

# East Grand Rapids High School Course Description Guide

2020-2021



*“Educating and inspiring each student to navigate successfully in a global community”*

East Grand Rapids Public Schools  
Official Publication of the Counseling Department

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<http://www.egrps.org>

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*Home of the Pioneers*

*Tradition of Excellence*

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## Counseling Department

Students are assigned to a counselor alphabetically based upon the first letter of the student's last name.

Mrs. Lori Johnston	A-F
Ms. Michelle Harper	G-O
Ms. Elle Burgess	P-Z

Mrs. Carolynne Allaben, Registrar/Counseling Secretary  
Mrs. Shelly Boeve, Student Services Coordinator  
Mrs. Carmen Weigel, Assessment Coordinator

East Grand Rapids Counseling emphasizes a balanced and challenging educational experience that affords the greatest satisfaction and preserves the greatest number of options after graduation. The mission of the comprehensive program is to conduct activities designed to respond to the developmental needs of all students in the areas of:

### Educational Counseling

The educational counseling program shall relate to the educational objectives and needs of the students.

### Post-Secondary Counseling

The post-secondary counseling program shall assist students in exploration of their post-secondary options.

### Career Counseling

The career counseling program shall assist students in connecting academic learning to future career options.

### Personal Counseling

The counseling staff shall provide assistance for students with developmental, personal and social needs.

## Grading Criteria

Semester grades are computed by teachers, using the grades earned in each of the two marking periods plus the student's grade on the semester exam. Only the final semester grade becomes a part of a student's permanent school record. Value of grades used in computing G.P.A.:

A	=	4.000	C	=	2.000
A-	=	3.668	C-	=	1.668
B+	=	3.334	D+	=	1.334
B	=	3.000	D	=	1.000
B-	=	2.668	D-	=	0.668
C+	=	2.334	E	=	0

Students successfully completing courses designated as Honors, Advanced Placement (AP), and International Baccalaureate (IB) receive additional weight on their grade point averages.

## Graduating From East Grand Rapids High School

1. Graduation from East Grand Rapids High School implies that students have satisfactorily completed an approved course of study and that they have passed any examinations and/or other requirements established by the school district.
2. It shall be the responsibility of the Superintendent and the Building Principal to maintain a record system that will adequately provide the information necessary to assure that the above policy is enforced.
3. Only approved courses will be accepted for graduation. Course work taken anywhere but at East Grand Rapids High School must be approved in advance.
4. Prior credits earned from **accredited** schools are transferable, with the following exceptions: doctrinal religion courses, driver's education, and service activities such as teacher, office or library assistant.
5. Students enrolling in summer school for credit must have prior approval from an East Grand Rapids High School counselor.
6. A student may repeat a course that they have taken and passed. Although both grades will be recorded, only the higher grade will be used in computing the GPA (grade point average).
7. Students, with approval of their parents, teachers and counselor, may request to take a course on a Credit/No Credit basis rather than for a letter grade, but it is limited to one course per semester. It is wise to check with a counselor on the merits of doing so, especially if college admission is a factor.
8. Twenty-three credits, with specific departmental requirements, are needed to receive a diploma from East Grand Rapids High School. Students lacking not more than one credit at graduation time will be permitted to participate in commencement exercises, provided they are enrolled in summer school for the necessary credit. The diploma will be withheld until all graduation requirements have been fulfilled.
9. Recognizing that a small percentage of students may be unable to meet certain Michigan Merit Curriculum requirements, a personal curriculum can be developed. Please see your counselor as soon as possible.
10. The high school Counseling Department will provide information and counseling for all students to enable them to develop a schedule of courses that will meet requirements for colleges, vocational schools, or any post-high school program selected by the student and their parents.

## Graduation Policy for Transfer Students

1. Any student who attends East Grand Rapids High School during the entire senior year will be allowed to graduate from East Grand Rapids High School if they fulfill the graduation requirements of the school.
2. Any student who attends East Grand Rapids High School for only the last semester of the senior year will be allowed to graduate from East Grand Rapids High School if they fulfill the graduation requirements of this school, and the school they have transferred from refuses to grant a diploma.
3. Any student who has attended East Grand Rapids High School through the first semester of the senior year and then transfers to another school will be allowed to receive a diploma from East Grand Rapids High School and participate in the graduation exercises, if they fulfill all of East's graduation requirements. This does not apply to a student who is expelled from East Grand Rapids High School.

# State of Michigan and EGRHS Graduation Requirements

23 credits are required to earn an East Grand Rapids High School diploma

Subject Area	Description	Personal Curriculum (PC) Modifications
English Language Arts (4 credits)	<ul style="list-style-type: none"> <li>• 1 credit in each grade (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• No modification</li> </ul>
Mathematics (4 credits)	<ul style="list-style-type: none"> <li>• 1 credit in Algebra</li> <li>• 1 credit in Geometry</li> <li>• 1 credit in Advanced Algebra (AA or Alg. II)</li> <li>• 1 credit in a math or math-related course</li> <li>• A math or math-related course is required in the final year of HS</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 3.5 math credits</li> <li>• Complete a math or math-related course in final 2 years of HS</li> <li>• Modify Advanced Algebra credit if:                             <ul style="list-style-type: none"> <li>○ Complete just ½ credit of Advanced Algebra</li> <li>○ Complete a CTE program with same content as Advanced Algebra</li> <li>○ Complete ½ credit of statistics, functions and data analysis, or technical math</li> </ul> </li> </ul>
Science (3 credits)	<ul style="list-style-type: none"> <li>• 1 credit in Biology</li> <li>• 1 credit in Physics, Chemistry, Anatomy, or Agricultural Science</li> <li>• 1 credit in any science, computer science or Career and Technical Program (CTE) (regardless of content)</li> </ul>	<ul style="list-style-type: none"> <li>• No modification</li> </ul>
Social Studies (3 credits)	<ul style="list-style-type: none"> <li>• ½ credit in Civics</li> <li>• ½ credit in Economics</li> <li>• 1 credit in U.S. History</li> <li>• 1 credit in World History</li> </ul>	<ul style="list-style-type: none"> <li>• No modification of Civics</li> <li>• No modification until 2 credits of Social Studies completed</li> <li>• Exchange 1 credit of social studies (not Civics) for an additional credit in English, math, science, or world language</li> <li>• Exchange a ½ credit of Economics with a ½ credit of Personal Economics</li> <li>• Exchange 1 credit of social studies (not Civics) for a CTE program</li> </ul>
Physical Education and Health (1 credit)	<ul style="list-style-type: none"> <li>• ½ credit in Physical Education</li> <li>• ½ credit in Health</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange ½ credit of Physical Education for additional credit in English, math, science, or world language</li> <li>• Exchange ½ credit of Physical Education for a CTE program</li> <li>• No modification of Health</li> </ul>
Visual, Performing, Applied Arts (1 credit)	<ul style="list-style-type: none"> <li>• 1 credit in Visual, Performing, and Applied Arts (VAPA)</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange 1 credit of VAPA for additional credit in English, math, science or world language</li> <li>• Exchange 1 credit of VAPA for a CTE program</li> </ul>
World Language (2 credits)	<ul style="list-style-type: none"> <li>• 2 credits in a World Language                             <ul style="list-style-type: none"> <li>○ Some or all credit may be earned through the K-12 Spanish Program or MS French Program</li> <li>○ 1 of the 2 credits may be earned through a Career and Technical Program.</li> </ul> </li> <li>**For students in the Classes of 2019-2024 <b>only</b>: 1 of the 2 credits may be earned through an additional visual, performing and applied arts credits.</li> </ul>	<ul style="list-style-type: none"> <li>• No modification</li> </ul>
Online Learning Experience	<ul style="list-style-type: none"> <li>• One experience or multiple experiences incorporated into one more required credits</li> </ul>	<ul style="list-style-type: none"> <li>• No modification</li> </ul>
Electives (5.0 credits)	<ul style="list-style-type: none"> <li>• 5 credits in elective courses</li> </ul>	<ul style="list-style-type: none"> <li>• No modification</li> </ul>

\*Students with an IEP may qualify for a Personal Curriculum which modifies the proficiency (passing) level by 10%.  
(Credit earned at 50% rather than 60%).

\*Additional modifications may apply to transfer students who have completed two years of high school.

# High School Graduation Requirement for World Language

## Requirement

The State Board of Education requires all students, beginning with the class of 2016, to complete two credits of a world language other than English prior to graduation or demonstrate a two-year equivalent proficiency. Students are required to:

1. Demonstrate holistic proficiency at the Novice High-level on the ACTFL Proficiency Scale;
2. Demonstrate basic knowledge of the relationships among the practices, products, and perspectives of the culture in which the language is used;
3. Gain cultural knowledge as well as knowledge in other curricular areas using the world language;
4. Demonstrate an understanding of the nature of language and culture through comparisons of the language and culture studied and their own; and
5. Use the language both within and beyond the school setting.

## Meeting the Requirement and Verifying Proficiency

East Grand Rapids Public Schools uses the following criteria to determine credit toward the world language and proficiency requirement:

### Two Credits

Students may earn the two (2) world language credits by successfully:

- Completing two (2) credits in the SAME world language at the high school level (Grades 9-12); or
- Completing 8th grade Spanish with a passing grade; or
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice High-level is equivalent to two (2) credits or two (2) semesters in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic year in which classes were conducted in the language for which credit is sought.

### One Credit

Students may earn the one (1) world language credit by successfully:

- Completing one (1) credit in a world language at the high school level (Grades 9-12); or
- Completing at least two (2) years of Elementary Spanish and 6th grade Spanish with a passing grade; or
- Completing 6th and 7th grade Spanish with a passing grade.
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice Mid-level is equivalent to one (1) credit or one(1) semester in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic semester in which classes were conducted in the language for which credit is sought.

### Language Options

Students may fulfill the world language requirement using any of the following language options:

- Languages that are both written and spoken (Spanish and French)
- Languages that are no longer spoken (Latin)
- Other languages as available (e.g., American Sign Language, Arabic, Japanese, Mandarin)

### Test-Out Assessment

East Grand Rapids Public Schools is required to provide an opportunity for students wishing to “test out” of the world language requirement. Please refer to District Policy 7650 or contact the High School Counseling Office for more information regarding the “testing out” process.

# Personal Curriculum

The State of Michigan allows students to modify the world language credit and proficiency requirement through a Personal Curriculum. Two Personal Curriculum options are:

- Earning one (1) of two (2) credits through a Career & Technical Program (KCTC); or
- Earning one (1) of two (2) credits through an additional visual, performing, and applied arts credit. (For students in the classes of 2019-2024)

## Michigan World Language Standards

Communication (Communicate in Languages other than English)

- Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Culture (Gain Knowledge and Understanding of Other Cultures)

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

Connections (Connect with Other Disciplines and Acquire Information)

- Students reinforce and further their knowledge of other disciplines through the world language.
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Comparisons (Develop Insight into the Nature of Language and Culture)

- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities (Participate in Multilingual Communities at Home and Around the World)

- Students use the language both within and beyond the school setting.
- Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Michigan Seal of Biliteracy

[The Michigan Seal of Biliteracy](#) has been created to recognize students that have shown dedication to the study of world languages and/or embraced their native and heritage languages. The Seal of Biliteracy will provide employers with a way to identify individuals with strong language and biliteracy skills. The Seal may also serve as an additional tool for colleges and universities to recognize applicants' language abilities for admission and placement. Students who earn a score of four (4) or higher on either an AP or IB World Language exam will be eligible for the Seal, which will be added to the students' transcript.

## Class Selection, Registration and Schedule Changes

The East Grand Rapids Board of Education has established the following guidelines regarding a student's course load:

1. **All students, in all grades, are to be scheduled in six classes per semester.**
2. Requests for an exception to number one (1) will be examined on a case-by-case basis, taking into consideration what the student's parent, counselor and building principal believe is in the student's best educational interest.
3. A college preparatory curriculum consists of a MINIMUM OF FOUR ACADEMIC courses (English, mathematics, social studies, science, world language) each of the four high school years. The more selective the college a student has in mind, the more rigorous the academic load should be, both in course difficulty and in number of classes taken.

The master schedule is created to meet the academic needs of the entire student body and offers each student the opportunity to satisfy all graduation requirements. With this framework, we make every effort to give the student the courses they requested in March of 2020. **If the student has a complete schedule which includes six courses, although not necessarily the teachers or hours they would prefer, we consider this to be their FINAL schedule.** Any further adjustments to the schedule, particularly for teacher requests and/or lunch hour preferences, cause imbalances to the master schedule and teacher assignments. **For this reason, requests for teacher changes and/or lunch hour changes will not be accommodated.**

If the student's schedule reflects one of the conflicts described below, they should meet with their counselor during the assigned red schedule change period prior to the start of the school year.

1. The student is enrolled in fewer than 6 classes, i.e. the student is missing a course.
2. The student is enrolled in a class they have already taken.
3. The student is enrolled in two classes the same hour of the day.
4. The student has more than 6.00 credit hours.
5. The student does not have a lunch period.
6. The lunch period assigned to the student is in a class period other than 4<sup>th</sup> or 5<sup>th</sup> hour.

**Requests for schedule changes that involve a change in teacher and/or change in lunch hours will NOT be considered because they do not address an inherent conflict in your schedule.**

## Dual Enrollment

A student is Dual Enrolled when they are enrolled in courses at East Grand Rapids High School and also in a course or courses at a college or university. Students are eligible to apply for dual enrollment upon meeting the requirements as set forth in the Rules and Regulations of Board of Education Policy #7648 and #7648-R. Dual Enrollment entails a student being enrolled in courses at EGRHS while also enrolled in one or more college courses. This shall apply to students who meet all of the following criteria:

1. Must be classified as 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade.
2. Must be enrolled full-time, with at least one high school class.
3. Must be in high school not more than four years.
4. Must have a qualifying score on the State of Michigan assessment in subject being taken, or enroll in a computer science, foreign language, or fine arts course.
5. Must not be a foreign exchange student.
6. Must not have taken more than 10 total dual enrollment classes in high school.
7. If the student first enrolls in grade 9 the student may not enroll in more than two dual enrollment courses for the first three years they participate and not more than four (4) in the fourth year of participation.
8. If the student first enrolls in grade 10 the student may not enroll in more than two dual enrollment courses for the first year they participate and not more than four (4) courses in the second and third academic years.
9. If the student first enrolls in grade 11 or grade 12 the student may not take more than six dual enrollment courses



during those academic years and may not take more than a maximum of ten (10) courses between both those years.

Any exceptions to the above requirements must be approved by the Director of Counseling and the High School Principal.

The post-secondary course must meet all of the following criteria:

1. The course must be academic in nature or applicable to career preparation.
2. The course is offered for credit (not remedial or non-credit bearing) at a university, community college, or independent non-profit degree granting college or university.
3. The course must be at least three (3) college credits.
4. The course is not a hobby, craft, recreational, physical education, theology, divinity, or religious course.
5. The course is not offered as part of the high school curriculum, or is not available to the eligible student due to a scheduling conflict beyond the student's control.
6. 50% of the course must fall within the school district's academic year.
7. The course does not give the student more than full-time enrollment unless the family/student bears the cost of additional courses.

Students successfully completing the requirements of an elective course offered by an accredited post-secondary institution may receive high school credit only, college credit only or both high school and college credit, providing all guidelines have been met. These elective courses shall not include courses in English, math, science, social studies, physical education and health that are required by the State of Michigan as graduation requirements (Cf. 7630) unless waived by the high school principal or Director of Counseling. The tuition and fees for dual enrollment courses shall only be borne by the District for students enrolled full-time with no more than six (6) classes per semester. The dual enrollment class shall be counted as one of the six (6) classes. East Grand Rapids Public Schools will pay a prorated percentage of the tuition for the class based on the state-wide pupil-weighted average foundation allowance, an amount that is set by the State of Michigan. Students are responsible for any portion of the tuition that is not covered. East Grand Rapids Public Schools will invoice the student if any balance is owed. Students may take dual enrollment courses beyond their full-time program; however, the cost of such coursework shall be borne by the family/student. **Students who do not successfully complete a course will be required to reimburse the district for the cost of this course.**

## Online Courses

East Grand Rapids High School believes that face-to-face classroom instruction at the high school is the best learning environment for students. If the opportunity exists for students to enroll in a face-to-face course offered at the high school the student is strongly encouraged to do so. Section 21f of the Michigan School Code permits students to enroll in up to two online courses per semester.

East Grand Rapids High School believes that a student should only choose an online course if (1) a desired course is not offered by East Grand Rapids High School or (2) a student's course schedule presents a conflict which prohibits the student from enrolling in a face-to-face course offered at East Grand Rapids High School. An online course should not be chosen if East Grand Rapids High School offers the course and the course can be scheduled in the student's daily schedule.

In addition, a student may not enroll in an online course if (1) the course is not offered for credit, (2) the student previously gained credits in the course, (3) the course is inconsistent with the student's graduation requirements or post-secondary plans, (4) the student does not possess the prerequisite knowledge and skills to be successful in the course, (5) the student demonstrated failure in previous online coursework in the same subject, (6) the course is of insufficient quality or rigor, as determined by the district, or (7) the cost of the course exceeds 1/12 of the district's foundation allowance.

### **Requirements:**

Online learning presents challenges that are different from the face-to-face classroom experience. This form of learning requires a high degree of self-discipline and motivation; the ability to keep up with ongoing, and sometimes very demanding expectations without the constraints of a fixed time and place setting; and the ability to deal with isolation that may occur from this form of individual learning.

For a student to be successful in an online course, they must possess the following critical characteristics: efficient time management, effective communication, independent study habits, self-motivation, academic readiness, and technological preparedness.

### **Available Courses:**

A Statewide Online Course Catalog, maintained by Michigan Virtual University, contains the syllabi for online courses offered by any Michigan school district and Michigan Virtual University. The Statewide Online Course Catalog can be accessed at [www.micourses.org](http://www.micourses.org). Any online course in which a student chooses to enroll must be for credit, consistent with graduation requirements, backed by a Michigan certified teacher, of sufficient quality and/or rigor, and within the cost guidelines established in Section 21f of the Michigan School Code. If not, East Grand Rapids High School may deny the student/parent request to enroll in an online course.

### **Limits:**

A student may take up to two online classes per semester for a total of eight (8) credits in the four (4) years of high school.

### **Cost:**

If East Grand Rapids High School approves a student to enroll in an online course, the course must be one of the student's six required classes per semester. The district will pay for the cost of the course up to 1/12 of the state's foundation allowance. The student/parent will bear the cost of any online course that is taken as a seventh class.

### **Enrollment:**

If a student desires to enroll in an online course (for first and/or second semester of the upcoming school year) the student must attend the Online Course Meeting held during the March registration period and submit an application for an online class by the published application deadline. **Students who do not register and apply for an online course during East Grand Rapids High School's registration and application period will NOT be permitted to enroll in an online course.**

## **Testing Out Policy**

East Grand Rapids High School, in compliance with the Michigan School Code, will allow students to "test out" of a subject area for credit. These tests will be a sound demonstration that a student meets or exceeds the content expectations associated with the subject credit area. Because some end-of-year tests do not serve as comprehensive measures of content and skill "mastery" as expressed in the Michigan School Code, students may be required to demonstrate a reasonable degree of mastery either through a written examination, written papers, portfolios, and/or other comparable forms.

