

# CHARLOTTE HIGH SCHOOL CURRICULUM GUIDE



**2018-2019**

*The mission of Charlotte High School is to build a partnership of students, parents, community and staff committed to effective teaching and responsible learning. The partnership will provide: 1) A supportive learning environment where each student's individual needs will be addressed 2) Mastery of core curriculum 3) Development of abilities and interests 4) Respect for human diversity and social responsibility 5) Development of self-esteem and ability to adapt to change.*

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# Graduation Requirements and Academic Programming



## GRADUATION REQUIREMENTS

### ENGLISH LANGUAGE ARTS - 5 Credits to include:

- English Language Arts 9
- English Language Arts 10
- English Language Arts 11
- English Language Arts 12 or AP English\*
- Composition or Advanced Composition

### MATHEMATICS – 4 - 6 Credits to include:

1. Algebra I, 1 credit
2. Geometry, 1 credit
3. Algebra II
  - 1 credit Algebra 2A or Advanced Algebra 2A
  - and-
  - 1 credit Algebra 2B or Advanced Algebra 2B
4. Math Related Course in Senior Year (must be taken in senior year)
  - 1 credit Algebra 2B or Advanced Algebra 2B
  - or-
  - 1 credit Pre-Calculus
  - or-
  - 1 credit AP Calculus\*
  - or-
  - 1 credit Personal Finance (if Algebra 2A & 2B are completed by junior year)
  - or-
  - 1 credit Math 110 through the Ferris State Woodbridge Program
  - or-
  - Other approved course

### SOCIAL STUDIES - 3 Credits to include:

- U.S. History & Geography or AP US History\*
- World History & Geography or AP European History\*
- Government/Economics\*\*\* or AP Government\*
- \*\*Political Science 121 and 122 combined may take the place of government, but not economics
- \*\*\*Personal Finance may take the place of economics

### PHYSICAL EDUCATION & HEALTH - 1 Credit (9<sup>th</sup> grade)

### WORLD LANGUAGE-2 consecutive credits (8<sup>th</sup>-12<sup>th</sup> grade)\*

- Spanish 1 & 2
- Other languages are available through MVHS

\*This requirement may be reduced to one credit through the completion of a CTE program or approved, additional visual and performing arts courses

### SCIENCE – At least 3 Credits to include:

- Biology
- Physical Science
- Earth Science
- or-
- Biology or AP Biology\*
- Chemistry
- AP Physics 1\*
- or-
- Biology
- Physical Science
- Chemistry

### VISUAL PERFORMING & APPLIED ARTS

1 Credit - Includes Band, Choir, Art, Business, Agriculture, Life Skills & Vocational-Technical Education Classes (9<sup>th</sup> -12<sup>th</sup> grades)

### ADDITIONAL REQUIREMENTS

- Participation in the State of Michigan approved assessment is a requirement for graduation from Charlotte High School.
- A minimum of 15 terms of full-time enrollment (five periods or the equivalent per semester). Exceptions for full-time attendance must be approved by the principal, or in the case of special education students, by the Special Education Director.
- **ON-LINE LEARNING EXPERIENCE** - Course or Integrated Learning Experience  
(This requirement is met by use of technology in courses taken in the 6th-12th grade)

**Note:** Core course sequencing may be slightly different/adjusted for advanced or credit deficient students to meet their individual academic needs, based on counselor recommendation.

\*AP Courses – In order to meet the graduation requirement, the student must complete the entire AP course

### **CLASS STANDING**

All students will need the following minimum credits to remain on track for graduation:

- 7 credits to become a sophomore
- 17 credits to become a junior
- 27 credits to become a senior
- 37 credits required for graduation

### **CERTIFICATE OF COMPLETION**

Students who do not feel they will be successful in completing the Michigan Merit Curriculum requirements (stated above) to earn a high school diploma will have the option to choose to pursue a Certificate of Completion. Students and parents should see their Guidance Counselor for requirements and additional information.

### **SCHEDULE**

The school day is divided into five (5) 74-minute instructional periods taught in two semesters per school year. Each semester is divided into two (2) terms (one term equals 9 weeks; one semester equals 18 weeks). There is one lunch time for all students with a five minute passing period between each class.

### **ATHLETIC ELIGIBILITY**

Eligibility requirements and NCAA certification requirements are available through the Athletic Office or the NCAA website [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

### **FULL CREDIT CLASSES**

Dropping an 18-week, 27-week or full year course will result in loss of credit for the first term/semester. Credit is awarded based on completion of the full course. Under extenuating circumstances a student may submit a request to drop an 18-week, 27-week or full year course without loss of credit (teacher recommendation required). Students are responsible for completing the request form and getting parent and teacher recommendations and signatures. Class drop forms are available in the office.

### **TRANSFER STUDENTS**

Students transferring to Charlotte High School from another school will be required to enroll as a fulltime student for two full semesters and earn at least 10 credits in order to qualify for a Charlotte High School diploma. Exceptions will be granted only if there is evidence of extenuating circumstances as determined by the principal and approved by the superintendent. Transfer credit will be accepted from schools in Michigan that are NCA accredited or on the list of Michigan accredited schools. All other credits will be evaluated on an individual basis and may require an equivalency assessment.

### **AWARDING OF CREDIT**

Courses completed during the school day will be awarded a letter grade which will be calculated into the students' GPAs. Courses completed outside of the school day will be granted "Credit" or "No Credit" (this could include, but is not limited to, E2020 courses, Michigan Virtual High School courses, college courses, correspondence courses, etc.). Courses completed outside of a traditional classroom environment (such as online courses, dual enrollment courses, EISD Vocational courses, correspondence courses, etc.) will not be reported on report cards or Skyward Home Family Access. Upon final course completion credit will be reflected on the high school transcript.

High school courses completed by a student prior to being a 9<sup>th</sup> grader will be awarded high school credit upon successful completion. If the course is taken at the high school the student will be

awarded a letter grade that will go on their high school transcript and will be calculated into their high school GPA. If the course is taken at the middle school the student will receive high school credit, which will be indicated on their high school transcript as "Credit" or "No Credit" (no letter grade). Note: NC factors into GPA as a 0.0 and CR factors in as a 4.0.

### **TESTING OUT OF COURSES**

The "test out" option does not include those courses in which students are currently enrolled. In order to "test out", students need to exhibit mastery of the subject matter by demonstrating no less than level 2 learning on all course standards. The student may be required to demonstrate mastery through basic assessments used in the course such as portfolio, performance, paper, project, or presentation, in addition to or in lieu of, a final exam. Teachers and counselors are not responsible for tutoring or providing instruction relative to students "testing out" of the course.

#### **Testing Out Schedule:**

Beginning of September- Applications available in the office

End of September – Completed applications are due to the principal

Beginning of October – Class test-out packets available

Beginning of December – All required course work is due/final exam is taken

Please note that by "testing out" of a course, a student will miss participation in discussions, classroom activities and opportunities to develop the skills which are nurtured by daily contact with the teacher and fellow students. Students may not request to test out of a course for which they are taking at the time of application. The test out must be complete before the student begins the course. Applications are available in the office.

### **SCHEDULE CHANGES**

Students must adhere to the following guidelines when requesting any schedule changes. There will be a designated time before the start of each marking period for schedule changes. Schedule changes will be allowed for the following reasons:

- Incomplete schedules - no open periods are allowed, all students must have a complete schedule;
- Special scheduling options such as Co-op, Links, Mentoring, Independent Study, PE Intern, etc. (advisor approval is required); and
- Level change – such as, the student did not pass English 9 and can not go on to English 10; or the student decided to take Advanced Composition instead of Composition.

All schedule change requests must be submitted to the office in writing with a parent signature prior to the start of the marking period (Schedule Change Request forms are available in the office).

Requests that do not meet one of the criteria listed above will be considered for **exceptional circumstances only**, as long as space is available, the change moves the student from a larger class to a smaller class, and it does not involve rearranging the student's schedule. Students will need to check their schedule online using the Skyward app, or check back with the office to find out if their schedule has been changed. Students must attend the classes that appear on their schedule until a schedule change is made in Skyward.

### **OPEN PERIODS/EARLY GRADUATION**

Seniors who have completed their graduation requirements by the end of the first semester of their senior year may elect not to attend school during the second semester of their senior year. Students who elect this option will not be allowed to participate in school activities during this time (this includes commencement ceremony and prom). Open periods are only allowed under extenuating circumstances, because it reduces a student's FTE to part time. It is important that students understand the following before requesting an early graduation or open period:

:

1. Students must be enrolled and passing four credits in order to participate in school athletics.
2. Students will be required to leave the building during their open periods.
3. Students cannot drop an 18-week, 27-week or full-year course to have an open period.
4. Transportation will not be provided to accommodate an open period.

### **REPEATING COURSES**

Students receiving a term grade of “C+” or lower in an academic class may repeat that course. Both grades will be reflected on the transcript, and figured into the cumulative GPA. The course may not be taken out of sequence. For example, if a student completes English 9 and goes on to English 10, they may not go back and repeat English 9.

### **CREDIT RECOVERY**

Students who fail classes (and may not be able to graduate due to lack of credit) may exercise one or more of the following options to earn additional credits. Students will be responsible for all applicable course fees. ***Students need to see their counselor for additional information or to enroll in any of the following programs:***

- |                           |                    |
|---------------------------|--------------------|
| 1. Summer School          | 3. Work Experience |
| 2. Correspondence Classes | 4. Online Classes  |

### **GRADUATION CEREMONY**

Participation in the graduation ceremony is a privilege, not a right. Students must be in good academic and behavior standing to participate in the graduation ceremony. Appropriate dress should be worn to both the Honors Convocation and Graduation Ceremony. Blue jeans, shorts, work boots and tennis shoes are not acceptable. Students are encouraged to wear appropriate clothing and shoes. The graduation gown must be worn during Honors Convocation and the Graduation Ceremony. Students must meet the requirements listed below and miss no more than three (3) days of school during the 4<sup>th</sup> term to participate in commencement. The attendance requirement may be waived in emergency situations with approval from the principal.

1. Any senior student who becomes credit deficient as of the end of Term 3 of their senior year will need to see their Counselor to make arrangements to recover the deficient credit. All credits must be completed by the Friday before commencement to take part in the ceremony, unless special permission for emergency situations is granted by the principal.\*
2. Students who fail to earn enough credits to graduate will be required to make up the credit deficiency prior to September 1 following their class’s graduation in order to receive a diploma for that year. The diploma will not be released to the student until all graduation requirements have been successfully completed.
3. Students may not apply more than a total of three (3) credits earned outside of the regular school day toward graduation requirements. This includes courses taken in summer school, correspondence courses, work experience, or online courses.
4. All correspondence course work (including final exams) being completed after Term 3 must be submitted to the correspondence school no later than August 15<sup>th</sup>. Upon confirmation of satisfactory correspondence course completion Charlotte High School will award credit. Students assume full responsibility for successful completion of correspondence courses.
5. After a student starts high school they are expected to graduate in a four (4) year period. If a student is unable to complete their graduation requirements within a four year period and needs to make up more than the three (3) credits allowed through the Credit Recovery

options noted, Guidance Counselors and Administration will work with the student to chart the best course for completing high school. The plan will be consistent with the student's post-secondary plans and their history of school progress. Options to explore will include a fifth year at Charlotte High School, the G.E.D. process, EISD/LCC Vocational Courses, and Co-op, in combination with credit recovery. In most cases it is expected a fifth year student will complete within one additional semester.

***\*Seniors that know they cannot complete their credits in just two semesters and will need to take classes in the summer after senior year, need to schedule an appointment with the principal before the end of September to discuss their options. If this meeting is not scheduled, the student may not be allowed to walk at graduation.***

### **SENIOR HONORS AND GRADE POINT AVERAGE**

Seniors earning graduation honors must have been in attendance at least three semesters at Charlotte High School. This includes students transferring from a public, private or accredited charter school setting. Home School and Foreign Exchange students must be in full-time attendance at a public, private or accredited charter school for at least six semesters to earn graduation honors. The valedictorian and salutatorian must meet D.A.S. requirements. Starting with the Class of 2016, to be included in the Top 10 recognition, including Valedictorian and Salutatorian, D.A.S. requirements must be met. Students must meet all academic and attendance requirements and have no major discipline issues during their high school career to receive honors recognition. For the purpose of reporting honors status and class rank, final grade point average (G.P.A.) will be determined by the cumulative grade point average at the end of the first semester of the senior year. Grade point will NOT include summer school, correspondence or after school credit recovery classes. Final transcripts, which are sent to colleges, will include second semester grades. The grade point average is calculated three decimal places to determine class rank (example: 3.512).



# College and Career Pathways



## College and Career Pathways

Charlotte High School has purposefully built courses of study that will prepare students for success after high school, whether that is in college or in a career. The pathways listed here represent a method for packaging those courses in meaningful ways so that students can take advantage of opportunities to find their passions and begin to think about their futures. These pathways will replace the SEP program for the class of 2020; students will be recognized at senior honors convocation for their participation in one of the pathways.

1. **Charlotte Early Middle College\***
  - CHS CARES – Michigan Merit Curriculum, two years of LCC Career Tech, one year at LCC full time
  - Bulldog Academy – Woodbridge 1, Woodbridge 2, Concurrent Enrollment, 13<sup>th</sup> Year (60-63 Credits)
  - Capital Area Career and Technical Early Middle College – Through LCC
2. **Business** – Business Management I and II, Davenport Business Academy and School Store or BPA
3. **Insurance** – Insurance I, Insurance II, ERESA Insurance Program
4. **Digital Media** – Digital Media I, Digital Media II, LCC Comp Graphics OR Mobile Ap/Web Development
5. **Agriculture** – Botany, Zoology, FFA
6. **Animal Health Sciences** – Vet Science I, Vet Science II, LCC Zoology
7. **Mechanics** – Ag Mechanics I, Advanced Ag Mechanics, LCC Auto, Heavy Equipment, OR Welding
8. **Oriole University (Choose 1)**
  - AP and Concurrent Enrollment – 1 AP class in each core area, 2 concurrent enrollment courses
  - AP and LCC – LCC program and corresponding AP course(s)
  - Woodbridge College Promise Program Year 1 and Year 2
9. **Engineering** – PLTW IED, POE, DE, AP Calculus OR Pre Calculus, AP Physics I and II
10. **Fine Arts Conservatory**
  - Instrumental Music
  - Vocal Music
  - Visual Arts
11. **Arts** – Advanced courses in at least 2 out of 3 arts areas (instrumental music, vocal music, and visual arts), including Symphony Band, Chorale, AP Music Theory, and/or AP Studio Art
12. **Technical Skills/Trades** – Completed LCC Program of Choice
13. **Building Construction and Trades** – Woods I, Woods II, LCC Construction Technology
14. **Humanities** – AP courses in English and social studies, advanced composition, psychology, sociology
15. **Transitions** – LCC courses and/or GECKO and/or other work based experience
16. **Health Sciences** – AP Biology, Anatomy and Physiology, CAHEP or LCC Health Tech

\*Note: The Charlotte Early Middle College is a separate entity with its own handbook and curriculum guide; please see that document for more specific information.

# **Distinguished Academic Scholars (DAS)**



# Distinguished Academic Scholars (DAS)

Charlotte High School offers diploma endorsements for Distinguished Academic Scholars (D.A.S.). Students are encouraged to exceed standard graduation requirements based on their abilities, interests, and occupational plans. Students completing the D.A.S. program will receive an embossed seal and will be recognized at the senior Honors Convocation. A D.A.S. student must:

- Have an overall 3.0 GPA and specified courses taken for D.A.S. requirements must be a 3.0 average or better.
- Meet all standard graduation requirements.
- Dual enrollment college classes and Michigan Virtual High School classes from the core/advanced subject areas will qualify for D.A.S. if a grade of "B" (3.0 or better) was earned. Courses being completed outside of the school day to meet DAS requirements will receive "Credit" or "No Credit". However, a grade of 3.0 or better must be earned. Principal approval is needed.
- Submit a written application to their Counselor in the fall of their senior year.
- Demonstrate proficiency in all areas on the state standardized assessment, or meet the college readiness scores in three out of four areas (math 22, reading 22, English 18, and science 23) on the ACT, or a 430 ERW and 530 Math score on the SAT. Note: Scores may be obtained on ACT or SAT retakes completed by February of the senior year.
- Graduate with 40 credits at minimum
- **8 Core Course Credits Required from the Core Subjects Listed Below** (Nine week classes, ½ credit only)
- 3 out of 4 Core Subject areas need to be represented from those listed below.
- Complete at least 3 AP Courses
- Pre-requisites include: 1 credit Advanced Composition, 1 credit Chemistry, and 1 credit Advanced Algebra 2B
- At least two of the D.A.S. credits need to be taken during the senior year. Courses completed in the summer do not count.

## ***Core Area Courses Accepted For D.A.S.***

### **English**

Advanced Placement English

### **Mathematics**

Pre-Calculus

Advanced Placement Calculus

### **Science**

Anatomy & Physiology I and II

AP Physics 1

AP Physics 2

AP Biology

### **Social Studies**

AP U.S. History

AP European History

AP Government

Psychology

Sociology

\* Vietnam

\* Michigan History

\* Civil Rights

Beginning with the class of 2020 (2016-2017 freshmen), the following DAS requirements will be implemented:

Charlotte High School offers diploma endorsements for Distinguished Academic Students (D.A.S.). Students are encouraged to exceed standard graduation requirements based on their abilities, interests, and occupational plans. Students completing the D.A.S. program will receive an embossed seal and will be recognized at the senior Honors Convocation. A D.A.S. student must:

- Have an overall 3.0 GPA and specified courses taken for D.A.S. requirements must be a 3.0 average or better.
- Meet all standard graduation requirements.
- Dual enrollment college classes and Michigan Virtual High School classes from the core/advanced subject areas will qualify for D.A.S. if a grade of "B" (3.0 or better) was earned. Courses being completed outside of the school day to meet DAS requirements will receive "Credit" or "No Credit". However, a grade of 3.0 or better must be earned. Principal approval is needed.
- Submit a written application to their Counselor in the fall of their senior year.
  - Demonstrate proficiency in all areas on the state standardized assessment, or meet the college readiness scores in three out of four areas (math 22, reading 22, English 18, and science 23) on the ACT, or the equivalent on the SAT. Note: Scores may be obtained on ACT or SAT retakes completed by February of the senior year.
  - Graduate with 40 credits at minimum
  - **8 Core Course Credits Required from the Core Subjects Listed Below. \*Students may only count one of these courses toward DAS credit requirements.**
  - 3 out of 4 Core Subject areas need to be represented from those listed below.
  - Complete at least 3 AP Courses. One of the three AP courses may be earned outside of the core subjects; however, all other DAS requirements remain in place.
  - Pre-requisites include: 1 credit Advanced Composition, 1 credit Chemistry, and 1 credit Advanced Algebra 2B
  - At least two of the D.A.S. credits need to be taken during the senior year. Courses completed in the summer do not count.

### **English**

Advanced Placement English

### **Mathematics**

Pre-Calculus

Advanced Placement Calculus

### **Science**

Anatomy & Physiology

AP Physics 1

AP Physics 2

AP Biology

### **Social Studies**

AP U.S. History

AP European History

AP Government

Psychology

Sociology

\* Vietnam

\* Michigan History

\* Civil Rights

# Specialized Endorsement Programs (SEP)\*



\*Note: Starting with the class of 2020 (2016-2017 freshmen), SEP endorsements will no longer be available. Students will work within the identified pathways program.

Charlotte High School offers specialized endorsements by department for students\*. The recognition will focus on students who have taken a series of courses in non-required curricular areas. Students completing the specialized endorsement requirements will receive an embossed seal noting the area of achievement and will be recognized at the senior Honors Convocation. The requirements for specialized endorsements are as follows:

- Must have an overall 3.0 GPA
- Must have an overall 3.0 GPA in the specialized area of endorsement
- Must earn minimum credit requirements as specified by each area
- Must file appropriate request in fall of senior year.

## **ENDORSEMENT AREAS REQUIREMENTS**

### **AGRICULTURAL SCIENCE 3 Credits**

- Wildlife & Natural Resource Management (1 Credit)
- Zoology (1 Credit)
- Botany (1 Credit)
- Veterinary Science (1 Credit)
- Ag Mechanics (1 credit)
- Leadership in Agrl-science (1 credit)
- Two Years of Participation in FFA

### **BUSINESS AND TECHNOLOGY 5 Credits**

- Business Management 1 and 2 (2 Credits)
- Digital Media 1 and 2 (2 Credits)
- CHS Department Elective (1 Credit)
- Two Years of Participation in Business Professionals of America (BPA) Charlotte High School chapter

### **ART 6 Credits**

- Art I (1 Credit)
- Art II (1 Credit)
- Advanced Art (1 credit)
- AP Art Studio (1 Credit)
- Art History (1/2 Credit)
- Digital Photography (1/2 credit)
- 3D Sculpture (1/2 Credit)
- Independent Study (1/2 credit)

### **WOODS/CONSTRUCTION TECHNOLOGY 6 Credits**

- Woods 1 (1/2 Credit)
- Woods 2 (1/2 Credit)
- Advanced Woods (1 Credit)
- EISD-CPC Building Trades (4 Credits)

### **CHILD CARE 5 Credits**

- Parenting (1/2 Credit)
- Personal/Family Relations (1/2 Credit)
- Eaton-CPC Child Care or Teacher Preparation (4 credits)

Note: If you feel you have met criteria for an area that has changed or been eliminated please see your Counselor.

\*SEP will phase out, and the endorsement is not available starting with the class of 2020.

# Charlotte High School Fine Arts Conservatory





## CHARLOTTE HIGH SCHOOL FINE ARTS CONSERVATORY

Arts students at Charlotte High School have the unique opportunity to be members of the prestigious Charlotte High School Fine Arts Conservatory program. Students who successfully complete the program in visual arts, vocal music, or instrumental music will receive special recognition at Senior Honors Convocation, and will also receive a Charlotte High School Fine Arts Conservatory endorsed diploma. The requirements for membership are highlighted below.

### Arts – Visual Arts

In order for membership in the area of visual arts, students must successfully complete the following courses:

- Art I (1 Credit)
- Art II (1 Credit)
- Advanced Art (1 credit)
- AP Art Studio (1 Credit)
- Art History (1/2 Credit)
- Digital Photography (1/2 credit)
- 3D Sculpture (1/2 Credit)
- Independent Study (1/2 credit)

### Choir - VOCAL MUSIC

In order for membership in the area of vocal music, students must do the following:

- Be enrolled in Choir (Concert Choir, Cantamus Choir, or Chorale) for four years, including at least one year in Chamber Choir or Chorale
- Attend at all required Choir activities
- Perform a solo at MSVMA Solo & Ensemble Festival for four years

- Study for two or more years with an approved private voice instructor
- Perform an individual or shared solo recital during senior year
- Participate in Music Theory & Ear Training, or equivalent
- Participate in at least two of the following approved outside activities during the junior or senior year: MSVMA Honors Choir, Michigan Youth Arts Festival Choir, college/university honors choir, local youth or community chorus

### Band – Instrumental Music

In order for membership in the area of instrumental music, students must do the following:

- Participate in band for 4 years, including one in symphony band
- Attend all required band activities
- Participate for 4 years in District Solo and Ensemble as a soloist

- Pass solo proficiency exam (Level II or III) at State Solo and Ensemble
- Study for two or more years with an approved private instructor
- Develop a personal repertoire list and personal library of listed works
- Participate in Music Theory & Ear Training, or equivalent
- Perform an individual or shared solo recital during the senior year
- Participate in two or more full seasons of extensions, including jazz ensemble pit orchestra, pep band, or Band Bounce
- Participate in at least two of the following activities during the junior/senior years: MSBOA All State Band/Orchestra, Youth Arts Festival Band/Orchestra/Small Ensemble, college/university honors band, local youth or community band or orchestra (complete season)

In addition to the requirements in the designated areas, listed above, students wishing to be members of the Charlotte High School Arts Conservatory must do the following:

- Advance the mission and vision of the CHS arts program into the public by taking part in at least one public performance outside of Charlotte High School in the senior year. This may include, but is not limited to, performing in orchestras, performing in public concerts, displaying art in outside shows or galleries, etc.
- Make meaningful connections with the academic arts community, including, but not limited to, studying with university professors or taking part in university sponsored events in the senior year
- Complete an Arts Leadership/Capstone Project, which involves a demonstrated display of leadership in the student's focus area; projects must be pre approved by the focus area instructor and must be completed before graduation

Charlotte High School Arts Conservatory members are also encouraged to participate in the CHS drama program in the appropriate designated area, including, but not limited to set painting, pit orchestra participation, playing a role in the musical, etc. in the senior year.

