



**HOLLY AREA SCHOOLS**

Inspiring learners to shape tomorrow's world

# **Holly High School**

## **Course Guide & Descriptions**

### **2023 - 2024**

# **Welcome to Holly High School**

Dear Students and Parents,

Welcome to Holly High School and the Holly High School Course Selection Guide.

The Holly High School staff is excited about the upcoming school year and the many programs and course offerings your students may choose from. Year after year, students continue to teach us that involved students are successful students. With this in mind, please give careful consideration to the courses and activities in which you choose to participate, ensuring a rewarding and challenging school year.

Utilizing resources such as counselors, teachers, parents, and the Career Center will assist you in making purposeful and rewarding choices. When determining course selections, you should align your choices with your desired career pathway (see Exploring Career Pathways section) and the career goals you have identified in your Educational Development Plan (EDP).

Best wishes for another terrific school year.

Sincerely,

Derek J. Lindsay, Interim Principal

“The mission of Holly High School is to provide a safe environment that encourages academic growth, creativity, personal development, and productive citizenship.”

## ADMINISTRATION

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For more course information, visit

<https://www.hask12.org/schools/holly-high-school/hhs-counseling/hhs-course-guide/>

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# HOLLY HIGH SCHOOL GRADUATION REQUIREMENTS

Class of ...	2020 +
<b>Total Credits Required to Graduate</b>	<b>28</b>
<b>LANGUAGE ARTS: (REQUIRED COURSE AND CREDITS)</b>	<b>4.5</b>
Language Arts 9	1.5
Language Arts 10: American Literature	1.0
Language Arts 11: Literature and Language	1.0
English Elective 12: Track 1 or Track 2	1.0
<b>MATHEMATICS: (REQUIRED COURSE AND CREDITS)</b>	<b>5</b>
Algebra I	1.5
Geometry	1.5
Algebra II	1.5
Mathematics or math related class during senior year	0.5
<b>SCIENCE (REQUIRED COURSE AND CREDITS)</b>	<b>3</b>
Biology	1.0
Physical Science: Principles of Chemistry	0.5
Physical Science: Principles of Physics	0.5
Earth Science	1.0
<b>SOCIAL STUDIES (REQUIRED COURSE AND CREDITS)</b>	<b>3</b>
World History & Geography	0.5
U.S. History	1.0
Economics	0.5
Government	0.5
History and Global Issues	0.5
<b>OTHER: (REQUIRED COURSES AND CREDITS)</b>	<b>5.0</b>
Visual, Performing & Applied Arts (VPAA)	1.0
Physical Education^	0.5
Health	0.5
Computer Elective	0.5
World Language^^	2.0

MME Prep	0.5
<b>TOTAL REQUIRED CREDITS</b>	<b>20.5</b>
Total Elective Credits	7.5
<b>HHS Graduation Credit Requirement Total</b>	<b>28</b>

**^Marching Band Substitution:** Students who have successfully completed 2 years of Marching Band, may choose to count those credits toward the Physical Education requirement. Students may not double dip the credits, this means the course would not count as a VPAA credit and a PE credit. A student would need to fulfill four years of Marching Band to accommodate both graduation requirements.

**^^World Language Substitution:** Students who have successfully completed 1 year of a World Language, may elect to fulfill the second required credit in a course outside of World Language. This can be accomplished by completing an additional 1.0 credits of VPAA or 1.0 credits in a state approved career and technical education (CTE) course.

## Senior Year Math Options

The State of Michigan requires all students to successfully complete four (4) years of high school mathematics courses. Since students have varied interests and may choose to follow a career path outside of traditional mathematics, they have several options to fulfill their fourth year mathematics graduation requirement. Listed below are the options Holly Area Schools endorses as meeting the fourth year mathematics graduation requirement:

- A student may choose to complete a fourth year of Mathematics.
- A student may choose to complete either Chemistry or Physics (whichever course was not taken as a science credit).
- A student may choose to enroll in an approved math embedded course at OSTC, these courses have embedded the fourth year mathematics requirements into their clusters.
- A student may choose to complete a Financial Literacy course in Economics: Personal Finance.
- A student may choose to complete a course in Computer Science.
- A student may choose to complete a full year Introduction to Marketing and Management
- A student may choose to complete an Advanced Marketing class.

