proper rehearsal and performance of appropriate band and solo literature. Concepts include: tone quality, group and individual intonation, musical expression, articulations, music theory, and music history. Students enrolled in the Concert Band are eligible to participate in the ELHS Trojan Marching Band, Jazz Band, and all other events sponsored by the Michigan School Band and Orchestra Association. All special events, rehearsals, and/or performances during non-school hours are essential and attendance at these events is included in the grading process. Students are expected to be a productive member of this ensemble for the entire year. Only in an emergency situation and with band director approval are students permitted to take one semester.

### **SYMPHONIC BAND [year]**

*Grades 9-12. Prerequisite: Previous experience on a traditional band instrument. Student must perform an audition for band director and are placed into the appropriate ensemble. Students may enroll in multiple semesters for additional credit.*

Symphonic Band is intended for the intermediate instrumental (wind/percussion) player. Instruction and course objectives are aimed at developing musicianship and progressing instrumental skills through proper rehearsal and performance of appropriate band and solo literature. Concepts include: tone quality, group and individual intonation, musical expression, articulations, music theory, and music history. Students enrolled in the Symphonic Band are eligible to participate in the ELHS Trojan Marching Band, Jazz Band, and all other events sponsored by the Michigan School Band and Orchestra Association. Additionally, students in the Symphonic are encouraged to take private lessons and participate in additional chamber music opportunities. All special events, rehearsals, and/or performances during non-school hours are essential and attendance at these events is included in the grading process. Students are expected to be a productive member of this ensemble for the entire year. Only in an emergency situation and with band director approval are students permitted to take one semester.

### **WIND ENSEMBLE [year]**

*Grades 9-12. Prerequisite: Previous experience on a traditional band instrument. Student must perform an audition for band director and are placed into the appropriate ensemble. Students may enroll in multiple semesters for additional credit.*

The Wind Ensemble is intended for the advanced instrumental (wind/percussion) player. Instruction and course objectives are aimed at developing musicianship and exceptional instrumental skills through proper rehearsal and performance of appropriate band and solo literature. Concepts include: tone quality, group and individual intonation, musical expression, articulations, music theory, and music history. Students enrolled in the Wind Ensemble are eligible to participate in the ELHS Trojan Marching Band, Jazz Band, and all other events sponsored by the Michigan School Band and Orchestra Association. Additionally, students in the Wind Ensemble are expected to take private lessons and perform a variety of solo and chamber music repertoire. All special events, rehearsals, and/or performances during non-school hours are essential and attendance at these events is included in the grading process. Students are expected to be a productive member of this ensemble for the entire year. Only in an emergency situation and with band director approval are students permitted to take one semester.

**CLASS PIANO I** [semester]

*Grades 9-12. Prerequisite: none.*

This course is designed for students with little or no piano experience. It allows the opportunity for students to learn the basic keyboard skills needed to be able to play music of their choice. It also provides the student with some basic music theory and an introduction to composers of piano music and their literature.

**CLASS PIANO II** [semester]

*Grades 9-12. Prerequisite: Class Piano I or piano lessons.*

This course is designed for the student who is past the beginning piano stage. Piano skills are improved and performance levels raised. Additional music theory is taught along with the piano music including some basic techniques for music composition. This course is open, but not limited, to the student who has successfully completed Class Piano I.

**JAZZ BAND I** [Year]

*Grades 9-12. Prerequisites: Student must be concurrently enrolled in Concert Band, Symphonic Band, or Wind Ensemble (exception for guitarists, bassists, and pianists). Student must perform an audition for band director and are placed into the appropriate ensemble. Students may enroll in multiple semesters for additional credit.*

Jazz Band I is for advanced jazz students. Rehearsals and performances occur outside of the normal school day. Attendance at all rehearsals and performance is part of the grade. Concepts include: Jazz style, improvisation, music theory, and jazz history. The Jazz Band season runs from October-May and students receive a quarter credit for the school year.