# Course Descriptions and Standards



# Freshmen and Sophomore Academy

It is widely recognized that a successful freshman year is imperative to a successful journey through high school. Therefore, Charlotte High School is utilizing a scheduling model that is unique to the incoming freshmen class. Instead of being scheduled into 18 week sections of English 9, US History, Biology, and Algebra 1, freshmen will be scheduled into a year long English/social studies course and a year long math/science course. These courses will cover the standards from the traditional freshmen classes, but students will have the opportunity to complete those standards at an appropriate pace. This will also allow them to advance into other curriculum as deemed appropriate by their instructors, possibly earning additional credits in their freshman year. It will also allow students who need extra time to still demonstrate mastery of the standards, thereby setting them up for success throughout the rest of their high school careers.

**Freshmen Gateway Courses** – In order to begin thinking about pathway options throughout students' high school careers, freshmen will enroll in gateway courses during their 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> hours. These classes are specially chosen to provide a cross section of offerings, allowing freshmen to experience the wide variety of college and career preparation courses available at CHS. These courses are:

- Art I
- Woods
- Business Foundations
- Computer Applications
- Spanish I or II
- Health/Physical Education
- Project Lead the Way Introduction to Engineering Design
- 9<sup>th</sup> Grade Seminar/Current Events OR AP Prep/Current Events
- Band (Concert or Symphony and Marching)
- Choir (Varsity, Chamber, or Chorale)
- Ag Foundations

Sophomores will be scheduled into sophomore core courses based on their appropriate levels and course completion as indicated by their performance and progression in the freshman academy. This will allow them to achieve the proficiency in the standards at a depth and pace that is appropriate to their unique learning needs.

## COURSE INFORMATION

### HOMEWORK DESIGNATIONS

It is recommended that students balance high and low homework classes. Each course description has a homework designation which varies with the topics being studied. Designations are approximate:

- 1 = Daily
- 2 = Several times a week
- 3 = Occasional

Please note that all elective courses are not offered every year.

Assessed standards are listed under each course. These standards are subject to change based on student and class needs, as well as updates to curriculum, content, and requirements.

## ENGLISH CURRICULUM

*Note: All required and elective English classes incorporate a “communications” approach. Reading, writing, speaking and listening can be expected in each course.*

### ENGLISH 9

Grade 9                      1 Credit – 18 Weeks

HOMEWORK: 2

English 9 is a required 18-week course, which will concentrate on the following areas of study: Literature, composition, vocabulary, oral communication, and English grammar and usage. Students will engage in several units of study, which will include short stories, U.S. documents, *To Kill A Mockingbird* and an introduction to Shakespeare.

### Course Standards

R1 – (F) Determine features of character growth through interaction, theme, and plot development

R2 – (F/NF) Determine how an author uses rhetoric to advance a particular purpose.

R3- (NF) Comprehend a 9<sup>th</sup> grade level non-fictional text (including US seminal documents, literary significance, and themes).

R4 (F/NF) – Analyze how an author’s ideas and claims are developed and refined to invoke meaning through close reading.

R5 - Students will identify purpose, persona, audience, and format in any piece of writing.

R6 (F) – Analyze how a theme emerges and is refined by specific details through a piece of literature.

R7 (F/NF) – Determine the influence of words and their impact on meaning and tone of a text

R8 (F/NF) – Using at least two different artistic mediums, draw conclusions about author’s representation of a subject or scene.

W1 - Understand and effectively produce an argumentative essay.

W2 – Understand and effectively produce a research-based paper.

W3- Students will write using purpose, persona, audience, and format.

W4 - Use the writing process effectively.

W5 - Effectively construct a paragraph to cite evidence.

W6 - Follow MLA (Modern Language Association) guidelines for formatting and citing.

SL1 – Present accurately for an appropriate purpose, audience and format, using digital media to enhance presentation.

SL2 – Participate in a variety of discussions (partner, whole class, small group) in an appropriate manner (be prepared, follow rules, propel discussion, respond thoughtfully).

SL3 – Student will participate in class appropriate by using both verbal and non-verbal listening skills throughout the class period.

## **ENGLISH 10**

Grade 10                      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): English 9

English 10 is a required 18-week course, which will focus on the following major areas of study: vocabulary, literature, writing, English usage, and oral communication. Students will critically read novels, write compositions, and complete a comprehensive research paper.

### Course Standards

R1: Determine features of character growth through interaction, theme, and plot development

R2: Comprehend a 10<sup>th</sup> grade level non-fictional text.

R3: Determine how an author uses rhetoric to advance a particular purpose.

R4: Analyze how an author's ideas and claims are developed and refined to invoke meaning through close reading.

R5: Explain how a particular thesis is developed and refined as well as the validity and relevance of the thesis.

R6: Analyze how a theme emerges and is refined by specific details through a piece of literature.

R7: Determine the influence of words and their impact on meaning and tone (figurative/connotative/time/formal/vs. informal/author's purpose, etc.)

R8: Using at least two different artistic mediums, draw conclusions about an author's representation of a subject or scene.

W1: Understand and effectively produce an argumentative essay.

W2: Understand and effectively produce a research-based paper.

W3: Develop and organize ideas considering format, audience, purpose, and persona.

W4: Use the writing process effectively.

W5: Use analysis and inference to cite strong evidence from a text.

W6: Follow MLA (Modern Language Association) guidelines for formatting and citing.

SL1: Present accurately for an appropriate purpose, audience and format, using digital media to enhance presentation.

SL2: Participate in a variety of discussions (partner, whole class, small group) in an appropriate manner (be prepared, follow rules, propel discussion, respond thoughtfully).

SL3 – Student will participate in class appropriate by using both verbal and non-verbal listening skills throughout the class period.

L1: Demonstrate an appropriate command of grammar/mechanics.

## **ENGLISH 11**

Grade 11                      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): English 9 & English 10

English 11 is a required 18-week literature-based course. Major areas of study include literary analysis, rhetorical analysis, literary theory, English language usage, and vocabulary. Students will engage in a variety of writing, speaking, and thinking activities to demonstrate fluency in the course content.

### Course Standards

RL1/RI1: Comprehend a grade-level text, citing evidence to support what the text says and what the text implies.

RL2/RI2:

    RL2a Identify two or more central ideas in a text

    RL2b Analyze the complexity and development of two or more central ideas throughout a text

    RL2c Summarize the text

RL3: Analyze the impact of the author's choices regarding the development of a text

RL4/RI 4: Determine the meaning of words and phrases in texts. Consider figurative and connotative meanings and the impact of specific word choices on meaning and tone.

RL5/RI5: Analyze how the author's formatting choices of a text contribute to the text's overall meaning and effectiveness.

RL6: Analyze a text that shows a difference between what is directly stated and what is really meant RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RI1/RL1: Comprehend a grade-level text, citing evidence to support what the text says and what the text implies.

RI 2/RL 2;

RL2a: Identify two or more central ideas in a text

RL2b: Analyze the complexity and development of two or more central ideas throughout a text

RL2c: Summarize the text

RI4/ RL4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

RI5/ RL5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features

W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L5: Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.

L6: Acquire general academic and subject-specific vocabulary. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase.

## **ENGLISH 12**

Grade 12                      1 Credit – 18 weeks

HOMEWORK: 1

PREREQUISITE(S): English 11

English 12 is a required course that is guided by the essential question, "What is my place in the world?" Students will take a literary journey across the world's continents, reading poetry, novels, short stories, and nonfiction in an effort to answer this question. The class focuses heavily on reading, writing, and speaking, and it is designed to prepare students to be successful beyond high school. Advanced Placement English may be substituted for this course.

### Course Standards

R1: Understand that perspective shapes literature.

R2: Comprehending and analyzing a grade-level text, citing strong evidence and making inferences

R3: Analyze the development of themes over the course of a text and communicate how these themes build on one another

R4: Understand how similar themes are portrayed despite authors' differences

R5: Understand the format and impact of different types of texts

R6: Understand the intersection between words and images and meaning making

W1: Conduct research project to demonstrate an objective understanding of a subject under investigation, synthesizing multiple sources on the subject (after having assessed the strengths and limitations of each source), while avoiding overreliance on any one source

W2: Draw on evidence from informational texts to develop claims thoroughly, supplying relevant data and evidence for each while pointing out the strengths and limitations of claims

W3: Demonstrate awareness of the need to cite borrowed information and the ability to do so following standard guidelines

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5: Use age-appropriate language and literary devices while avoiding clichés

W6: Understand and use the entire writing process.

W7: Create a polished and professional written piece.

## **SPEECH**

Grades 10-12      ½ Credit – 9 Weeks

HOMEWORK: 2

PREREQUISITE(S): English 9

Speech will help a student feel more at ease while speaking to individuals or to a group. This course involves the student in several different types of speaking situations beginning with short, simple speeches, then advancing to more formal types of speaking. Speech also explores the role of speaking and communicating in the technological and work world.

### Course Standards

AR1: Academic Responsibility- a major portion of your grade

CCSS.ELA-LITERACY.SL.11-12.1: Collaborate in Discussions

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A: Preparation

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B: Democratic Discussions

Work with peers to promote positive, civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C: Ask Questions

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D: Respond Thoughtfully

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2: Integrate Sources- Informative Speech

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3: Evaluate reasoning, word choice and tone

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

ELA-LITERACY.SL.11-12.4: Persona, purpose, audience

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5: Use Digital Media

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6: Adapt Speech

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **INTRODUCTION TO DRAMA**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): English 9

This course is an introduction to theater appreciation and performance. Many aspects of the theater will be covered, including the history of theater and the critical reading of plays. Students will also study improvisation, stage techniques, and acting techniques. Students will learn the stages of play production and will perform several scenes.

### Course Standards

D1: Arts Appreciation: Develop an appreciation of theatre and performing arts

D2: Terminology: Define, understand, and use theatre terms and techniques

D3: Performance: Create, rehearse, and perform scripted and improvisational scenes

D4: Collaboration: Collaborate with a variety of people

D5: Reflection: View and critique dramatic presentations for effectiveness

AR1: Academic Responsibility: Behave in a professional manner

## **CREATIVE WRITING**

Grades 10-12      ½ Credit – 9 Weeks

HOMEWORK: 2

PREREQUISITE(S): English 9

In the middle of a hectic high school schedule a learner occasionally needs an outlet from the real world. Creative Writing profiles this escape through an often forgotten tool – one's imagination. Students will be encouraged to write in many genres including poetry, short story, non-fiction, autobiography, and various others.

### Course Standards

W1: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

W2: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, and concrete details.

W3: Use precise language and domain-specific vocabulary to manage the complexity of the topic

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting.

## **SPORTS AND LITERATURE**

Grades 10-12      ½ Credit – 9 Weeks

HOMEWORK: 2

PREREQUISITE(S): English 9

This class will culminate a shared interest between athlete, the fan, and even the critic. This shared interest is the relationship of sports to life. The themes studied are purposefully universal to ensure the class has meaning for everyone. Thematic units include the relationship between sports and life, and the reasons that authors use sports in their literature.

### Course Standards

R3: Determine how an author uses rhetoric to advance a particular purpose.

R4: Analyze how an author's ideas and claims are developed and refined to invoke meaning through close reading.

R7: Determine the influence of words and their impact on meaning and tone (figurative/connotative/time/formal/vs. informal/author's purpose, etc.)



W3: Develop and organize ideas considering format, audience, purpose, and persona.

W4: Use the writing process effectively.

W6: Follow MLA (Modern Language Association) guidelines for formatting and citing.

SL1: Present accurately for an appropriate purpose, audience and format, using digital media to enhance presentation.

L1: Demonstrate an appropriate command of grammar/mechanics.

## **COMPOSITION**

Grades 10 -11      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): English 9

The purpose of this course is to provide students with the opportunity to enhance writing skills. The focus is on essay writing, which encourages students to develop, organize, and support an argument. The class will focus on the entire writing process from idea development to publication. In addition to essay development, students will focus on grammar, usage, and vocabulary and apply those concepts to their written pieces.

### Course Standards

C1: Student is able to explore topic, while maintaining focus, with consideration of ideas needed to convey complexity of the topic.

C2: Students will use the writing process effectively.

C3: Students will be able to identify and explain in a composition the traits of persona, purpose, audience, and format.

C4: Students will be able to develop and explain in a composition the traits of persona, purpose, audience, and format.

C5: Students will understand and effectively produce a narrative.

C6: Students will understand and effectively produce an informative composition.

C7: Students will understand and effectively produce an argumentative essay

C8: Students will write arguments to support claims, using valid reasoning and relevant evidence.

C9: Follows guidelines for formatting and citing.

C10: On-Demand Writing (SAT) – Student can read, analyze, and write and a complete essay in a timed setting.

L1: Students demonstrate command of Standard English spelling and mechanics when writing.

L2: Students will vary sentence structure correctly.

L3: Students will use pronoun agreement and pronoun case in writing.

L4: Students will use strategies to enhance personal vocabulary when writing.

SL1: Present accurately for an appropriate purpose, audience and format, using digital media to enhance presentation.

## **ADVANCED COMPOSITION (DAS pre-requisite)**

Grades 11-12      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): English 10

Advanced Composition is an 18 week course with an intensive focus on refining writing techniques for college-bound students who have a firm understanding of the fundamentals of writing and wish to pursue a deeper study of writing in a rigorous environment. Students will engage in an intensive study of grammar, diction, syntax, and voice development in order to develop mature, college-ready writing. This course incorporates an entry-level college writing technique in order to best prepare college-bound students for their college writing experiences.

### Course Standards

RDRW 1: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ID 1: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

ID2: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

ID3: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

ID4: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

ID5: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

O1: Provide a concluding statement or section that follows from and supports the argument presented.

O2: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

O3: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

O4: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DV1: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DV2: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DV3: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

DV4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

DV5: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a Sentence) as a clue to the meaning of a word or phrase.

DV6: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

DV7: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

DV8: Analyze nuances in the meaning of words with similar denotations.

S1: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

S2: Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

GU1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GU2: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

GU3: Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.

GU4: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GU5: Observe hyphenation conventions.

GU6: Spell correctly.

V1: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

RA1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

RA2: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

RA3: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## **ADVANCED PLACEMENT ENGLISH (DAS)**

Grade: 12 2 Credit – 36 Weeks

HOMEWORK: 1

PREREQUISITE(S): Department recommendation; English 9, 10, 11 and Advanced Composition.

Summer reading assignments will be required prior to the class.

This is a college level course. Students, by proficient performance on the Advanced Placement Examination, can obtain up to one year of college credit and/or advanced placement in college composition. This course includes both the daily reading and analysis of discursive prose and the

study of the process of writing – from the discovery of the topic to the preliminary drafts to the final edited edition. Students will study examples of prose from various fields and periods primarily in British and American Literature. These examples will serve as models of effective styles, and students will compose a variety of writing assignments calling for the use of different styles or tones. Composition assignments take the form of journal writing, impromptu essays, full length, formal essays, and research. This course may be used to fulfill the English 12 requirement.

### Course Standards

AP1: Present information using media to enhance audience understanding in a manner and delivery appropriate to task, purpose, and audience.

AP2: Contribute to discussion through critical and organized analysis, responding in a professional, productive manner.

AP3: Write arguments to support claims using valid reasoning and evidence, keeping development, organization, and style appropriate to task, purpose, and audience..

AP4: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

AP5: Write creatively to develop real or imagined experiences, using effective techniques, well-chosen details, and well-structured event sequences to showcase knowledge of particular genre features.

AP6: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback.

AP7: Develop and strengthen writing by planning, revising, and editing and writing routinely over extended and shorter time frames for a range of tasks and purposes.

AP8: Participate in thorough research, drawing from literary or informational texts to support analysis and reflection.

AP9: Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem.

AP10: Demonstrate conventions of Standard English grammar and usage and apply understanding of how language functions in multiple contexts.

AP11: Demonstrate and apply understanding of varied syntax.

AP12: Advance knowledge of vocabulary meaning and usage.

AP13: Analyze what a literary or informational text says explicitly and draw inferences where the text leaves matters uncertain.

AP14: Effectively and objectively summarize a text, analyzing how central ideas or themes develop and interact with one another.

AP15: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

AP16: Determine the meaning of words and phrases as they are used in a text and analyze the words' impact on meaning and tone.

AP17: Analyze and evaluate an author's choices concerning how to structure specific parts of a text contribute to its overall structure, meaning, and impact.

AP18: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

AP19: Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

AP20: Read, comprehend, and demonstrate knowledge of a variety of literary genres and the historical values represented within these works.

AP21: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

AP22: Maintain professional behavior, including participation, timeliness, and preparation.

### **YEARBOOK**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISISTE(S): English 9

Students enrolled in this course plan, design, develop, and publish the school's yearbook. The course may be taken more than once for credit.

### Course Standards

SL1: Work with peers to promote positive, civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.

SL2: SL 9-10 1c: Positively propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL3: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL4: Present Information accurately for an appropriate purpose, audience and format, using visuals to enhance presentation.

W1: W.11- 12.10: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes.

W2: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes.

W3: WHST.11.12.2a: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g. headlines), graphics, and multimedia when useful to aiding comprehension.

W4: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g. headlines), graphics, and multimedia when useful to aiding comprehension.

W5: CCSS.ELA-Literacy.WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.

W6: CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

AR1: Academic Responsibility

## **MEDIA AS LITERATURE \*Pending Board Approval\***

Grade 9-12                      ½ Credit – 9 Weeks

HOMEWORK: 1

PREREQUISITE(S): None

Media as Literature engages students in the critical study of multimedia texts, including, but not limited to film, podcasts, and social media. Students will view a variety of styles and genres and develop technological, cultural, and media literacy in a wide-range of informal and formal discussions, projects, and written responses.

### Course Standards

ML1: Analyze and interpret the intersection of format, audience, purpose, and persona in multimedia texts.

ML2: Participate in critical viewing, utilizing appropriate verbal and non-verbal listening skills throughout the class period.

ML3: Participate in a variety of discussions (partner, whole class, small group) in an appropriate manner (be prepared, follow rules, propel discussion, respond thoughtfully).

ML4: Write arguments that include strong supporting evidence and analysis from the text.

ML5: Present accurately for an appropriate purpose, audience and format, using digital media to enhance presentation.

# WORLD LANGUAGE CURRICULUM

## SPANISH I

Grades 9-12 1 Credit – 18 Weeks

HOMEWORK: 2

**Spanish I** develops a vocabulary adequate for everyday situations, a fundamental knowledge of Spanish grammar and accurate pronunciation. Students practice reading, writing, listening and speaking Spanish within the context of basic situations. An understanding and appreciation of Spanish speaking people, cultures and lands is promoted.

### Course Standards

Standard 1.1: Conversational - Students will engage in meaningful conversations and interactions.

- a. Basic Greetings, express how they are doing (feelings)
- b. Requesting and giving personal information

Standard 1.2: Listening / Reading - Students will interpret and demonstrate understanding of various topics.

- a. The date and weather
- b. Where something or someone is in relation to something else (ex: a la derecha ...)
- c. Where one is going, when and why
- d. Basic descriptions of personality and physical traits of people and things
- e. Basic Descriptions of feelings and emotions
- f. Who is involved in a story, how they are involved, what the problem/or issue is, attempts to solve it and the actual solution.

Standard 1.3: Speaking / Writing - Students will communicate information, concepts, and ideas on a variety of topics.

- a. The weather and telling the date
- b. Where one is going
- c. Expressing likes and dislikes regarding food, classes and hobbies of self and others and why
- d. Describe food and classes/teachers
- e. Talking about and describing family members
- f. Turning down invitations and giving explanations, excuses. (ex: I want to but... because; can't, need, have to, going to...)

Standard 2 - Students will demonstrate an understanding of various aspects of culture and practices in one or multiple Spanish-speaking countries.

- a. Where Spanish-Speaking countries are on a map (and some capitals)
- b. Eating Times in Spain and Mexico
- c. Naming conventions (last names)

Standard 3 - Students will reinforce and further their knowledge of other disciplines through the world language.

- a. Independent research and presentation (related to current Freshman Cohort project if possible)
- b. Grammar and Structure (ELA)

Standard 4 - Students will develop insight into the nature of language and culture.

- a. Using English to shed understand how Conjugated and infinitive verbs work together
- b. Adjective-noun agreement, noun gender and word order (different from English)

Standard 5 - Students will use the language both within and beyond the school setting.

- a. Using Spanish to achieve a real-life goal (e.g. ordering at Don Tequila's in Spanish, communicating with student in Spanish for soccer or mentoring.)

## SPANISH II

Grades 9-12 1 Credit – 18 Weeks

HOMEWORK: 2

**Spanish II (DAS-Class of 2015 only)** Continues the study of grammar and vocabulary, but stresses oral and written communication. Further understanding and appreciation of Spanish speaking people, their cultures, and their lands is fostered. It is recommended that Spanish I & II be taken in consecutive semesters.

### Course Standards

Standard 1.1: Conversational -Students will engage in meaningful conversations and interactions.

- a. Asking for, giving and following directions to places.
- b. Ordering in a restaurant, asking for price, expressing a problem.

Standard 1.2: Listening / Reading - Students will be able to interpret Spanish or to employ certain comprehension skills when reading and listening to Spanish.

- a. Understand spoken Spanish in the form of a fictional story (able to identify the basic plot, each character's part, problems, solutions) or description of actual past event. (L, special focus on actions and supporting vocab)
- b. Understand written Spanish in the form of a fictional story (able to identify the basic plot, each character's part, problems, solutions) or description of actual past event. (R, special focus on actions and supporting vocab)
- c. Ability to distinguish past and present.
- d. Ability to use contextual clues to deal successfully with unfamiliar vocabulary and structures.

Standard 1.3: Speaking / Writing - Students will communicate information, concepts, and ideas on a variety of topics.

- a. Recounting when and where one went, how they got there, why they went and how they returned. (S and W)
- b. Recounting a personal experience different from a) above. (S and W, past, prepared)
- c. Summarizing an unfamiliar story with familiar vocabulary (W, past)
- d. Problem-solving in an unfamiliar situation using familiar vocabulary and structures (S and W, impromptu)

Standard 2.1 - Students will demonstrate an understanding of various aspects of culture and practices in one or multiple Spanish-speaking countries.

- a. Spanish Civil War

Standard 2.2 - Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- a. Major linguistic differences between Mexico, Spain and within Latin America. (z=th vs s, vos vs tú, coche, carro, guagua...)

Standard 3 - Students will reinforce and further their knowledge of other disciplines through the world language.

- a. Independent research and presentation (related to current Freshman Cohort project if possible)
- b. Grammar and Structure (ELA)

Standard 3.2- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

- a. Connection of Spanish Civil War to WWII countries and leaders

Standard 4 - Students will develop insight into the nature of language and culture.

- a. Grammar and Structure (ELA)
- b. Past usage: Preterite vs Imperfect

Standard 5 - Students will use the language both within and beyond the school setting.

Ex: ordering at Don Tequila's, communicating with student in Spanish for soccer or mentoring.

### **SPANISH III – MVU Spanish 3A Online (DAS)**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): "C" or better in Spanish II

Intermediate Spanish students who have a strong base of vocabulary, speaking and listening skills will reach a new level of mastery and fluency in this course. *Spanish 3A* teaches advanced grammar and vocabulary and emphasizes correct accents and comprehension of "real world" native speech. The high energy excitement of the content, the challenging games and the wide variety of compelling stories contained in this course combine to make advanced learning as exciting as ever. Our unique error recognition technology helps students to eliminate common mistakes from their speaking and writing.