# Advanced Placement & Honors Courses


## What are Advanced Placement (AP) Courses?

"Advanced Placement (AP) courses are rigorous, college-level classes in a variety of subjects that give students an opportunity to gain the skills and experience colleges recognize." [\*Information copied from The College Board website January 25, 2018\*](#)

Students will take an AP course the entire year and are given an opportunity to take the AP Exam assigned to the specific course. By completing an AP course and scoring appropriately on an AP exam, students could potentially earn college credit. You can see specific colleges' guidelines on accepting AP scores for credit and placement by searching the [AP Credit Policy Database](#). Here you can see how many credits your AP scores will earn you and which courses you may be able to place out of at your future college. It is important to note that this information is meant as a guide, and it is imperative that students and parents check with universities to ensure that information has not changed. Specific colleges and areas of study within universities often have specific requirements that fall outside of general guidelines. Checking with universities is a MUST!

## What AP courses are offered by Holly High School?

Nearly every one of the 35 AP subjects is available at Holly High School. Many are offered as traditional building classes, while others are offered as blended online building classes, while even more are offered as fully online classes. See the table below for more information.

 Unique Online Courses – AP Opportunities				
Green: Traditional Classroom		Blue: Fully Online		Red: Blended Online
Art History	Biology	Calculus AB	Calculus BC	Chemistry
Chinese Language and Culture	Computer Science A	English Language and Composition	English Literature and Composition	Environmental Science
European History	French Language and Culture	German Language and Culture	Government and Politics: Comparative	Government and Politics: United States
Human Geography	Italian Language and Culture	Japanese Language and Culture	Latin	Macroeconomics
Microeconomics	Music Theory	Physics 1	Physics 2	Physics C
Psychology	Spanish Language	Spanish Literature	Statistics	Studio Art: 2-D Design
Studio Art: 3-D Design	Studio Art: Drawing	United States History	World History	

Note: Traditional Classroom AP courses are also available online, in the event of scheduling conflicts.



## What are Honors Courses?

"Honors courses provide the rigor, pace, and independent experience that helps prepare freshmen, sophomores, and juniors for higher learning. They are highly recommended for students planning an AP honors track." [Information copied from The College Board website March 26, 2014](#)

Honors courses are offered in traditional class settings and online (GENNET). Traditional honors courses are offered in all core subject areas and additional information can be found in the specific subject area of the course guide.

**Prior to taking an Advance Placement or Honors course, please talk to your counselor or AP teacher to discuss the best plan for success and potential conflicts.**

# DUAL ENROLLMENT


High school students in the state of Michigan have the opportunity to attend courses at local colleges or universities, in addition to their own high school, in an effort to meet students' needs and interests. This is called "Dual Enrollment". Effective April 1, 1996, Public Act 160 and Public Act 258 of 2000, created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. The following are some of the eligibility guidelines/standards:

1. Students in grades 9 through 12 may enroll in postsecondary courses. Students cannot enroll in a dual enrollment course after their fourth year of high school with the exception of an early college program.
2. Students can qualify for dual enrollment by taking a state assigned standardized test. See the counseling department website for a link to the qualifying scores.
3. 388.155 Rule 5 (2) The acts do not prohibit a district from supporting any pupil regardless of eligibility under these acts. A district may elect to support college level courses or career preparation courses for any pupil if it is in the best interest of the pupil.
4. Students must be enrolled in both Holly High School and eligible postsecondary institutions during our regular academic year and must be enrolled in at least three high school classes.
5. Dual Enrollment must be on the students schedule and cannot exceed the 5 period school day (i.e. a student can not go beyond the 5 hour period in a school day. Dual enrollment must be 1 of their 5 courses). However, the dual enrollment course does not need to be taken during the 5 hour school day (i.e. evening courses).
6. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, religious education or a course that is offered, or similar to a course offered, at Holly High School.
7. Students may not use a Dual Enrollment course to substitute for a Holly High School or MMC graduation requirement.
8. School districts are required to pay an amount equal to the prorated percentage of the statewide pupil-weighted average foundation allowance, based on the proportion of the school year that the eligible student attends the eligible postsecondary institution. Eligible charges include tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in the course. Eligible charges do not include transportation or parking costs or activity fees. Please review the contents of this letter with your parents. If you believe you are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, contact your school counselor.

## GUIDELINES FOR DUAL ENROLLMENT

Review Holly High School schedule with my high school counselor to ensure that dual enrollment will not conflict with my current schedule.

Complete Dual Enrollment Form and Verification of Eligibility Form obtained from school counselor or from this link:

 [Dual Enrollment Packet](#)

**Reminder: Students can only register for courses approved on the Verification of Eligibility Form.**

- Complete the college application for dual enrollment located in the Dual Enrollment folder on the Holly High School Counseling website. This form will need to be signed by the principal. If the college you plan to attend is not located on the website, please contact your counselor.