**JAZZ BAND II** [Year]

*Grades 9-12. Prerequisites: Student must be concurrently enrolled in Concert Band, Symphonic Band, or Wind Ensemble (exception for guitarists, bassists, and pianists).*

*Student must perform an audition for band director and are placed into the appropriate ensemble. Students may enroll in multiple semesters for additional credit.*

Jazz Band II is for beginning and intermediate jazz students. Rehearsals and performances occur outside of the normal school day. Attendance at all rehearsals and performance is part of the grade. Concepts include: Jazz style, improvisation, music theory, and jazz history. The Jazz Band season runs from October-May and students receive a quarter credit for the school year.

**CHAMBER ORCHESTRA** [STRINGS ONLY] [year]

*Grade 9 & 10. Prerequisite: Previous private lessons and/or class lessons on either violin, viola, cello, or bass. Students may enroll in multiple semesters for additional credit.*

This class is designed to train the intermediate string player in proper performance and rehearsal techniques and to nurture their potential through the rehearsal and performance of quality string orchestra literature appropriate to the level of their development. It is also designed to prepare the musician for performance at a more advanced level. Musical, historical and theoretical concepts are discussed and applied appropriately to every piece of music. Class work includes theory, shifting and position techniques, interpretation, style, rhythm and bow technique. Chamber Orchestra combines with Symphonic Orchestra for all performances, trips, partnerships, MSBOA festivals, and other workshops. This orchestra is for freshmen and sophomore string students. **One credit per year.**

### **SYMPHONIC ORCHESTRA [STRINGS ONLY] [year]**

*Grades 10-12. Prerequisites: Auditions only for instructor. Previous private lessons and/or class lessons on either violin, viola, cello or bass. Students may enroll in multiple semesters for additional credit.*

This class is designed to develop the potential of the instrumental musician through rehearsal and performance of quality string and symphony orchestra literature appropriate to the level of the development. It is also designed to prepare the musician for performance at the highest level. Musical, historical and theoretical concepts are discussed and applied appropriately to every piece of music. This class will also provide a full orchestra experience with the addition of the Symphonic Winds and Percussion students. The combined Chamber and Symphonic Orchestras perform several public televised concerts throughout the school year, are involved in guest artist workshops, and university partnerships. Students may take educational trips when planned, and are eligible to perform in MSBOA festivals. **One credit per year.**

### **SYMPHONIC WINDS AND PERCUSSION [year]**

*Grades 9-12. Prerequisites: Auditions only for band and orchestra instructors. Previous private lessons and/or class lessons. Students may enroll in multiple semesters for additional English credit. Students may enroll in multiple semesters for additional credit.*

This class is designed to develop the potential of the instrumental musician through rehearsal and performance of quality symphony orchestra literature appropriate to the level of that development. It is also designed to prepare the musician for performance at the highest level. Musical, historical and theoretical concepts are discussed and applied appropriately to every piece of music. This class will also provide a full orchestra experience with the combination of the symphonic orchestra students. The Symphonic Orchestras perform several public and televised concerts throughout the school year, are involved in guest artist workshops, and university partnerships. Students may take educational trips when planned, and are eligible to perform in MSBOA festivals. **One-half credit per year.**

### **ADVANCED PLACEMENT MUSIC THEORY [year]**

*Grades 9-12\*. Prerequisites: Students in AP Music Theory must have at least one year of high school music and must be prepared to study the language of music. \*A letter of recommendation from a private music instructor may also count as a prerequisite.*

Students in AP Music will be introduced to the elements of music theory and composition, and will learn how these elements are used in music. The emphasis will be on rules of theory and composition, ear training, sight singing, analysis, and keyboard skills. The course is designed both for students who desire to prepare for music as a career as well as those who desire it for personal enrichment. While the main emphasis is placed on music on the Common Practice Period (1600-1900), music of other stylistic periods will also be studied. The course integrates melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. Students will be prepared for, and encouraged to take the AP Music Theory Exam in May.

### **THEATER I [semester]**

*Grades 9-12. Prerequisite: none.*

This course introduces students to all aspects of theater arts! Students study basic principles of acting, including characterization, textual interpretation, voice, pantomime, and movement. Additionally, students gain a working knowledge of theater history and the multiple forms of theatrical performance, as well as the technical aspects of theater and theatrical design. Through acting exercises, improvisation, theater games, and live monologue and scene performances, students will overcome stage fright, develop self-confidence, and gain public speaking skills.



