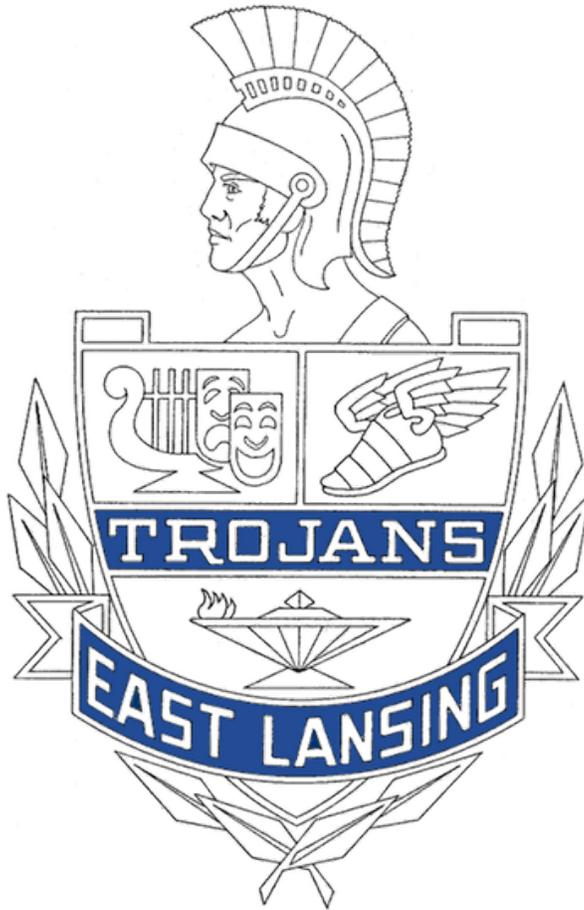


# East Lansing High School



## Course Description Book 2026-2027

Revised 3/10/26



# Table of Contents

Pg. 3.	<a href="#"><u>Scheduling Procedures</u></a>
Pg. 4.	<a href="#"><u>Schedule Change Policies</u></a>
Pg. 5.	<a href="#"><u>East Lansing High School Graduation Requirements</u></a>
Pg. 5.	<a href="#"><u>Personal Curriculum Graduation Requirement Modification</u></a>
Pg. 6.	<a href="#"><u>Credit/No Credit Policy</u></a>
Pg. 7.	<a href="#"><u>East Lansing High School Graduation Requirements Chart</u></a>
Pg. 8.	<a href="#"><u>Additional Credit Information</u></a>
Pg. 10.	<a href="#"><u>Post-Secondary Enrollment</u></a>
Pg. 12.	<a href="#"><u>Online Courses</u></a>
Pg. 13.	<a href="#"><u>Reduced/Part-Time Schedule</u></a>
Pg. 14.	<a href="#"><u>Wilson Talent Center</u></a>
Pg. 15.	<a href="#"><u>GATE Programs - CHAMP and ISHALL</u></a>
Pg. 16.	<a href="#"><u>ALL and M.A.N.G.A Programs</u></a>
Pg. 16.	<a href="#"><u>Credit Recovery - E2020</u></a>
Pg. 17.	<a href="#"><u>Test Out Procedure</u></a>
Pg. 18.	<a href="#"><u>Grade Scales</u></a>
Pg. 19.	<a href="#"><u>Course Listing 2026-2027</u></a>
Pg. 23.	<a href="#"><u>Wilson Talent Center</u></a>
Pg. 23.	<a href="#"><u>Special Courses</u></a>
Pg. 24.	<a href="#"><u>Department of Mathematics</u></a>
Pg. 28.	<a href="#"><u>Department of English</u></a>
Pg. 33.	<a href="#"><u>Department of Science</u></a>
Pg. 39.	<a href="#"><u>Department of Social Studies</u></a>
Pg. 45.	<a href="#"><u>Department of Visual and Performing Arts</u></a>
Pg. 47.	<a href="#"><u>Visual Arts</u></a>
Pg. 49.	<a href="#"><u>Performing Arts</u></a>
Pg. 54.	<a href="#"><u>Department of World Languages</u></a>
Pg. 60.	<a href="#"><u>Department of English as a Second Language</u></a>
Pg. 61.	<a href="#"><u>Department of Applied Technology</u></a>
Pg. 65.	<a href="#"><u>Department of Physical Education</u></a>
Pg. 67.	<a href="#"><u>Special Education Services Department</u></a>
Pg. 71.	<a href="#"><u>Electives</u></a>
Pg. 74.	<a href="#"><u>Appendix</u></a>



# Scheduling Procedures

1. Students and guardians are encouraged to engage in discussions and plan their preliminary schedules in advance. Guardians should ensure that the proposed schedule aligns with the scheduling policies and includes all necessary courses to meet graduation requirements.
2. Students will participate in a scheduling conference with their counselor during the second semester each year to select the necessary courses to fulfill graduation requirements.
3. Students who receive a grade of 'E' in a required graduation course are strongly encouraged to enroll in a VHS class to retake the course or to participate in E2020. Additionally, please be aware that failure to complete a year-long course may restrict a student's ability to progress to a higher-level course in that subject area. \*E-2020 classes are not accepted by the NCAA\*
4. Students have the opportunity to retake a course to improve any grade of 'D' or lower. Courses in which a student earns a grade of 'C-' or better may not be retaken for a higher grade or for a pass/fail option. It is important to note that students will not receive duplicate credit for repeating any course. When a student retakes a course, the higher grade will be used in the calculation of the GPA, and credit will be awarded only for the higher grade.

The following factors may influence your final schedule:

- If a course section does not receive enough enrollment from students, it may be consolidated. In this situation, an alternative course will be selected from the “alternate selections” provided in your course registration document.
- If you select a course that requires a prerequisite and you have not completed that prerequisite, your schedule will be adjusted accordingly.

Please ensure that you complete the "Alternate Selections" section of your course registration document diligently. Kindly be advised that if this section is not filled out on the schedule form, you will be assigned to available courses.

\*Some courses may be taken more than once for credit. These courses are indicated in the course description with **\*\*can be repeated\*\***.



## Schedule Change Policies

1. Once the master schedule is finalized, changes become quite challenging since teaching assignments are determined by student enrollment in each course. Please select your courses judiciously and adhere to the guidelines for listing alternate courses. There will be two opportunities for students to adjust their schedules in August and January. Note that classes cannot be added or dropped after the first week of each semester. All request forms should be submitted to the Student Services office, where counselors will process the changes during the first week of each semester. Requests must meet the criteria outlined in the following section.
2. When enrolling in a full-year course, it is expected that students will remain in that course for the entire academic year. Scheduling for the full school year relies on the information provided in the course registration document; therefore, dropping a year-long course will only be permitted under extenuating circumstances.
- 3. A student may initiate a schedule change for the following reasons only, and changes will be processed only if space permits, as maintaining balanced class sections is a priority:**
  - a. The student has already received credit for a class.
  - b. The schedule lacks a necessary class for graduation.
  - c. The student does not meet the prerequisites for a scheduled course.
  - d. The student had a previous teacher for a failed course and has been assigned that teacher again.
  - e. Specifications related to a 504 plan or Individualized Education Program (IEP).
  - f. There is a need to add or remove a Virtual High School (VHS) or dual enrollment course.
4. Students will not be allowed to withdraw from a scheduled class after the first two weeks of the semester. If a request to drop a course is submitted 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 calculated as a zero in the GPA, equivalent to a course failure. In cases where students experience a long-term disability and can provide supporting documentation that prevents participation in regularly scheduled class activities, the credit/no credit option may be considered.



## ELHS Graduation Requirements

Graduation from East Lansing High School signifies that students have successfully completed an approved course of study and have fulfilled all examinations and requirements set by the school district.

1. All students are expected to enroll as full-time students and maintain regular attendance.
2. A total of 22 credits is required for graduation.
3. Students transferring from another institution will be awarded academic (Carnegie) credits according to a prescribed mathematical formula. Some transferred credits may be classified as elective credits upon official enrollment at East Lansing High School.

\*\*Michigan School Code requires School Day SAT scores show on student's transcripts. However, students may opt out of having their scores included. Each school year, an SAT opt out google form will be provided to seniors. After the date the google form closes, SAT scores will be automatically added to transcripts. \*\*



## Personal Curriculum Graduation Requirement Modification

A Personal Curriculum (PC) option is available to adjust the Michigan Merit Curriculum (MMC) requirements. State legislation permits modifications to the personal curriculum for the following purposes:

- To enhance the academic experience by adding additional credits in mathematics, science, English Language Arts, or world languages.
- To modify the mathematics requirement as needed.
- To adjust credit requirements for students with an Individualized Education Plan (IEP) when necessary.
- To amend credit requirements for students who transfer from out of state or from nonpublic schools and are unable to fulfill the MMC requirements.