Course standards determined by MVU instructors

### **SPANISH IV – MVU Spanish 3B Online (DAS)**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): "C" or better in Spanish III

*Spanish 3B* teaches advanced grammar and vocabulary and emphasizes correct accents and comprehension of "real world" native speech. The high energy excitement of the content, the challenging games and the wide variety of compelling stories contained in this course combine to make advanced learning as exciting as ever. Our unique error recognition technology helps students to eliminate common mistakes from their speaking and writing.

Course standards determined by MVU instructors

## **SPANISH 101**

Grades 10-12 1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITES: Spanish I, II, and teacher recommendation

This course will eventually become a credit bearing college course. However, as the partnership is built, this course will be taught like a college level language course, preparing students to take the CLEP test and succeed in language courses at the next level.

Course standards determined by college partners

## **FRENCH I**

Grades 9-12 1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): "C" or better in English

**French I** develops a vocabulary adequate for everyday situations, as well as familiarity and mastery of the most relevant grammar concepts and pronunciation. Students practice reading, writing, listening and conversational French within the context of basic situations relevant to travel and their interests. An understanding and appreciation of francophone people, practices and countries in light of our own culture is promoted.

French I is not offered in 2018-2019; no standards available

## **FRENCH II**

Grades 9-12 1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): French I

**French II (DAS-Class of 2015 only)**

Continues the study of grammar and vocabulary, but stresses oral and written communication. Further understanding and appreciation of francophone people, their cultures, and countries is fostered. It is recommended that French I & II be taken in consecutive semesters.

French II is not offered in 2018-2019; no standards available

## **MVHS Online Language Courses**

Grades 9-12 1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): Application form must be submitted to counselor no later than June 1<sup>st</sup> of school year prior to enrollment.

*MVHS World Language* courses offer multimedia instruction, taught by certified teachers who have additional training in online teaching. These courses include audio and written exercises to help students recognize targeted vocabulary and understand basic grammatical concepts.

Languages offered through MVHS are American Sign Language, Chinese, French, German, Japanese, Latin and Spanish.

Course standards determined by MVU instructors

# MATHEMATICS CURRICULUM

## ALGEBRA 1

Grade 9                      1 Credit - 18 Weeks

HOMEWORK: 1

This course covers the Algebra 1 curriculum as set forth in the State of Michigan content standards. The topics include writing linear equations and inequalities using one or two variables, writing and solving systems of two or three linear equations in two or three variables, simplifying expressions using laws of exponents, solving and graphing exponential growth and decay functions, and solving quadratic equations by factoring and use of the quadratic formula

### Course Standards

A1: Students will be able to create and solve linear equations.

A2: Students will be able to create and solve linear inequalities.

A3: Students will be able to represent a relation & identify the domain, range, and if the relation is a function.

A4: Students will be able to graph linear functions.

A5: Students will be able to solve systems of equations and inequalities.

A6: Students will be able to graph and solve absolute value functions.

A7: Students will be able to graph exponential functions, solve exponential equations, and simplify exponential expressions.

A8: Students will be able to perform operations on polynomials.

A9: Students will be able to graph and solve quadratic equations

## GEOMETRY

Grades 10-12                1 Credit - 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): Algebra 1, Department Recommendation

This course is designed to cover the Geometry curriculum as set forth in the State of Michigan content standards. It is a relatively traditional study of Euclidean geometry, including undefined terms, definitions, postulates, and theorems, all of which are used in proofs and to describe the properties of one, two, and three-dimensional figures. Measurement formulas will be included. In addition, Michigan Merit Exam topics will be highlighted.

### Course Standards

G1: Students will demonstrate how to draw and measure segments and angles using tools of Geometry.

G2: Students will understand how to prove a statement using properties of equality, postulates/theorems, and counterexamples.

G3: Students will demonstrate understanding of all 3 rigid motions of transformations and symmetry.

G4: Students will learn to use a sequence of transformations to prove congruent figures and show that corresponding parts of congruent figures are congruent.

G5: Students will learn how angles are formed from different types of intersecting lines and understanding how to prove parallel lines.

G6: Students will show how to prove congruent triangles by using triangle congruence postulates and theorems.

G7: Students will demonstrate understanding triangle properties involving angles, sides, and inequalities.

G8: Students will learn the properties of parallelograms and how to prove that a quadrilateral is a parallelogram.

G9: Students will show understanding of special parallelograms, kites, and trapezoids.

G10: Students will learn how to prove polygons are similar, how corresponding parts of similar figures relate to one another, and how to use triangle proportionality theorems.

G11: Students will demonstrate how angles and segments in circles are related and learn to justify circumference, area, arc length, and sector areas.

## ALGEBRA 2A

Grades 10-12                1 Credit - 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): Algebra 1, math teacher recommendation



This course is designed to cover the first half of the Algebra 2 curriculum as set forth in the State of Michigan content standards. Students enrolled in this course will study the same topics as those covered in Advanced Algebra 2A; however, these topics will be covered with less depth and rigor and at a slower pace. Students planning on enrolling in the Algebra 2B class would likely choose this course for their 2A credit.

### Course Standards

2A1: Students will be able to demonstrate understanding of Functions analytically

2A2: Students will be able to demonstrate understanding of Absolute Value Functions, Equations, and Inequalities

2A3: Students will be able to demonstrate understanding of Quadratic equations

2A4: Students will be able to demonstrate understanding of Quadratic relations and systems of equations

2A5: Students will be able to demonstrate understanding of Quadratic Relations and Systems of Equations

2A6: Students will be able to demonstrate understanding of Polynomial Functions

2A7: Students will be able to demonstrate understanding of Polynomial Equations

2A8: Students will be able to demonstrate understanding of Rational Functions

2A9: Students will be able to demonstrate understanding of Rational Expressions and Equations

## **ADVANCED ALGEBRA 2A**

Grades 9-12 1 Credit - 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): A- in Algebra 1, math teacher recommendation

This course is designed to cover the first half of the Algebra 2 curriculum as set forth in the State of Michigan content standards. Topics include a review and extension of Algebra 1 topics, complex numbers and quadratic systems, polynomial operations and theorems, and exponential and logarithmic functions. In addition, Michigan Merit Exam topics will be highlighted. This course is intended for students who anticipate attending college and, consequently, require the type of rigor that a college curriculum would demand. All students planning to take Algebra 2B/Trigonometry should enroll in this course.

### Course Standards

A2A1: Students will be able to demonstrate understanding of Functions analytically

A2A2: Students will be able to demonstrate understanding of Absolute Value Functions, Equations, and Inequalities

A2A3: Students will be able to demonstrate understanding of Quadratic equations

A2A4: Students will be able to demonstrate understanding of Quadratic relations and systems of equations

A2A5: Students will be able to demonstrate understanding of Quadratic Relations and Systems of Equations

A2A6: Students will be able to demonstrate understanding of Polynomial Functions

A2A7: Students will be able to demonstrate understanding of Polynomial Equations

A2A8: Students will be able to demonstrate understanding of Rational Functions

A2A9: Students will be able to demonstrate understanding of Rational Expressions and Equations

## **ALGEBRA 2B (formerly Algebra 2B w/Statistics)**

Grades 11-12 1 Credit - 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): Algebra 2A

Students not choosing to pursue Calculus, should enroll in the Algebra 2B. The first 9 weeks is designed to cover the second half of the Algebra 2 curriculum as set forth in the State of Michigan content standards. Those topics are rational polynomial functions, conic sections, sequences and series, probability, and a brief introduction to statistics.

The second 9 weeks will begin with a brief study of trigonometry followed by a lengthier study of statistics. Topics will include trigonometric functions, identities, and equations, as well as data collection, analysis, issues of bias, measures of center and spread, the normal curve and z-scores. Graphical displays such as box plots, histograms, stem-and-leaf plots and frequency tables will be included.

## Course Standards

2B1: Students will be able to demonstrate understanding of Radical Functions  
2B2: Students will be able to demonstrate understanding of Radical Expressions and Equations  
2B3: Students will be able to demonstrate understanding of Sequences and Series  
2B4: Students will be able to demonstrate understanding of Exponential Functions  
2B5: Students will be able to demonstrate understanding of Modeling with Exponential & Other Functions  
2B6: Students will be able to demonstrate understanding of Logarithmic Functions  
2B7: Students will be able to demonstrate understanding of Logarithmic Properties & Exponential Equations  
2B8: Students will be able to demonstrate understanding of the Unit Circle Definition of Trigonometric Functions  
2B9: Students will be able to demonstrate understanding of Graphing Trigonometric Functions  
2B10: Students will be able to demonstrate understanding of Introductory Probability  
2B11: Students will be able to demonstrate understanding of Conditional Probability and Independence of Events  
2B12: Students will be able to demonstrate understanding of Probability and Decision Making  
2B13: Students will be able to demonstrate understanding of Gathering and Displaying Data  
2B14: Students will be able to demonstrate understanding of Data Distributions  
2B15: Students will be able to demonstrate understanding of Making Inferences from Data

## **ADVANCED ALGEBRA 2B (DAS Prerequisite) (formerly Algebra 2B w/Trigonometry)**

Grades 9-12 1 Credit - 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): Advanced Algebra 2A

Those students interested in pursuing Pre-calculus, and perhaps AP Calculus, should enroll in the Advanced Algebra 2B. The first 9 weeks is designed to cover the second half of the Algebra 2 curriculum as set forth in the State of Michigan content standards. Those topics are rational polynomial functions, conic sections, sequences and series, probability, and a brief introduction to statistics.

The second 9 weeks will include topics such as trigonometric functions, identities, and equations.

## Course Standards

A2B1: Students will be able to demonstrate understanding of Radical Functions  
A2B2: Students will be able to demonstrate understanding of Radical Expressions and Equations  
A2B3: Students will be able to demonstrate understanding of Sequences and Series  
A2B4: Students will be able to demonstrate understanding of Exponential Functions  
A2B5: Students will be able to demonstrate understanding of Modeling with Exponential & Other Functions  
A2B6: Students will be able to demonstrate understanding of Logarithmic Functions  
A2B7: Students will be able to demonstrate understanding of Logarithmic Properties & Exponential Equations  
A2B8: Students will be able to demonstrate understanding of the Unit Circle Definition of Trigonometric Functions  
A2B9: Students will be able to demonstrate understanding of Graphing Trigonometric Functions  
A2B10: Students will be able to demonstrate understanding of Introductory Probability  
A2B11: Students will be able to demonstrate understanding of Conditional Probability and Independence of Events  
A2B12: Students will be able to demonstrate understanding of Probability and Decision Making  
A2B13: Students will be able to demonstrate understanding of Gathering and Displaying Data  
A2B14: Students will be able to demonstrate understanding of Data Distributions  
A2B15: Students will be able to demonstrate understanding of Making Inferences from Data

## **PERSONAL FINANCE**

Grades 12 1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): Algebra 2B

This course is designed to give seniors hypothetical experience with financial situations many find themselves in after graduation. Students will experience life from HS Graduation to retirement encountering topics like: savings, investment options, wealth building and college savings, dangers of debt, credit bureaus and collections, budgeting, bargain shopping, taxes, insurance, career choices, and real estate and mortgages.

## Course Standards

PF1 – Intro to Personal Finance

PF2 - Students will demonstrate understanding of Saving

PF3 - Students will demonstrate understanding of Budgeting

PF4 - Students will demonstrate understanding of Debt

PF5 - Students will demonstrate understanding of Life After High School

PF6 - Students will demonstrate understanding of Consumer Awareness

PF7 - Students will demonstrate understanding of Bargain Shopping

PF8 - Students will demonstrate understanding of Investing and Retirement

PF9 - Students will demonstrate understanding of Insurance

PF10 - Students will demonstrate understanding of Money and Relationships

PF11 - Students will demonstrate understanding of Career and Taxes

PF12 - Students will demonstrate understanding of Giving

PF13 - Students will demonstrate understanding of Work Completion

## **PRE-CALCULUS (DAS)**

Grades 11-12      1 Credit - 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): Advanced Algebra 2B

This course will cover Trigonometry, Analytic Trigonometry, and Additional Topics of Trigonometry in the first nine weeks. The second nine weeks will be spent on Sequences, Series, and Probabilities followed by Limits and an Introduction to Calculus. If time allows, students in this course will also do the Pre-Calculus unit of study from Calculus. In addition, Michigan Merit Exam topics will be highlighted.

## Course Standards

PC1: Students will demonstrate understanding of Functions and Their Graphs

PC2: Students will demonstrate understanding of Trigonometry

PC3: Students will demonstrate understanding of Analytical Trigonometry

PC4: Students will demonstrate understanding of Laws of Sines and Cosines and Vectors

PC5: Students will demonstrate understanding of Sequences, Series, and Probability

PC6: Students will demonstrate understanding of Analytic Geometry

PC7: Students will demonstrate understanding of Limits and an Introduction to Calculus

## **AP CALCULUS (DAS)**

Grade 12      2 Credits – 36 Weeks

HOMEWORK: 1

PREREQUISITE(S): Pre-Calculus

This course prepares students to earn college calculus credit by taking the Calculus AB Advanced Placement test in May. The course includes the Calculus AB objectives, namely, differentiation and integration of polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions.

## Course Standards

Students will be able to demonstrate knowledge of:

1: Limits and Their Properties

- Understand limits, including asymptotic and unbounded behavior
- Calculate limits using algebra
- Estimate limits from graphs and data
- Understand one-sided limits
- Understand continuity in terms of limits

2: Differentiation

- Learn the concept of the derivative – numerically, graphically, and analytically
- Understand instantaneous vs. average rate of change
- Learn to use tangent lines to a curve at a given point

- Understand speed, velocity, and acceleration
- Understand related rates
- Apply differentiation rules

### 3: Applications of Derivatives

- Understand maxima and minima (global/absolute, local/relative)
- Understand points of inflection
- Learn the characteristics of graphs of  $f$ ,  $f'$ ,  $f''$ ; and their relationships to each other
- Be able to analyze curves using the above concepts; increasing/decreasing, concave up/down, notion of monotonicity.
- Optimize use of applications

### 4: Integration

- Learn the definition of an antiderivative
- Understand the concept of a Riemann sum and its relationship to integration
- Know the fundamental theorems of calculus
- Use techniques of integration
- Make numerical approximations of definite integrals

### 5: Integration and Differentiation of Transcendental equations (Logs, etc)

- Natural Logs
- Trigonometric equations
- Inverse functions
- Exponential Functions
- Logs with bases other than  $e$
- Inverse trig functions

### 6: Differential Equations

- Understand slope fields
- Understand separation of variables (direct variations, Exponential growth/decay, and use of initial conditions)

### 7: Applications of Integration

- Find the area of a region between two curves
- Understand integration as an accumulation process
- Find the volume of a solid of revolution with the disk method
- Find the volume of a solid with known cross sections

## SCIENCE CURRICULUM

Courses are designed to provide students with an overview of the core curriculum in a field of science. Many of the same topics are covered in comparable general and college preparatory courses, but the general courses do not go into as much depth and detail. Mathematics is not used extensively.

College preparatory courses (those designated as DAS courses) are designed to provide students with a thorough science background. These courses will prepare students for success on tests such as the ACT used for selecting applicants to higher education programs. Mathematics is used extensively.

### BIOLOGICAL SCIENCE

Grade 9 1 Credit – 18 Weeks

HOMEWORK: 3

This is a course, which includes an in-depth study of living organisms. Topics include cellular growth and reproduction, genetics, diversity and classification of living organisms and ecology.

#### Course Standards

Standard 1: Routine 1

- Students will be able to construct explanations to engage in argument from evidence (AE)

Standard 2: Routine 2

- Students will be able to develop and use a model (DM)

Standard 3: Routine 3

- Students will be able to plan and conduct an investigation (IN)

Standard 4: Routine 4

- Students will be able to use mathematics to analyze, and interpret data (MA)

Standard 5: Structure and Function (SF)

- Students will understand how the structure and function of specialized cells within organisms help them perform the essential functions of life.

Standard 6: Formation of Macromolecules (FM)

- Students will understand how C, H, O, N combine to form macromolecules essential to living things.

Standard 7: Cycles of Matter and Energy Transfer in Ecosystems (PR)

- Students will understand the inputs, outputs, and role of photosynthesis and cellular respiration.

Standard 8: Inheritance & Variation of Traits (GV)

- Students will understand how genetic material creates variation in living organisms.

Standard 9: Factors that lead to evolution (FE)

- Students will understand the factors that lead to evolution.

Standard 10: Evidence of Common Ancestry and Diversity (EE)

- Students will understand the evidence for evolution.

Standard 11: Factors that affect populations (FP)

- Students will understand factors that affect populations.

Standard 12: Human Impacts (HI)

- Students will understand how humans impact the environment.

### ADVANCED PLACEMENT BIOLOGY (DAS)

Grade 10-12 2 credits – 36 weeks

HOMEWORK: 1

PREREQUISITE(S): Chemistry

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

#### **Big Ideas & Essential knowledge covered in Ch 2 & 3 Chemistry of Life**

Big Idea 1: The process of evolution drives the diversity and unity of life. 1.D.2 Scientific evidence from many different disciplines supports models of the origin of life.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

2.A.1. All living systems require constant input of free energy

2.A.3 Organisms must exchange matter with the environment to grow, reproduce, and maintain organization.

Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.

3.A.1 DNA, and in some cases, RNA, is the primary source of heritable information.

4.A.1 The subcomponents of biological molecules and their sequences determine the properties of that molecule.

4.B.1 Interactions between molecules affect their structure and function.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

4.A.1 The subcomponents of biological molecules and their sequence determine the properties of that molecule.

4.B.1 Interactions between molecules affect their structure and function.

### **Big Ideas & Essential knowledge covered in Ch 4 & 5**

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

2.B.1 Cell membranes are selectively permeable due to their structure.

2.B.2 Growth and dynamic homeostasis are maintained by the constant movement of molecules across membranes.

2.B.3 Eukaryotic cells maintain internal membranes that partition the cell into specialized regions.

Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.

3.B.2 A variety of intercellular and intracellular signal transmissions mediate gene expression.

3.D.1 Cell communication processes share common features that reflect a shared evolutionary history.

3.D.2 Cells communicate with each other through direct contact with other cells or from a distance via chemical signaling

3.D.3 Signal transduction pathways link signal reception with cellular response.

3.D.4 Changes in signal transduction pathways can alter cellular response.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

4.A.2 The structure and function of subcellular components, and their interactions, provide essential cellular processes.

### **Big Ideas & Essential knowledge covered in Ch 6 Energy**

Big Idea 1: The process of evolution drives the diversity and unity of life.

1.D.1 There are several hypotheses about the natural origin of life on earth, each with supporting scientific evidence.

1.D.2 Scientific evidence from many different disciplines supports models of the origin of life.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

2.A.1. All living systems require constant input of free energy

2.A.2 Organisms capture and store free energy for use in biological processes.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

4.A.2 The structure and function of subcellular components, and their interactions, provide essential cellular processes.

4.C.1 Variation in molecular units provides cells with a wider range of functions.

### **Big Ideas & Essential knowledge covered in Ch 7-13 Genetics**

Big Idea 1: The process of evolution drives the diversity and unity of life.

1.A.2 Natural selection acts on phenotypic variations in populations.

1.C.3 Populations of organisms continue to evolve.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

2.C.1 Organisms use negative feedback mechanisms to maintain their internal environments and respond to external environmental changes.

Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.

3.A.1 DNA, and in some cases, RNA, is the primary source of heritable information.

3.A.2 In eukaryotes, heritable information is passed to the next generation via processes that include the cell cycle and mitosis or meiosis plus fertilization.

3.A.3 The chromosomal basis of inheritance provides an understanding of the pattern of passage (transmission) of genes from parent to offspring.

3.A.4 The inheritance pattern of many traits cannot be explained by simple Mendelian genetics.

3.B.1 Gene regulation results in differential gene expression, leading to cell specialization.

3.C.1 Changes in genotype can result in changes in phenotype.

3.C.2 Biological systems have multiple processes that increase genetic variation.

3.C.3 Viral replication results in genetic variation, and viral infection can introduce genetic variation into the hosts.

3.D.1 Cell communication processes share common features that reflect a shared evolutionary history.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

4.A.1 The subcomponents of biological molecules and their sequence determine the properties of that molecule.

4.C.2 Environmental factors influence the expression of the genotype in an organism.

### **Big Ideas & Essential knowledge covered in Ch 14 Genes & Development**

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

2.E.1 Timing and coordination of specific events are necessary for the normal development of an organism, and these events are regulated by a variety of mechanisms.

Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.

3.B.2 A variety of intercellular and intracellular signal transmissions mediate gene expression.

3.D.2 Cells communicate with each other through direct contact with other cells or from a distance via chemical signaling

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

4.A.3 Interactions between external stimuli and regulated gene expression result in specialization of cells, tissues, and organs.

### **Big Ideas & Essential knowledge covered in Ch 15-18 Evolution**

Big Idea 1: The process of evolution drives the diversity and unity of life.

1.A.1 Natural selection is a major mechanism of evolution.

1.A.2 Natural selection acts on phenotypic variations in populations.

1.A.3 Evolutionary change is also by random processes.

1.A.4 Biological evolution is supported by scientific evidence from many disciplines, including mathematics.

1.B.1 Organisms share many conserved core processes and features that evolved and are widely distributed among organisms today.

1.B.2 Phylogenetic trees and cladograms are graphical representations (models) of evolutionary history that can be tested.

1.C.1 Speciation and extinction have occurred throughout the Earth's history.

1.C.2 Speciation may occur when two populations become reproductively isolated from each other.

1.C.3 Populations of organisms continue to evolve.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

4.C.3 The level of variation in a population affects population dynamics.

### **Big Ideas & Essential knowledge covered in Ch 19-28 Diversity & Plants**

Big Idea 1: The process of evolution drives the diversity and unity of life.

1.B.2 Phylogenetic trees and cladograms are graphical representations (models) of evolutionary history that can be tested.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

2.A.3 Organisms must exchange matter with the environment to grow, reproduce, and maintain organization.

2.C.1 Organisms use negative feedback mechanisms to maintain their internal environments and respond to external environmental changes.

2.C.2 Organisms respond to changes in their external environments.

2.D.3 Biological systems are affected by disruptions to their dynamic homeostasis.

2.D.4 Plants and animals have a variety of chemical defenses against infections that affect dynamic homeostasis.

2.E.1 Timing and coordination of specific events are necessary for the normal development of an organism, and these events are regulated by a variety of mechanisms.

2.E.2 Timing and coordination of physiological events are regulated by multiple mechanisms.

2.E.3 Timing and coordination of behavior are regulated by various mechanisms and are important in natural selection.

Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.

3.B.2 A variety of intercellular and intracellular signal transmissions mediate gene expression.

3.D.2 Cells communicate with each other through direct contact with other cells or from a distance via chemical signaling

3.E.1 Individuals can act on information and communicate it to others.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

4.A.4 Organisms exhibit complex properties due to interactions between their constituent parts.

4.B.3 Interactions between and within populations influence patterns of species distribution and abundance.

4.C.3 The level of variation in a population affects population dynamics.

### **Big Ideas & Essential knowledge covered in Ch 29-39 Animal Form & Function**

Big Idea 1: The process of evolution drives the diversity and unity of life.

1.B.1 Organisms share many conserved core processes and features that evolved and are widely distributed among organisms today.

1.B.2 Phylogenetic trees and cladograms are graphical representations (models) of evolutionary history that can be tested.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

2.A.1. All living systems require constant input of free energy

2.A.2 Organisms capture and store free energy for use in biological processes..

2.A.3 Organisms must exchange matter with the environment to grow, reproduce, and maintain organization.

2.B.1 Cell membranes are selectively permeable due to their structure.