The following statements will apply to the testing out provision:

1. This policy will apply equally to all students.
2. Course advancement, credit and/or waiver will only be granted for a C+ (77%) or better. If there is no final exam, credit will be earned by exhibiting mastery through the basic assessments used in the course which may consist of a portfolio, performance paper, project and/or presentation.
3. When testing out of a subject area, this testing out provision will count toward graduation requirement credit. Successful completion of the testing out provision will also count toward fulfillment of a requirement for a subject area or a course sequence. No weighting will be applied to a course from which a student has tested out.
4. When testing out of middle school algebra or middle school geometry, this testing out provision will count toward a high school graduation requirement credit. If a passing score is earned by a student on the algebra or geometry test out, the student will receive graduation requirement credit upon enrolling in high school.
5. Successful completion of this testing out provision for any other middle school courses besides algebra and geometry will only count toward fulfillment of a requirement of a course sequence and not toward graduation requirement credits.
6. Once credit is earned by testing out, a student may not receive credit thereafter for a course lower in course sequence concerning the same subject area.
7. Students may test out of a credit for a course from which they have been dropped for non-attendance; however, the grade earned from the dropped course will remain.

8. Credits earned through testing out will not be included in a computation of grade point average. A "CR" will be recorded on the transcript indicating credit earned.
9. The Principal and/or designee will establish reasonable times when testing out is available.

### **Timeline for Testing Out Options**

February 28, 2020	A letter of explanation from the High School office will be sent to parents.
May 1, 2020	Deadline to submit Request for Testing Out Form to the High School Counseling office.
June 4, 2020	Students may obtain subject area content expectations and a description of what will serve as demonstration of "mastery" of the course outcomes. Testing out materials may be picked up in the High School Counseling Office on this date.
August 13, 2020	Assessments for all courses will be administered at 9:00 a.m. at the High School. Students will be notified of the testing locations prior to the assessment date. **This is the only date for testing out; please plan accordingly.

## Collegiate Athlete Resources

All student athletes must register with the NCAA Eligibility Center: <https://web3.ncaa.org/ecwr3>

### NCAA CLEARINGHOUSE DIVISION I AND DIVISION II ACADEMIC REQUIREMENTS

All student athletes interested in participating in collegiate athletics must meet the NCAA Clearinghouse standards listed below. Any student who desires to complete at the college level should see their counselor early in their high school career to ensure their academic path meets these standards.

#### Core Course Requirements

Division I Athletics	Division II Athletics
<p><u>16 Core Courses Required:</u>            4 years English/Language Arts            3 years Math (Algebra 1 or higher)            2 years Natural/Physical Science            2 years Social Science            1 year additional English, Math or Natural/Physical Science            4 years of additional courses from any area above, Foreign Language or Comparative Religion/Philosophy  <u>and</u> earn an SAT/ACT sum score that matches the Core GPA            10 of the 16 Cores courses must be completed in the first six (6) semesters of high school</p>	<p><u>16 Core Courses Required:</u>            3 years English/Language Arts            2 years Math (Algebra 1 or higher)            2 years Natural/Physical Science            3 years additional English, Math or Natural/Physical Science            2 years Social Science            4 years of additional courses from any area above, Foreign Language or Comparative Religion/Philosophy  <u>and</u> earn an SAT/ACT sum score that matches the Core GPA</p>

Students may also register with NAIA: <https://www.playnaia.org/>

## NCAA Eligibility List

### Courses Which Appear on the East Grand Rapids High School List of Approved Courses

\*\*For a specific, up-to-date list for your graduation year

Please check the NCAA website at [www.NCAAClearinghouse.org](http://www.NCAAClearinghouse.org)

English	Social Studies	Mathematics
Composition I Composition II Contemporary Literature Creating Writing/Adv. Creative Writing English 1-2 English 1-2 (H) English 3-4 English 3-4 (H) English 5-6 English 5-6 (H) English 7-8 English Literature AP English Language AP Public Speaking IB Language and Literature SL 1 IB Language and Literature SL 2 IB Language and Literature SL 3 IB Language and Literature SL 4 IB DP Language and Literature SL 1 IB DP Language and Literature SL 2 IB DP Language and Literature SL 3 IB DP Language and Literature SL 4 IB Language and Literature HL 1 IB Language and Literature HL 2 IB Language and Literature HL 3 IB Language and Literature HL 4	Constitutional Studies (H) Current Issues Economics Government Government AP Human Geography AP Macroeconomics AP Microeconomics AP Psychology I and II Psychology AP Sociology I US History US History AP World History World History AP IB History SL 1 IB History SL 2 IB History SL 3 IB History SL 4 IB History HL 1 IB History HL 2 IB History HL 3 IB History HL 4 IB Psychology SL 1 IB Psychology SL 2	Adv. Algebra 1-2 Alg Adv./Funct/Stats & Trig (H) Algebra Calculus AB AP Calculus AB/BC AP Function/Stats/Trig Function/Stats/Trig/ (H) Statistics AP Geometry Pre-Calculus/Intro Cal (H) Pre-Calculus/Discrete Math Statistics IB Math Studies SL 3 IB Math Studies SL 4 IB DP Math Studies SL 1 IB DP Math Studies SL 2 IB DP Math Studies SL 3 IB DP Math Studies SL 4 IB Mathematics SL 3 IB Mathematics SL 4 IB Mathematics HL 3 IB Mathematics HL 4 IB Math Applications SL 1 IB Math Applications SL 2 IB Math Applications SL 3 IB Math Applications SL 4 IB Math Analysis SL 1 IB Math Analysis SL 2 IB Math Analysis SL 3 IB Math Analysis SL 4 IB Math Analysis HL 1 IB Math Analysis HL 2 IB Math Analysis HL 3 IB Math Analysis HL 4
Natural/Physical Science	Additional Core Courses	
Adv. Projects in Engineering Anatomy/Physiology Biology Biology AP Biology (H) Chemistry Chemistry AP Chemistry (H) Environmental Science Genetics/Forensics Physics Physics (H) Physics AP AP Computer Science A AP Computer Science Principals IB Physics SL 1    IB Biology HL 1 IB Physics SL 2    IB Biology HL 2 IB Physics SL 3    IB Biology HL 3 IB Physics SL 4    IB Biology HL 4 IB Physics HL 1 IB Physics HL 2 IB Physics HL 3 IB Physics HL 4	French 1-2 French 3-4 French 5-6 French 7-8 French 7-8 (H) French 9-10 French 9-10 (H) Spanish 1-2 Spanish 3-4 Spanish 3-4 (H) Spanish 5-6 Spanish 5-6 (H) Spanish 7-8 Spanish 7-8 (H) Spanish 9-10 Spanish Language AP Latin 1-2 Latin 3-4 Latin 5-6 Latin 5-6 (H) Latin 7-8 Latin 7-8 (H)	IB French SL 1 IB French SL 2 IB French SL 3 IB French SL 4 IB Latin SL 1 IB Latin SL 2 IB Latin SL 3 IB Latin SL 4 IB Latin HL 1 IB Latin HL 2 IB Latin HL 3 IB Latin HL 4 IB Spanish SL 1 IB Spanish SL 2 IB Spanish HL 1 IB Spanish HL 2 IB Spanish HL 3 IB Spanish HL 4

**EGRHS ACADEMIC PATHWAYS**  
For Traditional Students and IB Certificate Students

	9th	10th	11th	12th
<b>English</b> <i>(4.0 credits required)</i>	English 1-2 English 1-2 Honors	English 3-4 English 3-4 Honors	IB Language and Literature SL Yr.1 IB Language and Literature HL Yr.1 AP Lanaguage and Composition	IB Language and Literature SL Yr.2 IB Language and Literature HL Yr.2 AP Literature and Composition Creative Writing (.5) Contemporary Literature (.5)
<b>World Languages</b> <i>(2.0 credits required)</i>	Latin 1-2 French 1-2 French 3-4 Spanish 1-2 Spanish 3-4 Spanish 3-4 Honors	Latin 3-4 French 3-4 French 5-6 Spanish 3-4 Spanish 5-6 Spanish 5-6 Honors	IB Latin SL Yr.1 French 5-6 IB French SL Yr.1 Spanish 5-6 Spanish 7-8 IB Spanish SL IB Spanish HL Yr.1	IB Latin SL Yr.2 IB French SL Yr.1 IB French SL Yr.2 Spanish 7-8 Spanish 9-10 AP Spanish IB Spanish HL Yr.2
<b>Social Sciences</b> <i>(3.0 credits required: US History, World History Econ. And Govt.)</i>  <i>IB History HL meets US and World History Requirement and is a two year course</i>  <i>IB History SL meets World History Requirement and is a one year course</i>	No Social Studies No Social Studies World History/AP World History No Social Studies	World History/AP World History Government/AP Government (.5) Economics/AP Economics (.5) US History/AP US History World History/AP World History	US History/AP US History US History/AP US History IB History SL (World History) IB History HL Yr.1 (History of Americas) Government/AP Government (.5) and Economics/AP Economics (.5) Constitut. Studies Honors (.5) and Economics/AP Economics (.5)	Government/AP Government (.5) and Economics (.5)/AP Economics IB History SL (World History) US History/AP US History IB History HL Yr.2 (World History)
<b>Science</b> <i>1.0 credits in Biology 1.0 credits in Physics or Chemistry 1.0 credits in any Science</i>	Integrated Physics Chemistry (IPC) Physics Physics Honors Physics Physics Honors Physics Physics Honors	Chemistry Chemistry Pre AP/IB Chemistry Honors Chemistry Pre AP/IB Chemistry Honors Chemistry Pre AP/IB Chemistry Honors	Biology Biology Biology Honors AP Biology IB Chemistry SL IB Biology HL A	Anatomy and Physiology Forensics and Genetics Environmental Science Advanced Projects in Physics AP Physics AP Biology Anatomy and Physiology Forensics and Genetics Environmental Science Advanced Projects in Physics AP Physics AP Biology Biology Biology Honors AP Biology IB Biology HL B
<b>Mathematics</b> <i>(4.0 credits required)</i>	Algebra Geometry Advanced Algebra Advanced Algebra/FST Honors FST/AP Stats Honors	Geometry Advanced Algebra Functions, Stats., and Trig. (FST) FST/AP Stats Honors Pre-Calc/Calc A Honors	Advanced Algebra Functions, Stats., and Trig. (FST) IB Math Applications SL Yr.1 Pre-calculus and Discrete Math IB Mathematics Analysis SL Yr.1 IB Mathematics Analysis HL Yr.1 Pre-Calc/Calc A Honors IB Mathematics Analysis SL Yr.1 IB Mathematics Analysis HL Yr.1 AP Calculus AB AP Calculus BC IB Mathematics Analysis HL yr 1	Real World Math/Personal Finance Functions, Stats., Trig. (FST) Pre-calculus Discrete Math (PDM) IB Math Applications SL Yr.2 AP Calculus AB IB Mathematics Analysis SL Yr.1 IB Mathematics Analysis HL Yr.1 AP Calculus AB or AP Calculus BC IB Mathematics Analysis SL Yr.2 IB Mathematics Analysis L Yr.2 Dual Enrollment IB Mathematics Analysis HL yr 2
<b>Electives</b> <i>(5.0 total credits required) (1.0 credits of VAPA) (.5 credits of Health/.5 PE) (3 credits of other)</i>	Electives	Electives	Electives	Electives

All IB classes are weighted for IB Diploma Candidates (Higher Level, Standard Level, and TOK).

All IB classes are weighted for students who are NOT Diploma Programme Candidates except for IB Language and Literature SL and IB Math Studies SL.

All Honors and AP classes are weighted.

All IB courses above are two year courses except for IB History SL, IB Psychology SL, and IB Spanish SL.

Students are encouraged to complete their Physical Education (.5) and Health (.5) requirements during the freshman year.

## ELECTIVE COURSES

CR.	COURSE	OTHER	VAPA
1.0	Academic Support Center	^+	
1.0	Adv. Drafting and Engineering (DDT 5-6)		√
1.0	Advanced Art		√
1.0	Adv. Projectes in Physics and Engineering		
1.0	Anatomy and Physiology		
1.0	Animation and Game Design		√
1.0	Band	*+	√
1.0	Basic Mechanical Drafting (DDT 1-2)	*	√
0.5	Business Management		√
0.5	Cadet Teaching	+	
1.0	Choir ( <i>Men's, Women's, Varsity, Bella Voce, Mads.</i> )	*+	√
1.0	AP Computer Science Principles	*	√
1.0	AP Computer Science A	*	√
0.5	Contemporary Literature		
0.5	Constitutional Studies Honors		
0.5	Creative Writing		√
0.5	Current Issues	*	
1	Digital Foundation Art & Design	*	√
0.5	Digital Photography I	*	√
0.5	Digital Photography II	*	√
1.0	Drafting, Design, and Technology (DDT) 7-8		√
1.0	Advanced Drawing and Painting I/II		√
1.0	Environmental Science		
0.5	Film Making		√
0.5	Film Studies I	*	√
0.5	Film Studies II	*	√
1.0	Forensics and Genetics		
1.0	Foundation Art	*	√
0.5	Gone Boarding	*	√
0.5	Health (graduation requirement)	*	
1.0	IB Psychology		
1.0	IB Visual Arts	+	√
0.5	Interior Home Design	*	√
1.0	Introduction to Business	*	√
0.5	Introduction to Journalism I	*	√
1.0	Journalism II	^+	√
0.5	Lifetime Fitness		
0.5	Links/Links Elective	^+	
1.0	Math Essentials III for Advanced Algebra	^	
1.0	Orchestra	*+	√
0.5	Personal Finance		
0.5	Photography I		√
0.5	Photography II		√
0.5	Physical Education (graduation requirement)	*	
0.5	Portfolio Prep	+	√
0.5	Primetime Pioneers	^+	√
1.0	AP Psychology		
0.5	Public Speaking	*	√
0.5	Real World Math	^	
1.0	Residential Architecture (DDT 3-4)		√
1.0	Sculpture and Ceramics		√
0.5	Sociology		
0.5	Sports and Entertainment Marketing		√
0.5	Team Games	+	
0.5	Theatre I	*	√
0.5	Theatre II	*	√
1.0	Varsity Orchestra	+	√
0.5	Video Production	*	√
1.0	Yearbook	^+	√

√ Meets Visual and Performing Arts Requirement  
 \*Open to 9th grade students  
 ^Permission/Application Required  
 +May be repeated for credit

# INTERNATIONAL BACCALAUREATE (IB) CURRICULUM

The International Baccalaureate Programme is a comprehensive and fully developed research-based curriculum incorporating global perspectives and critical thinking skills. The curriculum encourages students to apply what they learn in the classroom to real world issues and problems. Students develop intercultural understanding and respect for others in the global community. The program is available to juniors and seniors. Highly motivated, self-disciplined, organized, and committed students with a love for learning and a natural curiosity about the world are encouraged to participate in the program. Students can choose to participate in the IB curriculum in one of two ways: As an IB Diploma Candidate or as an IB Certificate Student.

**IB Diploma candidates** pursue an IB Diploma in addition to an East Grand Rapids High School diploma. In the IB Diploma Programme (IB DP) candidates study six different subject areas (Groups) concurrently, all of which culminate in formal IB examinations. IB Diploma candidates are required to complete at least three higher-level (HL) (two-year) courses and three standard-level (SL) courses (majority are two-year) during the junior and senior years. HL and SL courses are of the same rigor, but vary in depth, breadth and/or pacing. In addition to completing these courses, Diploma candidates must also successfully complete the core components of the IB Programme, including Theory of Knowledge (TOK), the Extended Essay (EE), and CAS (Creativity, Activity, and Service). These three requirements are at the heart of the IB Diploma Programme and IB Diploma candidates must fulfill these in addition to their course work in six subjects:

## **Theory of Knowledge (TOK)**

One of the most important components of the Diploma Programme is the Theory of Knowledge course, which challenges candidates to question the basis of knowledge – to reflect critically one knows what they believe to be truth or fact. It consists almost entirely of exploring questions about different sources of knowledge (perception, language, emotion, and reason) and different kinds of knowledge (scientific, artistic, mathematical, and historical).

## **Creativity, Activity, Service (CAS)**

Another important component of the Diploma Programme is CAS – Creativity, Activity, and Service. To fulfill this requirement candidates must take part in artistic (creativity); sports, expeditions, or local or international projects (activity); and community or social service projects (service). Participation in CAS raises students' awareness of community needs and gives them an opportunity to apply what they have learned in the classroom to address those needs. It also instills confidence in their ability to get involved and bring about change. The projects must have tangible results and offer real benefit to the candidate and others.