East Lansing High School (ELHS) requires that all Personal Curriculum application processes be completed prior to scheduling for a student's senior year or the second term of their 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 requires an agreement between the teacher, student, and the student's parent. Students may obtain the necessary form from Student Services.
- To receive credit, students must achieve a grade of D- or higher in the course.
- Prior to selecting the credit/no credit request option, students must obtain parental and teacher approval, along with the required signatures.
- The completed credit/no credit request must be submitted to the ELHS Registrar, with all appropriate 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.
- Please note that the decision is final and **cannot** be reversed.
- Submitting the request will officially designate the course as credit or no credit on the student's permanent record. Progress grades will still be reported as letter grades.
- Students choosing the credit/no credit option for a year-long course must complete the form **each semester**.
- **For college-bound students: Please be aware** that credit/no credit grades may meet core curriculum requirements. However, most colleges and the NCAA Initial Eligibility Clearinghouse will assign the lowest admissions passing grade, which is D-, to these courses.

Graduation from East Lansing High School signifies that students have successfully completed an approved course of study and have passed any examinations and/or other requirements set by the school district. A total of 22 credits is required for graduation.

Students transferring from another school will receive the full academic (Carnegie) credit value based on a predetermined mathematical formula. Some transferred credits may be classified as elective credit once the student is officially enrolled at East Lansing High School.



# ELHS Graduation Requirements

## **Mathematics**

**4 Credits**

Algebra I

Geometry

Algebra II

One math course during senior year

## **English Language Arts**

**4 Credits**

English I

English II

English III

4th credit in English

## **Science**

**3 Credits**

Physical Science

Life Science

Earth & Space Science

## **Social Studies**

**3 Credits (3.5 for 2028 and Beyond)**

World History (includes Geography)

Economics (0.5 credit)

US History (includes Geography)

American Government (civics) (0.5 credit)

## **World Language**

**2 Credits**

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.

## **Physical Education & Health**

**1 Credit**

Intro to Physical Education (0.5 credit) Health (0.5 credit)

## **Visual, Performing, & Applied Arts**

**1 Credit**

One credit hour must be taken in Visual, Performing and/or Applied Arts.

## **Additional Electives**

**4 Credits**

Options to satisfy this requirement are listed in the Course Description Book. Refer to the Educational Development Plan (EDP) to complete the balance of requirements.

## **Additional Requirements**

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.

22 credits are required for graduation

22.5 credits are required for graduation starting with the class of 2028

\*\*There will be a Personal Finance requirement for the class of 2028 and future cohorts. This requirement will be fulfilled through a dual Economics and Personal Finance credit.\*\*



# Additional Credit Information

## **Math:**

1. Algebra II – this requirement can be satisfied by taking either:
  - a. 1 year of Algebra II (1.0 credit)
  - b. 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.

## **English:**

To meet the requirements for the fourth year of English, students must complete .5 credit through one of the following courses: AP Language and Composition, AP Literature and Composition, Expository Writing, or Senior Writing. For instance, a student may not combine .5 credits from Creative Writing and Film as Literature, or .5 credits from Contemporary Literature and Advanced Creative Writing to satisfy the fourth year English credit. Students are **required** to have .5 credits in Senior Writing or be enrolled in AP Language and Composition or AP Literature and Composition.

## **Science:**

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.



# **Additional Credit Information Cont.**

## **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, German II. World Language 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 Accelerated 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.

## **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 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 or in the Student Services office.

## 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 (PSEOA) (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>
<i>*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.</i>				



# Additional Program Options

## **Post Secondary Enrollment Cont.**

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.

4. 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.



# Additional Program Options

## Online Courses

*Any changes to enrollment in Michigan Virtual must be made prior to the ELHS schedule change deadline for each semester.*

- Students have the opportunity to enroll in online courses, which offer a diverse range of subjects taught by certified Michigan educators. It is essential for students to be self-motivated and capable of participating in an online learning environment. The nature of assignments, quizzes, tests, and projects may vary by course. The virtual high school site coordinator will facilitate on-site enrollment.
- Comprehensive information regarding all virtual courses can be accessed at: [Michigan Virtual](#). Please select the Statewide Catalog for available courses. Course percentages will be assigned by the VHS instructor and subsequently converted to a letter grade by the mentor. Following approval, all enrollment processes will be managed through the Student Services office.
- ELHS will cover online course fees only for the 1st and 2nd semesters, provided that these courses are part of a student's six-hour schedule. Please note that these classes are not intended for credit recovery. Students wishing to take virtual classes during the summer or outside regular school hours will do so at their family's expense.
- A check-in with the Mentor teacher will be required during the fall and spring pupil count periods, and the mentor will provide guidance on this process. It is important to note that MiVHS courses may have different start and end dates compared to ELHS courses, so awareness of these timelines is crucial.
- ELHS retains the right to deny an online application if it is submitted after the designated deadline, even if the online school is still accepting enrollments. The administration also reserves the right to adjust due dates on a case-by-case basis in response to extenuating circumstances.
- ELHS Seniors must demonstrate a passing credit score by the seniors' last day of school to be eligible to walk during graduation.
- Students wishing to enroll in the Earth & Space Science online course must remain enrolled for the entire academic year. Mid-year transfers into or out of the online course are not permitted due to the course structure.

**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.



# Additional Program Options

## **Reduced/Part-Time Schedule**

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:

1. Academic: Increased course load. For Example: registered for 2 AP classes or 2 Dual Enrollment classes or a combination of 1 AP class and 1 Dual Enrollment class, 4 or more core classes, WTC and an AP class etc.
2. Medical (physical or social/emotional) reasons. Additional documentation may be required. These requests will/may be evaluated on a case by case basis.

**Application Deadline: 1 week after the semester begins**



# Wilson Talent Center

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

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, their 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's 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 11th 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 tailored for students in grades 7th through 9th who have achieved a score of 520 in Critical Reading on the SAT or 21 in English on the ACT, with no score below 22 in Critical Reading. Additionally, students must perform well on a qualifying diagnostic essay that assesses their preparedness for the rigorous coursework involved in the program. Completion of two years of ISHALL coursework equates to 4 credits of English credit at ELHS and meets the graduation requirements set forth by the Michigan Merit Curriculum.

CHAMP is designed for students in 7th through 10th grades who meet the following criteria: they must achieve satisfactory scores on a designated online placement test. Students will be eligible to take the placement test after the GATE Office reviews their application and assigns them a Michigan State University (MSU) identification. Additionally, students must meet the minimum SAT scores of 530 in Math and a combined total of 1010 (Math plus Critical Reading) OR minimum ACT scores of 21 in Math and a Composite score of 23.

The coursework for Year 1 of CHAMP is eligible for the transfer of 2 credits for ELHS Algebra I and Algebra II. Year 2 of CHAMP coursework allows for the transfer of 2 credits for ELHS Geometry and Pre-calculus. Please note that a senior mathematics course is still required to meet the Michigan Merit Curriculum (MMC) graduation requirements.

\*\*All GATE and CHAMP classes completed during middle school and/or high school will be included on the student's High School Transcript with a letter grade.



## ALL & MANGA Programs

### **ALL: Amo Linguam Latinam (I Love Latin!)**

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.

### **M.A.N.G.A. Michigan's Accelerated NihonGo for Americans**

In partnership with the Office of University Outreach and Engagement at Michigan State University, provides classroom instruction for qualified students in grades 6-9. M.A.N.G.A. is designed so that participating students can complete in three years the Japanese language content assigned in the Michigan High School Content Expectations (HSCE) for all four years of high school. Semesters 1-4 of the GATE Japanese program correspond to one year of high school Japanese; semesters 5-6 correspond to a high school AP Japanese course.



## Credit Recovery - Edgenuity (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.
- May be available during 2 summer sessions.
- E2020 can be taken during the summer or as a class during a student's school day.
- E2020 classes do 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](#).

1. Student study materials, as determined by the subject department chair, may be available to be checked out. Study materials must be picked up by the deadline communicated by the student services office.
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 some time after spring break. This form will be sent to your student email account. Materials will be distributed the week after school is out.

If materials are not returned on the test day, the student will not be permitted to test. If materials are not returned, the student's account will be charged.