- 2.B.2 Growth and dynamic homeostasis are maintained by the constant movement of molecules across membranes.
- 2.C.1 Organisms use negative feedback mechanisms to maintain their internal environments and respond to external environmental changes.
- 2.C.2 Organisms respond to changes in their external environments.
- 2.D.1 All biological systems from cells and organisms to populations, communities, and ecosystems are affected by complex biotic and abiotic interactions involving exchange of matter and free energy.
- 2.D.2 Homeostatic mechanisms reflect both common ancestry and divergence due to adaptation in different environments.
- 2.D.3 Biological systems are affected by disruptions to their dynamic homeostasis.
- 2.D.4 Plants and animals have a variety of chemical defenses against infections that affect dynamic homeostasis.
- 2.E.1 Timing and coordination of specific events are necessary for the normal development of an organism, and these events are regulated by a variety of mechanisms.
- 2.E.2 Timing and coordination of physiological events are regulated by multiple mechanisms.
- 2.E.3 Timing and coordination of behavior are regulated by various mechanisms and are important in natural selection.
- Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.
- 3.A.2 In eukaryotes, heritable information is passed to the next generation via processes that include the cell cycle and mitosis or meiosis plus fertilization.
- 3.A.4 The inheritance pattern of many traits cannot be explained by simple Mendelian genetics.
- 3.B.2 A variety of intercellular and intracellular signal transmissions mediate gene expression.
- 3.D.2 Cells communicate with each other through direct contact with other cells or from a distance via chemical signaling
- 3.D.4 Changes in signal transduction pathways can alter cellular response.
- 3.E.1 Individuals can act on information and communicate it to others.
- 3.E.2 Animals have nervous systems that detect external and internal signals, transmit and integrate information, and produce responses.
- Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.
- 4.A.3 Interactions between external stimuli and regulated gene expression result in specialization of cells, tissues, and organs.
- 4.A.4 Organisms exhibit complex properties due to interactions between their constituent parts.
- 4.B.2 Cooperative interactions within organisms promote efficiency in the use of energy and matter.
- 4.C.1 Variation in molecular units provides cells with a wider range of functions.
- 4.C.2 Environmental factors influence the expression of the genotype in an organism.
- Big Ideas & Essential knowledge covered in Ch 40-45 Ecology**
- Big Idea 1: The process of evolution drives the diversity and unity of life.
- 1.A.1 Natural selection is a major mechanism of evolution.
- 1.A.2 Natural selection acts on phenotypic variations in populations.
- 1.B.2 Phylogenetic trees and cladograms are graphical representations (models) of evolutionary history that can be tested.
- 1.C.1 Speciation and extinction have occurred throughout the Earth's history.
- 1.C.2 Speciation may occur when two populations become reproductively isolated from each other.
- 1.C.3 Populations of organisms continue to evolve.
- Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
- 2.A.1. All living systems require constant input of free energy
- 2.A.2 Organisms capture and store free energy for use in biological processes.
- 2.A.3 Organisms must exchange matter with the environment to grow, reproduce, and maintain organization.
- 2.C.2 Organisms respond to changes in their external environments.
- 2.D.1 All biological systems from cells and organisms to populations, communities, and ecosystems are affected by complex biotic and abiotic interactions involving exchange of matter and free energy.
- 2.D.3 Biological systems are affected by disruptions to their dynamic homeostasis.
- 2.E.2 Timing and coordination of physiological events are regulated by multiple mechanisms.
- 2.E.3 Timing and coordination of behavior are regulated by various mechanisms and are important in natural selection.
- Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.
- 3.D.2 Cells communicate with each other through direct contact with other cells or from a distance via chemical signaling
- 3.E.1 Individuals can act on information and communicate it to others.
- Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.
- 4.A.5 Communities are composed of populations of organisms that interact in complex ways.
- 4.A.6 Interactions among living systems and with their environment result in the movement of matter and energy.
- 4.B.2 Cooperative interactions within organisms promote efficiency in the use of energy and matter.
- 4.B.3 Interactions between and within populations influence patterns of species distribution and abundance.
- 4.B.4 Distribution of local and global ecosystems change over time.
- 4.C.4 The diversity of species within an ecosystem may influence the stability of the ecosystem.



## PHYSICAL SCIENCE

Grade 10                      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): Biological Science

This course will cover atoms, periodic table, chemical reactions, solutions, nuclear energy, motion, energy, electricity, magnetism, waves, sound and light.

### Course Standards

Chemistry Standard 1A: Scientific Skills

- Students will understand the steps of the scientific method and its components.

Chemistry Standard 1B: Metric Measurement

- Students will understand how to use and convert between different systems of measurement

Chemistry Standard 2: Classifying Matter

- Students will understand the classification system for matter and how matter can undergo different types of changes.

Chemistry Standard 3: Phases of Matter

- Students will understand the states of matter and the phase changes they undergo

Chemistry Standard 4: Atomic Structure

- Students will understand the structure of an atom and its particles

Chemistry Standard 5: Periodic Table

- Students will understand the arrangement of the periodic table and its significance in the field of Chemistry

Chemistry Standard 6: Chemical Bonds

- Students will understand the different types of chemical bonds and determine chemical formulas and names for compounds

Chemistry Standard 7: Chemical Reactions

- Students will understand how to show various chemical reactions and how those reactions can be affected by several factors

Chemistry Standard 8: Acid Base Reactions

- Students will understand how to identify and describe the components and outcomes of acid base reactions.

Chemistry Standard 9: Carbon Chemistry

- Students will understand how to identify and draw hydrocarbon polymers.

Physics Standard 1: Describing Motion

- Students will be able to examine the motion of an object in terms of distance, displacement, velocity and acceleration.

Physics Standard 2: Forces and Motion

- Students will gain an understanding of the different forces in nature and how they affect the motion of objects. Students will also be able to explain the motion of an object using the laws of motion.

Physics Standard 3: Work, Power and Energy

- Students will understand the relationship between work and power. Students will also be able identify the different types of energy and describe energy transformations in various examples/situations.

Physics Standard 4: Electric Charges and Circuits

- Students will be able to describe the interactions of electric charges and students will be able to distinguish between series and parallel circuits

Physics Standard 5: Mechanic Waves and Sound

- Students will understand how mechanical waves transfer energy from one location to another through a medium. Students will also be able to analyze the characteristics of various mechanical waves.

Physics Standard 6: Electromagnetic Waves and Light

- Students will understand how to analyze the characteristics of various and behaviors electromagnetic waves. Students will also be able to draw and describe how light interacts with different mediums.

## **EARTH SCIENCE**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): Biological Science

This course includes four (4) units: Astronomy; Atmosphere and Weather; Hydrosphere; and the Geosphere. Topics include: plate tectonics and the dynamic earth; the geological makeup of the Earth; the importance of ground water; the movements of the Earth and an in-depth study of the Universe.

### Course Standards

Standard 1: Scientific Principles

- Students will understand the importance of the scientific method and how to interpret, compare and make conclusions with scientific data.

Standard 2: Earth Systems

- Students will be able to analyze the interactions between the 4 major Earth systems that make up the Earth and using specific examples describe how a change in one system affects other Earth systems.

Standard 3: Earth's Interior

- Students will have an understanding of the structure of the earth's interior and the means of how scientist gain an understanding of the earth's interior.

Standard 4: Plate Tectonics

- Students will be able to identify the different types of plate boundaries and the features that are created by those interactions.

Standard 5: Earthquakes

- Students will have an understanding of earthquakes based on where they occur, the waves they create, prediction, measurement, dangers and damage caused.

Standard 6: Volcanoes

- Student will have an understanding of the types of volcanoes found on earth as a result of plate tectonic activity and hot spots. They will be able to predict the occurrence and type of eruption based on several factors.

Standard 7: Rocks and Minerals

- Students will be able to identify, classify and understand the relationship between earth's rocks and minerals.

Standard 8: Earth's Resources

- Students will be able to identify resources as renewable or nonrenewable and be able to evaluate different resources.

Standard 9: Hydrology

- Students will demonstrate an understanding of the hydrology system of earth and the impact of groundwater contamination on this resource.

Standard 10: Weathering and Erosion

- Students will be able to identify different types of weathering and the factors that affect it as well as the different agents of erosion including water, wind and glaciers.

Standard 11: Atmosphere

- Students will have an understanding of the atmosphere.

Standard 12: Oceans and Climate

- Students will have an understanding of different climate types, the role that oceans play in the formation of a climate and factors that cause changes in climate.

Standard 13: The Earth in Space

- Students will be able to describe the position, components and motion of our solar system in our galaxy and the overall scale, structure and age of the universe. They will be able to relate the motions of the earth and moon to the calendar, tides, eclipses and phases of the moon.

Standard 14: Sun, Stars and the Universe

- Students will explore the characteristics of stars and other objects within our vast universe. They will understand the different life cycles of stars and the factors that determine their life path.

## **ANATOMY & PHYSIOLOGY I (DAS)**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): Biological Science with Teacher Recommendation

This is a college preparatory course for students interested in a career in the medical or athletic field and as a continuation of biology. It provides a study of the anatomy and physiology of individual

human body systems and an appreciation for the interrelationships of the structure of the body. Body systems included are: skeletal, muscle, nervous, integumentary, circulatory, respiratory, digestive, immune, and reproductive, along with human development, health, and disease. Animal dissection will be required.

## Course Standards

### Unit 1 Introduction to Anatomy and Physiology

#### **Standard 1: Introduction to the Human Body**

Students will be able to define basic terms, level of organization, identify feedback loops to maintain homeostasis.

#### **Standard 2: Medical Terminology**

Students will be able to define common prefixes, suffixes and root words and use them to determine the meaning of more complex words.

#### **Standard 3: Organization of the Body**

Students will be able to name and describe the function of each body system.

Students will be able to define and use anatomical position and terminology for landmarks, regions and directions.

Students will be able to identify major body cavities, membranes and organs contained within each as well as identify the body system involved.

### Unit 2 Chemical Level of Organization

#### **Standard 4: Chemical Level of Organization in the Body**

Students will be able to define basic terms, describe organic molecules that provide the structural framework for the body as well as their functions and sources, and describe the importance of buffers and enzymes in maintaining homeostasis.

### Unit 3 Cell Structure and Function

#### **Standard 5: Human Cell Structure and Function**

Students will be able to identify and define the basic structures of a cell, including the role of the cell membrane in maintaining homeostasis in individual cells by regulating movement of materials across the membrane in response to the external and internal environment. Students will also be able to explain how cells differentiate to form a complex, multi cellular organism.

### Unit 4 Integument System

#### **Standard 6: The Integument System**

Students will have an understanding of the tissue that makes up our skin and forms the protective lining of our passageways as well as their structure, function and locations and their role in maintaining homeostasis.

### Unit 5 Skeletal System

#### **Standard 7: Anatomy of Bones**

Students will be able to name and spell correctly select bones of the body.

#### **Standard 8: The Skeletal System**

Students will have an understanding of the skeletal system including the structure of bones (compact and spongy bone tissue) and connective tissue, classification and identification of bones, how bones grow, contribute to homeostasis, perform different movements at joints and injury and repair.

### Unit 6 Muscular System

#### **Standard 9: Anatomy of Muscles**

Students will be able to name and spell correctly select muscles of the body.

#### **Standard 10: Muscular System Physiology**

Students will be able to describe the physiology of muscular contraction and the specialized features that allow the muscular system to perform a variety of day to day tasks.

### Unit 7 Nervous System

#### **Standard 11: Brain Anatomy and Functions**

Students will be able to identify structures of the brain and their functions.

\*Brain dissection will be included in this unit.

## **ANATOMY & PHYSIOLOGY 2 (DAS) – Pending Board Approval**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): Biological Science, Anatomy & Physiology I (with a B or better)

This is a college preparatory course for students interested in a career in the medical or athletic field and as a continuation of Anatomy and Physiology I. It provides a study of the anatomy and physiology of individual human body systems and an appreciation for the interrelationships of the structure of the body. Body systems

included are: nervous, circulatory, respiratory, digestive, immune, and endocrine, along with human development, health, and disease. Animal dissection will be required.

### **Unit 1 Nervous System**

#### **Standard 1: Nervous System**

Students will be able to describe the general organization of the nervous system and its individual components. Students will be able to describe the physiology of an action potential in a neuron and how it is used to communicate with the brain and make changes in response.

#### **Standard 2: Special Senses**

Students will be able to distinguish between the general senses of pain, temperature, touch, chemical detection and the special senses of smell, taste, vision and equilibrium. Students will be able to identify the anatomy of the ear, eye and tongue and describe the general physiology of each area of our senses.

\*Eye dissection will be included in this unit.

### **Unit 2 Respiratory System**

#### **Standard 3: Respiratory System**

Students will be able to describe the functions of the respiratory system, the general organization and components and the physiology of respiration. Students will also be able to describe different disorders of the respiratory system.

### **Unit 3 Cardiovascular System**

#### **Standard 4: Cardiovascular System**

Students will be able to identify the anatomy of the heart, arteries and veins as well as outline the flow of blood throughout the body. Students will demonstrate a basic understanding of diseases of the cardiovascular system including hypertension, heart attack and stroke.

\*Heart dissection may be included in this unit.

#### **Standard 5: Blood**

Students will be able to describe the important components and major functions of blood (red blood cells and white blood cells) and plasma. Students will be able to determine blood types and why blood types are important.

### **Unit 4 Digestive System**

#### **Standard 6: Digestive System**

Students will have a basic understanding of the anatomy of the digestive system as well as the function of individual components.

#### **Standard 7: Nutrition and Metabolism**

Students will explain the components of a balanced diet including vitamins, minerals and why it is important as well as the significance of the caloric value of foods. Students will connect their diet to metabolism and the factors involved in determining their metabolic rate.

\*Fetal pig dissection will be included in this unit.

### **Unit 5 Immune System**

#### **Standard 8: The Immune System**

Students will be able to define the functions of the immune system (general and specific immunity) and identify the major components and their individual functions. Students will be able to relate the body's immune response to disease and illness. Students will research a specific disease and report about the disease to the class.

### **Unit 6: The Endocrine System**

#### **Standard 9: The Endocrine System**

Students will be able to define the role of the endocrine system in the body. Students will compare the major chemical classes of hormones, explain the general mechanism of hormonal action and describe how endocrine organs are controlled. Students will discuss the location, hormones and functions of the following endocrine glands and tissues: pituitary gland, thyroid gland, parathyroid gland, adrenal glands, pineal glands, pancreas, kidneys, heart, thymus, testes and ovaries.

## **CHEMISTRY (DAS pre-requisite)**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): Biology; Advanced Algebra 2A

A college preparatory course for the student who desires further study of measurement of matter, atomic structure, periodic table, equations and mole relationships, gas laws, solutions, acids, and bases. Topics, which were introduced earlier, are explored in greater depth and detail along with many new topics.

### **Course Standards**

Standard 1: Science Skills

- Students will be able to correctly use and apply the scientific method, density, accuracy/precision, significant figures, and scientific notation.

#### Standard 2: Atomic Structure and Classification of Matter

- Students will be able to correctly identify, describe, and compare and contrast atomic structures and types of matter.

#### Standard 3: Electron Configuration and Periodic Table

- Students will be able to correctly describe electron configuration and the arrangement of the periodic table for each element.

#### Standard 4: Chemical Bonding

- Students will be able to correctly create and name compounds based on their oxidations.

#### Standard 5: Naming and Writing Compounds

- Students will be able to correctly create and name compounds based on their oxidations.

#### Standard 6: Balancing and Writing Chemical Equations

- Students will be able to correctly balance, write, and identify types of chemical equations.

#### Standard 7: Stoichiometry

- Students will be able to correctly predict the amount of products produced or reactants required in chemical reactions based on chemical equations and molar masses.

#### Standard 8: Solutions

- Students will be able to correctly describe the molarity, molality, colligative properties, and types of solutions based on their compositions.

#### Standard 9: Acids and Bases

- Students will be able to correctly identify and describe the components and outcomes of acid-base reactions and calculate the concentration of ions, pH, and pOH of various acid/base solutions.

#### Standard 10: Thermochemistry

- Students will be able to correctly identify, describe, and calculate various aspects of endothermic and exothermic reactions including specific heat and total amount of heat energy lost or gained by a chemical system.

### **ADVANCED PLACEMENT PHYSICS I (DAS)**

Grades 11-12      2 Credits – 36 Weeks

#### HOMEWORK: 1

PREREQUISITE(S): Geometry; Advanced Algebra 2B (can be concurrently enrolled)

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including motion in 1 and 2 dimensions, forces, circular motion, simple harmonic motion and rotational motion); work and energy; momentum; mechanical waves and sound; and simple circuits.

#### Course Standards

##### Standard 1: Kinematics

- Students will develop an understanding of the foundation principles of kinematics.

##### Standard 2: Dynamics

- Students will develop an understanding of the foundation principles of dynamics.

##### Standard 3: Circular Motion and Gravitation

- Students will develop an understanding of the foundation principles of gravitation and circular motion.

##### Standard 4: Energy

- Students will develop an understanding of the foundation principles of energy.

##### Standard 5: Momentum

- Students will develop an understanding of the foundation principles of momentum.

##### Standard 6: Simple Harmonic Motion

- Students will develop an understanding of the foundation principles of simple harmonic motion.

##### Standard 7: Rotational Motion

- Students will develop an understanding of the foundation principles of rotational motion.

##### Standard 8: Mechanical Waves

- Students will develop an understanding of the foundation principles of mechanical waves.

##### Standard 9: Electrostatics

- Students will develop an understanding of the foundation principles of electrostatics.

##### Standard 10: DC Circuits

- Students will develop an understanding of the foundation principles of electric circuits.

## **ADVANCED PLACEMENT PHYSICS 2 (DAS)**

Grade 12                      2 Credits – 36 Weeks

HOMEWORK: 1

PREREQUISITE(S): AP Physics 1; Pre-Calculus (can be concurrently enrolled)

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

### Course Standards

Standard 1: Electrostatics

- Students will develop an understanding of the foundation principles of electrostatics.

Standard 2: Electric Circuits

- Students will develop an understanding of the foundation principles of electric circuits.

Standard 3: Magnetism and Electromagnetic Induction

- Students will develop an understanding of the foundation principles of magnetism and electromagnetic induction.

Standard 4: Thermodynamics

- Students will develop an understanding of the foundation principles of thermodynamics.

Standard 5: Fluids

- Students will develop an understanding of the foundation principles of fluids.

Standard 6: Geometric and Physical Optics

- Students will develop an understanding of the foundation principles of optics.

Standard 7: Quantum Mechanics

- Students will develop an understanding of the foundation principles of modern physics.

## **FORENSIC SCIENCE**

Grades 10-12                1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): Biological Science & Physical Science or Chemistry

Forensic Science is the introduction to the application of science to the law. Science offers the knowledge and technology needed for definition, enforcement and clarification of the use of evidence in criminal and civil cases. Forensic Science draws on the application of the sciences.

The course focus will be on problem solving. Students will be expected to work in teams, theorize, design experiments, research forensic methodologies, synthesize information, and make conclusions based on their own empirical evidence. Topics will include: Crime Scene Analysis, Physical Evidence, Forensic Toxicology, Fingerprint Analysis, Document Analysis, DNA Analysis, Forensic Anthropology, and Reading, writing and Analyzing Case Studies.

### Course Standards

Standard 1

- The students will demonstrate the ability to explain the history and philosophy of forensic science.

Standard 2

- The students will demonstrate the ability to identify, collect, and preserve physical evidence as well as conduct a crime scene investigation.

Standard 3

- The students will demonstrate the ability to identify and explain individual versus class evidence.

Standard 4

- The students will demonstrate the ability to collect and identify glass and soil evidence.

Standard 5

- The students will demonstrate the ability to collect, preserve, and identify hair, fiber, and paint evidence found at a crime scene.

Standard 6

- The students will demonstrate the ability to identify, collect, and preserve a variety of fingerprint types.

Standard 7

- The students will demonstrate the ability to collect, preserve, and analyze firearm evidence and impressions.

Standard 8

- The students will demonstrate the ability to differentiate between various organic and inorganic substances and the processes used to determine composition of a questioned substance.

Standard 9

- The students will demonstrate the ability to collect, preserve, and identify drug evidence.

Standard 10

- The students will demonstrate the ability to identify blood type and use a variety of testing techniques.

Standard 11

- The students will demonstrate the ability to describe the techniques used to analyze questioned documents.

# SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) CURRICULUM

## INTRODUCTION TO ENGINEERING DESIGN (IED) I

Grade 9 -12            1 Credit – 18 Weeks   HOMEWORK: 1

PREREQUISITES: Algebra 1 (can be taken concurrently)

This is the first course in a two part introductory course in the Project Lead the Way Engineering Sequence. PLTW's description of the course is as follows: "Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work." From <https://www.pltw.org/our-programs/engineering/engineering-curriculum>

### Course Standards

- 1A            Students will be able to identify, use, and document the steps of the design process and the activities within each step.
- 1B            Students will be able to identify and differentiate between mechanical, electrical, civil, and chemical engineering fields and list accomplishments.
- 1C            Students will be able to create sketches to represent objects.
- 2A            Student will be able to create isometric, oblique, and projection sketches of a given object
- 2B            Students will be able to create multi-view drawings of an object by hand.
- 2C            Students will be able to correctly dimension a multi-view drawing of an object.
- 3A            Students will be able to convert units between SI and US Customary measurement systems and convert between different units within the same measurement system.
- 3B            Students will be able to perform a statistical analyses for a set of data
- 4A            Students will be able to identify, use, and document the steps of the design process and the activities within each step.
- 5A & 5B      Students will be able to use advanced methods to model parts in Autodesk inventor.

### **Standards to be assessed periodically throughout the semester:**

**Standard 0A (Notebook)** - Students will be able to keep a professional engineering notebook.

**Standard 0B (Professionalism)** - Students will professionally complete an assignment as directed by instructor

## INTRODUCTION TO ENGINEERING DESIGN (IED) II

Grade 9 -12            1 Credit – 18 Weeks   HOMEWORK: 1

PREREQUISITES: Algebra 1 (can be taken concurrently), IED I

This is the second course in a two part introductory course in the Project Lead the Way Engineering Sequence. PLTW's description of the course is as follows: "Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work." From <https://www.pltw.org/our-programs/engineering/engineering-curriculum>

### Course Standards

- 6A            Students will be able to identify design principles and elements of a specified design.
- 6B            Students will be able to complete a disassembly chart for a specified design.
- 6C            Students will be able to reverse engineer a specified design.
- 7A            Students will be able to dimension multi-view drawings with non-linear geometry
- 7B            Students will be able to identify tolerances and use tolerances in multi-view drawings
- 7C            Students will be able to create complex assembly files in with Autodesk Inventor
- 8A            Students will be able to use Parametric Constraints when creating a part
- 8B            Students will be able to create working drawings of assemblies
- 9A            Students will be able to define ethics as they relate to design, as well as differentiate between practices that are acceptable and not acceptable as they pertain to design
- 10A          Students will be able to use and demonstrate knowledge of the entire Design Process to fulfill a specified design brief (IED Final Project)



**Standards to be assessed periodically throughout the semester:**

0A (Notebook)	Students will be able to keep a professional engineering notebook.
0B (Professionalism)	Students will professionally complete an assignment as directed by instructor

**PRINCIPLES OF ENGINEERING**

Grade 11-12            1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITES: Algebra 2A and 2B (can be taken concurrently), IED preferred

This second course in the Project Lead the Way Engineering Sequence. PLTW's description of the course is as follows: "Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation." From <https://www.pltw.org/our-programs/engineering/engineering-curriculum>

**Course Standards**

- 1.1A Students will be able to calculate gear ratios in gear trains with and without compound gears
- 1.1B Students will be able to calculate mechanical advantage of complex systems
- 1.2A Students can construct circuits and use Ohms and Kirchoff's law correctly.
- 1.3A Students will be able to solve thermodynamics equations
- 2.1A Students will be able to locate the centroid of an object
- 2.1B Students will be able to draw freebody diagrams of all situations
- 2.1C Students will be able to solve trusses
- 2.3A Students will be able to solve stress strain equations
- 3.1A Students will be able to write code in ROBOTC to accomplish a simple task
- 3.1B Students will be able to construct a machine to accomplish a task (VEX PROJECT) needs constraints)

**Standards to be assessed periodically throughout the semester:**

0A (Notebook)	Students will be able to keep a professional engineering notebook.
0B (Professionalism)	Students will professionally complete an assignment as directed by instructor

**DIGITAL ELECTRONICS**

Grades 10-12            1 credit – 18 weeks

HOMEWORK: 1

PREREQUISITES: PLTW IED and POE

As an additional PLTW elective, this course provides students with a high interest option. The course description, from <https://www.pltw.org/pltw-engineering-curriculum>, is as follows:

"From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices."