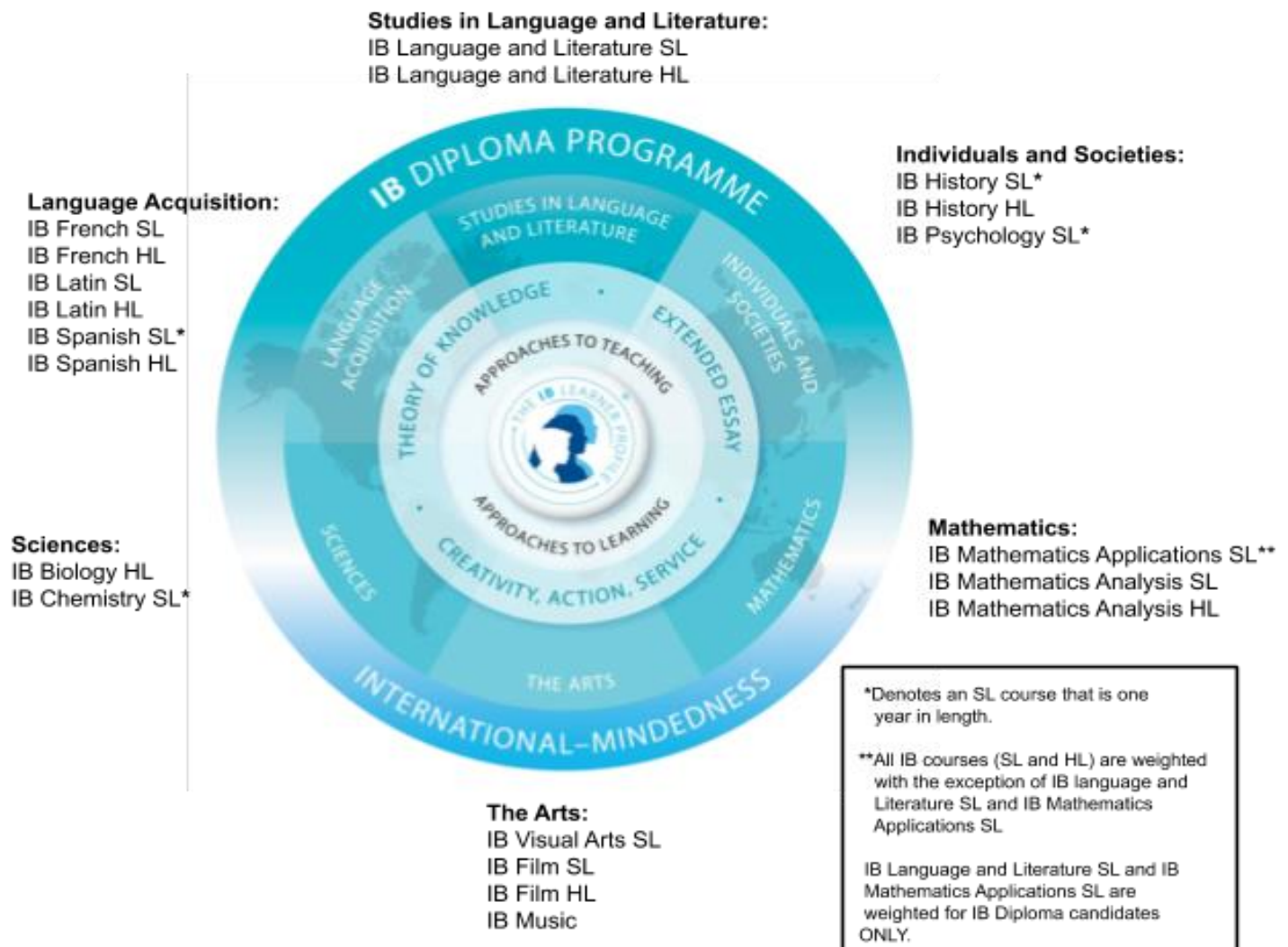
## **The Extended Essay (EE)**

This research paper of 4,000 words offers candidates an opportunity to conduct an in-depth study of a topic of special interest to the student. The experience and skills gained in carrying out independent research and producing a structured, substantial piece of writing provide excellent preparation for work required at the university level. The student's Extended Essay advisor provides support to the candidate. Additional guidance is provided through the TOK class. The Extended Essay is completed over an 18-month period during the junior and senior years.

**IB Certificate students** may select one or more IB courses in the junior and/or senior years that lead to IB examinations. These students do not complete Theory of Knowledge, the Extended Essay, or CAS. A student who does not satisfy all requirements of the Diploma Programme, or who has elected to take fewer than six subjects is awarded a certificate for the IB courses and examinations successfully completed. Taking an IB course and earning a certificate is comparable to taking an AP course and passing the AP exam.



## THE IB CURRICULUM



### ASSESSMENTS:

The assessment of student work in the Diploma Programme is both external and internal. Scores for IB courses are comprised of a student's performance on internal assessments and external assessments. The external assessments are more heavily weighted than the internal assessments.

#### External Assessments:

At the end of each IB course students take External Assessments that are marked by world-wide examiners who work closely with the International Baccalaureate Organization (IBO). The questions posed in the examination papers range from multiple choice, essay questions, and data analysis questions to case studies. External Assessments for IB courses are graded 1-7 with 7 being Excellent. Students are also externally graded on the Extended Essay and on an essay and oral presentation completed in the Theory of Knowledge course. These are both assigned letter grades from A-E.

#### Internal Assessments:

IB Diploma Programme teachers within the school carry out the smaller portion of the overall assessment of student work. The work that is assessed through these Internal Assessments includes oral commentaries in the languages, practical experimental work in the sciences, fieldwork and investigations, and exhibitions and performances in the arts. To ensure that IBO standards are consistently applied, external examiners check/moderate samples of internal assessments.

## IB COURSES

IB Courses		
Group 1	Language and Literature SL	2 year
Group 1	Language and Literature HL	2 year
Group 2	Spanish SL	1 year
Group 2	Spanish HL	2 year
Group 2	French SL	2 year
Group 2	Latin SL	2 year
Group 3	History SL	1 year
Group 3	History HL	2 year
Group 3	Psychology SL	1 year
Group 4	Chemistry SL	2 year
Group 4	Biology HL	2 year
Group 5	Math Applications SL	2 year
Group 5	Mathematics Analysis SL	2 year
Group 5	Mathematics Analysis HL	2 year
Group 6	Music SL	2 year
Group 6	Visual Arts SL	2 year
Group 6	Film SL	2 year
Group 6	Film HL	2 year

Higher Level Courses	Standard Level Courses
Language and Literature HL	Language and Literature SL
Spanish HL	Spanish SL (1 yr.) French SL Latin SL
History HL	History SL (1 yr.) Psychology SL (1 yr.)
Biology HL	Chemistry SL
Mathematics HL	Math Applications SL Mathematics Analysis SL
Film HL	Film SL Visual Arts SL Music SL



## EGRHS IB DIPLOMA PROGRAMME ACADEMIC PATHWAYS



*For IB Diploma Candidates*

	9th	10th	11th	12th
<b>Group 1: Lanaguage A</b> English	English 1-2	Egnlish 3-4	IB Language and Literature SL Yr.1 IB Language and Literature HL Yr.1	IB Language and Literature SL Yr.2 IB Language and Literature HL Yr.2
	English 1-2 Honors	English 3-4 Honors	IB Language and Literature SL Yr.1 IB Language and Literature HL Yr.1	IB Language and Literature SL Yr.2 IB Language and Literature HL Yr.2
<b>Group 2: Language B</b> World Languages	Latin 1-2	Latin 3-4	IB Latin SL Yr.1	IB Latin SLYr. 2
	French 3-4	French 5-6	IB French SL Yr.1	IB French SL Yr.2
	Spanish 3-4 Honors	Spanish 5-6 Honors	IB Spanish SL IB Spanish HL Yr.1	AP Spanish IB Spanish HL Yr.2
<b>Group 3: Individuals &amp; Societies</b> Social Sciences <small>IB History HL meets US and World History Requirements and is a two year course</small>  <small>IB History SL meets World History Requirement and is a one year course</small>	No Social Studies Class	Economics/AP Econ. (.5) and Government/AP Govt. (.5)	IB History HL Yr.1  US History/AP US History	IB History HL Yr.2  IB History SL (World History)
	World History/AP World History	Economics/AP Econ. (.5) and Government/AP Govt. (.5)	IB Psychology SL	US History/AP US History
	No Social Studies Class	US History/AP US History	Government/AP Govt. (.5) and Economics/AP Economics (.5)	IB History SL (World History)
<b>Group 4: Sciences</b> Science	<b>Class of 2023 and beyond</b> Physics/Physics Honors	Pre-AP/IB Chemistry	IB Chemistry SL (1 yr)	Biology Biology Honors AP Biology
	Physics/Physics Honors	Pre-AP/IB Chemistry	IB Biology HL Yr.1	IB Biology HL Yr.2
<b>Group 5: Mathematics</b> Math	Geometry	Advanced Algebra	IB Math Applications SL Yr.1	IB Math Applications SL Yr.2
	Geometry	Advanced Algebra/FST Honors	IB Math Applications SL Yr.1 IB Mathematics Analysis SL Yr.1	IB Math Applications SL Yr.2 IB Mathematics Analysis SL Yr.2
	Advanced Algebra	Functions, Statistics, and Trig. (FST)	IB Mathematics Analysis SL Yr.1 IB Mathematics Analysis HL Yr.1	IB Mathematics Analysis SL Yr.2 IB Mathematics Analysis HL Yr.2
	Advanced Algebra/FST Honors	FST/AP Stats Honors	IB Mathematics Analysis SL Yr.1 IB Mathematics Analysis HL Yr.1	IB Mathematics Analysis SL Yr.2 IB Mathematics Analysis HL Yr.2
	FST/AP Stats Honors	Pre-calc/Calc A Honors	IB Mathematics HL Yr.1	IB Mathematics Analysis HL Yr.2
<b>Group 6: The Arts</b> Visual and Performing	Band, Orchestra, or Choir		IB Music SL Yr.1 with Band, Orchestra, or Choir	IB Music SL Yr.2 with Band, Orchestra, or Choir
	Foundation Art Basic Mechanical Drawing		IB Visual Arts SL Yr.1	IB Visual Arts SL Yr.2
	Video Production		IB Film SL/HL Yr.1	IB Film SL/HL Yr.2

*IB Diploma Candidates are encouraged to complete their PE (.5) and Health (.5) requirements during the 9th grade or through testing out, an online course over the summer, or a Personal Curriculum.*

*IB Diploma Candidates will complete the Theory of Knowledge (TOK) requirement through 19 individual days over the course of the two years.*

*The IB Theory of Knowledge course is .25 credits per semester for a total of 1.0 credits over the two year course.*

*The Extended Essay (EE) and Creativity, Activity, Service (CAS) requirements for IB Diploma Candidates will be completed over the junior and senior years outside of class.*

*All IB courses are two year courses except for IB History SL, IB Psychology SL, IB Spanish SL and IB Chemistry SL.*

*IB Diploma Candidates must enroll in 3 HL and 3 SL courses or 4 HL and 2 SL courses during their junior and senior years.*

*All IB classes are weighted for IB Diploma Candidates.*

*All Honors and AP classes are weighted.*



## EGRHS EXAMPLES OF IB DIPLOMA PROGRAMME 4-YEAR PLANS



### Current 8th graders

Student A--Class of 2024	9th	10th	11th	12th
English	English 1-2 (H)	English 3-4 (H)	IB Lang & Lit HL	
World Language	Latin 1-2	Latin 3-4	IB Latin HL	
Social Studies	Health (Grad Require)//PE	WEEPLE & Econ	IB History of Americas HL	IB History 20th World Topics HL
Science	Physics	Chemistry	IB Biology HL	
Math	Geometry	Advanced Algebra	IB Math Applications SL	
Arts	Foundation Arts	Sculpture & Ceramics	IB Visual Arts SL	
TOK		1 DAY	9 DAYS	7 DAYS
Student B--Class of 2024	9th	10th	11th	12th
English	English 1-2	English 3-4	IB Lang & Lit HL	
World Language	Spanish 3-4 (H)	Spanish 5-6 (H)	IB Spanish HL	
Social Studies	Health (Grad Require)//PE	Gov't & Econ	US History	IB History 20th World Topics SL
Science	Physics (H)	Pre-AP/IB Chemistry	IB Chemistry SL	Elective
Math	Advanced Algebra/FST	FST/AP Stats (H)	IB Math Analysis HL	
Arts	Video Production/PS	Elective	IB Film SL	
TOK		1 DAY	9 DAYS	7 DAYS
Student C--Class of 2024	9th	10th	11th	12th
English	English 1-2 (H)	English 3-4 (H)	IB Lang & Lit HL	
World Language	French 1-2	French 3-4	IB French SL	
Social Studies	Health (Grad Require)//PE	Gov't & Econ	IB History of Americas HL	IB History 20th World Topics HL
Science	Physics	Chemistry	IB Biology HL	
Math	Geometry	Advanced Algebra	IB Mathematics Analysis SL	
Arts	Band	Band	IB Music SL	
TOK		1 DAY	9 DAYS	7 DAYS
Student D--Class of 2024	9th	10th	11th	12th
English	English 1-2 (H)	English 3-4 (H)	IB Lang & Lit HL	
World Language	Spanish 3-4 (H)	Spanish 5-6 (H)	IB Spanish HL	
Social Studies	Health (Grad Require)//PE	WEEPLE & Econ	IB Psychology SL	US History
Science	Physics (H)	Biology	Pre AP/IB Chemistry	IB Chemistry SL
Math	Geometry	Advanced Algebra	IB Mathematics Analysis SL	
Arts	DDT 1-2	DDT 3-4	IB Visual Arts SL	
TOK		1 DAY	9 DAYS	7 DAYS

### Current 9th Graders

Student E--Class of 2023	9th	10th	11th	12th
English	English 1-2	English 3-4	IB Lang & Lit HL	
World Language	French 1-2	French 3-4	IB French SL	
Social Studies	Health (Grad Require)//PE	Gov't & Econ	IB History of Americas HL	IB History 20th World Topics HL
Science	Physics	Pre-AP/IB Chemistry	IB Chemistry SL	Biology (H)
Math	Geometry	Advanced Algebra	IB Math Applications SL	
Arts	Elective	Video Production/PS	IB Film HL	
TOK		1 DAY	9 DAYS	7 DAYS
Student F--Class of 2023	9th	10th	11th	12th
English	English 1-2 (H)	English 3-4 (H)	IB Lang & Lit HL	
World Language	Latin 1-2	Latin 3-4	IB Latin SL	
Social Studies	Health (Grad Require)//PE	Gov't & Econ	IB Psychology (SL)	US History
Science	Physics (H)	Pre-AP/IB Chemistry	IB Biology HL	
Math	Advanced Algebra/FST	FST/AP Stats (H)	IB Math Analysis HL	
Arts	Orchestra	Orchestra	IB Music SL	
TOK		1 DAY	9 DAYS	7 DAYS
Student G--Class of 2023	9th	10th	11th	12th
English	English 1-2 (H)	English 3-4 (H)	IB Lang & Lit HL	
World Language	French 1-2	French 3-4	IB French HL	
Social Studies	Health (Grad Require)//PE	Gov't & Econ	IB Psychology SL	US History
Science	Physics (H)	Pre-AP/IB Chemistry	IB Chemistry SL	Elective
Math	Advanced Algebra/FST	FST/AP Stats (H)	IB Math Analysis HL	
Arts	Orchestra	Orchestra	IB Music SL	
TOK		1 DAY	9 DAYS	7 DAYS
Student H--Class of 2023	9th	10th	11th	12th
English	English 1-2 (H)	English 3-4 (H)	IB Lang & Lit HL	
World Language	Latin 1-2	Latin 3-4	IB Latin HL	
Social Studies	Health (Grad Require)//PE	Gov't & Econ	IB Psychology SL	US History
Science	Physics	Chemistry	IB Biology HL	
Math	Advanced Algebra	FST	IB Math Applications SL	
Arts	Foundation Art	Art elective	IB Visual Arts SL	
TOK		1 DAY	9 DAYS	7 DAYS

\*IB History HL--receive credit for both US History & World History

\*\*IB History SL--receive credit for World History

**COURSE OFFERINGS  
BY  
DEPARTMENT**

## Architecture and Engineering Technology

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
Basic Mechanical Drafting and Design (DDT 1-2)	1.0	9, 10, 11, 12	One Year	VPAA	None
Residential Architecture (DDT 3-4)	1.0	10, 11, 12	One Year	VPAA	Basic Mechanical (DDT 1-2)
Advanced Mechanical Drafting and Engineering (DDT 5-6)	1.0	11, 12	One Year	VPAA	Residential Architecture (DDT 3-4)
Senior Independent Design (DDT 7-8)	1.0	11, 12	One Year	VPAA	Advanced Drafting (DDT 5-6)
Animation and Game Design I/II	1.0	9, 10, 11, 12	One Year	VPAA	Algebra
Interior and Home Design	.5	9, 10, 11, 12	One Semester	VPAA	None
IB Visual Arts SL Year 1	1.0	11	1 <sup>st</sup> year of two year course	VPAA	Foundation Art or Basic Mechanical (DDT 1-2)
IB Visual Arts SL Year 2	1.0	12	2 <sup>nd</sup> year of two year course	VPAA	IB Visual Arts SL Year 1
AP Computer Science Principles	1.0	9, 10, 11, 12	One Year	VPAA	Successful completion of Algebra
AP Computer Science A	1.0	10, 11, 12	One Year	VAPA	Successful completion of FST

### **BASIC MECHANICAL & ARCHITECTURAL DRAFTING**

**(DDT 1-2) 9, 10, 11, 12**

**1.0 credit**

Drafting Design & Technology 1–2 consists of the basic fundamental and principles of drafting design with an emphasis on mechanical design and architecture. This course includes the principles of sketching, orthographic projection, dimensioning, pictorial drawings, floor plans, elevations, and 3D modeling via AutoDesk Inventor and computer aided drafting (CAD) via AutoDesk AutoCAD. The students will draw a variety of mechanical and Architectural drawings in order to learn the “language of industry.”

Printers, plotters, and a variety of 3D printers will be used by the students in this class. Introduction to Computer Aided Design (CAD) will be the major emphasis with most work made being completed in the 2-D (two – dimensional) drawing software. This course fulfills the 1.0 Visual, Performing and Applied Arts credit needed for graduation.

### **RESIDENTIAL ARCHITECTURE**

**(DDT 3-4) 10, 11, 12**

**1.0 credit**

Drafting Design & Technology 3-4 is an introductory course into Residential Architecture. Content includes the drawing and sketching of floor plans, foundation plans, site plans, construction and architectural details required for the residential architecture. The majority of the drawings will be done with AutoCAD and all 3D modeling will be done via AutoDesk Revit - BIM (Building Information Technology) software. During marking periods 1-3, the class as whole will create a residence from the ground up, from the site plan to the roof plan. The 4<sup>th</sup> marking period is devoted for each student to research, design, and create their own residence in Revit and AutoCAD. This course fulfills the 1.0 Visual, Performing and Applied Arts credit needed for graduation.

### **ADVANCED MECHANICAL DRAFTING AND ENGINEERING**

**(DDT 5-6) 11, 12**

**1.0 credit**

Drafting Design & Technology 5–6 includes a more in-depth study of sectional drawings, fasteners, and working (detailed) drawings. Content includes the drawing of detail drawings, working drawings, pictorials, sketching, assembly drawings, 3D parametric modeling parts and assemblies. The majority of the drawings will be done with CAD (Computer Aided drafting) via AutoDesk AutoCAD and 3D parametric modeling via AutoDesk Inventor. Students will also have a variety of projects involving 3D printing in which students will create functioning mechanical devices. This course fulfills the 1.0 Visual, Performing and Applied Arts credit needed for graduation.

## **SENIOR INDEPENDENT DESIGN**

**(DDT 7-8) 11, 12**

**1.0 credit**

Drafting Design & Technology 7-8 is designed to meet the needs of the student who is planning a career in engineering, drafting, technology, architecture, illustration, information technology, Computer Aided Design (CAD), graphics or other related vocation. The course will teach advanced techniques in CAD and will develop critical thinking skills, group work, co-operative learning skills, and applied Math and Science skills. Assignments will be developed from ongoing technology projects. Advanced CAD applications, 3D modeling, Digital Prototyping, Building Information Modeling (BIM), and 3D printing will be used in creation of these projects. Each student will create a professional portfolio. This course fulfills the 1.0 Visual, Performing and Applied Arts credit needed for graduation.

## **ANIMATION AND GAME DESIGN**

**9, 10, 11, 12**

**1.0 credit**

This course will provide an introduction to the skills you need to create animations and computer games. In this course you will start out with an overview of game and animation history and quickly move into the concept of development and production of animations and computer games. There will be both individual and team assignments that will result in an actual finished products. Students will work in a computer lab with a variety of software. The concepts you will learn are similar to computer programming in that you will be instructing computers how to perform functions using advanced math skills. Students will also have to develop storylines and scenarios for animations and games. Creative students with a high interest in computers, art and math skills will be the most successful. This course fulfills 1.0 of the required Visual, Performing and Applied Arts credit needed for graduation.