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



<b>ELHS PRIMARY GRADE SCALE</b>		
Grade	GPA	CREDIT
A	4.0	.5
A-	3.7	.5
B+	3.4	.5
B	3.0	.5
B-	2.7	.5
C+	2.4	.5
C	2	.5
C-	1.7	.5
D+	1.4	.5
D	1	.5
D-	.7	.5
E	0	.5
<b>ELHS AP GRADE SCALE</b>		
A	4.4	.5
A-	4.07	.5
B+	3.74	.5
B	3.30	.5
B-	2.97	.5
C+	2.64	.5
C	2.20	.5
C-	1.87	.5
D+	1.54	.5
D	1.10	.5
D-	.77	.5
E	0	.5



# Course Listing 2026-2027

## MATHEMATICS

- Y Algebra I
- Y Algebra II
- Y Algebra II/Pre-Calculus
- Y Geometry
- Y Accelerated Geometry
- Y Pre-Calculus
- Y AP Statistics
- Y AP Calculus AB
- Y AP Calculus BC
- S Probability & Statistics

## 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
- Y AP Language & Composition
- S Film as Literature

## 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



# Course Listing 2025-2026

## **SOCIAL STUDIES**

- Y US History: 1877-Present
- Y Advanced US History
- Y World History
- Y AP World History
- S Film as History
- S Comparative World Religions
- S Black American History
- Y AP European History
- S Psychology I
- S Psychology II
- Y AP Psychology
- S Introduction to Law
- S American Government
- S AP US Government & Politics
- S Economics
- S AP Microeconomics
- S Military History: Studies in World Conflict
- S Current Events and Contemporary Studies

## **VISUAL ARTS**

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

## **PERFORMING ARTS**

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

- 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 AP Music Theory
- Y Symphonic Orchestra (Strings)
- Y Symphonic Orchestra (Wind & Percussion)\*
- S Theater I
- S Advanced Theater
- S Concert Choir
- S EL Singers
- S Encore Strings\*



# Course Listing 2025-2026

## WORLD LANGUAGE

- Y French I
- Y French II
- Y French III
- Y French IV
- Y Careers in French
- 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

## ENGLISH AS A SECOND LANGUAGE

- EL Language Arts
- EL Academic Support

## APPLIED TECHNOLOGY

- S Accounting I
- S Personal Finance
- Marketing, Merchandise & Management
- S Introduction to Robotics and Physical Computing Design
- S Computer Aided Design (CAD)
- S Video Game Design
- S Foundations of Digital Design and Processing
- S Engineering Technology
- S Technology Essentials
- S Intro to Computer Science Principles
- Y AP Computer Science
- Y AP Computer Science Principles

## PHYSICAL EDUCATION

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



# Course Listing 2025-2026

## ELECTIVES

**\*Students must complete an application to be considered for this class.**

- Y Freshman Seminar
- Y Sophomore Seminar
- Y STEM Seminar
- S Links\*
- Y Math Lab
- Y Jr Trojan Mentoring\*
- S Exploring Education
- Y Ceniad Workshop\*
- Y Portrait Workshop

## SPECIAL EDUCATION SERVICES

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

## SPECIAL APPLICATION COURSES

**\*Students must complete an application and/or have a teacher recommendation to be considered for these classes.**

- Post-Secondary Enrollment\*
- Wilson Talent Center\*
- MiVHS (online) Courses\*

Y Full Year Course

S Semester Course

**\*\*DISCLAIMER: Please be advised that courses may be subject to cancellation if the minimum enrollment requirements are not met. Additionally, not all classes are guaranteed to be offered each semester or year.\*\***



# Wilson Talent Center

## AGRICULTURE, FOOD, & NATURAL RESOURCES

- Y Bioscience Careers

## ARCHITECTURE & CONSTRUCTION

- Y Construction Technology

## ARTS, A/V TECHNOLOGY & COMMUNICATIONS

- Y News Media

## 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
- S MANGA - Japanese Program

### MIVHS (ONLINE) COURSES

- S/Y Course Catalog

### DUAL ENROLLMENT

- S Through Michigan Colleges and Universities

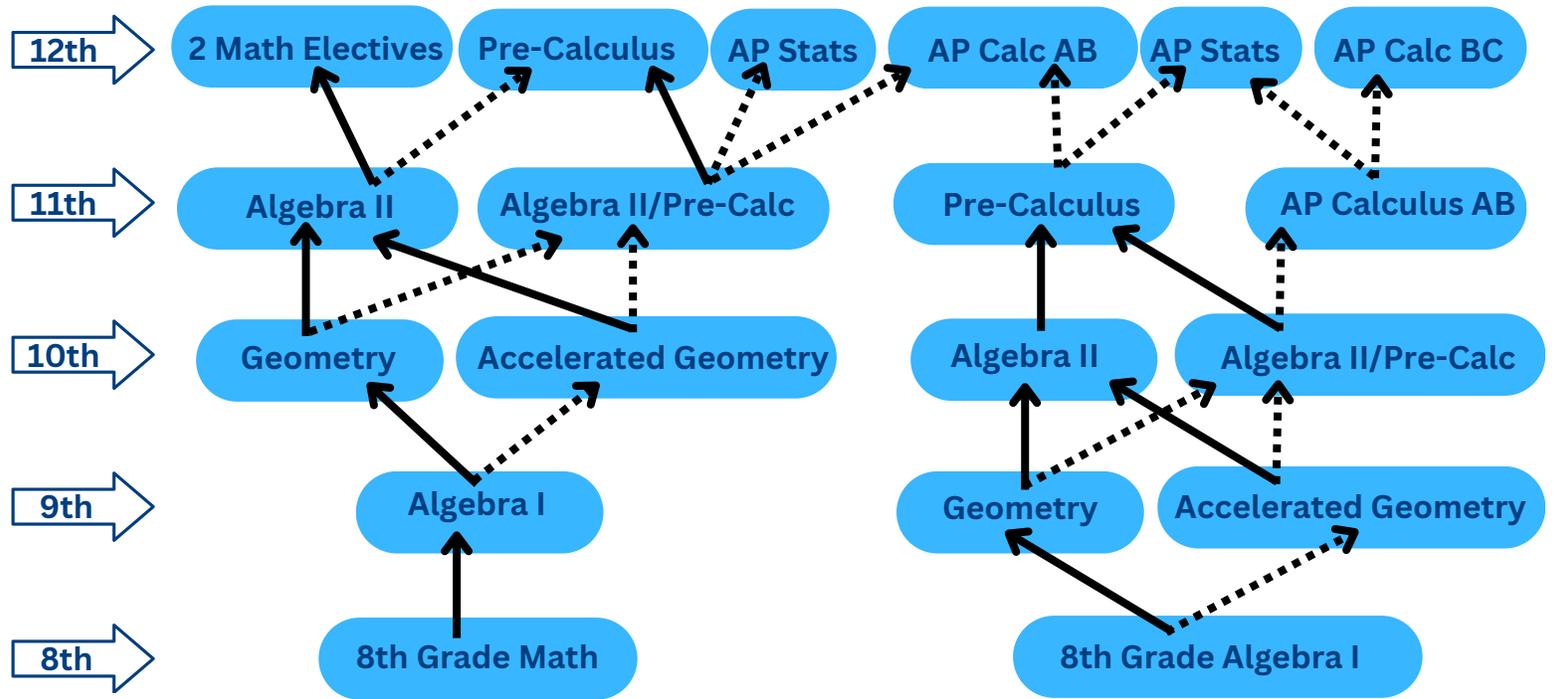
**\*\*Please be advised that MiVHS classes necessitate a completed form to be on file in the Student Services office, which includes a comprehensive Educational Development Plan (EDP). Additionally, Dual Enrollment courses require a new application to be submitted to the Student Services office for each semester.\*\***



# Department of Mathematics

## Flow Chart For Mathematics Curriculum

4 credits required for graduation



### Dashed Line + Teacher Approval

To enroll in any honors-level courses, including Accelerated and Advanced Placement (AP) classes, students are required to obtain a recommendation from a teacher.

### Math Electives:

- S Accounting
- S Personal Finance
- S CAD
- S Probability & Stats
- S Intro to CS Principles
- Y AP Computer Science

\*\*Students at ELHS have the option to enroll in the Intro to Computer Science (S) and AP Computer Science (Y) courses concurrently with any mathematics course.\*\*

### Addendums:

- Students who completed 8th grade within the East Lansing Public Schools district will be appropriately placed in their math course for their freshman year. For students who are new to the district during their freshman year, it is recommended that they take a placement test prior to being assigned to 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**



# Department of 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, inverse functions, exponential and logarithmic functions, irrational and complex numbers, quadratic equations and functions, systems of equations, polynomials, synthetic division, remainder and factor theorems, and conic sections. This course integrates graphical and algebraic concepts, preparing students for higher-level mathematics and problem-solving. Students will engage in daily practice, exploration activities, and assessments that emphasize both conceptual understanding and procedural fluency. Covers State Common Core Standards.