**Course Standards**

- 1.1A Students will be able to demonstrate knowledge of elementary circuit theory.
- 1.1B Students will be able to use and differentiate between scientific and engineering notation when writing numbers.
- 1.1C Students will be able to identify and successfully place components into a breadboard.
- 1.2A Students will be able to use combinational logic in circuit design.
- 1.2B Students will be able to count in binary and convert between decimal and binary number systems.
- 1.2C Students will be able to use sequential logic in circuit design.
- 2.1A Students will be able to convert circuit schematics to truth tables as well as to logic expressions.
- 2.2B Students will be able to simplify logic expressions using Boolean Algebra.
- 2.2A Students will be able to simplify logic expressions using Karnaugh Mapping.
- 2.2B Students will be able to simplify circuits by implementing Universal Gates.
- 2.3A Students will be able to convert between binary, decimal, octal, and hexadecimal numbers.
- 2.3B Students will be able to design circuits to successfully use a seven segment display.
- 2.4A Students will be able to design a circuit to flash their date of birth on a seven segment display.

4.2A Students will be able to write a program in Arduino to complete a task.

**Standards to be assessed periodically throughout the semester:**

0A (Notebook) Students will be able to keep a professional engineering notebook.

0B (Professionalism) Students will professionally complete an assignment as directed by instructor

# SOCIAL STUDIES CURRICULUM

## U.S. HISTORY & GEOGRAPHY

Grade 9                      1 Credit – 18 Weeks

HOMEWORK: 1

This is a survey course of American history beginning with the Becoming a World Power and concluding with contemporary subjects.

### Course Standards

1. Students will be able to explain the causes and consequences – both positive and negative – of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.
2. Students will be able to describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.
3. Students will be able to select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/ negative – anticipated/unanticipated) including, but not limited to, the following: Social Issues, Causes and Consequences of Progressive Reform, Women's Suffrage.
4. Students will be able to evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.
5. Students will be able to examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.
6. Students will be able to identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.
7. Students will be able to examine and analyze the Civil Rights Movement using key events, people, and organizations.
8. Students will be able to explain the impact of globalization on the United States' economy, politics, society and role in the world.

## WORLD HISTORY & GEOGRAPHY

Grade 10                      1 Credit

HOMEWORK: 1

PREREQUISITE(S): US History, unless taking in 9<sup>th</sup> grade to take AP US History in 10<sup>th</sup> grade  
World History is the study of past human events and activities and their influence on the significant cultural and political events that have occurred from the beginning of human history until modern times. Students will study the unique environmental and geographic features that led to the development of civilizations with common characteristics in different regions of the world.

### Course Standards

#### Power Standards

1. Students will understand the rise and fall of early world civilizations (Greece, Rome, China, Africa, and the Mongols) and the origins of major world religions.
2. Students will understand the transition of Europe in the Dark Ages to its rebirth in the Renaissance. Students will understand the role that Exploration played in creating a global world.
3. Students will understand how the global revolutions in thought, science, and politics shaped the world in the 18th and 19th centuries.
4. Students will understand how the Industrial Revolution, Nationalism, and Imperialism helped to transition the world into a modern era.
5. Students will understand modern global conflicts such as WWI, WWII, and the Cold War. Students will understand how the ideologies of these global conflicts helped shaped the world today.

#### Historical Thinking Standards

1. Chronological Thinking: Students will demonstrate an understanding of when, and in what order, historical events occurred.
2. Historical Comprehension: Students can comprehend and evaluate historical sources.
3. Historical Analysis and Interpretation: Students can assess, analyze, and interpret historical evidence to create new representations.

4. Historical Research: Students will be able to formulate historical questions and conduct accurate and defensible research to answer those questions.
5. Historical Issue Analysis and Decision Making: Students can generate and test hypothesis on how to solve historical problems within the context of the era.

## **GOVERNMENT/ECONOMICS**

Grade 11 Paired 9 week courses\*; 1/2 Credit for each course

HOMEWORK: 1

The United States government course is intended to provide the student with a working knowledge of American Government and politics, which is important if students re to meet their responsibilities as citizens and as participants in our democracy. Both the students and their community will be better served if they are well informed and can think clearly and objectively about societal and political questions. This course is designed to function as a means to that end.

The Economics course is intended to provide the students with a working knowledge of economics which is important if students are to meet their responsibilities as citizens and as participants in a market economy. Both the students and their community will be better served if they are well informed and can think clearly and objectively about economic questions. This course is designed to function as a means to that end.

\*Government and Economics are two distinct courses, paired into one 18 week semester.

### Course Standards

Students will be able to demonstrate their understanding of government by answering the following key questions:

1. Why is civic engagement important in American Society?
2. How Can Citizens Participate in Civic Life?
3. What are the purposes of Government?
4. What is Politics?
5. What is the Process for becoming a United States Citizen?
6. What were the Roots to American Democracy and the US Constitution?
7. How and why was the US Constitution Created?
8. What are the Bill of Rights and Why are they Important to Citizens?
9. How is the legislative branch set up and how does it work in our system of representative government?
10. How is the executive branch set up and how does it work in our system of government?
11. How is the judicial branch set up and how does it work in our system of government?

Students will be able to demonstrate their understanding of economics by answering the following key questions:

1. Why is civic engagement important in American Society?
2. How do people make economic decisions?
3. What is Economics and how does it affect people?
4. What are the different Economic Systems?
5. What is supply & demand and how does it work in a market economy?
6. What Are Economic Goals and How Does the Government try to meet them?
7. How is the Government involved in the Economy?
8. What is Money, What Happens when it gets out of Control? & how does the Economy deal with it?
9. What is Economic Growth and how do you get it?
10. What are the Advantages and the Disadvantages to Economic Growth?
11. What is Globalization and how does it affect our Economy?

## **ADVANCED PLACEMENT U.S. HISTORY (DAS)**

Grade 10-12 2 Credits – 36 Weeks

HOMEWORK: 1

PREREQUISITE(S): Successful completion of summer work.

This is an intensive survey which examines United States History from pre-colonial times to modern times. This course has four main goals. First, students will gain a better understanding of the flow of history by linking historical periods thematically in a cohesive and chronological manner. Second, students will be exposed to the tools and methods used by the historian. Third, students will have the opportunity to gain college credits by passing AP United States History exam in May. Finally, this course will give students prior exposure to what will be expected of them in a typical college humanities course.

### Course Standards

Students will understand and be able to describe the historical implications of the following time periods:

Standard 1 - Period 1: 1491–1607

- On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Standard 2 - Period 2: 1607–1754

- Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

Standard 3 - Period 3: 1754–1800

- British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

Standard 4 - Period 4: 1800–1848

- The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Standard 5 - Period 5: 1844–1877

- As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war—the course and aftermath of which transformed American society.

Standard 6 - Period 6: 1865–1898

- The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Standard 7 - Period 7: 1890–1945

- An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of governmental activism, and sought to define its international role.

Standard 8 - Period 8: 1945–1980

- After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

Standard 9 - Period 9: 1980–Present

- As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideologies and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

## **ADVANCED PLACEMENT EUROPEAN HISTORY (DAS)**

Grade 10-12 2 Credits - 36 Weeks

HOMEWORK: 1

PREREQUISITE(S): U.S. History

This is an intensive survey which examines European History from approximately 1450 to the present. This course has four main goals. First, students will gain a better understanding of the flow of history by linking historical periods thematically in a cohesive and chronological manner. Second, students will be exposed to the tools and methods used by the historian. Third, students will have the opportunity to gain college credit by passing the A.P. European History exam in May. Finally, this course will give students prior exposure to what will be expected of them in a typical college humanities course.

## Course Standards

1. Students understand transformations in Europe following the economic and demographic crises of the 14th century.
2. Students understand how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.
3. Students understand how the Age of Revolution contributed to transformations in European society.
4. Students understand the causes and consequences of the agricultural and industrial revolutions, 1700-1850.
5. Students understand the consequences of political and military encounters between Europeans and peoples of imperialized countries.
6. Students understand the impact of new social, cultural, intellectual, educational movements and ideologies on 19<sup>th</sup> and 20<sup>th</sup> century Europe.
7. Students understand major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

## **ADVANCED PLACEMENT US GOVERNMENT (DAS)**

Grade 11-12 2 Credits - 36 Weeks

### HOMEWORK: 1

This course 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 US politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will have the option of taking the Advanced Placement test in May to receive college credit. This course will also provide students the ½ credit of economics through independent study and a Post-AP test economic unit. These are designed to provide the students with a working knowledge of economics so they can meet their responsibilities as a participant in the market economy, and personal finance.

## Course Standards

1. Students will be able to define a Policymaking system, define Democracy, and understand the scope of the Government in America.
2. Students will understand the Constitution – What led up to the creation of the Constitution, the process of its creation- ideas, plans, major people involved, and the importance of having a Constitution.
3. Student will understand what Federalism is, why is it so important, and what its Constitutional basis
4. Students will understand what Civil Liberties we have as Americans, and the basis and history of these liberties.
5. Students will understand the key issues at the heart of the Civil Rights movements, and the timeline of the issues. How has Affirmative action helped or hurt the Civil Rights movement?
6. Students will understand what Politics is. How have Political Parties played a role? What are the key political ideologies in America?
7. Students will understand how Mass Media plays a role in Politics.
8. Students will understand the role of Political parties. What are the main political parties in America's history and today? What is the role of the Third Party?
9. Students will understand the nomination process and the campaign process.
10. Students will understand how elections work. They will be able to explain the importance of voting, and how Americans make those decisions.
11. Students will understand what an Interest Groups is, and what their role is in Politics and Democracy
12. Students will know and understand the two Houses, functions, process, and role of Congress.
13. Students will understand how the President is elected and the major roles of the President- Chief Executive, Chief Legislator, Chief of the Party, National Security, and Chief Diplomat (the public representative of the United States)
14. Students will understand the role of the Congress and the President in matters related to the Budget- taxing and spending
15. Students will understand what a bureaucracy is, how they designed, and implemented.
16. Students will understand the structure and function of the Federal Court system.
17. Students will understand what a Policy is. Who makes and regulates Policy? Students will be able to explain Social Welfare, Health Care, Environmental, and National Security Policymaking.

## **PSYCHOLOGY (DAS)**

Grades 11-12      1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): U.S. History

Psychology is the study of mental processes and behavior. This course will cover the fundamentals of Psychology, Human Development (Infancy through Adulthood), Learning and The Brain, Personality, Consciousness, and Mental Disorders. This course is helpful for college bound students, students in the Human Services Pathway and anyone planning to work with people.

### Course Standards

Students will be able to:

1. Define Psychology & Describe work that Psychologist do.
2. Describe the job of a Research Psychologist & Applied Psychologist
3. Describe what Wundt & Define Introspection
4. Describe & Give examples of each of the 6 Theories of Behavior: Biopsychological Approach, Behavioral Approach & Skinner, Psychoanalytic Approach & Freud, Humanistic Approach & Rogers, Cognitive Approach and Sociocultural Approach
5. Define and create a eclectic Psychological Approach to behavior
6. Understand how Psychologist think critically
7. Identify the independent & dependent variables and the experimental and the control groups of an experiment
8. Describe the advantages and disadvantages of the following research methods: Field Study, Survey, Naturalistic Observation, Interview, Case Study, Psychological Tests, Cross-Sectional and Longitudinal Methods
9. Discuss the ethics of experimenting with humans and animals
10. Describe Consciousness and its levels.
11. Explain the influences of circadian rhythms & biological clocks.
12. Describe the cycle of sleep and the stages
13. Explain the 3 Theories of purposes of sleep, dreams & different kinds of dreams.
14. Explain what hypnosis is and explain how meditation involves a similar state of consciousness.
15. Explain the importance of heredity & environment in human development
16. Describe maturational processes, growth cycles, critical periods & imprinting.
17. Describe the roles of the mother & father, parenting styles & their effects on children and the causes of child abuse.
18. List & Explain Piaget's 4 Stages of Cognitive Development
19. List & Explain Kohlberg's 3 Stages of Moral Development
20. List, Explain and Apply Maslow's Hierarchy of Needs
21. Describe major factors affecting language development.
22. Describe the physical changes of adolescences & the differences in maturational rates.
23. Describe the disorders bulimia & anorexia
24. Describe the importance of conformity and groups
25. Discuss Erikson's definitions of identity vs. Identity confusion
26. Describe Marcia's 4 states of identity
27. Describe the extent of agreement and sources of conflict between parents and adolescences
28. Discuss the factors associated with juvenile delinquency
29. Describe the 3 part definition of abnormal behavior
30. Explain the major symptoms of each of the Mental Disorders
31. Describe the factors associated with suicidal behavior

## **SOCIOLOGY (DAS)**

Grades 11 - 12      1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): U.S. History

Social life is based on a foundation of dynamic interaction between people and their environment. Students would explore this through writing assignments, research projects, discussion, and real-life applications. Students will be able to understand the relationship between themselves and society as they study various sociological methods and practice using the skills of the sociologists.

## Course Standards

1. Student will understand the basic tenants of the field of Sociology.
2. The students will analyze the concepts related to this standard with the use of graphic organizers, charts and graphs.
3. Students will understand the concept of using a Sociological approach/imagination when analyzing behaviors in society.
4. Students will understand what Sociologists do.
5. Students will understand the Scientific Method and conduct research using this method.
6. Students will understand the factors that lead to the development of Sociology.
7. Students will research and analyze the key figures in the development of Sociology.
8. Students will understand and utilize key sociological terms.
9. Students will understand the basic tenants of social structure and institutions within a culture
10. Students understand and can analyze the key socialization theories
11. Student understand and can apply the concept of agents of socialization.
12. Students understand the role that age groups play in the socialization process.
13. Students will understand the meaning of social deviance as a concept of society
14. Students will analyze why some members of societies break social norms and values
15. Students will demonstrate understanding of specific forms of social deviance and society's response, how they use sanctions to control society.
16. Students will understand the terms associated social deviance.
17. Students will analyze social deviance theories
18. The students will analyze the concepts related to sociology with the use of graphic organizers, charts and graphs.

## **LESSONS OF THE VIETNAM WAR (DAS)**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): U.S. History

The Lessons of the Vietnam War is a elective course designed to trace the Vietnam War from its roots in the cold war to the present.

## Course Standards

Students will demonstrate their understanding of concepts surrounding the Vietnam War by answering the following questions:

1. Why is civic engagement important in American Society?
2. What was the homecoming like for the men and women who served in the Vietnam War?
3. Why are Songs and Music important to the understanding of the Vietnam War?
4. What is important about Vietnamese History & Culture? & How did that impact the Vietnam War?
5. What is the Cold War? How did the Cold War lead the US into the Vietnam War?
6. How was America involved in the Vietnam War & how did that impact the soldier?
7. What happened on the US home front during the Vietnam War & why did people protest so much?
8. What was it like in the Vietnam War's Aftermath?

## **MICHIGAN HISTORY (DAS)**

Grades 9-12 1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): Strong interest in social studies

This course is an in-depth study of the history and geography of Michigan from early exploration to the modern era of industrial Michigan. Through the study of Michigan History students will gain a better understanding of their state. Due to the different grade levels of the class it will be project based.

## Course Standards

1. Students will demonstrate understanding of one of the following tribes that lived in Michigan: Huron, Miami, Ottawa, Potawatomi, and the Chippewa (Ojibway).
2. Students will demonstrate understanding of a specific topic about Michigan History from the years 1660 to 1860.
3. Students will demonstrate understanding of a specific great lakes shipwreck.
4. Students will demonstrate understanding of Michigan cuisine and food ingredients.



5. Students will demonstrate understanding of the Underground Railroad, its influence in Michigan, and conduct a mock trial on the Fugitive slave law of 1850.
6. Students will demonstrate understanding of Charlotte, Eaton County history, and at least one other county in Michigan.
7. Students will demonstrate understanding of the Michigan tourism industry.
8. Students will demonstrate understanding of at least one famous person from Michigan History from the years 1660 to the present.
9. Students will demonstrate understanding of the auto industry in Michigan and its influences from 1896 to the present.
10. Students will demonstrate understanding of a specific great lakes lighthouse.

## **CURRENT ISSUES**

Grade 9-12 ½ Credit – 9 Weeks

HOMEWORK: 2

Current Issues is a study of events currently affecting society. Due to the ever changing nature of the world around us, these issues can and will be different from semester to semester. The course is designed to make the students more aware of the issues and how they might affect their life here in Charlotte.

### Course Standards

Students will demonstrate their understanding of current issues by answering the following questions:

1. Why is civic engagement important in American Society?
2. What are the core democratic values & why are they important in American Society?
3. Why is media literacy and understanding propaganda important to citizens?
4. What are the basic components of civic discourse?
5. How can citizens evaluate issues of civic discourse?
6. Why is it important for citizens to understand and distinguish between global/international, national, state and local issues?
7. How and why is the role of women serving in the military changing in American Society?
8. What are the current issues surrounding the environment and how do they affect citizens?

## **CIVIL RIGHTS (DAS)**

Grades 10 - 12 1 Credit 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): U.S. History

This course will examine civil rights in U.S. history beginning with the U.S. Constitution. The major focus will be on the Black Civil Rights Movement. We will also explore the status of civil rights in today's society. A research project is required.

### Course Standards

1.1 Students will be able to identify and understand the core ideals of American society as reflected in the documents below.

- Declaration of Independence
- The U.S. Constitution
- Bill of Rights
- The Gettysburg Address
- The 13th, 14th, and 15th Amendment

1.2 Students will analyze the ways that American society moved toward and/or away from its core ideals

2.3 Students will evaluate major public and social issues emerging from the changes in America during this period; analyze the solutions or resolutions developed by Americans, and their consequences including, but not limited to the following:

2.3.1 Student will describe at least three significant problems or issues created by the colonization of America (e.g., poverty and blight, child labor, forced relocation, political corruption, public health, poor working conditions, discrimination).

2.3.2 Students will analyze the causes, consequences, and limitations of reform in the following areas

- major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
- role of reform organizations, movements and individuals in promoting change to expand and restrict the practices of democracy as reflected in pre and post-Civil War struggles of Native Americans.

- 2.2 Student will examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in early America, focusing on Native Americans And Indian relocation.
- 2.4 Student will evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities including American Indians
- 2.3.5 Student will analyze the causes and consequences of the civil unrest that occurred by comparing the civil unrest in various locations in the United States.
- 2.2.4 Using core democratic values, students will analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions
- 3.3.1 Students will describe the problems or issues in the United States created by slavery (e.g., poverty and blight, child labor, forced relocation, political corruption, public health, poor working conditions, discrimination).
- 3.4 Students will analyze the causes, consequences, and limitations of reform to Jim Crow Laws/Black Codes.
- 3.4.1 Students will explain major changes in the Constitution, including 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup>,17<sup>th</sup>, and 18<sup>th</sup> Amendments
- 3.4.2 Students will explain the role of reform organizations, (NAACP,SNC, etc...) movements and individuals in promoting change to both expand and restrict the practices of democracy as reflected in pre and post-Civil War struggles of Slaves and freed slaves.
- 3.5 Students will examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in America, focusing on African Americans.
- 3.6 Students will apply relevant vocabulary terms related to the standards.
- 4.2 Students will understand how different groups attempted to achieve their goals (e.g., the grievances of racial and ethnic minorities and their reference to the nation's charter documents to rectify past injustices) through civil disobedience
- 4.3 Students will analyze the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.
- 4.4 Students will know the major conflicts in American society that have arisen from diversity (e.g., conflict about suffrage, and civil rights of minorities and women; present day ethnic conflict in urban settings).
- 4.5 Students will examine examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved.
- 4.6 Students will analyze vocabulary terms that are relevant to the topic and issues being covered.
- 4.7 Students will understand historical and contemporary efforts to reduce discrepancies between ideals and reality in American public life (e.g., movements, marches, civil rights legislation and enforcement).

# AGRICULTURAL SCIENCE CURRICULUM

## **BOTANY**

(1 of 2 classes required for Agriculture Pathway)

Grades 10-12 1 credit - 18 weeks

Homework: 3

Students should plan to take Agriscience 2 before or after this course.

This is a course in both the propagation and business of plants. Students will learn about general safety precautions when working with agricultural systems. Students will learn career readiness and leadership skills needed to be successful in running a business or marketing a product. Students will use various propagation techniques to raise plants in our greenhouse and high tunnel including aquaculture and then will market fresh produce and hanging baskets to our customer base. Much of the class will revolve around hands on learning and doing. Students will learn basic plant parts, functions, soil characteristics and proper plant nutrition.

### Course Standards

- SI-1 Students will be able to use safe practices in the Ag Classroom and Laboratory setting
- SI-2 Students will understand the importance of Agriculture to the Michigan job market and economy.
- SI-3 Become familiar with the FFA Organization and the leadership opportunities on a local, state and national level.
- PT-1 Students will understand the importance and history of the relationship between plants and humans.
- PT-2 Students will be able to classify plants based according to taxonomy systems.
- HT-1 Students will understand the concept of Sustainable Agriculture, Water and Energy conservation as it relates to a High Tunnel.
- HT-2 Students will develop and implement a cropping plan for the High Tunnel, plant crops, and keep records on crop production, water, fertilizer, and pesticide use.
- HT-3 Students will be able to explain and implement proper food harvesting, handling, storage of food crops.
- HT-4 Explain the importance of Integrated Pest Management, and develop a IPM Plan
- HP 1 Students can name the types of hydroponic systems, growing media, advantages and disadvantages, and explain how they work.
- HP 2 Explain the difference between micro and macro-nutrients, and check Ph and EC effectively
- HP 3 Explain environmental factors that affect plant growth in hydroponics
- S-1 Explain the importance of soil as it relates to the economy, and list the components.
- S-2 Describe a soil Profile and discuss it's importance
- S-3 Compare and contrast the 3 horizons in a soil profile and identify soils based on percentages of sand, silt, and clay.
- S-4 Identify sources of organic matter and describe why they benefit soil.
- S-5 Explain Field Capacity, Saturation, Wilting point, permanent wilting point, water holding capacity, available water, and how different irrigation methods affect soil water.
- S-6 Explain soil pH as it relates to nutrient availability, and how acidity and alkalinity affect plant growth.
- PA-1 Identify and describe the function of Roots
- PA-2 Identify and describe function of Stems
- PA-3 Identify and describe the function of Leaves
- PA-4 Identify and describe the function Flowers
- PA-5 Identify and describe the function of Fruit
- PA-6 Identify and describe the function of Seeds
- PP-1 Explain the process of photosynthesis, the reaction, and how it affects plants.
- PP-2 Explain the process of respiration, the reaction, and how it affects plants germination process.
- PP-3 Explain the concepts of seed germination, viability, and the environmental factors that affect the
- AB-1 Explain the importance of Agribusiness in relation to regional, national and global economies.
- AB-2 Identify important factors of financial management and record keeping in Agribusiness
- AB-3 Explain importance of Marketing and how it influences the Agriculture sector.
- CL-1 Identify personal strengths and weakness, and explore career options in agriculture using short and long term goals.

## **ZOOLOGY**

(1 of 2 classes needed for Agriculture Pathway)

Grades 10-12 1 credit – 18 weeks

Homework:3

Students should plan to take Agriscience 1 before or after this course.

This is a course in both domestic animal production and ecology/ natural resources. Students will learn about the anatomy, physiology, health and nutrition, genetics and reproduction of our food animal species. Students will raise both chickens and piglets in our school barn. Students will study the interactions within our Earth's ecosystems including food webs and population dynamics. We will research our Earth's natural resources and discuss invasive species, conservation and extinction. We will compare the lifestyles of reptiles, amphibians, raptors and mammals and discuss characteristics of our keystone species from each family.