**ADVANCED THEATER (No Acting) [semester]**

*Grades 9-12. Prerequisite: Theater I grade of C or better or teacher approval. Students may enroll in multiple semesters for additional credit.*

This course is for students who wish to more deeply examine the topics explored in Theater I. Class work focuses on advanced scene study, theatrical design (costume, makeup, lighting, sets), and in-depth monologue work from various theatrical eras and genres. Students will demonstrate proficiency in monologue delivery for audition purposes, develop a working resume for jobs in the theater, and learn about various theater-related occupations. Students will have multiple performance and/or design opportunities throughout the semester.

**CONCERT CHOIR [1 or 2 semesters]**

*Grades 9-10. Prerequisite: none. Students may enroll in multiple semesters for additional credit.*

Concert Choir is a performance-oriented group that is open to students who wish to perform diverse, exciting, and demanding musical literature including major works with orchestra. Course emphasis is placed on musicianship and related performance skills. A short audition is required to check voice ranges.

**ELSINGERS** [year]

*Grades 11 & 12. Prerequisite: Concert Choir. Students may enroll in multiple semesters for additional credit.*

ELSINGERS is traditionally one of Michigan's finest high school vocal ensembles. Emphasis is placed on performance and musical literature of the highest musical caliber. Membership is available by audition only to all students of exceptional musical ability who are motivated to achieve the highest levels of vocal performance.

**ENCORE STRINGS** [Year]

*Grades: 9-12 Prerequisites: Must be enrolled in Chamber or Symphonic Orchestra. Audition required for admission. Students may enroll in multiple semesters for additional credit.*

Encore Strings is an audition only, advanced placement chamber ensemble. The ensemble is limited to twenty-five members. This class is designed to provide a professional chamber orchestra experience for the students. During the year, the students will learn all types of literature necessary to play concerts, festivals, celebrations, and gigs. The music will include the following styles: baroque, classical, romantic, contemporary, jazz, pop and rock. The ensemble will perform at MSBOA festivals, and program concerts. The class will meet from October to May. The class will meet two zero hours and one evening during the week.

## DEPARTMENT OF WORLD LANGUAGES

### ELHS World Language Course Descriptions for 2020-2021 Booklet

#### World Language Program Overview

French		German	Spanish	
French 1		German 1	Spanish 1	
French 2		German 2	Spanish 2	
French 3		German 3	Spanish 3	
French 4		German 4	Spanish 4	
AP French	Careers in French		AP Spanish	Careers in Spanish
<i>Students may take either AP or Careers as a fifth or sixth year course.</i>		<i>AP is not currently available. Please discuss this course with the German teacher if you are interested.</i>	<i>Students may take either AP or Careers as a fifth or sixth year course.</i>	

#### **GERMAN I**

Grades 9-12 - *Prerequisite: none*

A *full-year* course for students who are starting in German. The focus is on developing skills in reading, writing, listening, speaking, and cultural literacy in the target language. This involves a great deal of active conversation and participation. The course is geared toward students who would like to move on to level two. This is not an exploratory course. Successful completion of this course will result in one high school credit and will satisfy the 1<sup>st</sup> year of the 2-year world language high school graduation requirement. Sample topics include basic greetings and introductions, leisure activities, and personal descriptions. Various authentic resources are used such as movies, music, and other media. Grammatical structures will also be explored to achieve communicative goals.

#### **GERMAN II**

Grades 9-12 – *Prerequisite: completion of German I*

A *full-year* course for those who have successfully completed German I. Students will continue to develop skills in reading, writing, listening, speaking, and cultural literacy in the target language. The course is geared toward students who would like to move on to level three and/or satisfy their two-year world language high school graduation requirement. This is not an exploratory course; Successful completion of this course will result in one high school credit and will satisfy the 2<sup>nd</sup> year of the 2-year world language high school graduation requirement. Sample topics include travel and leisure activities, daily routines, health and healthcare, and narration of past and future events. Various authentic resources are used such as movies, music, and other media. Grammatical structures will continue to be explored to achieve more advanced communicative goals.