## **INTERIOR AND HOME DESIGN**

**9, 10, 11, 12**

**.5 credit**

Interior & Home Design 1 is a one-semester course that will set the foundation for students who are considering a field in interior and architectural design. Students will study the physical structures and space in which people live and the relationship between the homeowner and the home. A multi-disciplinary approach to basic design fundamentals, residential architectural standards and technical skills will be studied. These skills will be achieved through the use of traditional design tools, advance computer aid drafting (CAD) and building information modeling (BIM) software.

## **IB VISUAL ARTS SL YEAR 1**

**11**

**1.0 credits**

The IB Visual Arts Standard Level course is a two-year studio-based experience that emphasizes a well-documented creative process which includes authentic research, analysis, and experimentation as well as the final production and exhibition of both 2-D and 3-D artworks. Willingness to invest significant time performing research that informs production, experimentation with a variety of different tools, materials and processes, and building a comprehensive Visual Art Journal, as well as a process portfolio is vital for success in the IB program. Final artworks that are part of a student-curated exhibit will demonstrate exceptional content, creativity, craftsmanship and communicate the ideas and perspectives of the artist. Due to the time requirements of the course, the deadlines for the examinations and the scope of study; self-management skills, the ability to work independently, internationally minded pursuits as well as a variety of cultural and artistic interests are imperative. Students will have the opportunity to deeply examine specific disciplines and areas of interest, but will also be required to explore other creative media and expressive forms as well. Ambition, inquiry and specific documentation of all phases of the creative thought process will become routine and be recorded on a daily basis in the Visual Art Journal created by each IB student. The IB student will develop skills in the analysis, interpretation and comparisons of artworks generated from various cultures, historical and social contexts and relate these findings to their own work and process. Along with the documentation of both resolved and unresolved work contained within the Visual Arts Journal, IB students are expected to be articulate in verbal and non-verbal communication of their individual interests and processes that informed the creation of the final works contained in their portfolio and showcased in their individual exhibit. The IB Visual Art students will participate in an enriching and productive experience that leads to an appreciation and connection to the role visual arts play in society and culture in a variety of contexts.

## **AP COMPUTER SCIENCE PRINCIPLES**

**9, 10, 11, 12**

**1.0 credit**

AP Computer Science Principles (CSP) is a full-year, rigorous, entry-level course that introduces high school students to the foundations and concepts of computer science and challenges them to explore how computing and technology can impact the world. The course covers a broad range of foundational topics such as programming, app building, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Computing affects almost all aspects of modern life and all students deserve access to a computing education that prepares them to pursue the wide array of intellectual and career opportunities that

computing has made possible. This course is not a tour of current events and technologies. Rather, it seeks to provide students with a “future proof” foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture. This course is designed for any student interested in coding, programming, and computer science and who has successfully completed Algebra. This course fulfills the senior year math requirement, 1.0 VAPA credit or a science elective credit.

## **AP COMPUTER SCIENCE A**

**10, 11, 12**

**1.0 credit**

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing dates (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale from small, simple problems to large, complex problems. The AP Computer Science A course includes a substantial laboratory component in which students design solutions to problems, express their solutions precisely (e.g. in the Java programming language), test their solutions, identify and correct errors (when mistakes occur), and compare possible solutions. The AP Computer Science course requires that solutions of problems be written in the Java programming language. Because the Java programming language is extensive with far more features that could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java. This course is for students who have successfully completed Functions/Statistics/Trigonometry (FST).



## Business

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
Introduction to Business	1.0	9, 10, 11, 12	Full Year	VPAA	None
Business Management	.5	10, 11, 12	One Semester	VPAA	None
Sports and Entertainment Marketing	.5	10, 11, 12	One Semester	VPAA	None
Personal Finance	.5	11, 12	One Semester	Math-related	None

**VPAA-** Meets the Visual, Performing & Applied Arts requirement based on the Michigan Merit Curriculum

### INTRODUCTION TO BUSINESS

**9, 10**

**1.0 credit**

Introduction to Business is designed to provide students with an introduction to the everyday business world. The emphasis of the course is to give students an opportunity to discover the many areas that make up the foundation of the business world. This exploration will include topics such as economics, business ethics, technology, credit, consumer rights, investments, risk management, marketing, basic accounting, and personal financial management.

### BUSINESS MANAGEMENT

**10, 11, 12**

**.5 credit**

The Business Management course provides students with an understanding of the business management functions, various management theories and the basic organization of a business. Students learn that Business Management is the process of using the resources of a business to efficiently and effectively achieve its goals through planning, organizing, staffing, leading and controlling. Students develop effective management skills and learn that successful managers are individuals who understand the benefits of teamwork and consensus building and are able to maximize the utilization of human resources. As leaders, they recognize the importance of technology and information management in the decision-making process and the value of ethics and social responsibility in building and maintaining business relationships. The material covered in the Business Management course is reinforced and enhanced through the use of technology, guest speakers, videos and hands-on, project-based activities whenever possible.

### SPORT AND ENTERTAINMENT MARKETING

**10, 11, 12**

**.5 credit**

Are you interested in a career in the field of sports, entertainment, marketing, or recreation? Sports and Entertainment Marketing is designed to introduce the student to one of the fastest growing industries in the world. Students will study the basic marketing concepts with applications to various entertainment organizations both locally and nationally. This class will give you hands-on experience as you research, create, price, and develop promotions for various events at the high school. Students will gain valuable experience from many speakers around the area who are working in this growing field. This course will include diverse aspects of this billion dollar industry through concepts of sports management, legal issues, public relations, promotion, product marketing and recreation.

### PERSONAL FINANCE

**11, 12**

**.5 credit**

Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal, household budgets, simulate use of checking, and savings accounts, demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions to ensure financial stability and security.

## Communications

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
Public Speaking	.5	9, 10, 11, 12	One Semester	VPAA	None
Theater I	.5	9, 10, 11, 12	One Semester	VPAA	None
Theater II	.5	9, 10, 11, 12	One Semester	VPAA	Theater I or Teacher Approval
Video Production	.5	9, 10, 11, 12	One Semester	VPAA	None
Primetime Pioneers	.5	10, 11, 12	One Semester; may be repeated	VPAA	Video Production or Film Making and Application w/ Teacher Approval
Film Studies I	.5	9, 10, 11, 12	One Semester	VPAA	None
Film Studies II	.5	9, 10, 11, 12	One Semester	VPAA	Film Studies I
Film Making	.5	10, 11, 12	One Semester; may be repeated.	VPAA	Film Studies I or Video Production
IB Film SL/HL Year 1	1.0	11	1 <sup>st</sup> yr. of a two year course	VPAA	Video Production
IB Film SL/HL Year 2	1.0	12	2 <sup>nd</sup> year of a two year course	VPAA	IB Film SL/HL Year 1

**VPAA-** Meets the Visual, Performing & Applied Arts requirement based on the Michigan Merit Curriculum

### **PUBLIC SPEAKING**

**9, 10, 11, 12**

**.5 credit**

This course covers basic public speaking skills from writing to delivery and nonverbal communication. It is geared for students interested in developing public speaking skills and confidence in public speaking. The basics of human communication are introduced throughout the semester as a part this curriculum and personal one on one communication is highlighted as is the use of visuals as aids, and other means of communication are explored. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

### **THEATER**

**9, 10, 11, 12**

**.5 credit**

This course is an introduction to the world of theatre. There will be a significant study of theatre history up through Shakespeare. It is designed to provide students a variety of acting and staging experiences through character development, physical and vocal acting techniques and script analysis. Technical theatre will also be explored. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

### **THEATRE II**

**9, 10, 11, 12**

**.5 credit**

This course will continue to build on the skills learned in Theatre I or from participation in the extra-curricular drama program. This course allows the students to participate in an in-depth exploration of theatre. Acting methods and theories will be explored, as well as directing techniques and script writing. Activities such as scene work, one acts, original works and contemporary theatre will be the focus of the class.

### **VIDEO PRODUCTION**

**9, 10, 11, 12**

**.5**

This introductory course provides the fundamental technical and creative aspects of the television and film industry including the operation of digital cameras, microphones, script writing, editing, and graphics. Students will produce and explore a variety of videos. The historical development of the television and film industry and current trends in digital video production will be a part

of the course. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. This course is the prerequisite course for Film making, Primetime Pioneers and IB Film courses.

### **PRIMETIME PIONEERS**

**10, 11, 12**

**.5**

This course produces the live, on-air school announcements, Primetime Pioneers. Students will experience the excitement and urgency of creating a television product while providing a valuable medium of communication for the school. All students rotate jobs and perform the necessary production tasks of putting on a live broadcast in a studio setting, including: camera work, on-air performance, editing, script writing, graphics, interviewing, floor directing, and audio engineering. This is an application-only class and all applications are due in March. This course fulfills the .5 of the 1.0 required Visual, Performing and Applied Arts credited needed for graduation. This course may be repeated. The prerequisite for this class is Video Production.

### **FILM STUDIES I**

**9, 10, 11, 12**

**.5 credit**

This class will cover the history of the American and English Film industry and the various genres of film. Viewing and analyzing films will be the basis of the class. In analyzing film, students will examine elements of plot, setting, style, cinematography and point of view as well as historical perspective and the impact on our society. This class may not be repeated. This course fulfills the .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. Students intending to enroll in IB Film SL/HL in their junior and senior year should NOT enroll in this course.

### **FILM STUDIES II**

**9, 10, 11, 12**

**.5 credit**

This course will focus on International film theory and history, textual analysis, and the impact of films and filmmakers on society and culture. This course fulfills the .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. Students intending to enroll in IB Film SL/HL in the junior and senior year should NOT enroll in this course. The prerequisite for this class is Film Studies I.

### **FILM MAKING**

**10, 11, 12**

**.5 credit**

This course is designed for the serious filmmaker. The focus of the class is an in-depth experience into the pre-production, production and post-production aspects of digital filmmaking. Students will work in groups and alone to produce short films. Activities such as storyboarding, script writing, acting for the camera, camera techniques, and editing are the basis of the class. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. The prerequisite for this class is either Video Production or Film Studies I.

### **IB FILM SL/HL1**

**11**

**1.0 credit**

The 1st semester this class will cover the history of the American and English Film industry and the various genres of film. Viewing and analyzing films will be the basis of the class. In analyzing film, students will examine elements of plot, setting, style, cinematography and point of view as well as historical perspective and the impact on our society. There will be a textbook and reading assigned as well as numerous essays and research. Students will need to commit outside time to the viewing of films. The 2nd semester of the course will begin a focus on International film theory and history, textual analysis, and the impact of films and filmmakers on society and culture. Students will also begin to learn basic editing, and camera skills. The textual Analysis IB Assessment will be completed this year. This course fulfills the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. The prerequisite for this class is Video Production.

### **IB FILM SL/HL 2**

**12**

**1.0 credit**

1st Semester will focus on an in-depth experience into the pre-production, production and post-production aspects of digital filmmaking. Students will work in groups and alone to produce short films. Activities such as storyboarding, script writing, acting for the camera, camera techniques and editing are the basis of the class. Second semester IB students will begin to work on their IB assessments in script writing and a large multi-media research project in Film History and Theory. The HL course includes a seven minute film beyond the SL curriculum. This course fulfills the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

## English

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
English 1-2	1.0	9	One Year	English	None
English 1-2 Honors	1.0	9	One Year	English	Success in prior English course
English 3-4	1.0	10	One Year	English	English 1-2 or English 1-2 Honors
English 3-4 Honors	1.0	10	One Year	English	English 1-2 Honors or Success in prior English 1-2
AP Language and Composition	1.0	11, 12	One Year	English	English 3-4 Honors or Success in English 3-4
AP Literature and Composition	1.0	11, 12	One Year	English	Success in prior English course
IB Language and Literature SL Year 1	1.0	11	1 <sup>st</sup> year of two year course	English	English 3-4 or 3-4 Honors
IB Language and Literature SL Year 2	1.0	12	2 <sup>nd</sup> year of two year course	English	IB Language and Literature SL Year 1
IB Language and Literature HL Year 1	1.0	11	1 <sup>st</sup> year of two year course	English	English 3-4 Honors or Success in English 3-4
IB Language and Literature HL Year 2	1.0	12	2 <sup>nd</sup> year of two year course	English	IB Language and Literature HL Year 1
Contemporary Literature	.5	11, 12	One Semester	English	English 3-4
Creative Writing	.5	11, 12	One Semester	English	English 3-4
Introduction to Journalistic Writing I	.5	9, 10, 11, 12	One Semester	VPAA	None
Journalistic Writing II	1.0	10, 11, 12	Full Year; may be repeated	VPAA	Journalistic Writing I or MIPA Camp, English Teacher Recommendation and Application
Yearbook	1.0	9, 10, 11, 12	Full Year; may be repeated	VPAA	Application and one Teacher Recommendation

**VPAA-** Meets the Visual, Performing & Applied Arts requirement based on the Michigan Merit Curriculum

### ENGLISH 1-2

9

#### 1.0 credit

English 1-2 provides the freshman student with broad experience in all areas of language arts: reading, writing, speaking, and listening. Students will experience readings in a variety of literary forms that serve as a foundation for later high school English courses. Developmental work in writing, vocabulary, critical reading, and grammar is an integral part of the course.

### ENGLISH 1-2 HONORS

9

#### 1.0 credit

The literature in English 1-2 Honors is, for the most part, classical in nature and is studied not only for its literary value, but also for its reflection of specific historical periods and peoples. Along with the literature studied, students are also exposed to extensive work in vocabulary, grammar, and the mechanics and process of writing. Honors students are expected to actively engage in in-depth discussions of literature.

## **ENGLISH 3-4**

**10**

### **1.0 credit**

English 3-4 is a comprehensive English course for sophomores. The course content consists of a variety of selections from American literature and informational texts from the seventeenth century to the present. Included in the course of study is extensive work in grammar, vocabulary, research, and writing.

## **ENGLISH 3-4 HONORS**

**10**

### **1.0 credit**

English 3-4 Honors is a comprehensive English course designed for highly motivated students, who wish in-depth handling of material and a competitive academic environment. In content it covers American literature with its study of literacy. It focuses on critical reading and strong writing skills. Part of the course of study will include extensive work in grammar, vocabulary, research and writing.

## **AP LANGUAGE AND COMPOSITION**

**11, 12**

### **1.0 credit**

AP Language and Composition challenges students to harness the power of rhetoric as they study texts from a wide range of time periods, styles, authors, and subjects. Students electing this course should anticipate a rigorous pace, and should have the ability to read accurately and critically, to discuss intelligently and listen carefully, to write with clarity, and to accept and offer criticism constructively. Students will write an 8-12 page college-level research paper. The AP English Language exam is administered in May.

## **AP LITERATURE AND COMPOSITION**

**11, 12**

### **1.0 credit**

AP English Literature is a comprehensive study of the imaginative literature, ranging from Dante to contemporary fiction and poetry. Readings are arranged thematically around the "Other," sin and redemption, Existentialism, and identity. AP Literature is a seminar-format course, with an emphasis on close literary analysis, timed in-class essays, and longer papers. The Advanced Placement English exam is administered in May.

## **IB LANGUAGE AND LITERATURE SL**

**11 and 12**

### **1.0 credit per year**

In this two-year course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to student in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others.

- Students study 4 works from a representative selection of genres, periods, and places.
- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience, and purpose.

The IB Language and Literature SL Course is not a weighted course except for students pursuing the full IB Diploma Programme.

## **IB LANGUAGE AND LITERATURE HL**

**11 and 12**

### **1.0 credit per year**

IB HL Language and Literature is a two-year course that introduces the critical study and interpretation of texts from a wide range of literary and non-literary genres. The course allows the student to explore English language through its cultural development and use, its media forms and functions, and its literature. Students develop literary and textual analysis skills and learn to present their ideas effectively.

Along with expectations presented in the IB-SL course, students will also:

- Study at least 6 works from a representative selection of genres, periods, and places.
- Students are expected to complete a greater number of higher-level oral and written assessment tasks than students enrolled in IB Language and Literature SL.

## **CONTEMPORARY LITERATURE**

**11, 12**

**.5 credit**

This reading intensive course (7 to 9 novels) will focus on contemporary literature presented with corresponding critical theories, present-day issues, and various contemporary and foreign films. Readings will cover multi-cultural contemporary literature written since 1960. (Writing assignments include: group discussions on the novels, movie responses, class discussions and reader responses. The final exam is a 5-8 page research analysis paper.) This is a blended class in which students will come to class on specific days for discussions, movies, and reader responses. Students electing this course should realize this class requires them to be self-paced and self-motivated to complete online discussions and responses.

## **CREATIVE WRITING**

**11, 12**

**.5 credit**

Creative Writing is designed for students who demonstrate a strong aptitude and desire to express themselves creatively through the genres of poetry, short story, creative nonfiction, and drama. Students are required to keep a personal journal and to write from their own experiences in a voice that is both honest and perceptive. Students are expected to participate fully in the workshop atmosphere of the class, which includes sharing their creative work with their classmates, utilizing journal and exercise writing time effectively, offering constructive criticism, and writing multiple drafts toward producing polished finished products. Course includes: reading, studying, and responding to professionally produced poetry, fiction, and plays in discussion and formal written analysis. Students will be encouraged to workshop their pieces in class for external publication, but will at least produce a personal portfolio surveying the development of their writing. These portfolios will be published online and will aim to reach a wide, authentic audience.

## **INTRODUCTION TO JOURNALISTIC WRITING I**

**9, 10, 11, 12**

**.5 credit**

This course is designed to prepare students for 21st century media writing. Students will develop skills in informational writing and speaking using journalistic standards, ethics, and reporting. Students will also gain experience with photography, graphic design, blogs, and podcasts using the latest technology. Students demonstrating proficiency and commitment may advance to other media courses. This course fulfills .5 required Visual, Performing and Applied Arts credit needed for graduation.

## **JOURNALISTIC WRITING II**

**9, 10, 11, 12**

**1.0 credit**

This course offers practical experience in newspaper publishing in a self-directed workshop environment. Students apply for leadership positions and are selected to serve on an editorial board to plan, design, edit, and write each issue of The East Vision. All students are responsible for writing stories, covering beats, and fundraising. In addition, students may develop skills in computer graphics and design using Adobe Suites, photography, cartooning, web design and maintenance, illustration, and business management. Journalistic ethics are continually reviewed and applied in all aspects of production and print. This course fulfills 1.0 required Visual, Performing and Applied Arts credit needed for graduation. \*\*Application is required.