### Course Standards

1. Students will demonstrate understanding of concepts surrounding the domestication of animals.
2. Students will demonstrate understanding of concepts surrounding agriculture in America.
3. Students will demonstrate understanding of concepts surrounding the cattle industry.
4. Students will demonstrate understanding of concepts surrounding the swine industry.
5. Students will demonstrate understanding of concepts surrounding the sheep industry.
6. Students will demonstrate understanding of concepts surrounding the poultry industry.
7. Students will demonstrate understanding of concepts surrounding the dairy industry.
8. Students will demonstrate understanding of concepts surrounding animal anatomy.
9. Students will demonstrate understanding of concepts surrounding animal health and nutrition.
10. Students will demonstrate understanding of concepts surrounding ecology.
11. Students will demonstrate understanding of concepts surrounding carrying capacity.
12. Students will demonstrate understanding of concepts surrounding population sizes.
13. Students will demonstrate understanding of concepts surrounding natural resources.
14. Students will demonstrate understanding of attributes of amphibians.
15. Students will demonstrate understanding of attributes of surrounding reptiles.
16. Students will demonstrate understanding of attributes of surrounding raptors.
17. Students will demonstrate understanding of attributes of surrounding mammals.

## **AG MECHANICS & TECHNOLOGY**

Grades 10-12 1 Credit – 18 Weeks

HOMEWORK: 3

This is a hands-on course exploring agricultural based mechanics in a shop setting. Safe and proper use of equipment will be emphasized. Students will be introduced to basic welding and cutting, residential electric, small engines, plumbing, and wood construction. Tool use and terminology will be covered through out the semester.

### Course Standards

- WH 1 (Each unit) Students will demonstrate effective work habits skills while involved in hands on activities during the class.
- TO (Each Term) Students will be able to identify tools and their functions
- S Students will be able to apply safe practices while in the shop setting
- AT Students will be able to explain Agriculture Technology and it's importance to the Agriculture Industry
- SMAW Students will be able to safely identify and operate SMAW equipment and it's processes
- HC Students will be able to safely and correctly turn on, use, adjust and shut down oxyfuel and plasma arc equipment
- EL Students will be able to use principles of electricity to safely install basic branch circuits
- H Students will be able to effectively understand and operate the 3 types of hoists in the ag shop
- GMAW Students will be able to safely identify and operate GMAW equipment and it's processes
- TI Students will be able to effectively understand tires, tire components and operate tire equipment

## **ADV AG MECHANICS & TECHNOLOGY**

Grades 10-12      1 Credit – 18 Weeks

HOMEWORK: 3

PREREQUISITE(S): AG Mechanics & Technology

This is a hands-on course exploring agricultural based mechanics in a shop setting. Safe and proper use of equipment will be emphasized. Students will build on the skills obtained in Ag Mechanics & Technology. Tool use and terminology will be covered through out the semester.

Advanced Ag Mechanics and Technology will not be offered in the 2018-2019 school year; segments will be included under the Agriculture heading and covered in Ag Mechanics and Technology.

## **VETERINARY SCIENCE**

Grades 10-12      1 credit - 18 weeks

Homework:3

Students should plan on taking Advanced Veterinary Science after taking this course.

This course provides students with a background in principals of animal science and the use of animals in industry and society. You will discover how domestication opened up a wide range of uses for animals. Students will learn about the various careers in animal health and how to prepare for those careers in both high school and college. They will learn business management skills such as scheduling, billing, ordering and proper medical record keeping. We will discuss communication skills and veterinary ethics. Students will learn basic veterinary terminology used within the industry, safety precautions when working with animals and identify various breeds by species as well as how to raise each species.

### Course Standards

1. Students will demonstrate understanding of concepts surrounding the vet profession.
2. Students will demonstrate understanding of concepts surrounding veterinary health history.
3. Students will demonstrate understanding of concepts surrounding physical exams.
4. Students will demonstrate understanding of concepts surrounding animal welfare.
5. Students will demonstrate understanding of concepts surrounding animal restraint.
6. Students will demonstrate understanding of concepts surrounding administering medications.
7. Students will demonstrate understanding of concepts surrounding vet terminology.
8. Students will demonstrate understanding of concepts surrounding vet posology.
9. Students will demonstrate understanding of concepts surrounding veterinary safety and sanitation.
10. Students will demonstrate understanding of concepts surrounding veterinary business management.
11. Students will demonstrate understanding of concepts surrounding zoonosis.
12. Students will demonstrate understanding of concepts surrounding parasites.
13. Students will demonstrate understanding of concepts surrounding animal disease.
14. Students will demonstrate understanding of concepts surrounding animal wounds.

## **ADVANCED VETERINARY SCIENCE**

Grades 10-12      1 credit - 18 weeks

Homework: 3

Prerequisite: Veterinary Science

This course is an advanced course in comparative animal anatomy and management for both companion animals and food animals. Students will learn veterinary clinical procedures including how to give an exam, proper veterinary tools, how to give injections, calculating drug dosages, bandaging and casting. Students will learn about animal disease, its causes, ways to treat and the immune system's way of taking care of disease. Students will learn about each organ system and the diseases which affect specific organ systems.

### Course Standards

1. Students will demonstrate understanding of concepts surrounding animal anatomy.

2. Students will demonstrate understanding of concepts surrounding the skeletal system.
3. Students will demonstrate understanding of concepts surrounding the integumentary system.
4. Students will demonstrate understanding of concepts surrounding the immune system.
5. Students will demonstrate understanding of concepts surrounding the digestive system.
6. Students will demonstrate understanding of concepts surrounding the reproductive system.
7. Students will demonstrate understanding of concepts surrounding animal genetics.
8. Students will demonstrate understanding of concepts surrounding vet terms and tools.
9. Students will demonstrate understanding of concepts surrounding clinical procedures.
10. Students will demonstrate understanding of concepts surrounding the large animal industry.
11. Students will demonstrate understanding of concepts surrounding small animal care.

## **AGRICULTURE FOUNDATIONS**

Grades 9-12            1 credit – 18 weeks

Homework: 3

This introductory course gives students an opportunity to experience the CHS agriculture curriculum. Taking pieces from the other courses, it allows students to choose agriculture pathways with a better understanding of what each one entails. Furthermore, it creates a space for students to engage in agriculture curriculum on a surface level as opposed to the depth of the pathways, thereby helping to foster an understanding of agriculture as a whole rather than through much more specific lenses. Students interested in agriculture pathways may also take this class instead of freshman seminar.

### Course Standards

Ag in America  
Domestication  
Large Animals  
Dairy  
Ecology  
Amphibians  
Reptiles  
Vet Science/Disease  
Animal Anatomy  
Botany  
FFA

# VISUAL ARTS CURRICULUM

## ART I

Grades 9-12 1 Credit – 18 Weeks

HOMEWORK: 1

This course is an introductory art class. It will consist of an exploration of the elements and principles of art. Students will interact with topics including, but not limited to Art History, portraiture, perspective, shading techniques, and the following media: graphite, charcoal, ink, soft pastel, oil pastel, printmaking, watercolor, and acrylic. The student must be prepared and willing to work.

### Course Standards

- 1.1 The student will have a strong understanding of the basic design elements: line, shape, form, color, value, texture, and space.
- 1.2 The student will demonstrate a strong understanding of compositional principles: balance, contrast, movement, rhythm, pattern, unity, variety and harmony
- 1.3 The student will be able to demonstrate a strong understanding and application of art media and tools to effectively to communicate ideas.
- 1.4 The student will use creativity in creating high quality artwork.
- 1.5 The student behaves as an artist throughout the class.
- 1.6 The student will be able to reflect upon the characteristics and assess the merit of their own artwork.
- 1.7 The student will be able to identify artists, art styles, and artworks studied in class.
- 1.8 The student will demonstrate a strong understanding of art and design careers

## ART II

Grades 10-12 1 Credit – 18 Weeks

HOMEWORK: 1

PREREQUISITE(S): Art I

Art II will continue the exploration of the elements and principles of art. Students will learn more advanced approaches to media studied in Art I as well as but not limited to Conceptual Art, Art History, Still Life, and Oil Painting. Additional emphasis will be placed on mixed media and clay assignments. The student must be willing and prepared to work. Students will be charged a \$20.00 materials fee to cover the cost of more expensive materials used in this class

### Course Standards

- 2.1 The student will have a strong understanding of the basic design elements: line, shape, form, color, value, texture, and space.
- 2.2 The student will demonstrate a strong understanding of compositional principles: balance, contrast, movement, rhythm, pattern, unity, variety and harmony
- 2.3 The student will be able to demonstrate a strong understanding and application of art media and tools to effectively communicate ideas.
- 2.4 The student will use creativity in creating high quality artwork.
- 2.5 The student behaves as an artist throughout the class.
- 2.6 The student will be able to reflect upon the characteristics and assess the merit of their own artwork.
- 2.7 The student will be able to identify artists, art styles, and artworks studied in class.
- 2.8 The student will demonstrate a strong understanding and application of collaborative problem solving strategies.
- 2.9 The student will demonstrate a strong understanding and application of 3D art problem solving strategies.

## ART HISTORY

Grades 10-12 ½ Credit – 9 Weeks

Homework: 1

This course is an in-depth study of modern art movements such as Fauvism, Expressionism, Pop Art, Dada, Surrealism, Installation Art, Cubism, Abstract Expressionism, and Earth Art/ Site Works. The course will compare artists within their art movement as well as looking at the historical and cultural events that shaped the development of these movements. This is an academic art class. However,

basic art projects will be completed to clarify the artwork studied. It is a hybrid class with work being completed in class as well as on-line using various online resources.

### Course Standards

- AH.1 The student will behave as an art historian throughout the class.
- AH.2 The student will be able to identify artists, art styles, and artworks studied in class.
- AH.3 The student will be able to describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.
- AH.4 The student will be able to analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions using conclusions to inform own artwork.
- AH.5 The student will be able to apply knowledge of an art style to create their own work of art inspired by that style: Fauvism, Expressionism, Cubism, Dada, Surrealism, Abstract Expressionism, Pop Art, Installation Art, Earth Art/ Site works
- AH.6 The student will be able to intentionally use art materials and tools effectively to communicate ideas.

### **ADVANCED ART**

Grades 10-12                      1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): Art I & Art II

This course is a pre-AP Studio Art course for students who are honestly and deeply involved with art and wish to increase their base of knowledge in certain media or fields and also explore new areas which will include but are not limited to 3D art beyond clay such as bookmaking. Students will be charged a \$20.00 materials fee to cover the cost of more expensive materials used in this class.

### Course Standards

- 3.1 The student will have a strong understanding of the basic design elements: line, shape, form, color, value, texture, and space.
- 3.2 The student will demonstrate a strong understanding of compositional principles: balance, contrast, movement, rhythm, pattern, unity, variety and harmony
- 3.3 The student will be able to demonstrate a strong understanding and application of art media and tools to effectively communicate ideas.
- 3.4 The student will use creativity in creating high quality artwork.
- 3.5 The student behaves as an artist throughout the class.
- 3.6 The student will be able to reflect upon the characteristics and assess the merit of their own artwork.
- 3.7 The student will be able to identify artists, art styles, and artworks studied in class.
- 3.8 The student will demonstrate a strong understanding and application of collaborative problem solving strategies.
- 3.9 The student will demonstrate a strong understanding and application of 3D art problem solving strategies.
- 3.10 The student will demonstrate a strong understanding and application of conceptual art.

### **AP STUDIO ART: 2D DESIGN**

Grades 11-12                      2 Credits – 36 Weeks

HOMEWORK: 2 – including pre class work due at the beginning of the course

PREREQUISITE(S): Art I, II, and recommended Advanced Art

AP Studio Art is designed for students who are seriously interested in the practical experience of art. AP studio art students submit in depth portfolios for evaluation at the end of the class. Students will be charged a \$20.00 materials fee to cover the cost of more expensive materials used in this class.

### Course Standards

- AP.1 The student behaves as an artist throughout the class.
- AP.2 The student creates high quality work: concept, composition, and execution of 2D design.
- AP.3 The student will have a strong understanding of the basic design elements: line, shape, form, color, value, texture, and space.
- AP.4 The student will demonstrate a strong understanding of compositional principles: balance, contrast, movement, rhythm, pattern, unity, variety and harmony
- AP.5 The student creates unique artwork or when using reference images, alters them to avoid plagiarism showing an understanding of artistic integrity.



- AP.6 The student will be able to intentionally use art materials and tools effectively to communicate ideas.
- AP.7 The student will be able to reflect upon the characteristics and assess the merit of their own artwork.
- AP.8 The student is actively involved in student critiques and instructional conversations with the teacher, using this information to rework artwork to demonstrate artistic growth.
- AP.9 The student maintains a sketchbook or art journal throughout the course.
- AP.10 The student develops a clear concentration to their portfolio.
- AP.11 The student develops a portfolio that demonstrates a wide breadth of artwork.
- AP.12 The student completes all prior assigned Summer Homework before the class begins.
- AP.13 The student develops and submits a final portfolio for a final classevaluation of their strongest artwork meeting all AP Studio Art: 2D Design Portfolio requirements.

## **DIGITAL PHOTOGRAPHY**

Grades 10-12 1 Credit – 18 Weeks

HOMEWORK: 2

PREREQUISITE(S): Must own a digital camera: camera phone, point and shoot, or higher quality digital camera

This course is an introductory digital photography course. Students will learn techniques for taking photos, various kinds of photography, a brief history of photography as well as some digital altering techniques using Photoshop and iPad apps. All or almost all photographs will be taken outside of the class, with class time being used to learn new techniques and styles, critique photographs, and digitally edit photographs. Students will be charged a \$10.00 materials fee to cover the cost of printing their photographs for critiques and display.

### Course Standards

- P.1 The student will behave as a photographer throughout the class.
- P.2 The student will understand and be able to identify different styles of photography taught (documentary, studio, artistic, etc...) and take photographs in each style.
- P.3 The student will understand and be able to take photographs using various photographic effects: Depth of Field, Point of View Angles, Composition, Rule of Thirds, etc...
- P.4 The student will be able to alter photographs using various editing software.
- P.5 The student will be able to reflect upon the characteristics and assess the merit of their own photography.
- P.6 The student will be able to identify studied photographers and their photographs: Dorothea Lange, Alfred Stieglitz, Henri Cartier-Bresson, Imogen Cunningham, Ansel Adams, Annie Liebovitz, Jerry Uelsman, Jim Zuckerman, etc...)
- P.7 The student will understand the history of photography and how the purpose of photography has changed throughout history.

## **3D SCULPTURE**

Grades 10-12 1 Credit – 18 Weeks

HOMEWORK: 0

This course focuses on three dimensional art using various media including but not limited to wire, paper, found objects, wood, sculptural bookmaking, installation art as well as learning various Art Movements. Students will create approximately fourteen sculptures that pull from various art movements and styles as well as their own personal expression. Students will be charged a \$25.00 materials fee to cover the cost of the materials used in the class.

### Course Standards

- S.1 The student will have a strong understanding of the basic design elements: line, shape, form, color, value, texture, and space.
- S.2 The student will demonstrate a strong understanding of compositional principles: balance, contrast, movement, rhythm, pattern, unity, variety and harmony
- S.3 The student will be able to demonstrate a strong understanding and application of art media and tools to effectively communicate ideas.
- S.4 The student will demonstrate a strong understanding and application of 3D art problem solving strategies.
- S.5 The student will use creativity in creating high quality artwork.
- S.6 The student behaves as an artist throughout the class.

- S.7 The student will be able to reflect upon the characteristics and assess the merit of their own artwork.
- S.8 The student will be able to identify artists, art styles, and artworks studied in class.

## **ART INDEPENDENT STUDY**

Grades 11-12                      ½ - 1 Credit – 9 - 18 Weeks

HOMEWORK: 0

PREREQUISITE(S): Art I, Art II, & Advanced Art or AP Art Studio; and art teacher's permission

This course is for the self-directed, self-disciplined, artistically motivated student wanting to further his/her talents. The student will be asked to set up his/her own course of study. Students choosing to paint with oil or work with clay will be charged a \$15.00 materials fee to cover the cost of more expensive materials used in this class. The final project for this course will be to develop an art portfolio.

### Course Standards

- I.1 The student will have a strong understanding of the basic design elements: line, shape, form, color, value, texture, and space.
- I.2 The student will demonstrate a strong understanding of compositional principles: balance, contrast, movement, rhythm, pattern, unity, variety and harmony
- I.3 The student will be able to demonstrate a strong understanding and application of art media and tools to effectively communicate ideas.
- I.4 The student will use creativity in creating high quality artwork
- I.5 The student behaves as an artist throughout the class.
- I.6 The student will be able to reflect upon the characteristics and assess the merit of their own artwork.

## MUSIC CURRICULUM

*Students enrolled in music ensembles are required to attend all rehearsals and performances unless excused by instructor*

### **MARCHING BAND (In conjunction with Symphony & Concert Band)**

Grades 9-12 ½ credit - 1<sup>st</sup> 9-weeks

HOMEWORK: 1

PREREQUISITE(S): Membership determined by audition.

All marching band students are required to participate in the pre-season rehearsals and residential band camp prior to the start of school. Students must commit, in advance, to the performance schedule of the band.

Learning emphasis is directed toward the correct performance of all musical and marching fundamentals. Students will learn a variety of music. Activities include band camp, football games, parades, exhibitions, and/or festivals.

The Marching Band will consist of the combined membership of the Concert and Symphony Band. Activities will include band camp, football games, parades and festivals. Marching Band is required of all Symphony Band and Concert Band students. Band is a full year course.

#### Course Standards

1A – All students will perform with characteristic tone quality.

1B – All students will perform with musical expression.

1C – All students will perform with technical fluency.

1D – All students will read and accurately perform notated musical rhythm.

1E – All students will perform using fundamental physical techniques that support overall musicianship.

2A – All students will demonstrate responsibility, organization, self-discipline, and personal preparation necessary for positive contribution to the overall ensemble.

### **SYMPHONY BAND**

Grades 9-12

2 Credits – Full year course

HOMEWORK: 1

PREREQUISITE(S): Membership determined by audition

Learning emphasis includes interpretation of musical styles, conducted performance, reading skills, and refinement of music fundamentals through an exposure to the best of wind and percussion music.

#### Course Standards

1A – All students will perform with characteristic tone quality.

1B – All students will perform with musical expression.

1C – All students will perform with technical fluency.

1D – All students will read and accurately perform notated musical rhythm.

1E – All students will perform using fundamental physical techniques that support overall musicianship.

2A – All students will demonstrate responsibility, organization, self-discipline, and personal preparation necessary for positive contribution to the overall ensemble.

## **CONCERT BAND**

Grades 9-12

HOMEWORK: 1

PREREQUISITE(S): Membership determined by audition

2 Credits – Full year course

Learning emphasis is similar to the Symphony Band with more emphasis on the development of individual performance through fundamental development.

### Course Standards

1A – All students will perform with characteristic tone quality.

1B – All students will perform with musical expression.

1C – All students will perform with technical fluency.

1D – All students will read and accurately perform notated musical rhythm.

1E – All students will perform using fundamental physical techniques that support overall musicianship.

2A – All students will demonstrate responsibility, organization, self-discipline, and personal preparation necessary for positive contribution to the overall ensemble.

## **LAB BAND**

Grades 9-12            1 Credit

HOMEWORK: 1

PREREQUISITE(S): Membership determined by audition

Lab Band will consist of students who need more fundamental work before being assigned to the other groups. Lab Band students will not participate in the regularly scheduled Marching Band.

### Course Standards

1A – All students will perform with characteristic tone quality.

1B – All students will perform with musical expression.

1C – All students will perform with technical fluency.

1D – All students will read and accurately perform notated musical rhythm.

1E – All students will perform using fundamental physical techniques that support overall musicianship.

2A – All students will demonstrate responsibility, organization, self-discipline, and personal preparation necessary for positive contribution to the overall ensemble.

## **JAZZ ENSEMBLE**

Grades 9-12            ½ Credit

Season Participation

HOMEWORK: 2

PREREQUISITE(S): Membership determined by audition; consists of students enrolled in wind ensemble, symphony or concert band only.

Learning emphasis will include a survey of styles and improvisation through theory of chords and scales. Performances will include concerts, school and community functions and festivals.

### Course Standards

1A – All students will perform with characteristic tone quality.

1B – All students will perform with musical expression.

1C – All students will perform with technical fluency.

1D – All students will read and accurately perform notated musical rhythm.

1E – All students will perform using fundamental physical techniques that support overall musicianship.

2A – All students will demonstrate responsibility, organization, self-discipline, and personal preparation necessary for positive contribution to the overall ensemble.

## **AP THEORY OF MUSIC**

Grades 11-12      1 ½ Credit – 27 Weeks

HOMEWORK: 1

PREREQUISITE(S):

1. Junior or senior music students
2. Advanced musical accomplishment
3. Anticipated music major in college

This class includes fundamentals of music theory, part-writing, composition, and ear training leading to the advance placement examination in music theory. Students should have a solid foundation in the fundamentals of music through formal instrumental or vocal study. This is not an entry level music course. Approval of instructor required after formal application. Course limited to a few students due to substantial independent work during Lab Band 3<sup>rd</sup> block.

### Course Standards

MT1- All students will notate pitch and rhythm in adherence to the standard practices of music notation.

MT2- All students will identify (by ear and by sight) all musical intervals within the span of one octave.

MT3- All students will identify, write, and perform all major scales and all three forms of the minor scale.

MT4- All students will understand and apply the basic rules of 18<sup>th</sup>-century harmony and voice leading.

MT5- All students will correctly analyze the chord progressions of a musical composition using roman numeral figured bass and/or leadsheet symbols.

MT6- All students will analyze basic musical forms and demonstrate understanding of compositional procedures such as fugue and canon.

MT7- All students will learn the basics of reading music on sight without the aid of a piano or other instrument.

MT8- All students will demonstrate the ability to write down (dictate) music from an aural source.

MT9- All students will express musical ideas and knowledge through composition and/or arranging.

## **CONCERT CHOIR**

Grades 9-12

2 Credits – Full year course

HOMEWORK: 2

PREREQUISITE(S): No audition necessary for membership in this ensemble. Learning emphasis is based upon developing fundamental vocal and performance skills. Ensemble is mixed voicing.

### Course Standards

Standard #1–All students will perform with characteristic tone, technical fluency, and artistic expression.

Standard #2 – All students will demonstrate responsibility, organization, self-discipline, and personal preparation necessary for positive contribution to the overall ensemble.

## **CANTAMUS**

Grades 9-12

2 Credits – Full year course

HOMEWORK: 2

PREREQUISITE(S): Membership determined by audition with director; previous music experience required. Cantamus is an advanced treble choir with learning emphasis based upon development of part singing skills and performance of advanced choral literature.

### Course Standards

Standard #1–All students will perform with characteristic tone, technical fluency, and artistic expression.

Standard #2 – All students will demonstrate responsibility, organization, self-discipline, and personal preparation necessary for positive contribution to the overall ensemble.

## **CHORALE**

Grades 9-12

2 Credits – Full year course

HOMEWORK: 2

PREREQUISITE(S): Audition

Membership determined by audition with director; Chorale is an advanced mixed-voice ensemble comprised of mostly upperclassmen. Advanced music reading skills are essential; learning emphasis is based upon interpretation of collegiate level choral repertoire.

### Course Standards

Standard #1–All students will perform with characteristic tone, technical fluency, and artistic expression.

Standard #2 – All students will demonstrate responsibility, organization, self-discipline, and personal preparation necessary for positive contribution to the overall ensemble.

## **BUSINESS & INFORMATION TECHNOLOGY CURRICULUM**

### **COMPUTER APPLICATIONS**

Grades 9-12                      1 Credit - 18 Weeks

HOMEWORK: 3

This course is a foundation class preparing students for the workforce and continuing education. It will focus on the use of software for the business world, employability skills, and common business skills that are needed for all students. Students will participate in the Microsoft Imagine Academy and have the opportunity to earn industry-recognized Microsoft Office Specialist (MOS) certifications in PowerPoint, Word, and Excel.