#### **GERMAN III**

Grade 10-12 - *Prerequisite: German II*

This intermediate German level class is designed to improve and broaden communication ability in written and spoken German. Increased emphasis is placed on the practice of reading, speaking and understanding German. Additional grammar concepts, and vocabulary building activities facilitate understanding of varied reading and listening materials. Major literary and historical themes are studied, as well as, short stories, poems, plays, songs, and magazine and newspaper articles.

## **GERMAN IV**

Grade 11-12 - *Prerequisite: Completion of German III*

This advanced German level course is designed to meet the needs of those students, who want to continue learning German to become fluent and proficient in the language. Students learn sophisticated grammar points and vocabulary words that will help them engage in classroom discussions and essay writing. Reading, speaking and listening comprehension are stressed, as well as, an in-depth study of German history, art, geography and culture

## **SPANISH I**

Grades 9-12 - *Prerequisite: none*

A *full-year* course for students who are starting in Spanish. The focus is on developing skills in reading, writing, listening, speaking, and cultural literacy in the target language. This involves a great deal of active conversation and participation. The course is geared toward students who would like to move on to level two. This is not an exploratory course. Successful completion of this course will result in one high school credit and will satisfy the 1<sup>st</sup> year of the 2-year world language high school graduation requirement. Sample topics include basic greetings and introductions, leisure activities, and personal descriptions. Various authentic resources are used such as movies, music, and other media. Grammatical structures will also be explored to achieve communicative goals.

## **SPANISH II**

Grades 9-12 – *Prerequisite completion of Spanish I*

A *full-year* course for those who have successfully completed Spanish I. Students will continue to develop skills in reading, writing, listening, speaking, and cultural literacy in the target language. The course is geared toward students who would like to move on to level three and/or satisfy their two-year world language high school graduation requirement. This is not an exploratory course; Successful completion of this course will result in one high school credit and will satisfy the 2<sup>nd</sup> year of the 2-year world language high school graduation requirement. Sample topics include travel and leisure activities, daily routines, health and healthcare. Various authentic resources are used such as movies, music, and other media. Grammatical structures will continue to be explored to achieve more advanced communicative goals.

## **SPANISH III**

Grades 9-12 - *Prerequisite: Completion of Spanish II*

First and foremost, students will be able to use a second language for communication. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and obtaining information, expressing personal feelings and opinions. Second, students will also improve their reading of authentic material and writing skills in order to augment their speaking skills. Trips abroad are planned regularly.

## **SPANISH IV**

Grades 10 -12 - *Prerequisite: Completion of Spanish III*

This course emphasizes active communication. It is taught entirely in Spanish and the students are expected to speak Spanish during class, both with the teacher and with other students. The course content seeks to develop 1) the ability to understand spoken Spanish in a variety of contexts; 2) a Spanish vocabulary sufficiently advanced for reading newspaper and magazine articles, literary texts, and other nontechnical writings without dependence on a dictionary; and 3) the ability to express ideas coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Spanish. Students will learn and use a wide variety of idioms. Materials include audio and video recordings, films, newspapers, and magazines. Extensive training in writing will be emphasized. Advanced Spanish grammar is a major component of this course. Trips abroad are planned regularly.

## **CAREERS IN SPANISH**

Grades 11&12 - *Prerequisite: Completion of Spanish IV*

*Careers in Spanish* is a class for the serious linguist who wants to refine his or her skills and better prepare for college-level language classes. The course continues to develop students' language proficiency while providing them with practical knowledge that will help them focus on a possible career or profession that enables them to use their language and cultural proficiency in the real world. The goal of the course is two-fold: (1) to continue to develop students' interpersonal, interpretive, and presentational skills in the target language and (2) to provide students with information about using Spanish beyond the classroom in a potential career. Students may take this course before, after, or concurrently with AP Spanish.

## **ADVANCED PLACEMENT SPANISH**

Grades 11 & 12 - *Prerequisite: Completion of Spanish IV. Students may take this course before, after, or concurrently with Careers in Spanish.*

The AP Spanish Language course will help prepare students to demonstrate their level of Spanish proficiency across three communicative modes: interpersonal (interactive communication), interpretive (receptive communication) and presentational (productive communication) and the five goal areas outlined in the College Board curriculum. This course is meant to be comparable to the fifth and sixth semester college and university courses that focus on speaking and writing in the target language at an advanced level. Those who enroll in the course will be taking the AP Spanish Language exam, administered in May. Trips abroad are planned regularly.