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

Grades 10 & 11. Prerequisite: Accelerated Geometry. (recommended B or higher in Accelerated Geometry) or Geometry (recommended A in Geometry and A in Algebra 1 along with a willingness to work diligently and with determination).

A2/PC is designed to be both accelerated in pace (two courses in one school year) and advanced in rigor. This course is an intensive study integrating both Algebra 2 and Precalculus concepts preparing students for higher-level mathematics and problem-solving. Students will engage in daily practice, exploration activities, and assessments that emphasize both conceptual understanding and procedural fluency. Productive struggle is an intentional part of the learning process. Students who find success in A2/PC will be prepared to enter the AP Calculus AB course. Created based on 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.



# Department of Mathematics

## **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: B 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, vectors and determinants, sequences and series, permutations and combinations, introductory statistics, and an introduction to calculus.

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

Grades 10-12. Prerequisite: A or better in Algebra II or successful completion of pre-calculus or beyond.

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.



# Department of Mathematics

## **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.



# Department of English

## English Curriculum Map 4 credits required for graduation

Grade	English Traditional Course Sequence	English Accelerated Path	English Electives
9th	English I (plus, English elective)	Accelerated English I (plus, English Elective)	
10th	English II (plus, English elective)	Accelerated English II (plus, English Elective)	
11th	English III	AP Language and Composition (plus, English Elective)	
12th	Senior Writing AND semester English elective OR AP Language and Composition OR AP Literature	AP Literature (plus, English elective)	

- Read 180 (9th grade w/ teacher approval)
- Creative Writing
- Advanced Creative Writing
- Film as Literature
- Multicultural Literature
- Senior Writing

### SENIOR ENGLISH CREDIT

All East Lansing High School students must take **one** of the following courses as part of their 4th English credit:

- Senior Writing **AND** one English elective (Creative Writing, Film as History, Multicultural Literature, or Advanced Creative Writing), **OR**
- AP Literature **OR**
- AP Language and Composition

English 3 is a graduation requirement unless a student takes **both** AP Language and Composition **and** AP Literature. If a student takes **only one** of the AP English courses (either AP Lang or AL Lit) during their junior year and **does not take the other AP course their senior year**, they must take **English 3** to fulfill graduation requirements.



# Department of English

## **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.



# Department of English

## **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 further 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, cover letters in both written and visual form, personal narratives in both written and visual form, argumentative and expository essays, letters of gratitude, propaganda, and a research paper. Content covers Career and College Ready Common Core State Standards.



# Department of English

## **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.



# Department of English

## **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. **\*\*not accepted by NCAA as English credit\*\***

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.

### **4th 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

3 credits required for graduation

<b>Grade</b>	<b>Required Courses</b>	<b>Electives</b> Listed by grade at which the course may first be selected	<b>Advanced Placement</b> Listed by grade at which the course may first be selected.
<b>9th</b>	Physical Science (Chemistry & Physics)		
<b>10th</b>	Life Science (Biology)	Anatomy & Physiology (S) Ecology (S) Chemistry	AP Physics
<b>11th</b>	Earth & Space Science	Forensic Science Human Biology	AP Biology AP Physics 2 AP Chemistry AP Environmental Science
<b>12th</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
- If you are planning to apply to a highly selective university or go into a STEM field, it is highly recommended that you take 4 or more years of high school science.



# Department of 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.



# Department of Science

## **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.



# Department of Science

## **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 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.



# Department of Science

## **ADVANCED PLACEMENT BIOLOGY [year]**

Grades 10-12 Prerequisite: Successful completion of AP Physics 1, or B or better in Physical 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. Strongly Recommended: B or better in Algebra II OR concurrent enrollment in Algebra II. 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.



## Department of Science

### **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 who are looking for an alternative pathway through the Michigan Science Standards, please consider the following:

1. Attempt to 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

3 credits required for graduation

3 Credits required for college admission

Grade	Required Courses	Electives
9th	US History or *AP US History *instructor consultation recommended	None
10th	World History, or AP World History	Film as History Introduction to Law Black American History Comparative World Religions Military History
11th	None	Film as History Introduction to Law Black American History Comparative World Religions Military History Contemporary Studies Psychology I Psychology II AP Psychology AP US History AP European History AP Government AP Microeconomics
12th	American Government (or AP government) AND Economics (or AP Microeconomics)	All of the courses listed above



# Department of Social Studies

## **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 10th 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.



# Department of Social Studies

## **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 \*\*not accepted by NCAA for Social Studies credit\*\*

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.



# Department of Social Studies

## **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 being sand 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.



# Department of Social Studies

## **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.

## **CURRENT EVENTS AND CONTEMPORARY STUDIES [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).



# Department of Social Studies

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

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 [semester]**

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.



# Department of Visual and Performing Arts

## Flow Chart For Visual Arts Curriculum

1 credits required for graduation

Grade	Beginning Listed in first grade level the course may be selected		Intermediate/Advanced Listed in first grade level the course may be selected	
	2D	3D	2D	3D
9-12	Drawing 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			AP Studio Art (11-12)	AP 3D Studio Art (11-12)

### Visual Arts:

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

Grades 9-12. Prerequisite: none

Unlock your creativity and sharpen your observational skills in this foundation drawing course! Explore the power of pencil, charcoal, ink, and more as you master techniques that bring your ideas to life. Through engaging projects based on the elements and principles of design, you'll learn to create striking, three-dimensional imagery on a two-dimensional surface.



# Department of Visual and Performing Arts

## **DRAWING II [semester]**

Grades 9-12. Prerequisite: Drawing I

Ready to take your drawing to the next level? This course builds on fundamental skills while introducing exciting new media, including pastels, watercolor, and conte crayon. Dive into figure drawing, portraiture, storytelling, and landscapes while refining your sense of composition and design. A must for students looking to progress toward Studio Art!

## **PAINTING I [semester]**

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

Step into the world of color and self-expression! Learn painting techniques inspired by art history, experiment with tempera and acrylics, and discover how composition and design can make your artwork shine. This course is perfect for artists eager to explore painting as a visual language.

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

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

Take a deep dive into the world of painting! Experiment with acrylics, oils, and gouache as you develop a personal artistic style and refine your composition and color theory skills. Explore historical, cultural, and contemporary approaches to painting while pushing the boundaries of creativity.

## **WATERCOLOR [semester]**

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

Master the delicate and expressive nature of watercolor! This course covers both traditional and experimental techniques, exploring a variety of subjects like landscapes, florals, and animals. Develop your artistic voice while creating luminous, vibrant works of art.

## **SCULPTURE [semester]**

Grades 9-12. Prerequisite: none

Bring your ideas into the third dimension! This hands-on course introduces additive and subtractive techniques using clay, wire, plaster, and more. Learn the fundamentals of sculptural design while exploring the rich history of three-dimensional art.



# Department of Visual and Performing Arts

## **FIBER ARTS [semester]**

Grades 9-12. Prerequisite: none

Discover the beauty of textiles and fiber-based art! Experiment with techniques like weaving, fabric dyeing, bookbinding, and batik to create stunning two- and three-dimensional works. Learn about the historical significance of fiber arts while bringing your own designs to life.

## **CERAMICS I [semester]**

Grades 9-12. Prerequisite: none

Get your hands dirty and explore the art of clay! Learn essential hand-building techniques—pinch, coil, slab, and drape—while experimenting with glazes and surface textures. Try your hand at throwing pots on the wheel and create functional and sculptural ceramic pieces.

## **CERAMICS II [semester]**

Grades 9-12. Prerequisite: Ceramics I

Expand your skills and explore new creative possibilities in ceramics! This course builds on foundational techniques while introducing advanced surface decoration like sgraffito, wax resist, and glaze mixing. Express yourself through innovative forms and intricate designs.

## **ADVANCED PLACEMENT STUDIO ART 2-D [year] **\*\*can be repeated\*\*****

Grades 11 & 12. Prerequisites: Drawing I and one-color theory class (Painting I, or Watercolor)

Designed for highly motivated artists, this AP course challenges students to develop a college-level portfolio. First semester focuses on mastering a variety of media and techniques, while the second semester hones in on a personal concentration theme. Expect a deep exploration of artistic concepts, independent work, and portfolio preparation for the AP exam.