## **YEARBOOK**

**9, 10, 11, 12**

**1.0 credit**

Students enrolled in this course are responsible for the production of the East Grand Rapids High School annual yearbook. The course is designed to give students a variety of experiences in ad sales layout, design, business, writing, reporting, photography, and work on the computer. The course is aimed at teaching students the many roles involved in publishing and marketing a yearbook. After school time is a requirement for this class. This course fulfills 1.0 required Visual, Performing, and Applied Arts credit needed for graduation. \*\*Application is required.

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
Health	.5	9, 10, 11, 12	One Semester	Health	None
Physical Education	.5	9, 10, 11, 12	One Semester	Physical Education	None
Team Games	.5	10, 11, 12	One Semester; May be Repeated		Physical Education and Health
Lifetime Fitness	.5	10, 11, 12	One Semester; May be Repeated		Physical Education and Health

**HEALTH****9, 10, 11, 12****.5 credit**

The health education course empowers students to make health-related decisions while meeting the district's one semester health education requirement for graduation. The course covers the basic health, nutrition, fitness, sexuality, vaping, alcohol, marijuana and other drugs, mental health, stress managements, and long range health planning. Each health education unit incorporates cognitive, affective and skill objectives into an activity-centered program. Student are involved in group discussions, interactive hands-on activities, guest speakers and videos in order to gain basic information to become informed health decision-makers. Students will also have the opportunity to earn American Red Cross CPR, First Aid and AED certification. This course meets the Health Education requirement for graduation.

**PHYSICAL EDUCATION****9, 10, 11, 12****.5 credit**

This one semester course offers upbeat, engaging, and motivational activities to diversify your academic schedule. Fuel your body by participating in a variety of team and individualized sports (badminton, volleyball, yard games, track and field, introduction to weight training, basketball, flag football, floor hockey, Ultimate Frisbee, cooperative games, and various other indoor/outdoor games). Through these activities student objectives will be met in physical fitness, motor skills, knowledge of sports and activities, as well as social and emotional development. Additional physical activity/lifelong fitness components to be covered include: target heart rate range, stress relief, goal setting, mindfulness, and long range health and fitness planning. This course meets the Physical Education requirement for graduation.

**TEAM GAMES****10, 11, 12****.5 credit**

Students in Team Games will compete to improve fitness through organized team activities in a "series" format, round robin play, and in unique tournaments. The course will provide competition in basketball, floor hockey, soccer, 8 Base Kickball, flag football, cooperative games, badminton, Olympic team handball, yard games, volleyball, Ultimate Frisbee, speedball, Obstacle Baseball, and various other indoor/outdoor team games. Each game will include an emphasis on rules, strategies, teamwork, sportsmanship, and evaluation. This course may be the biggest "win" in your high school career.

**LIFETIME FITNESS****10, 11, 12****.5 credit**

This course offers instruction and experiences in a variety of lifetime fitness activities. The emphasis in this class will be achieving a goal level of physical fitness. Each student will design a comprehensive individual fitness program to be implemented in the Fitness Center. This routine will develop an understanding of the importance of fitness as a part of daily life. The program will be centered on flexibility, muscular strength and endurance, cardiovascular endurance, and body composition. There will also be an emphasis on participation of lifetime activities to ensure a lifelong healthy and active lifestyle. Some activities include: volleyball, badminton, tennis, softball, bocce ball, pickle ball, Frisbee golf, ladder ball, yoga, Pilates, and core strengthening.

## Mathematics

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
Algebra	1.0	9, 10, 11, 12	One Year	Math	Recommendation
Geometry	1.0	9, 10, 11, 12	One Year	Math	Algebra; Recommendation from school
Advanced Algebra (AA)	1.0	10, 11, 12	One Year	Math	Geometry
Functions, Statistics and Trigonometry (FST)	1.0	11, 12	One Year	Math	Advanced Algebra
Pre-calculus and Discrete Mathematics (PDM)	1.0	11, 12	One Year	Math	FST
Advanced Algebra/Functions, Statistics and Trigonometry Honors (AA/FST H)	1.0	9, 10, 11, 12	One Year	Math	Geometry (at the Middle School) or Geometry with teacher recommendation, and Dept. Chair approval
Functions, Statistics, and Trigonometry/Adv. Placement Statistics Honors ( FST/AP Stats (H))	1.0	10, 11, 12	One Year	Math	Completion of AA/FST Honors with a grade of C+ or better, teacher recommendation, and Dept. Chair approval
Pre-calculus and Introduction to Calculus Honors (Pre-Calc/Calc A (H))	1.0	11, 12	One Year	Math	Completion of FST/AP Stats (H) with a grade of C+ or better, teacher recommendation, and Dept. Chair approval
AP Calculus AB	1.0	12	One Year	Math	Completion of PDM with a grade of a C+ or better, teacher recommendation, and Dept. Chair approval
AP Calculus BC	1.0	12	One Year	Math	Completion of Pre-calc/Calc A Honors with a grade of C+ or better and teacher recommendation
IB Mathematics Applications SL Year 1	1.0	11	1 <sup>st</sup> year of two year course	Math	Algebra, Geometry and Advanced Algebra
IB Mathematics Applications SL Year 2	1.0	12	2 <sup>nd</sup> year of two year course	Math	IB Mathematic Applications SL Year 1
IB Mathematics Analysis SL Year 1	1.0	11	1 <sup>st</sup> year of two year course	Math	AA/FST Honors, FST/AP Stats Honors, or FST with teacher recommendation
IB Mathematics Analysis SL Year 2	1.0	12	2 <sup>nd</sup> year of two year course	Math	IB Mathematics Analysis SL Year 1
IB Mathematics Analysis HL Year 1	1.0	11	1 <sup>st</sup> year of two year course	Math	FST/AP Stats Honors
IB Mathematics Analysis HL Year 2	1.0	12	2 <sup>nd</sup> year of two year course	Math	IB Mathematics Analysis HL Year 1
Real World Mathematics	.5	12	One Semester	Math-related	Advanced Algebra as a junior and Teacher Recommendation
Personal Finance	.5	11, 12	One Semester	Math-related	None
Math Essentials III	1.0	11, 12	Full Year	Math-related	Teacher Recommendation



**ALGEBRA****9, 10, 11, 12****1.0 credit**

Algebra I is designed to give the student a wider scope in content than the traditional first year algebra course. It integrates geometry, statistics, and probability into the algebra course. Reading and problem solving are emphasized throughout the course.

**GEOMETRY****9, 10, 11, 12****1.0 credit**

Geometry is designed to give the student a wider scope in content than the traditional geometry course. It uses coordinates and transformations throughout the course in both two and three dimensions. Algebra is integrated with geometry throughout the course. Reading and problem solving are also emphasized throughout the course.

**ADVANCED ALGEBRA (AA)****10, 11, 12****1.0 credit**

Advanced Algebra is designed to give the student a wider scope in content than the traditional Algebra I course. Substantial amounts of Geometry are included in this course. Reading and problem solving are emphasized throughout the course.

**FUNCTIONS, STATISTICS & TRIGONOMETRY (FST)****11, 12****1.0 credit**

Functions and Statistics is designed to give the student a wider scope in content than a traditional Analysis course. Reading and problem solving are emphasized throughout the course.

**PRE-CALCULUS & DISCRETE MATHEMATICS (PDM)****11, 12****1.0 credit**

Pre-calculus and Discrete Mathematics is designed to give the student a wider scope in content than the traditional Pre-calculus course. Reading and problem solving are emphasized throughout the course.

**ADVANCED ALGEBRA/FUNCTIONS, STATISTICS & TRIGONOMETRY HONORS (AA/FST(H))****9, 10, 11, 12****1.0 credit**

This course is the beginning of a two-year honors sequence. Three courses will be taught in two years, Advanced Algebra, FST and AP Statistics. Students enrolling in this course should plan on staying on the honors track for at least two years.

**FUNCTIONS, STATISTICS & TRIGONOMETRY/ADVANCED PLACEMENT STATISTICS (FST H/AP STATS)****10, 11, 12****1.0 credit**

This course is the second course in the two-year honors sequence. This course covers the conclusion of Functions, Statistics and Trigonometry as well as Advanced Placement Statistics. The Advanced Placement Statistics portion of the course will begin at the start of the second semester. Near the conclusion of this course, students will take the Advanced Placement exam. This course is in sequence with the first year honors course covering Advanced Algebra, FST and AP Statistics in two years.

**PRE-CALCULUS & INTRODUCTION TO CALCULUS HONORS (PRE-CALC/CALC A (H))****11****1.0 credit**

This course covers the same topics as regular Pre-calculus and Discrete Mathematics, as well as an introduction to Calculus. This course is recommended for students who are interested in taking the Advanced Placement BC Calculus exam the following year. This course prepares students for a study of Calculus; it explores topics in Algebra, Trigonometry, and Analytic Geometry for their relevance to Calculus. This course is the first of a two-year sequence with the Advanced Placement Calculus BC course, in which students will cover three courses in two years: PDM, Calculus I (AB) and Calculus II (BC).

## **AP CALCULUS AB**

**12**

**1.0 credit**

This course follows the Advanced Placement Calculus AB curriculum. Much time is devoted to the development of the concepts of limits and their applications to the derivative. Other topics include the Fundamental Theorems of Calculus, first and second derivative tests, the mean value theorems of the differential and the integral, exponential functions, natural logarithms, and derivatives and integrals of all the trigonometric, circular, exponential, and logarithmic functions. Applications of the derivative and integral are explored in great depth. The course concludes with the Advanced Placement Calculus AB exam offered in May.

## **AP CALCULUS BC**

**12**

**1.0 credit**

This course follows the Advanced Placement Calculus AB and BC curriculums. Two-thirds of the topics in the Advanced Placement Calculus AB course are covered as well as topics from the Calculus BC curriculum. This course investigates integration techniques and infinite series. A study of plane, parametric, polar, vector, and differential equations is a large portion of the course content. This course concludes with the Advanced Placement Calculus BC exam. This course is the second of a two-year sequence with the PDM/Calculus Honors course, in which students will cover three courses in two years: PDM, Calculus I (AB) and Calculus II (BC).

## **IB MATHEMATICS APPLICATIONS SL**

**11 and 12**

**1.0 credit per year**

The two-year IB Mathematics Applications SL course is for students with varied backgrounds and abilities. This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. This course is designed to build confidence and encourage appreciation and communication of mathematics in students who do not anticipate the need for mathematics in their future studies. Students taking this course must be equipped with fundamental prerequisite math skills.

## **IB MATHEMATICS ANALYSIS SL**

**11 and 12**

**1.0 credit per year**

The two-year Mathematics Analysis SL course explores a wide range of mathematical concepts with a particular focus on statistical techniques and introductory calculus. The students most likely to select this course already have a strong foundation in algebra and geometry and possess the enthusiasm to learn about and explore in more detail the mathematical concepts they've been introduced to in those courses. Students interested in pursuing engineering, chemistry, economics, geography, psychology, and business administration would benefit from taking mathematics SL, as these subjects have significant mathematical content. Mathematics Analysis SL allows students to develop sophisticated mathematical reasoning and to enhance their critical thinking skills. Topics covered in Mathematics Analysis SL are algebra; functions and equations; circular functions and trigonometry; vectors; statistics and probability; and calculus.

## **IB MATHEMATICS ANALYSIS HL**

**11 and 12**

**1.0 credit per year**

The Mathematics Analysis HL course is also geared toward the math enthusiast who enjoys exploring many topics in mathematics. Advanced topics which will be explored in depth include Algebra, Functions, Geometry and Trigonometry, Vectors, Statistics and Probability, and Calculus. This course caters to students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major focus of their university studies. Students embarking on this course should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Each student will complete an internally assessed component, which offers students the opportunity to develop their independence in their mathematical learning with a topic in which they have significant interest.

## **REAL WORLD MATHEMATICS**

**12**

**.5 credit**

This is a senior-only course for students who earned credit for Advanced Algebra as juniors. The focus of this course would be applications of statistical methods, i.e., applying descriptive and inferential statistics to "real-world" data sets. Students will

investigate data patterns, design surveys, collect and interpret data, create various displays of data, and produce reports communicating conclusions they reached from their investigations with their data. This class is recommended for seniors who struggled in Advanced Algebra and would have difficulty with FST.

### **PERSONAL FINANCE**

**11, 12**

**.5 credit**

Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal, household budgets, simulate use of checking, and savings accounts, demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions to ensure financial stability and security.

### **MATH ESSENTIALS III**

**11, 12**

**1.0 credit**

Math Essentials III is a supplement to the Advanced Algebra course. Students will complement their coursework with writing and solving equations including work with fractions, exponents, factoring and quadratic equations. Students will build upon the skills of graphing equations in two variables on the coordinate plane. In addition, students will supplement the material from Advanced Algebra with additional problem solving skills for the objectives covered.

## Performing Arts

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
Band	1.0	9, 10, 11, 12	One Year; may be repeated	VPAA	Director's Approval
Orchestra	1.0	9, 10, 11, 12	One Year; may be repeated	VPAA	Director's Approval
Women's Chorus	1.0	9, 10 (11)	One Year; may be repeated	VPAA	None
Men's Chorus	1.0	9, 10 (11)	One Year; may be repeated	VPAA	None
Varsity Voices	1.0	(10) 11, 12	One Year; may be repeated	VPAA	Audition with Director
Bella Voce	1.0	(10) 11, 12	One Year; may be repeated	VPAA	Audition with Director
Madrigals	1.0	(11) 12	One Year; may be repeated	VPAA	Audition with Director
IB Music SL Year 1	1.0	11	1 <sup>st</sup> year of a 2 year course	VPAA	Band, Orchestra or Choir
IB Music SL Year 2	1.0	12	2 <sup>nd</sup> year of a 2 year course	VPAA	Band, Orchestra or Choir

VPAA- Meets the Visual, Performing & Applied Arts requirement based on the Michigan Merit Curriculum

### **BAND**

**9, 10, 11, 12**

**1.0 credit**

Band is open to all high school students who demonstrate adequate proficiency of technical skills on a band instrument. Marching band students are also expected to attend band camp which is held at EGR the last week of July. Those unable to attend will need to make special arrangements with the directors. The band rehearses daily, and, during the football season rehearses every Wednesday evening from 6:30-9pm. After football season, the band transitions to concert curriculum. Students will audition for two groups: Concert and Symphonic band that both meet during 1st hour. Members are also eligible for various solo and chamber group experiences including, but not limited to: drumline, musical theatre pit orchestra, solo and ensemble, percussion ensemble. NOTE: Students selecting this course are expected to complete both semesters of the course and should plan their schedule accordingly. This course fulfills required Visual, Performing and Applied Arts credit needed for graduation.

### **ORCHESTRA**

**9, 10, 11, 12**

**1.0 credit**

Orchestra is open to high school students in grades 9-12 who demonstrate adequate proficiency of technical skills on an orchestral string instrument. All freshman will be enrolled in the Freshman Orchestra, and sophomores through seniors will be enrolled in the Varsity Orchestra. Students will continue to expand their string technique and advance their skills. The string sections will meet as a full ensemble each day. When the schedule allows for Full Orchestra, the brass, woodwind and percussion sections will consist of the top-seated players of the corresponding sections of the High School Band class. A wide variety of music will be played, and options for solo and chamber music will also be available. Note: Students electing this course are expected to complete both semesters of the course and should plan their schedules accordingly. This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation.

### **WOMEN'S CHORUS**

**9, 10 (11)**

**1.0 credit**

Women's Chorus is non-auditioned, primary level ensemble, providing the young female singer with basic vocal technique. The course content includes learning to read music, studying basic music theory, and learning choral musicianship in preparation for public concerts throughout the year. Music repertoire includes a variety of musical styles from all of music history, as well as music written specifically for the young female singer. Each student is expected to attend concerts outside of the school day. This includes the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, District and State Choral Festival, and the Spring Pops Concert. Note: Students electing Women's Chorus are expected to complete both semesters of the course and should plan their schedules accordingly. This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation.

### **MEN'S CHORUS**

**9, 10, (11)**

**1.0 credit**

Men's Chorus is a non-auditioned, primary level ensemble, providing specialized vocal training for the young male voice. The course content includes learning to read music, studying basic music theory, and learning choral musicianship in preparation for

public concerts throughout the year. Music repertoire includes a variety of musical styles from all of music history, as well as music written specifically for the young male singer. Each student is expected to attend concerts outside of the school day. This includes the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, District and State Choral Festival, and the Spring Pops Concert. Note: Students electing Men's Chorus are expected to complete both semesters of the course and should plan their schedules accordingly. This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation. Michigan School Vocal Music Association (MSVMA) level: Primary

### **VARSITY VOICES**

**(10), 11, 12**

**1.0 credit**

Varsity Voices is the main ensemble of EGRHS and provides the student with intermediate choral training. The purpose of the choir is to provide independence as a choral musician. Course content includes learning to read music at an intermediate level, studying basic music theory, and learning choral musicianship in preparation for public concerts throughout the year. Music repertoire includes intermediate level music from music history that is specifically written for mixed voices, including vocal jazz from the swing era to 21<sup>st</sup> century jazz fusion. Each student is expected to attend concerts outside of the school day. This includes the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, District and State Choral Festival, and the Spring Pops Concert. Students electing Varsity Voices are expected to complete both semesters of the course and should plan their schedules accordingly. This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation. Michigan School Vocal Music Association (MSVMA) level: Intermediate

### **BELLA VOCE**

**(10), 11, 12**

**1.0 credit**

Bella Voce provides the female student with advanced choral training. This ensemble sings challenging women's choral music from all of music history, including vocal jazz from the swing era to 21<sup>st</sup> Century jazz fusion. Each student is expected to attend concerts outside of the school day. This includes, but is not limited to, the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, Choral Festival, Melodies in March, and the Spring Pops Concert. This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation. Michigan School Vocal Music Association (MSVMA) level: Advanced

### **MADRIGALS**

**(11), 12**

**1.0 credit**

Madrigals is designed to provide students the opportunity to sing difficult choral literature for small ensembles, with an emphasis placed on music from the 15<sup>th</sup> -17<sup>th</sup> centuries, as well as contemporary music written for the small ensemble. This course nurtures the musicianship for students possessing high music aptitude, trained voices, and music reading skills that go far beyond the other choir levels. Each student is expected to attend concerts outside of the school day. This includes, but is not limited to, the Autumn Concert, Holiday Winter Concert, Pre-Festival Concert, Solo and Ensemble Festival, Choral Festival, Melodies in March, and the Spring Pops Concert. During the month of December, the ensemble forms the EGRHS Carolers and performs at many public service events in Victorian Costumes. This course fulfills the required Visual, Performing and Applied Arts credit needed for graduation. Michigan School Vocal Music Association (MSVMA) level: Advanced

### **IB MUSIC SL**

**11 and 12**

**1.0 credit per year**

This two-year course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. Students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate. In addition, the course enables students to enjoy lifelong engagement with the arts; become informed, reflective and critical practitioners in the arts; understand the dynamic and changing nature of the arts; explore and value the diversity of the arts across time, place and cultures; express ideas with confidence and competence; develop perceptual and analytical skills, and develop their knowledge and potential as musicians, both personally and collaboratively. This course complements the student's enrollment in either band, Varsity Orchestra, or vocal music.