## **FRENCH I**

Grades 9-12 - *Prerequisite: none*

A *full-year* course for students who are starting in French. The focus is on developing skills in reading, writing, listening, speaking, and cultural literacy in the target language. This involves a great deal of active conversation and participation. The course is geared toward students who would like to move on to level two. This is not an exploratory course. Successful completion of this course will result in one high school credit and will satisfy the 1<sup>st</sup> year of the 2-year world language high school graduation requirement. Sample topics include basic greetings and introductions, leisure activities, and personal descriptions. Various authentic resources are used such as movies, music, and other media. Grammatical structures will also be explored to achieve communicative goals.

## **FRENCH II**

Grades 9-12 – *Prerequisites* A *full-year* course for those who have successfully completed French I.

Students will continue to develop skills in reading, writing, listening, speaking, and cultural literacy in the target language. The course is geared toward students who would like to move on to level three and/or satisfy their two-year world language high school graduation requirement. This is not an exploratory course; Successful completion of this course will result in one high school credit and will satisfy the 2<sup>nd</sup> year of the 2-year world language high school graduation requirement. Sample topics include travel and leisure activities, daily routines, health and healthcare, and narration of past and future events. Various authentic resources are used such as movies, music, and other media. Grammatical structures will continue to be explored to achieve more advanced communicative goals.

## **FRENCH III**

Grades 9-12—*Prerequisites* This course is designed for students who have successfully passed French II.

French III is designed to improve communication ability in both written and spoken French. Additional grammar concepts, phonetics, and vocabulary building experiences facilitate the understanding of a variety of reading and listening exercises. There is increased emphasis placed on listening comprehension, grammar, reading, and speaking. Original French literature is introduced, and students also follow current events in France through on-line newspapers and other web sites.

## **FRENCH IV**

Grades 10-12. - *Prerequisites:* French III

French Pre-AP continues areas already addressed in French III, but at a more difficult level. Advanced grammar and emphasis on communicative fluency is emphasized. Current events in the Francophone world will be followed through on-line newspapers and other web sites. French IV students will also study history related to the French monarchy through the French Revolution. The Pre-AP course introduces students to AP style activities at the fourth-year level, and provides a rigorous curriculum designed to support transition into the AP French course.

## **ADVANCED PLACEMENT FRENCH**

Grades 11-12 - *Prerequisites:* French IV

The student will fill out an application and will be told in the spring of the year preceding the course whether he or she has been accepted. The AP French Language course will help prepare students to demonstrate their level of French proficiency across three communicative modes: interpersonal (interactive communication), interpretive (receptive communication) and presentational (productive communication) and the five goal areas outlined in the College Board curriculum. This course is meant to be comparable to the fifth and sixth semester college and university courses that focus on speaking and writing in the target language at an advanced level, using only authentic French materials. The curriculum connects with the 6 AP themes of Contemporary Life, Personal and Public Identities, Global Challenges, Science and Technology, Family and Community, and Beauty and Esthetics.

## **DEPARTMENT OF ENGLISH AS A SECOND LANGUAGE**

### **EL LANGUAGE ARTS**

Grades 9, 10, 11 & 12 This course is available only to students who qualify as English language learners (ELLs).

**This course provides English credits toward graduation requirements for English I and English II.**

This course provides instruction to develop students' listening, speaking, reading, and writing skills in English through explorations of short stories, novels, and informational readings. Students in this class will learn how to write and communicate effectively using academic language with the support of accommodated coursework and instruction. This course teaches grade-level appropriate language and content that all students will need for future English language arts classes.

### **EL ACADEMIC SUPPORT**

Grades 9, 10, 11 & 12 This course is available only to students who qualify as English language learners (ELLs).

This course provides instruction of academic vocabulary and root words. Students enrolled in this course will receive additional academic support with their classes, including extra time to complete homework assignments, projects, presentations, tests, and examinations. Additionally, students will improve their time management and organizational skills.