## **ADVANCED PLACEMENT STUDIO ART 3-D [year] **\*\*can be repeated\*\*****

Grades 11 & 12. Prerequisites: 3 completed 3-D art courses

For students passionate about sculpture and three-dimensional design, this AP course offers an intensive experience in creating a portfolio centered around a specific area of interest. Students will push the limits of their creativity and technical skills while preparing for the AP College Board exam.



# Department of Visual and Performing Arts

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

Grades 10-12. Prerequisites: none

Step into the fast-paced world of digital art and design! Learn to create professional-level graphics using industry-standard software like Adobe Photoshop and Illustrator. Explore typography, branding, digital illustration, and photo manipulation while developing projects that mirror real-world design challenges.

## **PHOTOGRAPHY I [semester]**

Grades 9-12. Prerequisites: none

Capture the world through your lens! This course introduces students to the fundamentals of photography, from manual camera functions to lighting and composition techniques. Experiment with digital editing and darkroom processes while exploring the art of visual storytelling.

## **PHOTOGRAPHY 2 [semester]**

Grades 9-12. Prerequisites: Photography 1

Take your photography skills to the next level with an in-depth exploration of 35mm film photography, darkroom processing, and advanced composition. This course focuses on building a professional-quality portfolio while challenging students to push creative boundaries.

## **PRINTMAKING [semester]**

Grades 9-12. Prerequisites: none.

Discover the art of printmaking and bring your designs to life through bold, dynamic techniques! In this hands-on course, students will explore a variety of traditional and contemporary printmaking methods, including linocut, monoprint, etching, screen printing, and collagraph. Experiment with layering, texture, and composition to create unique, high-impact prints on paper, fabric, and other surfaces.

Throughout the semester, students will learn about the history of printmaking, from ancient techniques to modern applications, while developing their own artistic voice. Whether you're interested in fine art, graphic design, or textile arts, this course offers an exciting opportunity to expand your creative skills and explore the power of multiples.



# Department of Visual and Performing Arts

## **Performing Arts:**

### **CONCERT BAND [year] \*\*can be repeated\*\***

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.

### **SYMPHONIC BAND [year] \*\*can be repeated\*\***

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.



# Department of Visual and Performing Arts

## **WIND ENSEMBLE [year] \*\*can be repeated\*\***

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.

## **CLASS PIANO I [semester] \*\*can be repeated\*\***

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] \*\*can be repeated\*\***

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] \*\*can be repeated\*\***

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.



# Department of Visual and Performing Arts

## **JAZZ BAND II [Year] \*\*can be repeated\*\***

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] \*\*can be repeated\*\***

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] \*\*can be repeated\*\***

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.**



# Department of Visual and Performing Arts

## **SYMPHONIC WINDS AND PERCUSSION [year] \*\*can be repeated\*\***

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] \*\*can be repeated\*\***

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.



# Department of Visual and Performing Arts

## **ADVANCED THEATER (No Acting) [semester] \*\*can be repeated\*\***

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] \*\*can be repeated\*\***

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] \*\*can be repeated\*\***

Grades 9-12. Prerequisite: None. Students may enroll in multiple semesters for additional credit.

ELSINGERS is a performance-oriented group that is open to students who wish to perform diverse, exciting, and demanding musical literature. Course emphasis is placed on musicianship and related performance skills. An audition is recommended for all students prior to enrollment.

## **ENCORE STRINGS [Year] \*\*can be repeated\*\***

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

## World Language Program Overview

French		German	Spanish	
French I		German I	Spanish I	
French II		German II	Spanish II	
French III		German III	Spanish III	
French IV		German IV	Spanish IV	
AP French	Careers in French		AP Spanish	Careers in Spanish
Students may take either AP or Careers as a fifth or sixth year course.		AP is not currently available. Please discuss this course with the German teacher if you are interested.	Students may take either AP or Careers as a fifth or sixth year course.	

### 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 intercultural competency 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 1st 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.



# Department of World Languages

## **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 intercultural competency 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 2nd 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



# Department of World Languages

## **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 intercultural competency 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 1st 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 intercultural competency 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 2nd 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. There is increased emphasis placed on listening comprehension, grammar, reading, and speaking.



# Department of World Languages

## **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.

## **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.



# Department of World Languages

## **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 intercultural competency 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 1st 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 intercultural competency 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 2nd 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.



# Department of World Languages

## **FRENCH IV**

Grades 10-12.- Prerequisites: Completion of French III

This course emphasizes active communication. It is taught entirely in French and the students are expected to speak French during class, both with the teacher and with other students. The course content seeks to develop:

1) the ability to understand spoken French in a variety of contexts; 2) a French 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 French. 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 French grammar is a major component of this course. Trips abroad are planned regularly.

## **CAREERS IN FRENCH**

Grades 11-12 – Prerequisite: Completion of French IV

Careers in French 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. Units of study include: healthcare, legal/law enforcement, business, hospitality and tourism, information technology, and preparing for the job market. 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 French beyond the classroom in a potential career. Students may take this course before, after, or concurrently with AP French.

## **ADVANCED PLACEMENT FRENCH**

Grades 11-12 - Prerequisites: French IV

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

## **ELL 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.

## **ELL 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

## **AP COMPUTER SCIENCE A [year] \*\*counts as math elective\*\***

Prerequisite: Must have successfully passed Geometry, recommended passing AP Computer Science Principles.

Unlock the power of problem-solving and innovation with AP Computer Science A! Whether you dream of designing cutting-edge apps, tackling big data, or creating intelligent systems, this course gives you the coding superpowers to bring ideas to life. You'll dive into object-oriented programming using Java, exploring how software can organize massive data sets, analyze patterns, and automate complex tasks. Along the way, you'll sharpen your ability to think critically, debug efficiently, and collaborate like a professional developer. But computer science isn't just about code—it's about impact. We'll explore the ethical and social implications of technology, including data privacy, algorithmic bias, and accessibility. No matter your background, if you're curious, creative, and eager to build, this course welcomes you!

## **ENGINEERING TECHNOLOGY [semester]**

Grades 9-12. Prerequisite: none

Ever wondered how bridges, robots, and medical devices come to life? Engineering Technology is your gateway into the world of problem-solving, design, and innovation. This hands-on course introduces the engineering process that powers nearly every modern industry—from healthcare to aerospace, environmental sustainability to public safety. You'll work with state-of-the-art tools like 3D modeling software, rapid prototyping, and geographic information systems (GIS) to bring ideas to reality. Whether you're designing a more efficient transportation system, prototyping an ergonomic device, or experimenting with alternative energy solutions, you'll think like an engineer and develop technical and creative skills that apply across industries.

## **TECHNOLOGY ESSENTIALS [semester]**

Grades 9-12 Prerequisite: none

Step into the future with Technology Essentials, where you'll experiment with AI, build robots, and automate tasks using code—all in one semester! This course breaks down complex technologies into hands-on, engaging experiences that any student can dive into, regardless of background.

- **AI & Machine Learning:** Explore how artificial intelligence recognizes patterns, makes predictions, and impacts everything from self-driving cars to personalized recommendations.
- **Robotics:** Design and build robots to compete in real-world challenges, testing concepts in motion, mechanics, and automation.
- **Coding & Automation:** Learn how coding streamlines everyday tasks, from chatbots to smart home devices.



# Department of Applied Technology

## **VIDEO GAME DESIGN [semester]**

Grades 9-12 Prerequisite: none

Turn your passion for gaming into a creative skillset! This course puts you in the designer's seat, where you'll craft interactive experiences, develop characters, and build worlds using industry-standard game design tools. Whether you're interested in storytelling, coding, or game mechanics, this course gives you the tools to bring your ideas to life.

Core Focus Areas:

- Game Mechanics & Player Experience: What makes a game fun, fair, and immersive?
- World & Character Design: Bring unique, diverse stories and cultures into your creations.
- Level Development & Coding: Learn the basics of game engines, programming logic, and user interaction.
- Inclusivity in Gaming: Explore how video games can reflect diverse perspectives, challenge stereotypes, and build community.

## **COMPUTER AIDED DESIGN [semester] **\*\*counts as a math elective\*\*****

Grades 9-12. Prerequisite: none

Get ready to bring your ideas to life! This hands-on, tech-driven course is perfect for students interested in engineering, design, or any technical field. You'll dive into the latest CAD software to create and visualize objects in both 2D and 3D. From designing sleek models to mastering 3D printing and laser engraving, you'll learn the skills to turn concepts into reality. We'll explore AutoCAD, Tinkercad, LightBurn, and Cura while covering everything from basic shape creation to advanced solid surface modeling. Whether you want to design the next big invention or just love working with cutting-edge tech, this course will give you the tools to make it happen!