- Prior to registering for a course, students must contact the college's admission office to schedule a placement test. The college will not allow students to register without a placement test or a qualifying AP/ACT score.
- Check registration deadlines for the college you plan to attend.
- When registering for courses students should take a copy of their high school transcript to their institution. AP students may be able to avoid taking a placement test based on their AP grade/score. If you do not have your AP score, please print it from your college board account or see your counselor.
- To be scheduled as a dual enrollment student at Holly High School, students MUST return a college schedule to their counselor before the start of each trimester for approval.
- Students attending an outside Institution MUST fill out the Authorization to Release Information Form located on the counseling website. You will need to add your counselor to this form.
- To receive high school credit for college work students MUST bring in their college report card to your high school counselor after completion of the class.
- I agree to pay any costs for tuition, fees, etc. that are above the cost paid by the district. Books become property of the high school after completion of the course. Students may choose to purchase their own book if they wish to keep the book.
- If a student fails to successfully complete his/her course, the student MUST repay the school district any eligible charges expended by the school district that are not refunded by the institution.

# Oakland Schools Technical Campuses (OSTC)

**Oakland Schools Technical Campuses:** The Oakland Schools Technical Campus (OSTC) is a career-focused, academic environment for high school students throughout Oakland County. OSTC provides juniors and seniors with the opportunity to spend half of their traditional high school day (3 hours) at the Northwest, Clarkston campus. Transportation is provided. Students are able to pursue their technical and career interests by focusing their studies in a variety of areas.

## **PROGRAMS AT OSTC INCLUDE:**

- Agriscience and Environmental Technologies
- Automotive Technologies
- Collision Repair and Refinishing
- Computer Networking\* (not available at the Northwest campus)
- Computer Programming
- Construction Technology
- Cosmetology\* (only available at the Northeast campus)
- Criminal Justice\* (only available at the Southeast campus)
- Culinary Arts and Hospitality
- Cybersecurity Networking\* (only available at the Southeast campus)
- Energy - Electrical Technology
- Engineering, Robotics & Mechatronics
- Entrepreneurship & Advanced Marketing
- Health Sciences
- Machining
- Medium and Heavy Truck Equipment\* (only available at the Southwest campus)
- Visual Imaging
- Welding\* (not available at the Northwest campus)

*\*If you are interested in attending a program that is not available at the Northwest campus, please speak with your counselor about the availability of these programs.*

**OSTC Program Guide:** View this webpage to get general information on OSTC and what programs are offered. This document contains clickable dropdowns for more detailed information.

**Applying to OSTC:** Students may apply for admission to OSTC prior to their junior and/or senior year. All sophomore students are invited to an OSTC presentation and field trip to learn about current programs. When thinking about applying please consider the following:

- Make sure you speak with your counselor if you are interested in applying to OSTC and pay attention for announcements regarding application due dates.
- Students must complete an online request for consideration and an enrollment application. Students must also have an updated educational development plan.
- Space is limited in all programs. Depending on the number of applications for a program, you may be offered your 2nd choice program or placed on a waitlist.

Interested students must apply online at [OSTCOnline.com](https://www.ostconline.com) - click on the "Apply" tab.

## Oakland Technical Early College (OTEC)

Oakland Technical Early College is a program for students attending eligible OSTC programs. Students in Oakland Technical Early College will begin attending dual enrollment courses at Oakland Community College while attending OSTC and required courses at HHS. Oakland Technical Early College students add a 13th year onto their high school experience, where they take all of their courses at OCC. By the end of the 13th year, these students graduate from HHS and may attain certifications from OSTC as well as a possible associate's degree from OCC. HHS students will participate in a graduation ceremony when all graduation requirements are complete, after the 13th year.

Most costs associated with the college courses are completely covered.

For more information visit [Oakland Technical Early College website](#).

**\*If you have any questions regarding OSTC or OTEC please contact your Counselor or the Career Coordinator.**

# NCAA DIVISION I AND II ELIGIBILITY REQUIREMENTS

## Division I Full Qualifier

Complete 16 core courses

- English: 4 years
- Math (Algebra I or higher): 2 years
- Natural/Physical Science (Including one year of lab, if offered): 2 years.
- ADDITIONAL(English, math, or natural/physical science): 1 year
- Social Science: 2 years
- ADDITIONAL courses (Any area listed above, foreign language or comparative religion/philosophy): 4 years
- Seven of the 10 core courses must be in English, math or natural/physical science.