#### Course Standards

** Professionalism	Student will be able to demonstrate professional behavior and employability skills on a daily basis.
Business Documents	Students will be able to produce an error-free business memo and letter using proper format.
Microsoft PowerPoint: Text & Design	Students will be able to use PowerPoint presentation basics, work with text, and design a presentation.
Microsoft PowerPoint: Tables, Graphics & Multimedia	Students will be able to add tables, use charts, create SmartArt, add graphics, use animation and multimedia.
Microsoft PowerPoint: Share & Deliver	Students will be able to secure, share, and deliver a presentation.
Microsoft Word: Create & Format	Students will be able to create Word documents and format text.
Microsoft Word: Tables, Styles & Graphics	Students will be able to use Word tables, styles, and graphics.
Microsoft Word: Formatting and Mail Merges	Students will be able to use Word proofing, formatting documents, and mail merges.
Microsoft Word: Protect & Share	Students will be able to maintain, protect and share documents.

### **DIGITAL MEDIA I**

Grades 10-12                      1 Credit - 18 Weeks

HOMEWORK: 3

This course is designed to give students an introduction to the Adobe Photoshop and InDesign and software. Students will create, design and produce projects used in business, training, entertainment, communications and marketing. Students will develop leadership and teamwork skills in collaborating with others in a project-based environment. Students will be expected to produce professional quality work that meets the ethical standards for business and industry. Students will explore career choices and complete a job shadow experience to enhance their career and employability skills.

#### Course Standards

** Professionalism	Learning Goal: Student will be able to demonstrate professional behavior and employability skills on a daily basis.
Photoshop	Learning Goal: Students will be able to design and produce images with adjustments and improvements to create eye-catching projects.
InDesign	Learning Goal: Students will be able to work with text, objects and graphics to organize publications.
Customer Service, Planning, Digital Communication Project Management	Learning Goal: Students will demonstrate customer service and planning to meet customer needs, and demonstrate digital communication within an organization.

Graphic Design and Animation	Learning Goal: Students will create a digital animation on a topic of their choice.
Multimedia Production	Learning Goal: Students will create and implement a digital communication product to meet customer needs.
Safety Health Environmental Ethics Legal Copyright	Learning Goal: Students will be able to implement personal and jobsite safety rules and regulations to maintain safe and healthful work conditions and environments, and understand the importance of professional ethics and legal responsibilities
Career and Employability Skills	Learning Goal: Students will be able to know and understand the importance of employability skills and career development, and complete a job shadow experience
Portfolio	Learning Goal: Students will maintain a career portfolio to document knowledge, skills and experience in a career field.

## DIGITAL MEDIA II

Grades 10-12      1 Credit - 18 Weeks

HOMEWORK: 3

PREREQUISITE: Digital Media I

This course will teach students the techniques, elements, and basic concepts of web design. Students will learn about the various tools (HTML, CSS and JavaScript coding, & Dreamweaver) used to create web pages that effectively communicate ideas and information, address opportunities to improve daily life, and solve real-world problems. Students are given the opportunity to explore a variety of electronic sources and software, while utilizing their creativity and design skills throughout the course. This is a project-based course.

### Course Standards

**Professionalism: Student Work Ethic/Work Habits Evaluation	Learning Goal: Students will be able to demonstrate professional behavior and employability skills.
Web Design and Layout	Learning Goal: Students will be able to demonstrate web design and layout
Web Testing and Evaluation	Learning Goal: Students will be able to demonstrate web testing and evaluation.
Web Development	Learning Goal: Students will be able to demonstrate web development using multiple languages.
Web Administration	Learning Goal: Students will be able to demonstrate the ability to develop and maintain web applications.
Technical Support	Learning Goal: Students will be able to demonstrate knowledge of computer software and how to maintain a computer system.

## BUSINESS MANAGEMENT I

Grades 10-12      1 Credit - 18 Weeks

HOMEWORK: 3

Students will learn about the core business management fundamentals and be able to apply the concepts to real-world scenarios. They will study information technology application and data management, operations and quality management, human resources, project management, safety health environmental ethics legal and copyright, career and professional development, and store employment. Students will work in the Oriole Nest school store and gain valuable experience while applying their knowledge of business management in a real environment. Students will explore the various business related careers and participate in a job shadow experience.

### Course Standards

** Professionalism	Learning Goal: Student will be able to demonstrate professional behavior and employability skills on a daily basis.
Oriole Nest Store	Learning Goal: Students will be able to understand and demonstrate skills for



Employment	employment.
IT Application and Data Management	Learning Goal: Students will be able to understand information technology and data management.
Operations and Quality Management	Learning Goal: Students will be able to understand store operations and quality management.
Human Resources/Personnel Administration	Learning Goal: Students will be able to understand human resources, rewarding and developing employees, and employee evaluations.
Project Management	Learning Goal: Students will be able to understand management, supervision, planning, organizing, implement and controlling.
Safety Health Environmental Ethics Legal Copyright	Learning Goal: Students will be able to implement personal and jobsite safety rules and regulations to maintain safe and healthful work conditions and environments, and understand the ethical and legal aspects of business.
Career and Employability Skills	Learning Goal: Students will be able to know and understand the importance of employability skills and career development, and complete a job shadow experience.
Career Portfolio	Learning Goal: Students will maintain a career portfolio to document knowledge, skills and experience in a career field.

## **BUSINESS MANAGEMENT II**

Grades 10-12                      1 Credit - 18 Weeks

HOMEWORK: 3

PREREQUISITE: Business Management I

This course expands student understanding of business management. It exposes students to several aspects of business, including international business, entrepreneurship, financial analysis and economics, communications, leadership and insurance and risk management.

### Course Standards

** Professionalism	Learning Goal: Students will be able to demonstrate professional behavior and employability skills on a daily basis.
International Business	Learning Goal: Students will be able to understand international business
Business Planning & Entrepreneurship	Learning Goal: Students will be able to understand business planning and entrepreneurship.
Financial Analysis & Economics	Learning Goal: Students will be able to understand financial analysis and economics
Communications	Learning Goal: Students will be able to understand effective communication techniques
Business Management and Leadership	Learning Goal: Students will be able to understand business management and leadership
Insurance & Risk Management	Learning Goal: Students will be able to understand insurance and risk management

## **BUSINESS FOUNDATIONS**

Grades 9-12 1 Credit - 18 Weeks

HOMEWORK: 3

This introductory business course develops student understanding and skills in communications, entrepreneurship, marketing, accounting and finance, graphic and web design, and employability skills. Through the use of activities and projects, students acquire an understanding of the business world. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills.

## Course Standards

** Professionalism	Learning Goal: Student will be able to demonstrate professional behavior and employability skills on a regular basis.
Communications	Learning Goal: Students will be able to use professional communications in business.
Entrepreneurship	Learning Goal: Students will be able to understand entrepreneurship.
Marketing	Learning Goal: Students will be able to understand marketing.
Accounting and Finance	Learning Goal: Students will be able to understand accounting and finance.
Graphic Design and Web Design	Learning Goal: Students will be able to understand graphic design and web design.
Employability	Learning Goal: Students will be able to understand the importance of employability skills.

## INTRODUCTION TO INSURANCE AND RISK MANAGEMENT I

Grades 10-12      1 Credit - 18 Weeks

HOMEWORK: 3      3 College credits (Olivet College INS221)\*

1 of 3 credits for an Insurance Designation (AINS21)\*

This course is designed to give the student a comprehensive overview on the principles of risk management and insurance. Students will be dually enrolled through Olivet College and attend class at CHS. Students will work through on-line modules, hands-on activities, creative projects and assessments, case studies, along with learning from industry guest speakers. From auto to health, homeowners, business, worker's compensation, retirement and so much more, students will have the opportunity to expand their proficiency, knowledge and skill, and delve into a sector which is rich in opportunities in a variety of exciting careers. A career in the field of insurance can range from claims, support, customer service, digital media, sales, marketing, corporate training, accounting, actuary, underwriting, computer science, application development, fraud investigation, nursing, pharmacist, physical therapy and human resources. During this course, students will also have the opportunity to apply their knowledge through simulating an independent insurance agency. In addition, the class will participate in a job shadow opportunity.

\*Students who earn a 3.0 or higher are eligible for both college credit and insurance designation. College credit will be awarded through Olivet College. The designation is a nationally recognized course and exam. The Institutes administers the national exams for the Associates in General Insurance (AINS).

## Course Standards

** Professionalism	Learning Goal: Student will be able to demonstrate professional behavior and employability skills on a daily basis.
Understanding Insurance	Learning Goal: Students will learn the how insurance functions in the following roles: risk management, transfer system, business & contract. Distinguish among the common types of personal and commercial insurance. Describe the characteristics of an ideally insurable loss exposure. Explain how insurance benefits individuals, organizations and society. Describe the cost of insurance.
Insurers & How they are regulated	Learning Goal: Students will be able to describe the various types of private insurers that provide property-casualty insurance. Identify the different insurance functions. Describe federal and state insurance programs. Explain insurance regulations and licensing.
Insurer Financial Performance	Learning Goal: Students will explain how insurance companies balance income and expenses to determine a profit. Describe typical items found on a balance sheet and income statement. Analyze the insurer's profit margin.
Marketing	Learning Goal: Students will be able to describe different factors that influence agency

	relationships. Identify various types of distribution systems and alternative markets. Describe the functions performed by insurance producers. Explain how states regulate insurance marketing activities i.e. licensing, compensation and unfair trade practices.
Underwriting & Ratemaking	Learning Goal: Student will be able to describe the purpose and activities of underwriting.
Claims	Learning Goal: Student will be able to explain the goals of claims, structure of claims department, handling claims, special consideration and good faith claims.
Risk Management	Learning Goal: Student will be able to explain the basic purpose and scope of risk management. Identifying and analyzing loss exposures.
Loss Exposures	Learning Goals: Students will be able to explain property loss exposures, legal liability, liability & personal loss exposures and net income loss exposure.
Insurance Policies	Learning Goals: Students will be able to explain the elements of a contract, policy structure and provisions.

## **INTRODUCTION TO INSURANCE AND RISK MANAGEMENT II**

Grades 10-12      1 Credit - 18 Weeks

HOMEWORK: 3      3 College credits (Olivet College INS323)\*

1 of 3 credits for an Insurance Designation (AINS23)\*

PREREQUISITE: Introduction to Insurance and Risk Management I

This course will follow IRM1 focusing on Commercial Insurance. Students will be dually enrolled through Olivet College and attend class at CHS. Students will work through on-line modules, hands-on activities, creative projects and assessments, case studies, along with learning from industry guest speakers. During this course, students will also have the opportunity to apply their knowledge through simulating an independent insurance agency. In addition, the class will participate in a job shadow opportunity.

\*Students who earn a 3.0 or higher are eligible for both college credit and insurance designation. College credit will be awarded through Olivet College. The designation is a nationally recognized course and exam. The Institutes administers the national exams for the Associates in General Insurance (AINS).

### Course Standards

Commercial property insurance	Learning Goal: Students will be able to identify and apply commercial property insurance principles
Business income insurance	Learning Goal: Students will be able to identify and apply business income insurance
Commercial crime and equipment breakdown insurance	Learning Goal: Students will be able to identify and apply commercial crime & equipment breakdown insurance
Inland and ocean marine insurance	Learning Goal: Students will be able to identify and apply inland & ocean marine insurance
Commercial general liability Insurance	Learning Goal: Students will be able to identify and apply commercial general liability insurance
Commercial Auto Insurance	Learning Goal: Students will be able to identify and apply commercial auto insurance
Workers	Learning Goal: Students will be able to identify and apply workers compensation & employers

compensation and employers liability insurance	liability insurance
Business owners and farm insurance	Learning Goal: Students will be able to identify and apply business owners & farm insurance
Specialty coverages	Learning Goal: Students will be able to identify and apply specialty coverages

### **INSURANCE AND RISK MANAGEMENT III (Independent Study)**

Grades 10-12      1 Credit - 18 Weeks

HOMEWORK: 3      3 College credits (Olivet College INS322)\*  
 1 of 3 credits for an Insurance Designation (AINS22)\*

PREREQUISITE: Introduction to Insurance and Risk Management I

Independent study: Students will work independently on course modules and case studies. Instructor support and advisement. In addition, guest speakers and job shadowing from professionals in the insurance industry.

This course will follow IRM1 focusing on Personal Insurance. Students will be dually enrolled at Olivet College and attend class at CHS. Students will work through on-line modules, hands-on activities, creative projects and assessments and case studies. In addition, the class will participate in a job shadow opportunity.

\*Students who earn a 3.0 are eligible for both college credit and insurance designation. College credit will be awarded through Olivet College. The designation is a nationally recognized course and exam. The Institutes administers the national exams for the Associates in General Insurance (AINS).

#### Course Standards

Personal insurance overview	Learning Goal: Students will be able to identify and apply personal insurance principles
Automobile insurance and society	Learning Goal: Students will be able to identify and apply automobile insurance
Personal auto policy (PAP)	Learning Goal: Students will be able to identify and apply Ch. 3 Personal auto policy: liability, med pay, and UM coverage
Personal auto insurance (PAP) Con.t	Learning Goal: Students will be able to identify and apply PAP: physical damage, duties after an accident, endorsements
Homeowners property coverage	Learning Goal: Students will be able to identify and apply Homeowners property coverage
Homeowners property coverage Con.t	Learning Goal: Students will be able to identify and apply Homeowners liability, conditions, coverage forms, and endorsements
Other residential insurance	Learning Goal: Students will be able to identify and apply Other residential insurance
Other personal property and liability insurance	Learning Goal: Students will be able to identify and apply Other personal property and liability insurance
Life insurance planning	Learning Goal: Students will be able to identify and apply Life insurance planning
Retirement planning	Learning Goal: Students will be able to identify and apply Retirement planning
Disability and health insurance planning	Learning Goal: Students will be able to identify and apply Disability and health insurance planning

## LIFE SKILLS CURRICULUM

### PARENTING

Grades 9-12 ½ Credit – 9 Weeks

HOMEWORK: 3

This class explores personal readiness for becoming a parent and issues related to raising healthy children. Building positive parent/child relationships is emphasized.

Parenting is not offered in 2018-2019; no standards available.

### CONSUMER EDUCATION

Grades 9-12 ½ Credit – 9 Weeks

HOMEWORK: 2

Consumer education is the preparation of an individual through skills, concepts and understanding that are required for everyday living to achieve maximum satisfaction and utilization of his or her resources. Students learn what is a consumer is, and the rights and responsibilities they have as consumers. They will also learn how to make proper buying and financial decisions throughout their life. The topics included in this class are consumers, buying tech products, consumer protection, career choices, taxes, budgeting, banking, saving, investing, credit, transportation, housing, and insurance.

#### Course Standards

1. Students will explore personal financial choices, learn to make informed financial decisions, consider what it means to be financially responsible, explore the purpose of financial goals, discover the role of decision-making in achieving goals, and examine common obstacles to achieving goals.
2. Students will understand the concept of creditworthiness, research consumer borrowing, compare various types of car loans and lenders, analyze factors of smart money management during college, evaluate the costs and benefits of a student loan, and discuss how repaying student loans affects future finances.
3. Students will explore a career goal and create a plan for reaching it, discover different career and income options, understand how entrepreneurship impacts a career path, evaluate and explain the purpose of a credit score, understand the elements of credit scores, and discover the best way to maintain a high credit score.
4. Students will discover what institutions can have access to a social security number, understand the ramifications of identity theft, explore how to rectify a case of identity theft, understand components of financial agreements between roommates, evaluate the pros and cons of sharing financial information with another person, and discover the importance of communicating about finances.
5. Students will understand the components of a budget, create and calculate an individualized budget, keep financial records to assist in planning, demonstrate effective decision making in spending and saving, learn the pros and cons of savings and investing strategies, exercise skills needed for saving and investing, and examine how saving and investing is part of financial well-being.
6. Students will assess personal spending behavior, understand the concept of opportunity cost, evaluate spending choices when it comes to personal wants versus needs, assess different types of banking services and savings institutions, research and compare the fees banks charge for various services, and analyze the relative value and importance of different bank services.
7. Students will explore different payroll deductions, learn about annual tax returns, and analyze employer-sponsored savings programs.
8. Students will understand the elements of credit, evaluate how use of credit influences credit scores, explore major consumer credit laws, explore why debt occurs and how to prevent it, learn how debt impacts credit potential, and discover actions to alleviate debt.
9. Students will explain the basic concept of credit, explore and understand the components of a mortgage, and compare mortgage loans and mortgage lenders.
10. Students will analyze risks and determine how to prevent them, discuss how insurance can protect against financial risk and compare different types of insurance, and learn the role of estate planning in protecting assets and family.

11. Students will understand how investments can lead to increased wealth, comprehend and calculate simple and compound interest, explain the role of interest in saving and investing, explore how taxes impact financial decisions, analyze how inflation might affect saving for a long-term goal, and determine how inflation can decrease buying power.
12. Students will uncover the resources available for managing finances, discover different types of financial recordkeeping, evaluate considerations when finding a financial advisor, learn basic stock market concepts and terminology, explore factors that impact returns on investments, and understand how the government protects investors.
13. Students will learn how to identify upstanding charities, research and evaluate charities using specific criteria, and explore how charitable giving can add to one's life.

Consumers Ed is not offered in 2018-2019.

### **FOOD SCIENCE AND NUTRITION**

Grades 9-12 ½ Credit – 9 Weeks

HOMEWORK: 3

Includes basic food preparation. Strong emphasis placed on nutrient needs along with some exploration of the science of food and its chemical interactions in the body.

Food Science and Nutrition is not offered in 2018-2019; no standards available.

### **PERSONAL AND FAMILY RELATIONS**

Grades 9-12 ½ Credit – 9 Weeks

HOMEWORK: 3

Class teaches basic skills of decision making, and different types of relationships and roles we play throughout the life span, such as family structure, friendships, dating, and preparation for marriage. Conflict resolution relating to these areas is discussed as well. Recommended for anyone who plans on careers related to teaching, social work, guidance, or childcare.

Personal and Family Relations is not offered in 2018-2019; no standards available.

# PHYSICAL EDUCATION CURRICULUM

## HEALTH

Grade 9                      ½ Credit – 9 Weeks

### HOMEWORK: 2

This class places a strong emphasis on developing a positive attitude toward total health and wellness. Students will gain knowledge, skills and understanding needed to make healthy lifestyle choices and decisions.

### Course Standards

#### UNIT 1: Intro

- List, define, identify, and create a personal model of the 6 Aspects of Health
- Explain, draw, label, and summarize the Illness/Wellness Continuum
- List, define, identify accessing information and analyzing influences
- List, identify, examine, and analyze risk factors
- Identify and implement a strategy for responsible decision-making and goal-setting

#### UNIT 2: Social/Emotional Health

- Describe the concept of self-awareness & benefits of understanding self
- Synthesize how to recognize stress, manage stress, and be prepared for stress
- Describe the warning signs, risk factors, and protective factors for depression and suicide
- Locate community & internet resources for information & services regarding depression and suicide prevention

#### UNIT 3: ATOD

- Define alcohol as a drug and identify who uses alcohol and why.
- Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs
- Understand the legal risks associated with drinking
- Describe the short-term and long-term effects and consequences of alcohol, tobacco, and other drug use.
- Locate resources in one's community and on the internet for information and services regarding alcohol and tobacco use and prevention.

#### UNIT 4: Nutrition and Physical Activity

- Locate resources and distinguish between facts and myths regarding nutrition practices, products, and physical performance
- Demonstrate the ability to get information on food labels to choose nutrient-dense foods and beverages, and to avoid/limit foods and beverages that may impact health conditions.
- Develop a plan for improving one's nutrition, incorporating physical activity, and maintaining a healthy weight.
- Predict the benefits of eating healthy and being physically active; and the potential health consequences of not doing so.
- Assess one's level of physical activity according to the current federal dietary guidelines

### REPRODUCTIVE HEALTH

- Describe criteria for selecting peers to be friends or potential romantic partners.
- Identify male & female reproductive anatomy and function
- Describe different ways of communicating caring, love and respect without sexual intercourse.
- Explain the importance of making decisions regarding personal sexual limits and benefits of abstaining from sex or ceasing sex if sexually active.
- Explain the importance of making decisions regarding personal sexual limits and benefits of abstaining from sex or ceasing sex if sexually active.
- Discuss characteristics of intimate relationship, both friendships and romantic friendships.
- Understand the facts about sexually transmitted infections, including HIV and AIDS
- Analyze sexual behaviors to determine their risk of transmitting HIV and other sexually transmitted infections

## PHYSICAL EDUCATION 9

Grade 9 ½ Credit – 9 Weeks

Homework: 3

Combines elements of Body Mechanics and Lifetime Fitness courses in a physical education class designed just for freshmen and paired with Health. Those elements include:

- The opportunity for the student to increase strength, power, balance, quickness, agility, flexibility, muscle endurance, and cardiovascular endurance. There are weight programs for beginner, intermediate, and advanced weight lifters.
- Games and activities that work the cardiovascular system. These may include jogging, jumping rope, weight lifting and body toning exercises. Students will also participate in games/recreational activities that promote fitness, such as bowling, swimming, badminton, volleyball, football, basketball, etc.

### Course Standards

Content standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Ex: Each student will learn the front crawl, back stroke, and breast stroke in the swimming pool)

Content Standard 3: A physically educated person participates regularly in lifelong physical activity. (Ex: Each student will experience different activities they can participate in for a lifetime. Such as aquatics, badminton, and ultimate Frisbee.

Content standard 4: A physically educated person achieves and maintains a health-enhancing level of physical fitness. (Ex: Each student will be expected to strength train and condition everyday in class before daily activity)

Content standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. Students will exemplify sportsmanship skills and respect the different skill level of others)

Content Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Each student will learn the importance of staying physically fit and active for a lifetime)

## PHYSICAL EDUCATION

Grades 10-12 1 Credit – 18 Weeks

Homework: 3

Combines elements of Body Mechanics and Lifetime Fitness courses in a physical education class designed for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders. Those elements include:

- The opportunity for the student to increase strength, power, balance, quickness, agility, flexibility, muscle endurance, and cardiovascular endurance. There are weight programs for beginner, intermediate, and advanced weight lifters.
- Games and activities that work the cardiovascular system. These may include jogging, jumping rope, weight lifting and body toning exercises. Students will also participate in games/recreational activities that promote fitness, such as bowling, swimming, badminton, volleyball, football, basketball, etc.

**NOTE:** Credit can be earned for the same gym class more than once (if desired by the student). However, a student may not take more than one gym class in the same marking period without special permission from the principal.

### Course Standards

Content standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Ex: Each student will learn the front crawl, back stroke, and breast stroke in the swimming pool)

Content Standard 3: A physically educated person participates regularly in lifelong physical activity. (Ex: Each student will experience different activities they can participate in for a lifetime. Such as aquatics, badminton, and ultimate Frisbee.



Content standard 4: A physically educated person achieves and maintains a health-enhancing level of physical fitness. (Ex: Each student will be expected to strength train and condition everyday in class before daily activity)

Content standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. Students will exemplify sportsmanship skills and respect the different skill level of others)

Content Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Each student will learn the importance of staying physically fit and active for a lifetime)

## VOCATIONAL/TECHNICAL CURRICULUM

### WOODS

Grades 9-12 1 Credit – 18 Weeks

HOMEWORK: 3

This course will cover safety and skills needed for operating wood working machinery. Measurement, planning, construction, and finishing will be covered throughout the class. Students will construct two assigned projects, while learning higher level wood working techniques. Each project, (an end-table, and TV-stand/book shelf) require students to pay a \$25 fee in order to cover the cost of materials.

#### Course Standards

1. **Safety Learning Goal** - Students are able to safely operate each machine in the room and demonstrate safe working techniques during the entire project/class.
2. **Planning Learning Goal**- Students are able to write a correct, organized, labeled bill of materials
3. **Measuring Learning Goal** -Students are able to use their measuring knowledge to produce a final product that meets the dimensions required.
4. **Squaring Boards Learning Goal**- Students are able to take all the boards for their project, from their “rough state” and produce a final product that has all 6 sides of each board “squared” and ready for assembly.
5. **Assembly Learning Goal**-Students are able to assemble their project according to their plans/directions.
6. **Routing Learning Goal**-Students are able to use the router/shaper for decorative edges and joints.
7. **Sanding/Finishing Learning Goal**- Students are able to use proper sanding and staining techniques in order to finish their project.