## **DEPARTMENT OF APPLIED TECHNOLOGY**

**One credit required for graduation.**

### **ACCOUNTING [semester] Counts as senior math.**

*Grades 10-12. Prerequisite: none.*

In this course, students study the theory of double-entry accounting and apply it by recording in general journals, posting to general and subsidiary ledgers, and preparing financial statements. Students work through fiscal periods for service businesses. Students also learn how to use spreadsheets for business situations. Other work includes problem solving using the Automated Accounting software program, managing a checking account, and accounting for payroll and petty cash.

### **PERSONAL FINANCE [semester] Counts as senior math.**

*Grades 11 & 12. Prerequisite: none.*

This course provides the student with the tools necessary to better understand and adapt to the financial world into which they will enter. Topics covered include investment choices, employee pay and benefits, budgets and financial records, banking, taxes, insurance, and credit. Problem solving and decision-making techniques are stressed. Personal financial management is emphasized in this course, but the business perspective for the topics is also presented. Computer activities including Internet use, guest speakers/field trips, and projects are integrated throughout the semester.

### **MARKETING, MERCHANDISING AND MANAGEMENT [semester]**

*Grades 11 & 12. Prerequisite: none.*

Through the school store setting and the classroom, this course provides training in retailing and merchandising. Course content will include communications, human relations, management, merchandising, sales and employability skills. Students will apply skills in display advertising, personal sales techniques, inventory procedures and retail management as well as working with people, and money-handling procedures in the school store setting. Research, problem solving, and decision-making techniques are integrated throughout the semester.

### **COMPUTER AIDED DRAFTING [semester]**

*Grades 9-12. Prerequisite: none*

This is a computer-oriented course essential for the student exploring engineering or a technical career. The latest CAD software and techniques will be used to represent objects in both 2D and 3D. Content to be covered includes fundamentals of CAD software, shape description, dimensioning, applied Geometry, architectural floor plans, and solid surface modeling. The primary software used in this course will be AutoCad, Tinkercad, Light Burn, and Cura. We will use 3D printers, the laser engraver, and the CNC wood mill.

### **INTRODUCTION TO ROBOTICS AND PHYSICAL COMPUTING DESIGN [semester]**

*Grades 9-12. Prerequisite: None*

Working through a series of sequential activities, students learn that basics of robot design and construction. Using graphical programming languages which advance into code-based languages, students learn how to write the code necessary to control their creations. This class is designed with both the beginner and advanced student in mind. No building or programming skills are necessary. Projects may include but are not limited to soccer, racing, clawbot, line detection robots, obstacle avoidance, and autonomous car creations. Take a semester and see what you are capable of creating and programming.

## **FOUNDATIONS OF DIGITAL DESIGN AND PROCESSING [semester]**

*Grades 10, 11 & 12. Prerequisite: None*

This class is designed to expose students to the high-tech world of digital design and manufacturing processing. Student learners will learn the basic elements of both two-dimensional and three-dimensional design, using these skills to create items and that will be manufactured with state-of-the-art machinery and processes. Student learners will access 3D printers, Computer Controlled Laser Cutters, and Computer Controlled Routers. Projects will incorporate the use of all three methods of manufacturing.

## **ENGINEERING TECHNOLOGY [semester]**

*Grades 9-12. Prerequisite: none*

Engineering Technology is designed to be a high school student's first exposure to Engineering. In Engineering Technology, students explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.

## **TECHNOLOGY ESSENTIALS [semester]**

*Grades 9-12 Prerequisite: none*

This course is designed to expose the student to 21st century technology essentials required for success as a lifelong learner. Units of study include artificial intelligence, robotics, machine learning, and computer science fundamentals.



## **DEPARTMENT OF PHYSICAL EDUCATION**

**One credit required for graduation.**

### **PHYSICAL EDUCATION [semester]**

*Grades 9 - 12. This course is required for graduation.*

The introductory physical education class is designed to assist students in skill development and knowledge that will promote and support a physically active lifestyle in their future. Students will participate in physical activities including FITNESSGRAM testing for personal fitness and goal setting, and selected activities that correspond to the concepts for recreational and lifetime sports. Learning targets are based on the National Association for Sport and Physical Education defining a physically educated person. Specific vocabulary for physical education concepts and ideas is presented throughout the semester.