Earn a core-course GPA of at least 2.300

Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale

Graduate high school

## Academic Redshirt

- Complete 16 core courses
- Earn a core-course GPA of at least 2.000
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale.
- Graduate high school

## Division II Full Qualifier

Complete 16 core courses

- English: 3 years
- Math (Algebra I or higher): 2 years
- Natural/Physical Science (Including one year of lab, if offered): 2 years
- Social Science: 2 years
- ADDITIONAL (English, math, or natural/physical science): 3 years
- ADDITIONAL COURSES (Any area listed above, foreign language or comparative religion/philosophy): 4 years
- Earn a core-course GPA of at least 2.200

Students must also earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale, earn a core-course GPA of 2.20 and graduate high school.

## Division II Partial Qualifier

Complete 16 core courses (see above)

- Earn a core-course GPA of at least 2.000
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale
- Graduate high school

### Test Scores and GPA

- All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.
- Only core courses are used in the calculation of the grade- point average.

*\*Please see your counselor for a preliminary check of your NCAA eligibility. Students should begin planning their NCAA eligibility with their counselor in 9th grade.*

For more information, please visit the [NCAA Eligibility website](#).

## **A.R.C. (Academic Resource Center)**

Open to all grades, Academic Resource Center, A.R.C. is student support hour that provides a dedicated classroom to provide testing accommodations for special education/504 students. Students will have an opportunity to work on classwork, projects, quizzes, and tests in a quiet location with the assistance of a special education teacher after direct instruction is completed by the teacher. Students must have a pass from the classroom teacher to check-in with the A.R.C. teacher.



# Testing Out Guidelines for Students and Parents

## PROCEDURES

The deadline for submitting your test out application for the next school year is May 15th . All requests for testing out must be made electronically, by filling out the request form which can be found on the Holly High School website under counseling. We recommend that parents and/or students discuss the intention to test out with their counselor.

All students will be notified individually regarding their test out request. At this time your testing location and time will be given to you. The testing window will be determined by Holly High School administration. The specific test date and time will vary, but will be administered following the completion of the current school year. For example, test out exams will be administered at Holly High School on the two days following the last day of school.

Results will be available prior to the first day of school. A counselor or building administrator will inform the student and parent of the test results.

Failure to meet appointments or deadlines will result in a forfeiture of the testing out opportunity for that course.

## ASSESSMENT

A grade equivalent of B- or better (80%) on the examination is required to demonstrate mastery. Examinations will be aligned to the Michigan Merit Core standards and content expectations for the entire course.

Testing out credits earned by passing a course in this manner shall be counted toward the total credits needed to graduate. However, it may not forego the required subject credit needed per grade level.

Credits earned in this manner will not impact a student's grade point average (GPA).

Students who choose to "test out" in an attempt to regain credit from a course that they have previously failed, will earn a "CR," or credit for the course toward graduation but will not see a change in their GPA. A student may only attempt to "test out" from the same course one time during their high school career.

*For Spanish only:* Please note that the test for Spanish will be for appropriate placement level beyond Spanish I. Students who are recommended for Spanish II or higher should sign up under the testing out guidelines. Upon completion of the test, the student will be placed at the appropriate level by the Holly High School Spanish Department.

## Business and Computer Education

Course #	Course Name	Grades	Tri	Credits	Additional Requirement	Prereq
10152	Intro to Computer Science	9-12	1	0.5		
	AP Computer Science	9-12	3	1.5	x - AP Form	
1004	Computer Applications	9-12	1	0.5		
12164	Intro to Marketing & Management	9-12	3	1.5		
12163	Sports & Entertainment Marketing	10-12	1	0.5		
10201	Web Design	10-12	1	0.5		
12054	Business Law	10-12	1	0.5		
12162	Entrepreneurship	10-12	1, 2, 3	1.5		x
12198A	Marketing Workplace Learning	11-12	3	.5	x- Application	x
12198B	Marketing Workplace Learning	11-12	3	.5	x-Application	x
12198C	Marketing Workplace Learning	11-12	3	.5	x-Application	x
12166	Advanced Marketing	11-12	3	1.5	x- Application	x

### COMPUTER APPLICATIONS - 10004

Students will explore a multitude of online applications & tools related but not limited to: Microsoft Office Suite, QR Codes, Calculators, Social Media, Collaborative Instruments, Surveying/Polling, & Presentations. Exploring, researching, and analyzing each tool that is used, students will identify the functions behind each tool and the relation to education/business.