### ADVANCED WOOD WORKING

Grades 10-12 1 Credit – 18 Weeks

HOMEWORK: 3

PREREQUISITE(S): Woods I and II

Students will learn cabinetry techniques, while building large scale projects of their choice. Purchase of project materials will be the students' responsibility.

#### Course Standards

Course standards are assessed at a deeper and more complex level in Advanced Wood Working.

1. **Safety Learning Goal** - Students are able to safely operate each machine in the room and demonstrate safe working techniques during the entire project/class.
2. **Planning Learning Goal**- Students are able to write a correct, organized, labeled bill of materials
3. **Measuring Learning Goal** -Students are able to use their measuring knowledge to produce a final product that meets the dimensions required.
4. **Squaring Boards Learning Goal**- Students are able to take all the boards for their project, from their “rough state” and produce a final product that has all 6 sides of each board “squared” and ready for assembly.
5. **Assembly Learning Goal**-Students are able to assemble their project according to their plans/directions.
6. **Routing Learning Goal**-Students are able to use the router/shaper for decorative edges and joints.
7. **Sanding/Finishing Learning Goal**- Students are able to use proper sanding and staining techniques in order to finish their project.

## ***SPECIAL EDUCATION CLASSES***

CI Pre-vocational Skills  
CI Life Skills  
CI Health  
CI English  
CI Math  
CI Social Studies  
CI Science

**Contact the Special Education Office for information about additional support services.**

### **SECTION 504**

Individuals who do not qualify for Special Education services through the school district may qualify for Section 504 services. Due to substantial mental or physical impairments that limit one or more of the student's major life activities, special accommodations to the student's academic program can be made. To qualify for accommodations under Section 504 the student's disability must impede their academic progress. Medical documentation is requested. Examples of 504 handicapping conditions are:

- Behavior Disorders, such as Conduct Disorder.
- Emotional Disorders, such as Depression, Post-Traumatic Syndrome, etc.
- Physical Impairments, such as Cerebral Palsy.
- Communicable Diseases, such as AIDS, Tuberculosis, temporary medical conditions, etc.
- Chronic Medical Conditions, such as cancer, hemophilia, heart disease, Epilepsy, Tourette's Syndrome, etc.

## **WORK BASED LEARNING EXPERIENCES**

### **WORK-BASED LEARNING OPPORTUNITY**

The work-based learning program involves combining school-based preparation and supervised work experiences designed to enable students to acquire work attitudes, skills, and knowledge for a career and other life roles in real work settings. The goal of this program is to teach employability and technical skills, develop a sense of personal responsibility, explore career options, gain job specific skills, foster work-oriented relationships with adults, and understand the relevance of and application to academic learning. These experiences are aligned with students' career pathways and Vocational/Technical programs.

### **COOPERATIVE EDUCATION (Co-op) and WORK EXPERIENCE**

Grade 11 with special permission

Grade 12

2 Periods (A.M. or P.M.) = 2 Credits per semester

**PREREQUISITE:** The student must be a senior and enrolled in a full schedule. A training plan must also be developed between the employer, student, school and coordinator concerning the tasks the student will learn to perform.

**Co-op** involves linking career/technical classroom instruction with on-the-job training. The student learner is employed in a part-time job (15 hours a week minimum and at least 3 days a week during school hours) and is paid at least minimum wages. Employers must have a Worker's Compensation & Liability insurance policy covering the student worker. The student must be currently enrolled in, or have successfully completed, a vocational-technical class related to their job placement. These classes can be taken at Charlotte High School or through the EISD Career Preparation Center located at Lansing Community College.

**Work Experience** is designed to give students opportunities to use real work settings to begin to develop career relevant skills. The student's paid job (15 hours a week minimum) becomes their classroom. A link is established between a career goal, school subjects, and skills associated with an occupation. An emphasis is placed on safety in the work place, transferable skills, work ethic, and career decision making.

### **INTERN POSITIONS**

Juniors and seniors may receive credit for being an Intern (not to exceed 2 credits toward the required credits for graduation). An Intern position is for students who want an educational experience where they can be exposed to a specific career area and gain hands-on and practical knowledge of the field. This type of experience is only for students who have established a clear career pathway and career goal. Intern positions are available in the Physical Education department only\*.

The number of students in these positions is limited. To be considered for an Intern position the following criteria must be met:

- The student must be a junior or a senior in good academic standing.
- The student must be concurrently enrolled in an academic course at school that is related to the Intern position.
- The student must be in a position that is related to his/her career goal.
- The student must have an updated online EDP which indicates the related Career Pathway, Career Goal(s), and educational goals.

- The student must obtain permission from the individual department in which they wish to be an Intern. Then obtain forms from your Counselor.

Intern positions will not be entered on your school schedule until all completed and signed paperwork is returned to the office. You must attend your scheduled class until the paperwork is complete, and you have been informed by your Counselor that your schedule has been changed.

\*Students who do not meet this criteria are not interns; however, students may be mentors in physical education classes. If students choose this option, they are subject to the rules, regulations, and expectations of the mentoring program.

## MISCELLANEOUS OFFERINGS

### **SUPPORT COURSES**

Reading/Writing Lab  
Algebra 1 & 2  
Geometry  
Science Skills  
Interventions

### **ADVANCED COURSES**

AP Preparation  
MVHS Languages

### **SEMINAR (9-12<sup>th</sup> grade)\***

**12<sup>th</sup> Grade Seminar** is a college and career preparation, project based, problem solving course

**11<sup>th</sup> Grade Seminar** is CARE 201 UNIV 10 from Ferris State University; students earn 3 credits

**10<sup>th</sup> Grade Seminar** allows students to explore college and career options and develops college and career readiness skills

**9<sup>th</sup> Grade Seminar** utilizes Career Cruising software to help students think about career and college interests, setting the stage for career and college option exploration throughout high school. Students are also exposed to segments in the agriculture pathway.

\*Requirement may be waived with proof of career or leadership focused alternative; seminar courses will be paired with a 9 week elective to create an 18 week block (9 – Current Issues; 10 – Speech; 11 – Consumer's education; 12 – Creative Writing).

### **INDEPENDENT STUDY**

Grades 11-12      ½ Credit – 9 Weeks

HOMEWORK: 2

PREREQUISITE(S): Teacher permission

This course is for the self-directed, self-disciplined, motivated student wanting to further his/her skills in a specific subject area. The student will be asked to set up his/her own course of study. Students will have to complete the appropriate paperwork prior to requesting a schedule change. All Independent Study courses must be approved by the content area teacher, the department chair, the counselor and the principal.

### **AP Computer Science Principals**

Grade 10-12      2 Credits – 36 weeks

HOMEWORK: 2

PREREQUISITE(S): Algebra 1

In fall 2016, the College Board launched its newest AP® course, AP Computer Science Principles. The course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. Additionally this class counts as a senior level math class.

### **Course Standards:**

Unit 1: The Internet

Unit 2: Digital Information

Unit 3: Intro to Programming

Unit 4: Big Data and Privacy

Unit 5: Building Apps

Explore – AP Performance Task Test Prep

Create – AP Performance Task Test Prep

Databases and Using Data in Your Apps

### **SAT ACADEMIC SKILLS – Pending Board Approval**

Grade 11                      ½ Credit – 9 Weeks

HOMEWORK: 2

PREREQUISITES: None

This course is paired with junior seminar, and offers students a review of critical academic content in order to prepare for the SAT. Focused heavily on writing, reading, grammar, and math skills, the course is designed to make sure students are confident and capable when working with key academic SAT content.

## **LEADERSHIP OPPORTUNITIES**

### **MENTORING/TUTORING**

Grades 10-12      ½ Credit – 9 Weeks

HOMEWORK: 3

PREREQUISITE(S): Must complete application and interview process with advisor.

Students will be placed into specified courses under a supervising teacher.

The Mentoring Program is a co-curricular activity where trained sophomore, junior, and senior mentors work with students throughout the school day. This may mean working with a whole class of students, or it may mean being assigned as a mentor to a specific student; please note that placements may change throughout the term based on student needs. This experience might last from 1-4 nine week terms. Students must go through an application and interview process in order to be accepted to the program. Academic history, attendance, teacher recommendations, and communications skills are considered in acceptance to the program. Students will learn leadership skills, communication skills, teaching skills, problem solving skills, and patience while working with students struggling behaviorally or academically. Students will be evaluated by weekly discussion boards as well as their participation in the class.

#### Course Standards

- Students will develop and improve leadership skills that can be transferred to other classes, extra-curricular activities, college, and careers.
- Students will develop a sense of empathy towards other students who struggle socially, behaviorally, or academically.
- Students will develop and improve communication skills with both teachers, fellow mentors, and younger students.
- Students will develop 21<sup>st</sup> century skills through the use of chromebooks to assist the mentees in their academic, social, or behavioral struggles.
- Students will understand the role of mentoring and leadership in their post secondary plans.

### **LINKS**

Grades 10-12      ½ Credit – 9 Weeks

HOMEWORK: 3

PREREQUISITE(S): Must complete application and interview process with LINK advisor

The LINK Program offers a course that enables the LINK student an opportunity to make a difference in another person's life. The student enrolled in the LINK Program will be a mentor, role model and friend to an assigned student with ASD (Autism Spectrum Disorder). In this role, the LINK student will be with his/her assigned student with ASD a minimum of one class period per day, except for "Training Day". In addition to being a mentor, role model and friend, the LINK student will learn the following skills: Leadership, Effective Communication, Problem Solving, Goal Setting, Applied Behavior Analysis (ABA), Accepting Responsibility, Teaching and Modeling Techniques, Citizenship, Reflective Listening, Journaling, Group Process, Tolerance and Patience.

#### Course Standards

##### **Knowledge**

1. Develop a general knowledge of various disabilities.
2. Become aware of appropriate communication styles between LINK students, students in various school environments, staff and parents.
3. Become familiar with (support) systems that are used to provide organization for students with disabilities during daily activities (ex. behavior plans, academic supports, academic and behavioral strategies).
4. Become aware of effective written statements to describe behavior.

##### **Implementation/Application of Support**

1. Implement behavior and academic supports for students with disabilities (ex. communication systems, behavior systems, and visual schedules).
2. Demonstrate collaborative problem-solving skills through the group process.
3. Demonstrate collaborative problem-solving skills through case conferences.
4. Utilize written communication skills to document and analyze observations of LINK interactions.



## **COLLEGE CREDIT OPPORTUNITIES**

### **EATON RESA CAREER TECH CENTER**

Two (2) credits per semester; four (4) credits per year

PREREQUISITES: Junior or senior, application required.

#### **Arts & Communication Pathway**

Computer Graphics/Animation & 3D

Fashion Design

#### **Business/Management/Marketing/Technology Pathway**

Computer Support

Financial Management & Accounting

Insurance & Risk Management

Mobile App & Web Development

#### **Engineering/Manufacturing/Industrial Pathway**

Auto Collision Repair

Automotive Technology

CAD/Pre-Engineering

Construction Technology

Heavy Equipment Operator (AIS)

Heavy Equipment Repair (AIS)

Mechatronics & Robotics

Welding Technology I

Welding Technology II

#### **Health Sciences Pathway**

Emergency Services/Fire Science

Health Technology I

Health Technology II

#### **Human Services Pathway**

Criminal Justice

Law Enforcement

#### **Natural Resources/Agriscience Pathway**

Zoo & Aquarium Science

Eaton CPC Course descriptions are available in the high school office or on the Eaton RESA website at <http://www.eatonresa.org/schoolservices/careerprep/>

The senior math requirement can be met through enrollment in a shared-time course at the Eaton CPC, as long as the student has completed Algebra 2A & 2B prior to their senior year. Algebra 2 credit is not available through any Eaton CPC programs. Students need to make contact with their counselor to complete the necessary request form to use their career center course to meet the senior math requirement.

## COLLEGE DUAL ENROLLMENT

Dual enrollment provides students with the opportunity to take college courses through a partner university or college outside of Charlotte High School. Students who take advantage of these opportunities can earn transcribed college credit, while also working toward their high school graduation requirements. It is a wonderful opportunity for many students, and allows them to experience the rigorous coursework of a college setting while still in high school. Dual enrollments are set up individually with students, and are governed by the following rules and regulations according to state law and the Michigan Department of Education:

Public Act 160 and Public Act 258 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. Students can qualify for dual enrollment by taking the following assessments: ACT Explore, ACT PLAN, PSAT, ACT, or SAT. Explore, PLAN and PSAT provide an indication that a student is on-track to meet college ready benchmarks. The ACT and SAT indicate college readiness. Students must demonstrate college readiness on all assessments taken to be eligible. The EXPLORE, PLAN and PSAT will be used (along with additional academic information to demonstrate college readiness) to determine eligibility for students who have not yet taken the ACT or SAT. Once taken by the student, the ACT or SAT scores will be used for dual enrollment decisions.

If the student has not achieved a qualifying score in all subject areas on the relevant assessment(s), the student may enroll in a course in a subject area for which he or she has achieved a qualifying score, or in computer science, history, political science, or foreign language not offered by the district. A student that has not achieved qualifying scores may enroll in a career and technical education program that is not offered by the district if the student achieves a qualifying score in mathematics. Students must be enrolled in both the eligible school (public or private) and eligible postsecondary institution during the local school's regular academic year and must be enrolled in at least one high school class. Students must have a block of time during the school day that is scheduled for dual enrollment to qualify for the district to pay for the course.

A student may not request a college course in a subject area that is offered at Charlotte High School (this could include courses taught through MVHS, E2020, Eaton Career Prep Center, etc.). The college course requested must be academic in nature, and must align with the student's college and career goals. Dual enrollment courses may not be in the subject matter of hobby-craft, recreation, physical education, theology, divinity, or religious education. Transportation will not be provided by the district. The student will be responsible for all transportation, parking costs and activity fees. Charlotte Public Schools will cover the tuition for this course (to include the lesser amount of 1) the actual charge for tuition and fees; or 2) the student's foundation allowance, adjusted to the portion of the school year the student attends the college. The student and parents are responsible for expenses relating to transportation, parking and additional fees.

It is the student's responsibility to register themselves for the course directly through the college once permission has been granted and the course has been approved by the counselor. Please understand this opportunity involves a great deal of commitment and student responsibility. The student will have to work with their school counselor to coordinate their high school schedule and college course schedule. Students may only have 1 class period designated for each 3-4 credit college course. Students will not be excused from their high school courses to attend a college course. If a college course can not be scheduled without a conflict with the school schedule, the course will not be approved. The student is expected to attend the college class according to the dates and times established by the college. There may be times the student is expected to attend class at the college when high school courses are not in session. The expectation of a college class is that students attend each and every class. It is the student's responsibility to resolve any schedule conflicts that arise. The college course may not be dropped after the designated drop with 100% refund date established by the college.

The college will award a letter grade for the college course. This letter grade will be reported to Charlotte High School. A college course that is scheduled as part of the student's school day will result in the letter grade being reflected on the high school transcript. A college course taken outside of the school day, will be awarded on a Credit "CR" or No Credit "NC" basis. Students are awarded one (1) high school credit per each 3-4 credit hour college course. A college transcript cannot be provided by Charlotte High School. Students must request an official transcript directly from the college.

Deadlines for requesting college courses are based on college enrollment dates. It is recommended that all requests are submitted the spring prior to the school year the student plans to enroll. Counselors are not available over the summer to approve dual enrollment courses.

## FERRIS STATE UNIVERSITY AT CHS

### **Concurrent Enrollment: American Government 1-People and Politics (PLSC 121)**

Grade 11, 12 1 HS Credit – 18 Weeks

3 FSU Credits

HOMEWORK: 1

PREREQUISITE(S): Qualifying FSU application

Students in this class will learn the foundations of political science from an FSU instructor. Students will earn 3 transcribed college credits while earning 1 high school credit.

Explores basic political concepts and what distinguishes democracy from other forms of government. Traces formative ideas and forces that shaped U.S. Constitution. Expansion of civil liberties and rights is examined. Attention to relations of national, state and local governments. Shows how public opinion through the media, interest groups, political parties, and elections makes demands on---and places restraints on---government. What new challenges for government arise from scientific, demographic, economic, and social change?

*This course meets Ferris State University General Education requirements: Social Awareness, Race/Ethnicity/Gender Issues; Social Foundations.*

### **Concurrent Enrollment: American Government 2-Policy Making (PLSC 122)**

Grade 11, 12 1 HS Credit – 18 Weeks

3 FSU Credits

HOMEWORK: 1

PREREQUISITE(S): PLSC 121; qualifying FSU application

Students in this class will build on the foundations of PLSC 121 to gain a deeper understanding of political science; taught by an FSU instructor.

Careful examination of the institutions of American national government and its policies. How the legislative, executive, and judicial branches work with--and against--each other to shape public policy. Explores the labyrinth of the bureaucracy. The complex interactions of these political structures are illustrated with current events. Considerable time is given to the resulting policies on the budget, the economy, technology, health care, welfare, military, foreign relations, and issues of gender and equality.

*This course meets Ferris State University General Education requirements: Social Awareness, Race/Ethnicity/Gender Issues; Social Foundations.*

### **Concurrent Enrollment – ENGL 150**

Grade 11, 12 1 HS Credit – 18 Weeks

3 FSU Credits

HOMEWORK: 1

PREREQUISITE(S): Advanced Comp; qualifying FSU application

Students in this class will learn the foundations of college level writing from an FSU instructor. Students will earn 3 transcribed college credits while earning 1 high school credit.

### **Concurrent Enrollment – Spanish 101 (Still in development; not offered in 2018-2019)**

Grade 11, 12 1 HS Credit – 18 Weeks

4 FSU Credits

Homework: 1

PREREQUISITES: Spanish I and II, Instructor Approval

Students will engage in college level coursework in the discipline of Spanish, taught by an FSU instructor.

**Concurrent Enrollment - CARE 201 and UNIV 101**

Grade 11      ½ HS Credit – 9 Weeks

3 FSU Credits

These course replace junior seminar. It is a college and career skills course taught by an FSU instructor.

**Computer Applications: Assessed Credit – ISYS 103**

Grade 9

1 FSU Credit

Upon successful enrollment and completion of university course assessments, students can earn one college credit from FSU.

**Woodbridge College Prep Program**

Grade 11-12      2 HS Credit – 36 Weeks

14 FSU Credits

HOMEWORK: 1

PREREQUISITE(S): Qualifying FSU application; Year 1 is a prerequisite for Year 2

This program, which targets students whose scores are not quite college ready, builds the skills and confidence students need to succeed at the college level. Students will take the following courses, taught by FSU instructors, during the 36 week time period, earning 16 college credits and 2 high school credits in the year 1 sequence, and 14 college credits and 2 high school credits in the year 2 sequence:

**Year 1**

READ 106 - 3 credits

ENGL 074 - 4 credits

UNIV 101 - 2 credits

MATH 110 - 4 credits

CARE 102 - 3 credits

TOTAL CREDITS - 16

**Year 2**

READ 176 - 3 credits

ENGL 150 - 3 credits

DIST 100 - 1 credits

MATH 115 - 4 credits

CARE 201 - 3 credits

TOTAL CREDITS- 14

## **DAVENPORT UNIVERSITY ARTICULATED CREDIT**

Charlotte High School is currently in agreement with Davenport University that students who successfully complete the listed courses with a B or better may earn the corresponding credits as college credits upon enrollment at Davenport University (with instructor and university approval). If students want to articulate the credit, they must initiate the process with their instructor:

Anatomy and Physiology – BIOL 120 (4 Credits)

Biology – BIOL 110 (3 credits)

Government/Econ – GNSS (3 Credits)

Pre-Calculus – MATH 150 (4 Credits)

Psychology – PSYC 101 (3 Credits)

Sociology – SOCY 101 (3 Credits)

Spanish I and Spanish II – SPAN 111 (3 Credits)

World History and Geography – HIST 112 (3 Credits)

Business Foundations – BITS 209 (3 Credits) and COMM 120 (3 Credits)

Business Management I – BITS 101 (3 Credits); BUSN 120 (3 Credits); BUSN 210 (3 Credits); BUSN 265 (3 Credits); FINC (3 Credits)

Business Management II – BITS 209 (3 Credits); COMM 120 (3 Credits); HRMG 213 (3 Credits); MGMT 211 (3 Credits)

Computer Applications – BITS 101 (3 Credits)

Digital Multimedia I – BITS 301 (3 Credits)

Digital Multimedia II – BITS 209 (3 Credits); BITS 303 (3 Credits); CISP 316 (3 Credits)

Insurance and Risk Management – RMGI 122 (3 Credits)

Veterinary Science – BIOL 120 (4 Credits)

## **OLIVET COLLEGE AT CHS**

### **Concurrent Enrollment – INS 221**

Grades 10-12 1 HS Credit – 18 Weeks

3 Olivet College Credits

Students earn these credits by earning at least a B in Insurance and Risk Management I.

### **Concurrent Enrollment – INS 323**

Grades 10-12 1 HS Credit – 18 Weeks

3 Olivet College Credits

Students earn these credits by earning at least a B in Insurance and Risk Management II.

### **Concurrent Enrollment – INS 322**

Grades 10-12 1 HS Credit – 18 Weeks

3 Olivet College Credits

Students earn these credits by earning at least a B in an Insurance and Risk Management independent study experience.

## **MICHIGAN STATE UNIVERSITY**

Students who complete the following requirements will earn up to 6 credits toward the Michigan State University Agriculture Technology program:

1. Student must complete all courses in and segments in either the veterinary science or agriculture program.
2. Students must be an FFA member for at least two years AND earn their state degree from Michigan FFA.

## **ON-LINE CURRICULUM**

### **MICHIGAN VIRTUAL HIGH SCHOOL**

Michigan Virtual High School (MVHS) offers over 200 different courses. MVHS is an option for students who want to take classes that are not offered in the high school curriculum (e.g. oceanography) and it is an option for a student who wants to make up a credit deficiency (parents are responsible for all course fees if taken for make up credit outside of the school day).

Text-books and course materials may be required for some courses. Students are responsible for purchasing the appropriate textbook. A reimbursement will be provided at the conclusion of the course as long as the textbook is returned to the school in good condition with a receipt that indicates the amount paid for the textbook and the date of purchase.

Applications must be submitted by June 1<sup>st</sup> for the following year. Students will be scheduled for the MVHS course at the beginning of the semester which they plan to enroll. Once a student is registered for their requested MVHS course that course may not be dropped/changed.

Students are expected to work independently; this includes awareness of pacing and deadlines. All end of course exams must be completed at school under direct supervision of the MVHS mentor teacher. The student is responsible for making those arrangements with the MVHS mentor teacher. High school credit will not be awarded if the final exam(s) are not completed at school with mentor teacher supervision.

Students taking a course that is sequential, such as Foreign Language, must earn a "C" or better to continue to the next level.

Seniors taking MVHS courses in the second semester are expected to complete the entire course. If a MVHS course is not complete by the last day of school for seniors, students will be expected to continue coming to school until the end of the school year to complete their course.

The last day of the school semester is the last day for the MVHS course, even if MVHS indicates a different end date.

Students should expect to spend 10-15 hours a week in the course, depending on the amount of time from the enrollment date to the end of the marking period. Charlotte High School's schedule may not align directly with the MVHS schedule & pacing guides. It is the students' responsibility to be aware of due dates & deadlines. Students will need to review the course expectations up front and make adjustments to help keep them on pace for successful completion. Extended time is not provided.

The MVHS online curriculum meets the requirements for 21F legislation.

### **E2020/EDGENUITY (E2020)**

E2020 is a self-directed learning environment using a computer-based curriculum and technology for both instructional delivery and student management. If taken during the school day there is no cost for the student. If taken outside of the school for credit recovery purposes, the cost is \$60.00 per course. Students who choose to participate will need to have appropriate Internet access at home for the time they are enrolled. Interested students should see their counselor at school for additional information.