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
Physics	1.0	9	One Year	Physics	Algebra
Physics Honors	1.0	9	One Year	Physics	Algebra
AP Physics	1.0	11, 12	One Year	Physics	Enrollment in honors level mathematics, PDM, Calculus, or teacher recommendation
Adv. Projects in Engineering	1.0	11, 12	One Year	3 <sup>rd</sup> science credit	Biology and Physics required. Chemistry is highly recommended
Biology	1.0	11, 12	One Year	Biology	Physics and Chemistry
Biology Honors	1.0	11, 12	One Year	Biology	Physics and Chemistry
AP Biology	1.0	11, 12	One Year	Biology	Grade of B or higher in Physics, Biology, and Chemistry or teacher recommendation
IB Biology HL Year 1	1.0	11	1 <sup>st</sup> year of two year course	Biology	Physics, Biology or Chemistry
IB Biology HL Year 2	1.0	12	2 <sup>nd</sup> year of two year course	Biology	IB Biology HL Year 1
Integrated Physics and Chemistry	1.0	9	One Year	Physics	None
Chemistry	1.0	10, 11, 12	One Year	Chemistry	Algebra and Physics Recommended
EGR Pre AP/IB Chemistry	1.0	10, 11, 12	One Year	Chemistry	Algebra, Geometry and Physics Recommended Grade of B or higher in previous science and math class or teacher recommendation
IB Chemistry (SL)	1.0	11, 12	One Year	Chemistry	EGR Pre AP/IB Chemistry
AP Chemistry	1.0	11, 12	One Year	Chemistry	EGR Pre-AP/IB Chemistry with a grade of B or higher or teacher recommendation
Environmental Science	1.0	11, 12	One Year	3 <sup>rd</sup> science credit	Required - Biology(or concurrent); Highly Recommended - Chemistry & Physics
Anatomy and Physiology	1.0	11, 12	One Year	3 <sup>rd</sup> science credit	Required - Biology(or concurrent); Highly Recommended - Chemistry & Physics
Forensics and Genetics	1.0	11, 12	One Year	3 <sup>rd</sup> science credit	Required - Biology(or concurrent); Highly Recommended - Chemistry & Physics

## PHYSICS

9

### 1.0 credit

Physics is an introductory course to the basic principles of physics. All students will benefit most from taking physics as a 9th grader to develop basic measurement, numerical analysis, and fundamental problem solving skills, which are basic to all science. Topics covered include the nature of motion, forces, energy, matter, sound, light and composition of atoms.

## PHYSICS HONORS

9

### 1.0 credit

Honors Physics is an introductory course to the basic principles of physics. All students will benefit most from taking physics as a 9<sup>th</sup> grader to develop basic measurement, numerical analysis, and fundamental problem solving skills, which are basic to all

science. The honors course introduces problem solving and the use of mathematics as the basic language of physics. This course is a good preparation for Advanced Physics.

## **AP PHYSICS**

**11, 12**

**1.0 credit**

AP Physics C is a college level course that covers Newtonian physics including rotation, gravitation and oscillation in preparation for the AP Physics C (Mechanics) exam. Additional topics can include modern physics, electricity and electric circuits, special relativity, and astronomy applications as time allows. Some calculus is used but students are not required to be proficient in calculus before they take this course.

## **ADV. PROJECTS IN PHYSICS AND ENGINEERING**

**11, 12**

**1.0 credit**

This course is for students who are looking for knowledge that goes beyond the first year physics course. This course will include many topics not covered in the first year physics class and will use a very hands-on approach to solving physics and engineering problems. Topics in this course include a review of the basic physics concepts that were covered in their first year physics course, but will be looked at from a more advanced engineering level. Additional topics covered in this course will include optical devices, rotational dynamics, torque and fluid dynamics.

## **BIOLOGY**

**11, 12**

**1.0 credit**

This beginning course uses a conceptual approach to explain key concepts in biology. There is an emphasis on cell biology, genetics, and the biochemistry of living things. Concepts are presented through a variety of teaching methods. Traditional labs, computer labs, field trips, and other hands-on approaches are emphasized. This course is designed for the college-bound student, but it does not reach the in-depth level of the Biology Honors course. Pre-requisite courses Chemistry and Physics.

## **BIOLOGY HONORS**

**11, 12**

**1.0 credit**

This course covers the same principles and concepts as presented in Biology, but the pace and depth of inquiry is much greater. The course includes extensive laboratory work, and the course content requires the use of analytical and deductive reasoning, critical thinking, and application of learned material. The course is primarily for highly motivated students who have strong science interests. Pre-requisite courses: Chemistry and Physics.

## **AP BIOLOGY**

**11, 12**

**1.0 credit**

AP Biology is an advanced level biology course. It is designed to be equivalent to a first year college biology course and prepare the student for the AP Biology exam. The course is an in-depth study of topics including, but not limited to, cell biology, genetics, energetics, animal physiology and ecology. Half of the course time is spent in laboratory work and inquiry-based investigations. Students who have an interest in pursuing a career in a science field should consider AP Biology. Students are expected to have successfully completed physics, biology and chemistry with a B or better.

## **IB BIOLOGY HL 1 and 2**

**11, 12**

**1.0 credit per year**

IB Higher Level (HL) Biology is a two-year course designed to provide students an in depth study of the relationship of structure, function and interaction within and between all biological systems. Biological topics covered will include cells, molecules, genetics, evolution, plant and animal physiology and ecology. Additional topics may include areas of study in biotechnology, human physiology, neurobiology, and ecology. Students will be provided multiple opportunities to engage in scientific thought through experimentation, analysis, collaboration, and creative inquiry. Additionally, students will engage in experimental design and development while raising their awareness of moral, ethical, social, economic and environmental implications of using science and technology.

## **INTEGRATED PHYSICS AND CHEMISTRY**

**9**

### **1.0 credit**

Integrated Physics and Chemistry is an introductory course to investigate the basic principles of physics and chemistry. This course is designed for students who need a less mathematical and more hands on approach to the physical sciences. Emphasis will be placed on developing conceptual understanding of physics and chemistry through means of physical and computer modeling. Scientific measurement techniques and problem solving skills will be developed with use of basic mathematical calculations and limited use of Algebra. Topics covered will include, but not be limited to; motion, forces, energy, waves, chemical processes, atomic structure and its modern technological applications.

## **CHEMISTRY**

**10, 11, 12**

### **1.0 credit**

Chemistry is offered to students who wish to study matter and the changes it under goes. This is an introductory course in theories and concepts of modern chemistry. Topics will be presented to increase awareness and understanding of the role of chemistry in everyday life including environmental issues. The course emphasizes the atomic and molecular structure, chemical bonding, stoichiometry, properties of gases, solutions, reaction rates and equilibrium, acid-base reactions, and chemical thermodynamics. The laboratory work will develop students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.

## **EGR PRE AP/IB CHEMISTRY**

**10, 11, 12**

### **1.0 credit**

EGR Pre AP/IB Chemistry is offered to students who may wish to study the subject at a deeper level in AP or IB Chemistry. This is a rigorous course involving the study of theories and concepts of modern chemistry. Topics will be presented to increase awareness and understanding of the role of chemistry in everyday life as well as to provide experience in scientific inquiry. The course emphasizes atomic and molecular structure, chemical bonding, stoichiometry, properties of gases, solutions, reaction rates and equilibrium, acid-base reactions, and chemical thermodynamics. The laboratory work will not only provide experience with lab techniques but will also develop students' critical thinking and the ability to apply chemical principles.

## **AP CHEMISTRY**

**11, 12**

### **1.0 credit**

The AP Chemistry curriculum is equivalent to a college course usually taken by chemistry majors during their first year of college. The course differs significantly from a first year high school chemistry class with respect to the pace, the range and depth of topics covered, the type of lab work involved, and the time and effort required by the students. Students will gain experience in scientific inquiry, recognition of unifying themes that integrate the major topics in chemistry, and the application of chemical knowledge and critical thinking. This course will provide a strong laboratory experience and improve problem solving and research skills. Pre-requisite: Students are expected to have successfully completed EGR Pre-AP/IB Chemistry with a B or better, or teacher recommendation.

## **IB CHEMISTRY (SL)**

**11, 12**

### **1.0 credit**

The IB Diploma Programme chemistry standard level course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students examine the chemical principles that form the basis of physical and biological systems through the core content and develop their skills designing experiments, analyzing data, and drawing conclusions from experimental data.

## **ENVIRONMENTAL SCIENCE**

**11, 12**

### **1.0 credit**

This course explores the many aspects influencing our environment and our influence on our environment through multiple disciplines and perspectives. Within the course, the fundamental principles and applications of environmental science will be explored through topics including but not limited to sustainability, sustainable development, conservation ecology, urbanization, geological & astronomical processes, resource management, alternative energy, climate, and environmental engineering. Students will investigate real-world environmental issues and topics through projects and traditional course work integrating science, technology, engineering, design, politics and economics.



## **ANATOMY AND PHYSIOLOGY**

**11, 12**

**1.0 credit**

This course focuses on the structures of the human body, what/where they are, how they function, came to be and compare to other organisms. Students will learn through various types of investigations, case studies and dissections, as well as traditional methods. Requirements – Biology (or concurrent); highly recommended – Chemistry & Physics.

## **FORENSICS AND GENETICS**

**11, 12**

**1.0 credit**

This course was designed to introduce the fundamental principles of science and technology upon which forensic science is based. Students will build on concepts learned in physics, chemistry, and biology by learning about various types of evidence and techniques used for analyzing substances such as glass, soil, hair, ink, bullets, and drugs. Students will have opportunities to solve/create suspicious scenarios and crime scenes, listen to experts in the field, and learn about current issues related to forensic science. Requirements - Biology (or concurrent); Highly Recommended - Chemistry & Physics.

## Social Sciences

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
World History	1.0	9, 10, 11, 12	One Year	World History	None
AP World History: Modern	1.0	9, 10, 11, 12	One Year	World History	None
United States History	1.0	10, 11, 12	One Year	U.S. History	None
AP U.S. History	1.0	10, 11, 12	One Year	U.S. History	None
IB History SL	1.0	11, 12	One Year	World History	None
IB History of the Americas	1.0	11, 12	One Year	U.S. History	None
IB World History	1.0	12, 11	One Year	World History	None <u>OR</u> IB History of the Americas if taking IB History HL test.
Government *Open to 10 <sup>th</sup> grade students with intent to enroll or considering the IB Program	.5	(10) 11, 12	One Semester	Civics	None
AP Government and Politics *Open to 10 <sup>th</sup> grade students with intent to enroll or considering the IB Program	.5	(10) 11, 12	One Semester	Civics	None
Constitutional Studies Honors (We the People) *Open to 10 <sup>th</sup> grade students with intent to enroll or considering the IB Program	.5	(10*) 11, 12	One Semester	Civics	*Open to 10 <sup>th</sup> grade students by application
Economics *Open to 10 <sup>th</sup> grade students with intent to enroll or considering the IB Program	.5	(10) 11, 12	One Semester	Economics	None
AP Macroeconomics *Open to 10 <sup>th</sup> grade students with intent to enroll or considering the IB Program	.5	(10) 11, 12	One Semester	Economics	None
AP Microeconomics *Open to 10 <sup>th</sup> grade students with intent to enroll or considering the IB Program	.5	(10) 11, 12	One Semester	Economics	None
Current Issues	.5	9, 10, 11, 12	One Semester	Elective	None
Sociology	.5	11, 12	One Semester	Elective	None
AP Psychology	1.0	11, 12	One Year	Elective	None
IB Psychology SL	1.0	11, 12	One Year	Elective	None

### WORLD HISTORY

**9, 10, 11, 12**

**1.0 credit**

This course covers the history, geography and current issues of the Middle East, Asia, Russia, Africa, Europe and the Americas. The social changes, political systems, rise and fall of empires and civilizations, technological advances, religions and cultural achievements will be studied in the context of each Global Age. These ages include expanding and intensified hemispheric interactions, the First Global Age, the Age of Global Revolutions, Global Crisis and Achievement and the Cold War and its aftermath. Material will be studied historically and geographically with an emphasis on particular events, issues, documents, religions, ideas and people to understand their importance in shaping and affecting the world today.

## **AP WORLD HISTORY: MODERN**

**9, 10, 11, 12**

**1.0 credit**

AP World History will develop students' understanding of the evolution of global processes in interaction between different types of human societies. This understanding is advanced through a combination of factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks, their causes and consequences, as well as comparisons among major societies. The course emphasizes factual knowledge in conjunction with leading historical interpretations and evaluation of the types of historical evidence. European history will comprise a maximum of 20% of the course. Analytical essay writing, along with analysis of secondary and primary documents, will be major components of the course. Given that the course is an introductory college course, there is a significant amount of reading. The course will prepare students to take the AP World History exam offered in May.

## **UNITED STATES HISTORY**

**10, 11, 12**

**1.0 credit**

United States History is a course that combines history, geography, and civic standards. The course covers the history of the U.S. from the Reconstruction Era to the modern day. Topics of study include a review from colonial times through the American Revolution to the Civil War; Reconstruction; Agrarian Dissent; Native Americans; industrialization and labor; the rise of the City and Progressivism; the growing role of the U.S. in world affairs; the 1920s; the Great Depression; WWII; the Cold War; Civil Rights; Changes of the 1950s and 1960s, and Nixon and 1976-present. Primary and secondary sources will be used. Critical thinking and analytical skills will be emphasized throughout the course including a required essay using Chicago Manual Style parenthetical reference.

## **AP U.S. HISTORY**

**10, 11, 12**

**1.0 credit**

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History, and prepare students to take the Advanced Placement examination in May. Social changes, economic development and upheavals, political transitions, and military activities of the United States from the Native American cultures and European exploration to the present day will be covered in the course. Material will be studied chronologically and thematically with an emphasis on particular events, documents, and people and understanding of their importance in the development of the United States. Secondary and primary documents are incorporated into the course with an emphasis on analytical essay writing. The class will help strengthen students' ability to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weight the evidence and interpretations presented in historical scholarship.

## **IB HISTORY SL**

**11, 12**

**1.0 credit**

This one-year course meets the World History credit requirement. Quite simply the SL course is the 2nd year of the higher level history course. The course focuses on rights and protests, African American civil rights in the U.S. and the Apartheid in South Africa; Origins, development and impact of industrialization from 1750-2005, and the Cold War– Superpower tensions and rivalries.

## **IB HISTORY OF THE AMERICAS**

**11 and 12**

**1.0 credit per year**

This course can be taken on its own to fulfill the US History graduation requirement OR as an elective after taking US history to build interest in the content OR can be taken as Year 1 of the IB History HL course. Please note, only students who take this course as part of the IB History HL option have the opportunity to take an IB test (possible college credit earned) that covers content from this course. If this is the case, to meet the two year requirements for IB History HL, this course must be taken junior year, and then senior year the student must take IB World History.

The course requires a research paper (called the internal assessment historical investigation) and will cover three units of study. These include: The Development of Modern Nations (1867-1929), which takes a regional look at the Americas and what is happening within the hemisphere during this time period, with an emphasis on the United States; The Second World War (1933-1945), which emphasizes the United States, but also examines the hemispheric involvement in the conflict; and Civil Rights and Social Movements (post-1945), which examines Native Americans, Hispanic-Americans, African Americans, women, and the youth movements of the era.

## **IB WORLD HISTORY**

**11, 12**

**1.0 credit per year**

This course can be taken to fulfill the World History requirement OR as an elective after taking World History, to build interest in the content OR can be taken as Year 2 of the IB History HL course (see History of the Americas description) OR can be taken as IB History SL (both the HL and SL courses have tests where college credit can be earned). The course requires a research paper (called the internal assessment historical investigation) and will cover three units of study. The three units of study include: Rights and Protest, which examines the African-American Civil Rights Movement and Apartheid in South Africa; the Cold War, including two case studies; and the Industrial Revolution in the United States and Great Britain.

## **GOVERNMENT**

**10, 11, 12**

**.5 credit**

This course covers the fundamental ideas, functions and processes which form the basis of the American political system. The topics to be studied include the principles of democracy and government, civil rights, the Constitution, civil liberties, the Supreme Court, the party system, the electoral process and voting, special interest groups and the media, national security and foreign affairs, state and local government, the bureaucracy, Congress, and the Presidency. An integral part of the course will be on the importance of the citizen in action with its corresponding rights and responsibilities. An essay using APA parenthetical reference is required. \*Open to 10<sup>th</sup> grade students with intent to enroll or considering the IB Program.

## **AP GOVERNMENT AND POLITICS**

**10, 11, 12**

**.5 credit**

The A.P. U.S. Government and Politics course emphasizes an introduction to the key political concepts, ideas, institutions, policies, interactions, roles and behaviors that characterize the constitutional system and political culture of the United States. This course includes the study of U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. The disciplinary practices will require students to read and interpret data, makes comparison and applications, and develop evidence-based arguments. In addition, students will complete a political science research essay using APA parenthetical references. The course will prepare students to take the A.P. U.S. Government and Politics exam in May. An integral part of the course will be on the importance of the citizen in action with its corresponding rights and responsibilities. A summer reading assignment with the foundational documents is required to complete before the class. \*Open to 10<sup>th</sup> grade students with intent to enroll or considering the IB Program.

## **CONSTITUTIONAL STUDIES HONORS (WE THE PEOPLE)**

**10\*, 11, 12**

**.5 credit**

The Constitutional Studies program studies the history and origin of Constitutional principles as well as current day application of such. This course incorporates the "We the People...The Citizen and the Constitution" program that places students in simulated congressional hearings where students' knowledge of the Constitution is tested. As a final experience, students in this class will enter a formal competition, advancing from congressional district and state competitions potentially to the national finals. Completion of this course will fulfill the government requirement. Commitment of students to the program includes outside meeting times for competition practice sessions and competitions. \*Open to 10<sup>th</sup> grade students by application, with intent to enroll in IBDP. U.S. History is highly recommended for the Constitutional Studies course.

## **ECONOMICS**

**10, 11, 12**

**.5 credit**

The Economics course, which is aligned with the Michigan Merit Curriculum, enables students to understand and consider potential implications of the basic scarcity problem faced by individuals, businesses and societies; unlimited wants in pursuit of limited resources. From personal decisions to global concerns, economics teaches how to successfully evaluate the concept of "choice". Through weighing both short and long term costs and benefits, examining alternatives and anticipating both intended and unintended consequences, students will be prepared as citizens able to make personal and societal decisions regarding the market economy, the national economy, the international economy and personal finance. \*Open to 10<sup>th</sup> grade students with intent to enroll or considering the IB Program.