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

Grades 9-12. Prerequisite: None

Plan on building, coding, and bringing your robots to life! In this hands-on course, you'll design, construct, and program robots to complete exciting challenges. Starting with beginner-friendly graphical programming and advancing into real code, you'll learn how to control your creations step by step. No experience? No problem! Whether you're a first-time builder or a robotics pro, there's something for everyone. You'll take on awesome projects like soccer-playing robots, racing bots, claw machines, line-following robots, and even autonomous cars. If you've ever wanted to see what you can create with technology, this is your chance—join us for a semester of innovation and fun!



# Department of Applied Technology

## **INTRO TO COMPUTER SCIENCE PRINCIPLES [semester] \*\*counts as a math elective\*\***

Grades: 9-12. Prerequisite: none

Computing is everywhere—from the apps we use to the technology that powers our world. This course is your gateway to understanding how it all works! Whether you're curious about coding, fascinated by the internet's evolution, or eager to create your own games, this class will give you a hands-on introduction to the exciting world of computer science. You'll explore everything from the history of computing and basic coding to big data, web design, cybersecurity, and even the impact of technology on our daily lives. No prior experience is needed—just bring your curiosity, and get ready to dive into the digital world!

## **AP COMPUTER SCIENCE PRINCIPLES [year] \*\*counts as math elective\*\***

Grades: 10-12. Recommended successfully passing Algebra 2.

Get ready to think, create, and innovate! AP Computer Science Principles is more than just coding—it's about solving real-world problems, designing smart solutions, and exploring the power of technology. This course gives you a broad and exciting introduction to computer science, from building algorithms and developing programs to uncovering insights through data and understanding how the internet and computing systems work. You'll dive into the impact of technology on society, collaborate on projects, and tackle challenges like a real computer scientist. Whether you're a future app developer, data analyst, or tech entrepreneur, this course will spark your curiosity and prepare you for the digital world ahead!

## **ACCOUNTING [semester] \*\* counts as math elective\*\***

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.



# Department of Applied Technology

## **PERSONAL FINANCE [semester] \*\* counts as math elective\*\***

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.

## **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.



# Department of Physical Education

## **INTRO TO 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] **\*\*can be repeated\*\*****

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 **\*\*can be repeated\*\***

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] **\*\*can be repeated\*\*****

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.



# Department of Physical Education

## **LIFETIME PHYSICAL FITNESS/Officiating [semester] **\*\*can be repeated\*\*****

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 10th 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, 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.



# Department of Special Education Services

**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 setting 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



# Department of Special Education Services

## **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.



# Department of Special Education Services

## **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.



# Department of Special Education Services

## **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.



# Electives

## Counts Toward 6 Credits of Additional Electives

### **MATH LAB II [year] \*\*does not count as a math credit\*\***

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 team work and interdisciplinary skills; and technology skills for problem solving, depending on the needs of individual students.

### **JR TROJAN MENTORING PROGRAM [year] \*\*can be repeated\*\***

Grades 11-12. Prerequisite: two years of math and English and strong skills for both subjects.

Jr/Young Trojans Mentoring Program 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 and middle school students in their community. The Young Trojans Mentor will go over to the Elementary schools and help the elementary student build confidence in their math and or English skills. The Jr. Trojans (must complete Young Trojans first) will go over to MacDonald Middle School and help middle school students. The high school student must provide their own transportation or carpool with a classmate to the other schools. Students who want to be a part of this program must have a good attendance record and be willing to help elementary/ middle school students with their coursework. This course counts as an elective credit.

### **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.



# Electives

## **LINKS [semester] Grades 11-12. \*\*can be repeated\*\***

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.

## **Freshman Seminar and Sophomore Seminar [semester] Grades 9-10**

Freshman and Sophomore Seminars are courses aimed at supporting high school success. The curriculum for the course covers study skills and other academic skill-building. They offer students opportunities for academic enrichment and guidance while helping them develop organizational skills and communication skills. These courses also serve as a platform to discuss goals and grades, share important information, and engage in school-wide activities. Additionally, these courses offer a space to discuss goals, track progress, stay informed about school-wide initiatives, and engage in future planning to prepare for life beyond high school.

## **Stem Seminar [semester] Grades 10-12 \*\*can be repeated\*\***

The STEM Seminar Course is designed to provide targeted support to students who want to strengthen their fundamental mathematics and science skills. The course will focus on building foundational skills, reinforcing key concepts, and developing problem-solving strategies to help students succeed in their math and science classes. This course provides students with opportunities for academic enrichment and assistance, as well as the chance to improve critical thinking skills and confidence.

## **CENIAD YEARBOOK WORKSHOP [year] Grades 10-12 \*\*can be repeated\*\***

Prerequisites: English I, and adviser approval recommended prior to signing up.

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.



## Electives

### **PORTRAIT NEWSPAPER WORKSHOP [year] Grades 10-12 **\*\*can be repeated\*\*****

Prerequisite: English I.

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.

## Excel

### **Excel [year] Tuesdays and Thursdays Grades 9-12.**

EXCEL is a structured support period designed to help students achieve academic success while fostering strong relationships and social-emotional growth. Students work with an assigned teacher to take care of school initiatives, tutoring, mentoring, advising, and work on academic and life skills. This dedicated time allows students to receive individualized academic support, develop strong work habits and executive functioning skills, and build positive connections with peers and staff. All students are assigned to an EXCEL period that remains consistent for the entire school year.



# Appendix

- Pg. 75. [Educational Development Plan \(EDP\)](#)
- Pg. 76. [Graduation Audit Form \(credit check form\)](#)
- Pg. 77. [Graduation Audit Form \(credit check form\) class of 2028 and beyond.](#)
- Pg. 78. [Personal Curriculum Form](#)
- Pg. 79. [Part Time/Reduced Schedule Form](#)
- Pg. 80. [Online Learning Agreement](#)
- Pg. 84. [Dual Enrollment Application](#)

# Educational Development Plan

Name: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

Post High School Plans:

Career Goals:

**Four Year Planning Template** – record plans in pencil so that changes may be made

9th Grade	
1st Sem	2nd Sem

10th Grade	
1st Sem	2nd Sem

11th Grade	
1st Sem	2nd Sem

12th Grade	
1st Sem	2nd Sem

Your Educational Development Plan **MUST** include:

English (4)

Math (4)

Social Studies (3)

Science (3)

PE/Health (.5 each)

World Language (2)

Visual/Performing/  
Applied Arts (1)

Electives

**TOTAL CREDITS (22)**

# ELHS CREDIT CHECK FORM



NAME: \_\_\_\_\_ CURRENT CREDITS: \_\_\_\_ /22 GPA: \_\_\_\_\_

## English: 4 Credits

- |                                       |  |   |   |
|---------------------------------------|--|---|---|
| <input type="checkbox"/> English I S1 | <input type="checkbox"/> English II S1 | <input type="checkbox"/> English III S1 | <input type="checkbox"/> English Elective |
| <input type="checkbox"/> English I S2 | <input type="checkbox"/> English II S2 | <input type="checkbox"/> English III S2 | <input type="checkbox"/> English Elective |

## Math: 4 Credits

- |                                       |                                      |  |  |
|---------------------------------------|--------------------------------------|--|--|
| <input type="checkbox"/> Algebra I S1 | <input type="checkbox"/> Geometry S1 | <input type="checkbox"/> Algebra II S1 | <input type="checkbox"/> Math Elective |
| <input type="checkbox"/> Algebra I S2 | <input type="checkbox"/> Geometry S2 | <input type="checkbox"/> Algebra II S2 | <input type="checkbox"/> Math Elective |

## Social Studies: 3 Credits

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> US History S1 | <input type="checkbox"/> World History S1 | <input type="checkbox"/> US Government |
| <input type="checkbox"/> US History S2 | <input type="checkbox"/> World History S2 | <input type="checkbox"/> Economics     |

## Science: 3 Credits

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Physical Science S1 | <input type="checkbox"/> Life Science S1 | <input type="checkbox"/> Earth Science S1 |
| <input type="checkbox"/> Physical Science S2 | <input type="checkbox"/> Life Science S2 | <input type="checkbox"/> Earth Science S2 |

## Physical Education and Health: .5 Credits Each

- |   |   |
|---|---|
| <input type="checkbox"/> Intro to Physical Education .5 credits | <input type="checkbox"/> Health & Wellness .5 credits |
|---|---|