### **BASKETBALL/FLOOR HOCKEY AND PHYSICAL ACTIVITIES [semester]**

*Grades 9 - 12. Prerequisite: Physical Education*

This is an elective that focuses on the concepts of team and individual sports. Included are basketball, floor hockey, football, soccer, team handball, tennis, badminton, and volleyball. The class also involves running and a variety of other methodologies to obtain and maintain fitness.

### **MAT PILATES, STRETCH, YOGA & POWER YOGA [semester]**

*Grades 9 – 12. Prerequisite: Physical Education*

This class is taught as a group fitness class. The Pilates discipline primarily focuses on the core muscles that improves posture, abdominal and lower back strength. Hip joint range of motion is increased, hamstrings are lengthened, and overall flexibility improves. Pilates is unique because it focuses on the smaller muscles of the body, stretch, yoga and power yoga are taught as group fitness on days alternating with Pilates.

### **STRENGTH AND CONDITIONING [semester]**

*Grades 9 – 12. Prerequisite: Physical Education*

This class is designed to meet the needs of the accelerated physical education student and the student athlete. The course will provide personalized and team programs to improve muscular and cardio-vascular development through proper strength/lifting routines and techniques. Safety procedures, and the importance of proper nutrition will be included. Pre-test will be conducted in the areas of strength, vertical jump, speed, and agility. Students will set goals for each of these areas and will be instructed in techniques that will help them reach these goals. Students will benefit from the opportunity to improve strength and conditioning during school hours while enhancing academic accountability outside of the classroom.

### **LIFETIME PHYSICAL FITNESS [semester]**

*Grades 9 – 12. Prerequisite: Physical Education*

The Lifetime Fitness/Games course is designed to assist students in skill development and knowledge that will promote and support a physically active lifestyle in their future. Students will participate in physical activities including FITNESSGRAM testing for personal fitness and goal setting, and selected activities that correspond to the concepts for recreational and lifetime sports. Learning targets are based on the National Association for Sport and Physical Education defining a physically educated person. Specific vocabulary for physical education concepts and ideas is presented throughout the semester.

**HEALTH:**

**PERSONAL HEALTH AND WELLNESS** [semester]

*Grades 9 - 12. Students are encouraged to complete this requirement prior to end of 10<sup>th</sup> grade. Prerequisite: None. This course is required for graduation.*

*\*Curriculum used in the Michigan Model.*

This course provides students with opportunities to acquire the knowledge, understanding, awareness, skills, 5/9/2019 Course Description Booklet 2015-2016 47 and experiences necessary for attainment and maintenance of good physical, emotional, and social health. Topics to be covered include: disease and its prevention including AIDS and other sexually-transmitted types, chemical awareness, nutrition and diet, stress management, developing interpersonal relationships, decision-making skills, violence prevention, positive communication skills, pregnancy, birth, & parenting.

## **SPECIAL EDUCATION SERVICES DEPARTMENT**

**Please note:** “Special education students are general education students first, and by law, must be given access to, and support for success in, the general curriculum. Studies show all students learn and achieve more when they take a challenging curriculum rather than low-level courses. All students receiving special education services in Michigan must have an Individualized Education Program (IEP) that details the appropriate education plan outlining modifications, accommodations, and support for student success. In addition, the law allows a parent or legal guardian to request a personal curriculum for the student that modifies some of the Michigan Merit Curriculum requirements.”

- From Michigan Department of Education ([www.mi.gov/highschool](http://www.mi.gov/highschool))

### **ACADEMIC SUPPORT**

*Grades 9-12. Prerequisites: IEP determination and departmental approval.*

Academic Support is an elective course for students that have a current IEP, and need specific academic support class on a daily basis. Academic support is designed to increase student independence in general education classes by planning and organizing. Weekly monitoring and discussion of general education classes will occur. Individual needs of students stated in their IEP will be addressed. As the student progresses through the program, they will learn to become self-advocates, understanding and conducting their own IEP's, and preparing for a post-secondary setting through individualized assignments.