## **AP MACROECONOMICS**

**10, 11, 12**

**.5 credit**

The Advanced Placement Macroeconomics course gives students a thorough understanding of the principles of economics that apply to the economy as a whole and is comparable to a college level course. The purpose of this course is to give students a thorough understanding of the principles of economics that apply to the economy as a whole. The course places primary emphasis on basic economic concepts, measurements of economic performance, national income and price determination, the financial sector, inflation, unemployment and stabilization policies, economic growth and productivity and international trade and finance. The course will prepare students to take the AP Macroeconomics exam offered in May. \*Open to 10<sup>th</sup> grade students with intent to enroll or considering the IB Program.

## **AP MICROECONOMICS**

**10, 11, 12**

**.5 credit**

The Advanced Placement Microeconomics course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. The course places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The course will prepare students to take the AP Microeconomics exam offered in May. \*Open to 10<sup>th</sup> grade students with intent to enroll or considering the IB Program.

## **CURRENT ISSUES**

**9, 10, 11, 12**

**.5 credit**

Current Issues is a study in current public policy and global issues. The course builds upon basic economics and government knowledge by applying current political and economic thought to issues and events that occur daily. The course uses thematic units of study and current events to make students aware of how events affect us on local, national and global levels.

## **SOCIOLOGY**

**11, 12**

**.5 credit**

This course covers the study of human society and the many aspects of how humans live, work, socialize, recreate and form a structure to define their world. Many questions will be raised as the problems and definitions of human society are explored. What is the place of the individual in society? How does a society balance the needs of the individual with that of the larger populace? How do cultures clash or assimilate or blend? How does race, age, gender, social status, or economic position affect both individuals and the society as a whole? In a field such as sociology, which is constantly evolving, definitive answers to these questions that arise will broaden the student's understanding of social topics. Subjects to be studied include early sociologists, theories, culture, race, sex and gender, class, and crime and deviance.

## **AP PSYCHOLOGY**

**11, 12**

**1.0 credit**

AP Psychology is a two-semester (full year) college-level class that challenges students academically and socially. It builds on the foundations of psychology communicated in Basic Psychology, going far deeper into relevant yet challenging topics. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields in psychology. Concepts such as cognitive dissonance, psychological abnormalities, social psychology, psychological therapy, sensation and perception, and sleep and consciousness are covered and related to students' personal experiences.

## **IB PSYCHOLOGY SL**

**11, 12**

**1.0 credit**

Psychology is the systematic study of behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology, a one year course, examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. IB

psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
Gone Boarding	.5	9, 10, 11, 12	One Semester	VPAA	None
Digital Foundation Art & Design (Pilot Program)	1.0	9, 10, 11, 12	One Year	VPAA	None
Foundation Art I/II	1.0	9, 10, 11, 12	One Year	VPAA	None
Advanced Art I/II	1.0	10, 11, 12	One Year	VPAA	Foundation Art or Digital Foundation Art & Design
Sculpture and Ceramics I/II	1.0	10, 11, 12	One Year	VPAA	Foundation Art or Digital Foundation Art & Design
Adv. Drawing and Painting I/II	1.0	10, 11, 12	One Year	VPAA	Foundation Art or Digital Foundation Art & Design
Photography I	.5	10, 11, 12	One Semester	VPAA	Foundation Art or Digital Foundation Art & Design
Photography II	.5	10, 11, 12	One Semester	VPAA	Photography I
Digital Photography I	.5	9, 10, 11, 12	One Semester	VPAA	None
Digital Photography II	.5	9, 10, 11, 12	One Semester	VPAA	Digital Photography I
IB Visual Arts SL Year 1	1.0	11	1st year of two year course	VPAA	Foundation Art or Basic Mechanical (DDT 1-2)
IB Visual Arts SL Year 2	1.0	12	2nd year of two year course	VPAA	IB Visual Arts SL Year 1
Portfolio Preparation	1.0	11, 12	One Year	VPAA	Foundation Art and one other full year HS Visual Art Course

**VPAA-** meets the Visual, Performing & Applied Arts Requirement based on the Michigan Merit Curriculum

## **GONE BOARDING**

**9, 10, 11, 12**

**.5 credit**

Gone Boarding is an experiential, project-based course that will provide powerful contexts and opportunities for students to learn and develop new skills in the areas of independent and collaborative work in design, engineering, fabrication and visual arts. Students will actively engage in manipulating a variety of industry standard hand-held tools and larger power tools used to cut, shape, form, laminate, assemble and apply final finishes as they create a variety of action-sport objects; potentially including skateboards, longboards, snowboards, surfboards/stand-up paddleboards. Through this course, students will participate in the product development process as well as develop an approach to lifelong wellness. Students will take an active lead-role (independently and in groups) in each phase of the design, fabrication and finish of each project. The fabricated boards may be customized to meet the needs of the student groups. Boards may be individually purchased for the cost of materials, at the beginning of each project. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. Length of course: 1 Semester. There are no prerequisites for this class. Limit of 20 students. If the number of requests exceed the number of available spots, students will be chosen via a lottery.

## **DIGITAL FOUNDATION ART & DESIGN (Pilot Program)**

**9, 10, 11, 12**

**1.0 credit**

Digital Foundation Art & Design is an exciting new “pilot program” rolling out in 2020-21! In this course students will learn the guiding principles and fundamentals of 2 & 3 dimensional art & design, predominately through the use of Adobe Design Creative Cloud Suite applications. Students will develop a command of the digital mediums that universally dominate and influence societal platforms of communication. Students will draw, paint, make vector graphics, create virtual 3-d models, import digital imagery, and design layouts for web based platforms as well as print publications. Projects in this course will foster creative problem solving skills and inspire personal expression as each student begins to develop individual aesthetic. Students will also learn of the reciprocal relationship between creativity and innovation. Careers in art & design will be explored. Traditional art materials will occasionally be used. This course fulfills the Visual, Performing and Applied Arts credits needed for graduation

## **FOUNDATION ART**

**9, 10, 11, 12**

**1.0 credit**

In Foundation Art (FA) students learn and create in a rich, energetic studio environment. The fundamentals and principles of 2 & 3 dimensional visual art & design, art forms, genres and artistic style are taught through a variety of hands on projects. Students learn technique, tips and strategies for using art materials and tools such as graphite, pen & ink, colored pencil, charcoal, pastel, collage, plaster, watercolor and acrylic & tempera paint. Throughout the year students are engaged in planning projects that require creative problem solving, while promoting personal growth and creative expression. In FA students also take a look at historically significant artworks of past and present. A view of "artifacts" from a specific time and place equips us with a lens that leads to a broader understanding of a society and a culture. And in turn, a deeper appreciation and tolerance for people of all cultures and demographics. This course fulfills the Visual, Performing and Applied Arts credits needed for graduation.

## **ADVANCED ART**

**10, 11, 12**

**1.0 credit**

The Advanced Art course is designed to build upon the fundamental skills and concepts developed in Foundation Art, in the disciplines of drawing, painting, sculpture and printmaking. Emphasis is placed on compositional and technical elements as well as the creative process. Students will have the opportunity to critically investigate and work with a broad range of 2D and 3D mediums. Students will also have learning experiences in art history, aesthetics, art criticism, and cultural awareness. A range of subjects and techniques are introduced in this course, allowing students to broaden their ideas, skills and means of personal expression. This course fulfills the Visual, Performing and Applied Arts credits needed for graduation.

## **SCULPTURE AND CERAMICS**

**10, 11, 12**

**1.0 credit**

This course introduces students to a variety of traditional and contemporary sculpture tools, materials and processes including, but not limited to: clay (hand methods and wheel thrown), plaster, wood, metals, foam-core, paper, Bristol, cardboard, found objects, etc. The students will explore, develop and apply additive, subtractive, modeling and assemblage methods of working throughout the class. Course goals will include learning and using technical skills, developing visual literacy, understanding the physical and expressive possibilities of various traditional sculptural materials and safe use of tools for various techniques and processes throughout the class. This course fulfills 1.0 of the required Visual, Performing and Applied Arts credit needed for graduation.

## **SCULPTURE AND CERAMICS II**

**10, 11, 12**

**.5 credit**

Sculpture & Ceramics II builds upon the skills and concepts developed in Sculpture & Ceramics I. The students will continue to explore, develop and apply additive, subtractive, modeling and assemblage methods of working throughout the class in a variety of media. Course goals will include learning and using technical skills, developing visual literacy, understanding the physical and expressive possibilities of various traditional and non-traditional sculptural materials, and safe use of tools for various techniques used throughout the class. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

## **ADV. DRAWING AND PAINTING I/II**

**10, 11, 12**

**1.0 credit**

In Adv. Drawing and Painting I/II students have the opportunity to use a wide variety of drawing and painting mediums to make individual artworks. Students learn techniques and approaches to using materials creatively through demonstrations and viewing artwork of acclaimed artists. Graphite, pastels, charcoal, pen & ink; gouache, oil and acrylic paint are among the many different materials students will use in this studio course. This course fulfills 1.0 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

## **PHOTOGRAPHY**

**10, 11, 12**

**.5 credit**

This course provides an introduction to the tools, materials and processes of traditional analog photographic imaging. Students will develop a work-in-progress portfolio which includes a collection of finished art work, self-evaluations, idea sketches, notes and peer critiques. The course of study will include photographic history, visual literacy, the elements and principles of art and



design, image analysis, as well as technical analog camera (35mm) mechanics, film, darkroom and developing processes and printing techniques. Photoshop will be used to teach various traditional concepts and supplement post-production editing. A 35mm film camera with manual control of focus, shutter and aperture is recommended but not required. A limited number of cameras are available for loan. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

## **PHOTOGRAPHY II**

**10, 11, 12**

**.5 credit**

This course will continue to build upon the skills learned in Photography I. This course explores opportunities for students to work on real-life projects, learn alternative processes, and apply technical and aesthetic skills to create series-oriented thematic projects that stimulate the student's creative capacities for personal expression, communication and self-understanding. Photoshop will be used to teach various traditional concepts and supplement post-production editing. A 35mm film camera with manual control focus, shutter and aperture is recommended but not required. A limited number of cameras are available for loan. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

## **DIGITAL PHOTOGRAPHY I**

**9, 10, 11, 12**

**.5**

Students learn foundational photography concepts and how to artistically manipulate images through digital editing in Digital Photo I. Students shoot photographs with digital cameras, edit imagery using Photoshop, and have the opportunity to print their best work. Students shoot pictures inside as well as outside of class with their own camera and/or one of the school's. Canon G10 cameras are available to students enrolled in class to borrow daily. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

## **DIGITAL PHOTOGRAPHY II**

**9, 10, 11, 12**

**.5**

In Digital Photo II students learn techniques of acquiring, manipulating and outputting digitized photographic images utilizing Adobe Photoshop including and beyond those learned in Digital Photo I. Using the digital camera, students increase their individual level of achieving high quality images through a variety of indoor and outdoor shoots. Students use Adobe Creative Suite applications as well as web based programs to incorporate photography with other graphic art and design forms. Students have the opportunity to apply individual interest and skills to a variety of projects that can include photography, graphics, typography and others planned by student and teacher in collaboration. Relevant careers and professional applications of digital imaging and computer graphics are explored. Canon G10 cameras are available to students enrolled in class to borrow daily. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation.

## **IB VISUAL ARTS SL YEAR 1**

**11**

**1.0 credits**

The IB Visual Arts Standard Level course is a two-year studio-based experience that emphasizes a well-documented creative process which includes authentic research, analysis, and experimentation as well as the final production and exhibition of both 2-D and 3-D artworks. Willingness to invest significant time performing research that informs production, experimentation with a variety of different tools, materials and processes, and building a comprehensive Visual Art Journal, as well as a process portfolio is vital for success in the IB program. Final artworks that are part of a student-curated exhibit will demonstrate exceptional content, creativity, craftsmanship and communicate the ideas and perspectives of the artist. Due to the time requirements of the course, the deadlines for the examinations and the scope of study; self-management skills, the ability to work independently, internationally minded pursuits as well as a variety of cultural and artistic interests are imperative. Students will have the opportunity to deeply examine specific disciplines and areas of interest, but will also be required to explore other creative media and expressive forms as well. Ambition, inquiry and specific documentation of all phases of the creative thought process will become routine and be recorded on a daily basis in the Visual Art Journal created by each IB student. The IB student will develop skills in the analysis, interpretation and comparisons of artworks generated from various cultures, historical and social contexts and relate these findings to their own work and process. Along with the documentation of both resolved and unresolved work contained within the Visual Arts Journal, IB students are expected to be articulate in verbal and non-verbal communication of their individual interests and processes that informed the creation of the final works contained in their portfolio and showcased in their individual exhibit. The IB Visual Art students will participate in an enriching and productive experience that leads to an appreciation and connection to the role visual arts play in society and culture in a variety of contexts.

## **PORTFOLIO PREPARATION**

**11, 12**

**.5 credit**

Portfolio Prep is offered to students who are seriously interested in and appreciate authentic investigative, creative and artistic processes. Students will concentrate on planning, preparing and executing a portfolio or series of artworks that showcases their investigation of concepts and idea development. Students' work within the studio will include authentic research, media exploration, original idea development and production; as well as evaluation and analysis of student generated work, and significant historical and contemporary artists and their work. This course fulfills the Visual, Performing and Applied Arts credits needed for graduation.

## World Languages

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
Spanish 1-2	1.0	9, 10, 11, 12	One Year	World Language	None
Spanish 3-4	1.0	9, 10, 11, 12	One Year	World Language	Spanish 1-2 or completion of MS Spanish
Spanish 3-4 Honors	1.0	9, 10, 11, 12	One Year	World Language	Completion of MS Spanish with a B average in 8 <sup>th</sup> grade for both semesters OR completion of Spanish 1-2 with an A average both semesters and teacher recommendation
Spanish 5-6	1.0	10, 11, 12	One Year	World Language	Spanish 3-4
Spanish 5-6 Honors	1.0	10, 11, 12	One Year	World Language	Spanish 3-4 Honors (B average for both semesters)
Spanish 7-8	1.0	11, 12	One Year	World Language	Spanish 5-6
Spanish 9-10	1.0	12	One Year	World Language	Spanish 7-8
AP Spanish Language	1.0	12	One Year	World Language	B or better in IB Spanish SL
IB Spanish SL	1.0	11	One Year	World Language	Spanish 5-6 H with a B average for both semesters OR Spanish 5-6 with an A average both semesters and teacher recommendation
IB Spanish HL Year 1	1.0	11	1 <sup>st</sup> year of a two year course	World Language	Spanish 5-6 Honors with a B average both semesters
IB Spanish HL Year 2	1.0	12	2 <sup>nd</sup> year of a two year course	World Language	Success in IB Spanish HL Year 1
French 1-2	1.0	9, 10, 11, 12	One Year	World Language	None
French 3-4	1.0	9, 10, 11, 12	One Year	World Language	French 1-2
IB French SL Year 1	1.0	11	1 <sup>st</sup> year of a two year course	World Language	French 3-4
IB French SL Year 2	1.0	12	2 <sup>nd</sup> year of a two year course	World Language	IB French SL 1
IB French HL Year 1	1.0	11	1 <sup>st</sup> year of a two year course	World Language	French 3-4
IB French HL Year 2	1.0	12	2 <sup>nd</sup> year of a two year course	World Language	IB French HL 1
Latin 1-2	1.0	9, 10, 11, 12	One Year	World Language	None
Latin 3-4	1.0	10, 11, 12	One Year	World Language	Latin 1-2
IB Latin SL Year 1	1.0	11	1 <sup>st</sup> year of a two year course	World Language	Latin 3-4
IB Latin SL Year 2	1.0	12	2 <sup>nd</sup> year of a two year course	World Language	IB Latin SL Year 1
IB Latin HL Year 1	1.0	11	1 <sup>st</sup> year of a two year course	World Language	B or better in Latin 3-4
IB Latin HL Year 2	1.0	12	2 <sup>nd</sup> year of a two year course	World Language	IB Latin HL Year 1

**SPANISH 1-2****9, 10, 11, 12****1.0 credit**

This course is designed for students who are completely or almost completely new to Spanish. Introduction to the beginning basics will include Greetings, Colors, Numbers, and other vocabulary. The students will learn communication and cultural skills at a novice level. The language will be presented within the context of the contemporary Spanish-speaking world and its culture.

**SPANISH 3-4****9, 10, 11, 12****1.0 credit**

Students in Spanish 3-4 will continue to improve their communication and cultural skills. They will focus on the present and past tenses, building their vocabulary skills. By the end of the course, students will be expected to achieve a novice high proficiency according to the ACTFL scale.

**SPANISH 3-4 HONORS****9, 10, 11, 12****1.0 credit**

This course is for those students who began the study of Spanish in the East Grand Rapids elementary program and successfully completed the middle school program in grades 6, 7, and 8. Students will continue to improve in their communication and cultural skills at an intermediate level. Emphasis on communication will focus on present, future and past. This course will be conducted in Spanish. By the end of the course, students will be expected to achieve an intermediate low proficiency according to the ACTFL scale. Acceptance will be based on 8th grade Spanish grades, and Spanish teacher evaluation. Automatic admittance is obtained by maintaining a B average in 8th grade Spanish for both semesters.

**SPANISH 5-6****10, 11, 12****1.0 credit**

Spanish 5-6 is designed to be taken by previously successful students of Spanish who wish to further enhance their Spanish language skills. While reinforcing and building students' grammatical knowledge and writing skills, the focus of the class will be on communication. The course will be conducted primarily in Spanish. By the end of the course, students will be expected to achieve an intermediate low proficiency according to the ACTFL scale.

**SPANISH 5-6 HONORS****10, 11, 12****1.0 credit**

This course is for those students who were previously enrolled in the K-12 Spanish sequence. Students will continue to build their communication and cultural skills. This course will be conducted in Spanish. By the end of the course, students will be expected to achieve an intermediate mid proficiency according to the ACTFL scale. Acceptance will be based on Spanish 3-4(H) and Spanish teacher evaluation. Automatic admittance is obtained by maintaining a B average in Spanish 3-4(H) for both semesters.

**SPANISH 7-8****11, 12****1.0 credit**

Spanish 7-8 is designed to be taken by previously successful Spanish students. While using thematic units of study, the students will continue to review and develop their intermediate communication and cultural skills. Grammar and vocabulary skills will continue to be reviewed and expanded. The course will be conducted in Spanish. By the end of the course, students will be expected to achieve an intermediate mid proficiency according to the ACTFL scale.

**SPANISH 9-10****12****1.0 credit**

Spanish 9-10 is designed to be taken by previously successful Spanish students. While the focus continues to be on communication, the students will begin to express more abstract ideas and personal opinions using advanced skills. Grammar will continue to be reviewed and reinforced and literary works will be used. The course will be conducted in Spanish. By the end of the course, students will be expected to achieve an intermediate high proficiency according to the ACTFL scale.

## **AP SPANISH LANGUAGE**

**12**

### **1.0 credit**

This course will give highly motivated and successful Spanish students the opportunity to develop advanced level communication skills in Spanish. While using authentic resources, the students will develop the speaking, listening, reading and writing skills necessary to prepare them to take the Advanced Placement Language and Culture examination. Students will be strongly encouraged to take the examination. This course will be conducted in Spanish. By the end of the course, students will be expected to achieve a pre-advanced proficiency according to the ACTFL scale. Automatic admittance is obtained by maintaining a B average in IB Spanish SL both semesters.