## Visual/Performing/Applied Arts Electives: 1 Credit

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
|--------------------------------|--------------------------------|

## World Language: 2 Credits

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> S1 _____ | <input type="checkbox"/> S1 _____ |
| <input type="checkbox"/> S2 _____ | <input type="checkbox"/> S2 _____ |

## Electives: 4 Credits

- |                                |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

# ELHS CREDIT CHECK FORM

Class 2028 and Beyond



NAME: \_\_\_\_\_ CURRENT CREDITS: \_\_\_\_\_ /22.5 GPA: \_\_\_\_\_

## English: 4 Credits

- |                                       |  |   |   |
|---------------------------------------|--|---|---|
| <input type="checkbox"/> English I S1 | <input type="checkbox"/> English II S1 | <input type="checkbox"/> English III S1 | <input type="checkbox"/> English Elective |
| <input type="checkbox"/> English I S2 | <input type="checkbox"/> English II S2 | <input type="checkbox"/> English III S2 | <input type="checkbox"/> English Elective |

## Math: 4 Credits

- |                                       |                                      |  |  |
|---------------------------------------|--------------------------------------|--|--|
| <input type="checkbox"/> Algebra I S1 | <input type="checkbox"/> Geometry S1 | <input type="checkbox"/> Algebra II S1 | <input type="checkbox"/> Math Elective |
| <input type="checkbox"/> Algebra I S2 | <input type="checkbox"/> Geometry S2 | <input type="checkbox"/> Algebra II S2 | <input type="checkbox"/> Math Elective |

## Social Studies: 3.5 Credits

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> US History S1 | <input type="checkbox"/> World History S1 | <input type="checkbox"/> US Government                 |
| <input type="checkbox"/> US History S2 | <input type="checkbox"/> World History S2 | <input type="checkbox"/> Economics w/ Personal Finance |

## Science: 3 Credits

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Physical Science S1 | <input type="checkbox"/> Life Science S1 | <input type="checkbox"/> Earth Science S1 |
| <input type="checkbox"/> Physical Science S2 | <input type="checkbox"/> Life Science S2 | <input type="checkbox"/> Earth Science S2 |

## Physical Education and Health: .5 Credits Each

- |   |   |
|---|---|
| <input type="checkbox"/> Intro to Physical Education .5 credits | <input type="checkbox"/> Health & Wellness .5 credits |
|---|---|

## Visual/Performing/Applied Arts Electives: 1 Credit

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
|--------------------------------|--------------------------------|

## World Language: 2 Credits

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> S1 _____ | <input type="checkbox"/> S1 _____ |
| <input type="checkbox"/> S2 _____ | <input type="checkbox"/> S2 _____ |

## Electives: 4 Credits

- |                                |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

**STUDENT INFORMATION – (Complete all sections)**

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Name of Guardian: \_\_\_\_\_

Counselor: \_\_\_\_\_

Requested By: \_\_\_\_\_ Guardian \_\_\_\_\_ School Personnel \_\_\_\_\_ Student (18 or Older)

**PERSONAL CURRICULUM REQUEST (Select which areas of the MI Merit Curriculum are in need of modification) -**

<p><b>Mathematics -</b>                  *(only for student with an IEP/ out of state transfer student)  <input type="checkbox"/> Algebra 1  <input type="checkbox"/> Geometry*  <input type="checkbox"/> Algebra 2* (gen ed students, see note below)  <input type="checkbox"/> Additional Math/Math related credit*                  NOTE: Only 2nd semester of Algebra 2 may be modified. The senior math experience is still required and cannot be modified unless a student receives IEP services.</p>	<p><b>English Language Arts -</b>                  *(only for student with an IEP/out of state transfer student)  <input type="checkbox"/> Grade 9  <input type="checkbox"/> Grade 10*  <input type="checkbox"/> Grade 11*  <input type="checkbox"/> Grade 12*</p>
<p><b>Social Studies –</b>                  (modification after two credits unless for student with an IEP/ out of state transfer student)  <input type="checkbox"/> US History  <input type="checkbox"/> World History  <input type="checkbox"/> Economics  <input type="checkbox"/> Government (.5 credit, only for student with an IEP)</p>	<p><b>Science –</b>                  *(only for student with an IEP/out of state transfer student)  <input type="checkbox"/> Physical Science  <input type="checkbox"/> Life Science*  <input type="checkbox"/> Earth Science*</p>
<p><b>Physical Education / Health</b>  <input type="checkbox"/> Physical Education  <input type="checkbox"/> Health</p>	<p><b>World Language –</b>                  *(only for student with an IEP/ out of state transfer student)  <input type="checkbox"/> _____</p>
<p><b>Visual, Performing, Applied Arts</b>  <input type="checkbox"/> _____</p>	<p><b>Online Learning Experience</b>                  *(only for student with an IEP/ out of state transfer student)  <input type="checkbox"/> _____</p>

**SIGNATURE (Guardian, Student, or Staff)**

Requested By: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

-----  
 Eligibility for Use of Personal Curriculum (PC) Modification (For Office Use Only)

A personal curriculum may be appropriate for a student who has demonstrated one or more of the following:

- Ability in a specific skill area consistent with a career pathway and/or a post-secondary goal or plan as determined by the EDP that require additional or specialize instruction when there are limitations in time available for elective opportunities.
- Ability to succeed in accelerated or advanced Math, Science, English/language arts, or World Language
- Eligibility for special education services and a documented need to make modifications determined to be necessary because of a student’s disability
- Lack of progress on the MMC despite documented interventions, supports, and accommodations for a student with an IEP
- Desire to complete Algebra 2 math requirements through CTE or Probability/Statistics course

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Verified by: \_\_\_\_\_

Date: \_\_\_\_\_



# East Lansing High School Request for a Reduced Schedule

School Year: \_\_\_\_\_

First Semester (Fall)

Period

1  6

Second Semester (Spring)

Period

1  6

**Office Use Only**

## Student Section: to be completed by the student

Name:

Grade Level:

Reason(s) for requesting a reduced schedule\*:

Academic: Increased course load. For Example: I have 2 AP classes or 2 Dual Enrollment Classes or a combination of 1 AP class and 1 Dual enrollment class, 4 or more core classes, WTC and an AP class etc.

Explanation:

Medical/Other

Explanation:

Signature: \_\_\_\_\_

## Parent/Guardian Section: to be completed by parent/guardian

I approve my student's request for a reduced/part-time schedule. I acknowledge that East Lansing High School has no liability if my student chooses to leave the high school building during their off hour.

Name:

Telephone:

Signature:

E-Mail:

## Counselor Section: to be completed by the student's counselor

I have reviewed the request with the student and believe that the student's best interest will be served by a reduced or part time schedule.

Yes  No

Explanation:

Signature: \_\_\_\_\_

Application Deadline: 1 week after the semester begins

\*\*Please Note: Part-Time/Reduced Schedules will only be approved for academic or medical reasons. Additional documentation may be required.

# Online Learning Agreement

Students have the option of enrolling in online courses. Online courses offer a variety of subjects taught by certified Michigan teachers. Students must be self-motivated and able to participate online. On-site enrollment will be provided by the virtual high school site coordinator. Course information for all virtual courses is available at:

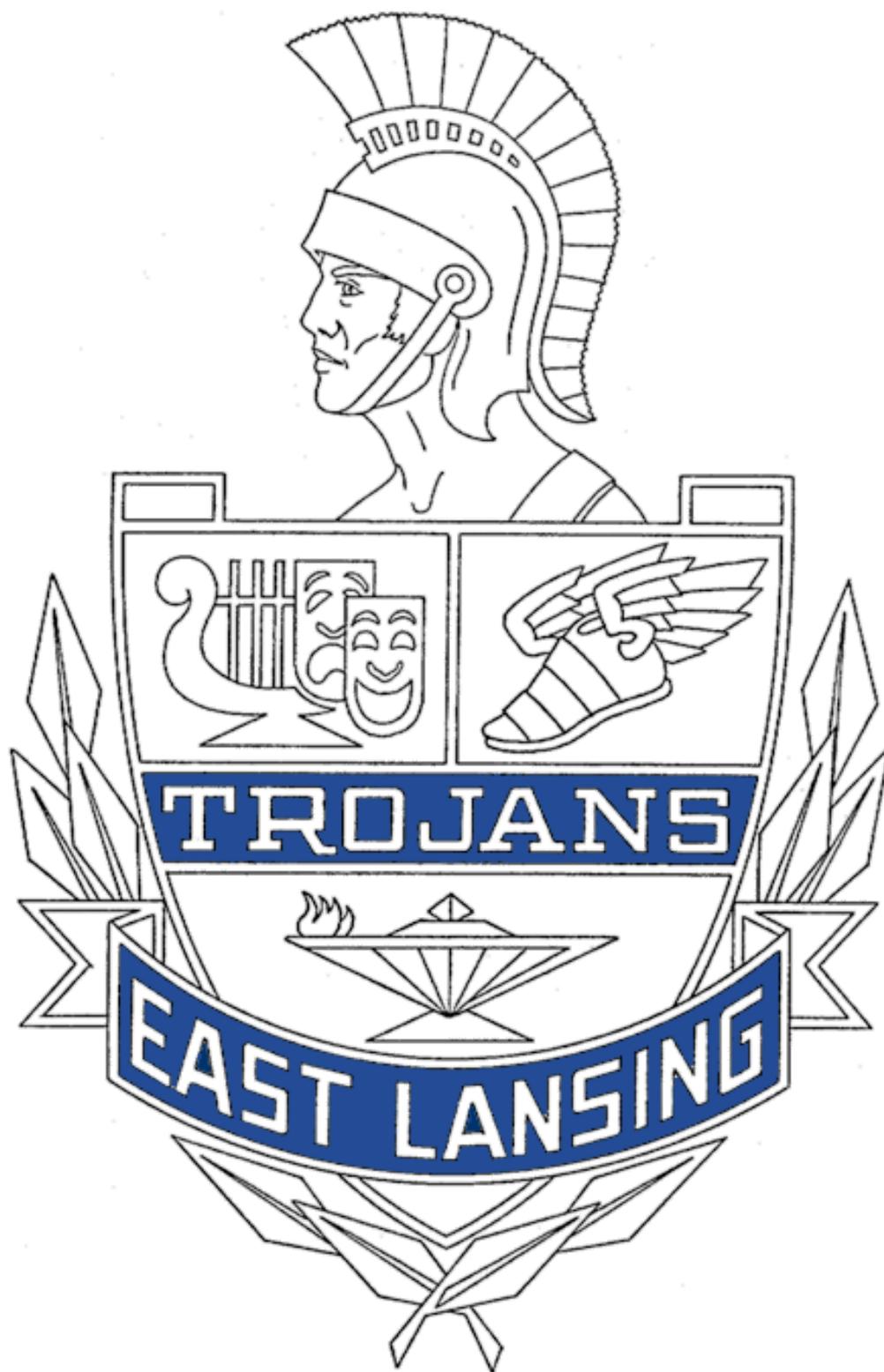
<https://micourses.org/courses/?provider=michigan-virtual>. Please choose the Statewide Catalog for courses students may take. A course percentage will be given by the VHS instructor and converted to a letter grade by the mentor. Once approved, all enrollment is handled through the Student Services office.

Additionally:

- I understand that the mentor is not the teacher of record. The mentor's role is to help trouble shoot issues, arrange for proctored tests and/or exams, report final grades to the registrar, and maintain attendance records as required by the State of Michigan.
- I understand students must check in with their mentor teacher during the state pupil accounting window. The mentor will inform students of these dates.
- I understand that students need to be independent learners. They will need to follow the course pacing guide, read course documents, use available resources through MiVHS to navigate the course, and engage with their virtual instructor.
- I understand that the request MUST align with the student's Educational Development Plan (EDP) for grades 8 through 12.
- I understand that students must possess basic knowledge and skills in technology to be successful in an online course.
- I understand this application will be denied if the student demonstrated failure in a previous online course.
- I understand that in order for the cost of a student's online course to be covered, the course must be taken as part of their six period schedule.
- I understand that each student will be limited to two (2) online courses as part of their schedule each semester.
- I understand that there are limited class sizes each hour for MiVHS and I may not be able to take my VHS class the hour I request.

**Please be advised that it is the responsibility of the student or family to ensure full payment of any fees associated with a course that is dropped after the reimbursement deadline. Additionally, classes may not be added or dropped after the first week of the semester in which the course is taken.**

**Please complete and sign the application and EDP. The application cannot be processed if either of these forms is missing or unsigned.**



**East Lansing Public Schools**

Online Learning Application

School Year:\_\_\_\_\_ Student Name:\_\_\_\_\_ Grade:\_\_\_\_\_

This section to be completed by the student

**Online Semester 1:**

#1: Course title from catalog:\_\_\_\_\_

Class to drop/preferred hour:\_\_\_\_\_

#2: Course title from catalog:\_\_\_\_\_

Class to drop/preferred hour:\_\_\_\_\_

**Online Semester 2:**

#1: Course title from catalog:\_\_\_\_\_

Class to drop/preferred hour:\_\_\_\_\_

#2: Course title from catalog:\_\_\_\_\_

Class to drop/preferred hour:\_\_\_\_\_

Student Signature:\_\_\_\_\_ Date:\_\_\_\_\_

This section to be completed by the Parent/Guardian

Parent/Guardian Name (print):\_\_\_\_\_

- I understand that the student/family is responsible for providing 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 of the semester when the course is taken.
- I understand that the ELHS online mentor's role is to troubleshoot issues, provide student support, communicate progress, request extensions, proctor exams, report final grades, maintain attendance records required by the State of Michigan, and is **not** the teacher of record
- I understand that both guardians (if in PowerSchool) will be included in all course communication. If the second guardian would like, they can request an account.
- I understand that repeated violations of ELHS or MV Academic Integrity Policies will result in students being withdrawn from their current courses, receiving a failing grade, and/or being prohibited from enrolling in future online courses.
- I have read the online learning agreement and agree with all statements.

Parent/Guardian Signature:\_\_\_\_\_ Date:\_\_\_\_\_

This section to be completed by the mentor

- I have met with this student

Mentor Signature:\_\_\_\_\_ Date:\_\_\_\_\_

This section to be completed by the counselor

- Counselor approves the online course(s) for this student.
- Counselor cannot support the online course(s) for this/these reasons\_\_\_\_\_

Counselor Signature:\_\_\_\_\_ Date:\_\_\_\_\_

# Educational Development Plan

Name: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

Post High School Plans:

Career Goals:

**Four Year Planning Template** – record plans in pencil so that changes may be made

9th Grade	
1st Sem	2nd Sem

10th Grade	
1st Sem	2nd Sem

11th Grade	
1st Sem	2nd Sem

12th Grade	
1st Sem	2nd Sem

Your Educational Development Plan **MUST** include:

English (4)

Math (4)

Social Studies (3)

Science (3)

PE/Health (.5 each)

World Language (2)

Visual/Performing/  
Applied Arts (1)

Electives

**TOTAL CREDITS (22)**



## East Lansing Public Schools Dual Enrollment Application

School Year: \_\_\_\_\_  
Semester: Fall\_\_\_ Spring\_\_\_

A new form **must** be  
completed for each semester

Student Name (print): \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

### Program Prerequisites:

- 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 submit a grade report from the secondary institution to the registrar if credit for the course is to be added to the transcript.

### **To be read and completed by the parent/guardian and the student:**

- The school district will be responsible for 1/6 of the state foundation allowance per semester course. Parents/guardians will be responsible for the remainder of the actual cost of tuition and fees charged by the postsecondary institution as well as all books and materials. They will pay the balance of the tuition directly to the institution. In the case that the institution requires payment in full prior to the school portion being paid, the institution will reimburse the parent after the school has paid their allowance. Additionally, if students sign up for any course other than those which the school approved (as listed below), the family will be responsible and billed for the entire cost of the course. The post-secondary institution will bill the district directly for the determined allowance. The district will not reimburse the student or their family. Questions may be addressed to the Business Office (517) 333-7434.
- Students that take dual enrollment coursework at a post-secondary institution and do not complete the course or fail the course will be responsible to repay East Lansing School District tuition and all associated fees in full.
- Students that take dual enrollment coursework at a post-secondary institution will receive the grade issued by that institution. The grade will be calculated into the student's 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 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.

Postsecondary Institution: \_\_\_\_\_

Name of approved course(s): Name of course: \_\_\_\_\_

Credits: \_\_\_\_\_ Period to drop: \_\_\_\_\_

Name of course: \_\_\_\_\_ Credits: \_\_\_\_\_ Period to drop: \_\_\_\_\_

Name of course: \_\_\_\_\_ Credits: \_\_\_\_\_ Period to drop: \_\_\_\_\_

\*\*Students may not dual enroll in a course that conflicts with an in-person class.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This section to be completed by the counselor:**

- Counselor approves the dual enrollment course(s) for this student.
- Counselor cannot support the dual enrollment course(s) for this/these reasons:

\_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