### **CO-TEACHING**

Co-teaching settings will have instruction delivered by the general education teacher with daily support provided by the special education resource teacher in the classroom. The team will work together to accommodate the individual needs of student's with IEP's. Students will be assigned to co-taught classes based on areas of needs.

### **READING INTERVENTION**

*Prerequisites: IEP determination*

Elective: .5 credit

### **CROSS-CATEGORICAL (CC) CLASSROOM**

*Prerequisites: IEP determination*

The Cross-Categorical classroom is designed to meet the academic goals of students with an IEP leading to a Certificate of Completion. Classes offered in the classroom are CC English, CC Math, Life Skills, CC Science and CC Social Studies.

### **CC ENGLISH**

CC English is for students whose course of study will lead to a Certificate of Completion. The curriculum is based on the Common Core Essential Elements which is linked to Common Core State Standards. CC English is designed to develop skills in word study, reading fluency, comprehension, writing fluency, spelling and speaking and listening ability.

### **CC MATH**

CC Math is for students whose course of study will lead to a Certificate of Completion. The curriculum is based on the Common Core Essential Elements which is linked to Common Core State Standards. CC Math is designed to develop students' functional math skills.

## LIFE SKILLS

Life Skills is for students whose course of study will lead to a Certificate of Completion. Curriculum Content: Functional Academics, Cooking, Home Living, Personal Care, Recreation and Leisure, Community Living, Post-Secondary, Self-Advocacy, Self-Determination, and Social Skills

## CC SCIENCE

CC Science is for students whose course of study will lead to a Certificate of Completion. The curriculum is based on the Science Alternate Content Expectations for High School. The course is designed to develop the students' understanding of basic concepts in Physical Science, Life Science, Earth Science and ETS Engineering Design.

## CC SOCIAL STUDIES

CC Social Studies is for student whose course of study will lead to a certificate of completion. The curriculum is based on the Extended Grade Level Core Elements (EGLCE)/Extended High School Core Elements (EHSCEs) and the Alternate Content Expectations.

## **COMMUNITY-BASED INSTRUCTION (CBI) TRANSITION PROGRAM**

*Prerequisites: IEP determination, Certification of Completion track and departmental approval*

The Transition Program is designed for special education students seeking life skills and job experience upon completing high school curriculum and who are behavior appropriate as well as independent. The goal of transition is to promote successful movement from school to post school activities including: vocational training, living skills, social skills, on the job training and community participation. Courses in the CBI Transition Program are CBI English, CBI Math, CBI Vocational and Life Skills and Community-Based Instruction.

### CBI English

The course curriculum focuses on academic and functional reading and writing skills. This course will lead to a certificate of completion.

### CBI Math

The course curriculum focuses on everyday functional math skills. This course will lead to a certificate of completion.

### CBI Vocational and Life Skills

The course curriculum focuses on everyday life skills: household-management, self-care, personal finance, grocery shopping, cooking, health, safety, career development and community experiences. This course will lead to a certificate of completion.

### Community-Based Instruction

Students in the CBI Transition program participate in a job site in the community, either working with an enclave or independently with and with a job coach. This course will lead to a certificate of completion.

## **TEACHER CONSULTANT SERVICES (TC)**

*Grades 9-12. Prerequisites: IEP determination*

Student receives all academic instruction in the general education setting. Student will receive support services during class time, Excel, or lunch at the student's or teacher's request. The amount of service time is determined at the IEP and varies up to 2 hours per week. The TC monitors the student's progress and meets with the student as needed.

## **SCHOOL SOCIAL WORKER**

The goal is to support students as they progress through the major tasks of adolescence. The SSW helps students become aware of and manage their social/emotional lives in order to facilitate the learning process. Students are encouraged to learn, practice and utilize self-advocacy skills. Services are determined at an IEP (Individualized Educational Plan) team.

## **SPEECH AND LANGUAGE SERVICES**

The Teacher of Speech and Language will provide specific instruction to students who have been found eligible to receive services based on the State of Michigan Guidelines. Services are determined at an IEP (Individualized Educational Plan) team.