## **IB SPANISH SL**

**11**

### **1.0 credit**

This course is the next course in the Honors Spanish sequence after Spanish 5-6 Honors. It is for those students continuing on the Honors pathway, including students pursuing the IB Diploma or an IB certificate in Spanish, who plan on taking AP Spanish. The main focus of the one-year IB SL Spanish course is language acquisition and the continued development of the four primary language skills (listening, speaking, reading, and writing). The objectives of the course are 1) to communicate in both oral and written forms, using appropriate vocabulary and grammar correctly in a variety of situations, and 2) to understand, analyze, and respond to a range of written and spoken texts. In addition, the student will demonstrate an awareness of and sensitivity to elements of culture related to the Spanish language and the international community. The student will be assessed through activities including oral and listening interaction, a range of reading texts at various levels of difficulty, and the use of the language in a variety of writing tasks. By the end of the course, students will be expected to achieve an intermediate high proficiency level according to the ACTFL Proficiency Scale. Students desiring an IB Certificate in Spanish or those who are IB DP Candidates will take all IB SL Spanish exam assessments. Regular Spanish 5-6 students need to obtain an A average both semesters and obtain their teacher's recommendation to enroll in the IB Spanish SL course versus Spanish 7-8.

## **IB SPANISH HL YEAR 1**

**11**

### **1.0 credit**

This course is designed primarily for highly motivated and successful Spanish students who were previously enrolled in the Honors Spanish sequence and wish to pursue an IB certificate or IB diploma. The main focus of this first of the two-year IB HL Spanish course is language acquisition and development in the four primary language skills: listening, speaking, reading, and writing. The objectives of the course are 1) to communicate in both oral and written forms, using appropriate vocabulary and grammar correctly in a variety of situations, and 2) to understand, analyze, and respond to a range of written and spoken texts. In addition, the student will demonstrate an awareness of and sensitivity to elements of culture related to the Spanish language and the international community. The student will be assessed through activities including oral and listening interaction, a range of reading texts at various levels of difficulty, and the use of the language in a variety of writing tasks. Students in the higher level IB Spanish course will do an in-depth study and analysis of two or more literary pieces. By the end of the course, students will be expected to achieve an intermediate high to pre-advanced proficiency according to the ACTFL scale. Acceptance will be based on Spanish 5- 6(H) and Spanish teacher evaluation. Automatic admittance is obtained by maintaining a B average in Spanish 5-6(H) for both semesters. Students will not take the IB HL Spanish exams during this school year. The exams will be taken upon completion of year 2 of the course.

## **IB SPANISH HL YEAR 2**

**12**

### **1.0 credit**

This course is designed for highly motivated and successful Spanish students who have successfully completed IB Spanish Year 1 and wish to pursue an IB certificate or IB diploma. The main focus of the second year of the two-year IB HL Spanish course is language acquisition and development in the four primary language skills: listening, speaking, reading, and writing. The objectives of the course are 1) to communicate in both oral and written forms, using appropriate vocabulary and grammar correctly in a variety of situations, and 2) to understand, analyze, and respond to a range of written and spoken texts. In addition, the student will demonstrate an awareness of and sensitivity to elements of culture related to the Spanish language and the international community. The student will be assessed through activities including oral and listening interaction, a range of reading texts at various levels of difficulty, and the use of the language in a variety of writing tasks. Students in the higher level IB Spanish course will do an in-depth study and analysis of two or more literary pieces. By the end of the course, students will be expected to achieve a pre-advanced proficiency according to the ACTFL scale. Acceptance will be based on completion of year 1 of the HL course and Spanish teacher evaluation. Automatic admittance is obtained by maintaining a B average in HL Spanish Year 1 for both semesters. Students will take the IB Exams during this year of the course.

**FRENCH 1-2****9, 10, 11, 12****1.0 credit**

This course is designed for students who are completely or almost completely new to French. Introduction to the language will include vocabulary and basic grammatical concepts. The students will learn communication skills and be introduced to the francophone culture. By the end of the course, students will be expected to achieve a novice high proficiency according to the ACTFL scale.

**FRENCH 3-4****9, 10, 11, 12****1.0 credit**

French 3-4 is designed for students who were previously successful in French. The course focuses on reinforcing and building on the students' grammatical knowledge, vocabulary, and writing. This class will emphasize communication as students learn about the people and countries where French is spoken. The class will be conducted primarily in French. By the end of the course, students will be expected to achieve an intermediate low proficiency according to the ACTFL scale.

**IB FRENCH HL****11 and 12****1.0 credit per year**

The IB French HL program is a two-year program of study designed for highly motivated and successful French students who have successfully completed French 3-4. In this course students continue their acquisition of the language through the active development of language skills and the study of French speaking world cultures. The skills involved - listening, speaking, reading, and writing - are used to exchange ideas and develop effective communication strategies. Cultural awareness is essential in order to understand and express ideas clearly and appropriately, and is cultivated throughout the course by means of rich authentic materials (films, blogs, videos, interviews, field trips, novels, etc.). The IB French HL program gives students the opportunity to reach a high degree of competence in all aspects of the language, while at the same time becoming more worldly, open-minded, and culturally literate. They also have the opportunity to explore areas of the language and culture that are meaningful to them, and are encouraged to become lifelong learners. IB French will open the door to a new world of experiences where students gain the skills and perspectives only available to speakers of French. Students in the higher level IB French course will do an in depth study and analysis of two or more literary pieces. By the end of the senior year, students will be expected to achieve an intermediate- high proficiency according to the ACTFL scale. Automatic admittance is obtained by maintaining a B average in French 3-4 for both semesters. IB exams will be taken upon completion of year 2 of the course.

**IB FRENCH SL****11 and 12****1.0 credit per year**

The IB French SL program is a two-year program of study designed for highly motivated and successful French students who have successfully completed French 3-4. In this course students continue their acquisition of the language through the active development of language skills and the study of French speaking world cultures. The skills involved - listening, speaking, reading, and writing - are used to exchange ideas and develop effective communication strategies. Cultural awareness is essential in order to understand and express ideas clearly and appropriately, and is cultivated throughout the course by means of rich authentic materials (films, blogs, videos, interviews, field trips, novels, etc.). The IB French SL program gives students the opportunity to reach a high degree of competence in all aspects of the language, while at the same time becoming more worldly, open-minded, and culturally literate. They also have the opportunity to explore areas of the language and culture that are meaningful to them, and are encouraged to become lifelong learners. IB French will open the door to a new world of experiences where students gain the skills and perspectives only available to speakers of French. By the end of the senior year, students will be expected to achieve an intermediate- high proficiency according to the ACTFL scale. Automatic admittance is obtained by maintaining a B average in French 3-4 for both semesters. IB exams will be taken upon completion of year 2 of the course.

**LATIN 1-2****9, 10, 11, 12****1.0 credit**

This course will teach the basic vocabulary and grammar necessary to read and comprehend some simple stories. Students will build their English vocabulary by studying derivatives. Through projects and videos, students will learn about the mythology, culture and history of ancient Greece and Rome. By the end of the course, students will be expected to achieve a novice mid proficiency according to the ACTFL scale.

**LATIN 3-4****10, 11, 12****1.0 credit**

Students in Latin 3-4 will continue to develop their reading comprehension and writing skills through the study of grammar and vocabulary and begin reading authentic literature, such as Caesar and Pliny. This class will also focus on mythology, culture and history of Ancient Rome. By the end of the course, students will be expected to achieve a novice high proficiency according to the ACTFL scale.

**IB LATIN SL****11 and 12****1.0 credit per year**

The IB Latin program is a two-year program of study in which students continue their acquisition of the language through the reading, interpretation and analysis of authentic Latin texts. After completion of Latin 4, all students that would like to extend their Latin studies will enroll in IB Latin SL. Through the readings of various authors, including the epic poet Vergil, the mythographer and poet Ovid, and other authors, the students will get a glimpse into the world of the late republic and early empire of Rome. Students will continue to explore these topics and compare and contrast their own communication and culture with that of the ancient Romans. The students will have a chance to study topics of their own choosing and develop research and reading skills that will continue to aid them as lifelong learners. IB Diploma-bound students will take the IB SL exams at the end of the senior year, and any student wishing to pursue the IB Certificate could do so as well.

**IB LATIN HL****11, 12****1.0 credit**

The IB Latin HL program is a two-year program of study that runs with the IB Latin SL course. This course is designed for highly motivated students of Latin that wish to complete additional coursework while completing the necessary IB Latin SL material. Students in HL will have the opportunity to engage with texts that enhance and enrich the texts of the SL course. In addition, students will have a chance to explore secondary literature and classical scholarship, as well as practicing classical analysis and methodology. IB Diploma-bound student will take the IB HL exams at the end of the senior year, and any student wishing to pursue the IB certificate could do so as well.

## Other Academic Opportunities

TITLE	CR	LEVEL AVAILABLE	DURATION	MEETS MMC REQS	PREREQUISITE
IB Theory of Knowledge	1.0 over 2 years	11 and 12	Two years	Elective	IB Diploma Candidate
Cadet Teaching	.5	12	One Semester; May be Repeated	Elective	None
Dual Enrollment	.5	9, 10, 11, 12	One Semester; May be Repeated	Course Dependent	Counselor Approval
Michigan Virtual Online Course	.5	9, 10, 11, 12	One Semester; May be Repeated	Course Dependent	Application and Principal Approval
Kent ISD Programs		9, 10, 11, 12	See descriptions below		
Kent Career Tech Center	3.0	11, 12	One to Two Years	Course Dependent	Application and Counselor Approval
LINKS	.5	10, 11, 12	One Semester; May be Repeated	Elective	Application and Teacher Approval
Academic Support Center	.5	9, 10, 11, 12	One Semester; May be Repeated	Elective	IEP Team Recommendation
Functional Learning	N/A	9, 10, 11, 12	One Year; May be Repeated	Elective	IEP Team Recommendation

### IB THEORY OF KNOWLEDGE

**11 and 12**

**1.0 credit over two years**

The Theory of Knowledge (TOK) class is the capstone of IB Diploma Programme. It is a class centered on epistemology – the study of knowledge and the validity of beliefs – which allows students think critically about what we believe as individuals and societies. The central questions of all TOK classes is, “What do we know and how do we know it?”, but each TOK class is different. This class will be designed to engage students to ask “What is truth?”. Students will explore how certain eras and cultures defined knowledge and truth in the world, and how those definitions have effected and still affect our understanding of the world today. We will explore how some ideas have maintained “validity” and other have fallen to the wayside, often replaced by newer “truths.” This will be done by examining multiple areas of study (such as mathematics, the sciences, and the arts) as well as different ways of understanding the world (such as logic, faith, memory, emotion). This class is only available to IB Diploma Candidates.

### CADET TEACHING

**12**

**.5 credit**

Cadet Teaching is a senior elective class where students receive high school credit for working with East Grand Rapids Middle School and Elementary teachers. Students will meet with the Cadet Teaching Advisor two days a week and spend the remainder of the week with their cooperating teacher. Cadets will assist teachers with teaching, tutoring, grading papers, meeting with parents, and lesson preparation, among other things.

### DUAL ENROLLMENT

**9, 10, 11, 12**

**.5 credit**

Students who meet the qualifications for Dual Enrollment may enroll in college courses in addition to courses at the high school. Consultation with the student’s counselor is necessary as the counselor’s recommendation is required prior to registration at any of the local colleges.

### MICHIGAN VIRTUAL ONLINE COURSES

**9, 10, 11, 12**

**.5 credit**

Course guide: [www.michiganvirtual.org/students/courses](http://www.michiganvirtual.org/students/courses).



**LINKS****10, 11, 12****.5 credit**

LINKS is a Peer to Peer program that is designed to integrate and support students with Individual Education Plans (IEPs) with their peers (LINKS). LINK students work alongside students with IEPs in general and special education classrooms, in the school, and/or in the community to promote social and academic growth as well as further develop life skills. While promoting an inclusive classroom, school, and community, LINK students will gain knowledge of various disabilities and skills related to effective communication, leadership, problem-solving, and accountability.

**ACADEMIC SUPPORT CENTER****9, 10, 11, 12****.5 credit**

Academic Support Class (ASC) is designed to provide students who receive special education services with specialized instruction specific to the student's Individualized Educational Plan (IEP). Placement in ASC is an IEP team decision. Instruction is individualized to address each student's IEP goals and to support student's needs related to accommodations and learning strategies. Students receive individual and/or small group instruction. This course fulfills .5 elective requirement.

**FUNCTIONAL LEARNING****9, 10, 11, 12****Non-credit course**

Functional Learning is designed to meet the educational needs of students with Individual Education Plans (IEPs). Placement in a Functional Learning course is an IEP team decision based on individual student needs. The curriculum focuses on functional Language Arts, Math, Life Skills, and Vocational Skills. Instruction is provided in the classroom, school, and community.

### **DESIGN LAB**

<https://www.thetechcenter.org/programs/design-lab/>

Use your imagination and creativity to design solutions to real-world problems in this hands-on, technology-charged program just for 10th-grade students. The class focuses on the relationship between science, technology, engineering, and mathematics (STEM) and the design process. Major topics include electrical circuits, computer-aided design, woodworking, robotics, computer programming, and alternative energy. The goal of design lab is to use STEM concepts to solve problems. The class meets every day Monday through Friday for about 2 hours and 15 minutes. In order to keep up with graduation requirements, each student will also choose an online math, science or career exploration course.

### **KENT INNOVATION HIGH SCHOOL**

<https://www.kentinnovationhigh.org/>

Innovation High is a very different high school with a focus on project-based learning and collaboration with students and teachers and the community. This school demonstrates some of the best thinking in the country about teaching and learning. Innovation High also serves as a learning "lab" for teachers and administrators who want to innovate in their own schools. Core courses are taken at KHS in the morning and electives are taken at the high school in the afternoon.

### **LAUNCH U**

<https://www.kentisd.org/instructional-services/student-programs/launchu/>

This new hands-on early college program was created in collaboration with Grand Rapids Community College. Beginning in 10th grade, students who love to take things apart and understand the mechanical world can begin a career path providing industry connections, skill certificates and a tuition-free Associate Degree. By taking a combination of high school and college courses, students earn both a high school diploma and Associate Degree in just one year after high school. Upon completion of an early college program, students may directly pursue a career or continue with higher education.

### **MYSCHOOL@KENT**

<https://www.myschoolatkent.net>

MySchool@Kent combines interesting, online learning, with the best part of school - the caring relationships. In addition to online studies, students experience just-in-time learning and tutoring in our learning labs, in a comfortable, café-style environment.

The Kent Career Tech Center, (<https://www.thetechcenter.org>) is an educational service of the Kent Intermediate School District. KCTC enrolls more than 2,000 student from over 60 public and private high schools each year. The Center provides students with quality training in over 20 career and technical programs, including core technical training, academic integration and alignment with post-secondary education. Upon completion of their training, students are assisted by counselors and work-based learning coordinators in finding employment and in exploring further educational opportunities.

Programs within KCTC are grouped together in clusters of common occupational groups in order to maximize interaction with develop a core of common skills. Clustering serves the functions of a career exploration experience, multiple occupational preparations, job entry preparation and/or a prelude to higher education. Classes are designed around work environments and emulate real-world applications. Lab instruction emphasizes computers and technology.

Students interested in attending KCTC should see their high school counselor or Mrs. Boeve for additional information. We require prospective students to attend a shadow visit to KCTC prior to enrollment. Exploration of KCTC is best during the 10<sup>th</sup> grade school year.

- Classes meet 5 days per week throughout the school year
  - 1<sup>st</sup> session: 6:55 am – 9:10 am
  - 2<sup>nd</sup> session: 9:15 am – 11:30 am
  - 3<sup>rd</sup> session: 12:00 pm – 2:15 pm
- Students earn three credits per year for successful completion of course requirements. Most programs offer articulated and direct college credit as well.
- No tuition is charged.
- Round trip bus transportation between the high school and KCTC will be available, barring any unforeseen circumstances.
- Main campus is located at 1655 East Beltline NE, Grand Rapids Michigan, with satellite campuses for specific programs at Gerald R. Ford International Airport, GRCC's Applied Technology Center and Byron Center Learning Center/Metro Health Hospital, including GVSU's Cook-DeVos Center, and the Downtown Market.

## Arts and Communications

- Entrepreneurship & Marketing - 2 years
- Graphic Communications - 2 years

## Technology & Digital Media

- Digital Animation & Game Programming - 2 years
- Information Technology - 2 years

## Engineering, Manufacturing & Industrial Technology

- Applied Construction Technology – 2 years
- Auto Collision Repair – 2 years
- Automotive Technology – 2 years
- Aviation Maintenance Technology – 2 years
- Avionics Electronics – 2 years
- Design Lab (10<sup>th</sup> grade only) – 1 year\*
- Diesel & Equipment Technology – 2 years
- Engineering & Architectural Design – 2 years
- Heating, Ventilation, Air Conditioning & Refrigeration (HVACR) – 2 years
- Precision Machining Technology – 2 years
- Mechatronics – 2 years
- Welding – 2 years

## Health Sciences

- Certified Nursing Assistant/Nurse Tech/Patient Care Tech-12th grade only - 1 year
- Certified Nursing Assistant, 12th grade only - 1 year
- Diagnostics - 1 year
- Health Careers Foundations - 1 year
- Biomedical Technology and Research - 1 year\*
- Health Professional (Pre-Med), 12th grade only - 1 year\*
- Pharmacy Technician, 12th grade only - 1 year
- Rehabilitation - 1 year
- Sports Medicine - 1 year

## Human Services

- Criminal Justice – 2 years\*
- Hospitality & Culinary – 2 years
- Teacher Academy – 1 year

## Natural Resources and Agriscience

- Sustainable Agriscience – 2 years

\*Application required and/or minimum GPA requirement

**Credit Equivalency:**

All KCTC Programs offer .5 credit of Math and .5 credit of English. The .5 credit of Math cannot be used to replace an Algebra I, II or Geometry credit. The .5 Math credit must be earned during the senior year and may be used for a senior Math requirement/credit.

The .5 English credit can be earned during the junior or senior year and may be used for any 9<sup>th</sup>-12<sup>th</sup> grade English credit.

*Note: If a student attends KCTC for two years, a total of 1.0 English credit may be earned in some programs.*

**Credit Waivers:**

Students enrolled in a Career and Technical Education Program may waive the second credit of World/Foreign Language and the third credit of Science per MCL 380.1278 a&b.

**VPAA and OLE:**

All Kent Career Tech Center programs meet the Michigan Merit Curriculum VPAA and OLE requirements.

*Note: Design Lab is not a CTE-approved program and therefore does not qualify for credit equivalency or credit waivers. Design Lab does meet all VPAA & OLE requirements.*