*COURSE NOTE: This course meets the computer graduation requirement and the VPAA graduation requirement..*

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

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### INTRO TO COMPUTER SCIENCE - 10152

Intro to Computer Science is a single trimester, entry-level course that

introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data,

digital privacy and security, and the societal impacts of computing.

*COURSE NOTE: This course meets the computer graduation requirement. This course meets the 4th year math credit requirement.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

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## WEB DESIGN - 10201

Students will learn to plan and develop well-designed web sites using HTML (Hyper Text Mark-up Language) and CSS (Cascading Style Sheets). Topics include: web page templates, color, graphics, tables, frames and forms to control input. Students work on web pages independently and in teams to create different websites. Students progress from beginner to advanced utilizing "hand coding" techniques and Web Authoring tools.

*COURSE NOTE: This course counts toward the VPAA graduation requirement.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

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## INTRODUCTION TO MARKETING AND MANAGEMENT A - 12164A

This is a full year course. Marketing principles and practices from both the retail and industrial business levels. Students will explore opportunities in Marketing and Management careers, and set the stage for further study of Marketing and Management in higher education. One of the primary goals is to develop student leadership and communication skills. The course will emphasize the following units of instruction: Economics, Free Enterprise, Capitalism, International Marketing, Business and Marketing Principles, Market Segmentation, Human Resource Essentials, Communication Skills, Selling Promotion, Management and Supervision Skills. This course is highly recommended for students who are planning business careers and would like to be prepared for co-op placements and training in Marketing positions in the business community.

**\*\***This course taken with Advanced Marketing grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.

*COURSE NOTE: This course is part of the Tech Prep Program*

*This course counts toward the VPAA graduation requirement.*

*This course counts toward the second year foreign language graduation requirement.*

*When taking all 3 Trimesters this course counts as a senior math credit.*

*CREDIT: 0.5-1.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 12164B - INTRODUCTION TO MARKETING AND MANAGEMENT B; If you take this course, you must also take 12164C - INTRODUCTION TO MARKETING AND MANAGEMENT C*

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## INTRODUCTION TO MARKETING AND MANAGEMENT B - 12164B

This is a full year course. Marketing principles and practices from both the retail and industrial business levels. Students will explore opportunities in Marketing and Management careers, and set the stage for further study of Marketing and Management in higher education. One of the primary goals is to develop student leadership and communication skills. The course will emphasize the following units of instruction: Economics, Free Enterprise, Capitalism, International Marketing, Business and Marketing Principles, Market Segmentation, Human Resource Essentials, Communication Skills, Selling Promotion, Management and Supervision Skills. This course is highly

recommended for students who are planning business careers and would like to be prepared for co-op placements and training in Marketing positions in the business community.

**\*\***This course taken with Advanced Marketing grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.

*COURSE NOTE: This course is part of the Tech Prep Program*

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 12164A - INTRODUCTION TO MARKETING AND MANAGEMENT A and 12164C - INTRODUCTION TO MARKETING AND MANAGEMENT C*

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### **INTRODUCTION TO MARKETING AND MANAGEMENT C - 12164C**

This is a full year course. Marketing principles and practices from both the retail and industrial business levels. Students will explore opportunities in Marketing and Management careers, and set the stage for further study of Marketing and Management in higher education. One of the primary goals is to develop student leadership and communication skills. The course will emphasize the following units of instruction: Economics, Free Enterprise, Capitalism, International Marketing, Business and Marketing Principles, Market Segmentation, Human Resource Essentials, Communication Skills, Selling Promotion, Management and Supervision Skills. This course is highly recommended for students who are planning business careers and would like to be prepared for co-op placements and training in Marketing positions in the business community.

**\*\***This course taken with Advanced Marketing grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.

*COURSE NOTE: This course is part of the Tech Prep Program*

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 12164A - INTRODUCTION TO MARKETING AND MANAGEMENT A and 12164B - INTRODUCTION TO MARKETING AND MANAGEMENT B*

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### **BUSINESS LAW - 12054**

Business and Personal Law is an introductory course, which places emphasis on the areas of law for family law, personal property law, contracts, negotiable instruments, intellectual property, and insurance (property, life and auto). Also, information will be given on bailment relationships, employer-employee relationships, and corporations.

*COURSE NOTE: This course is part of the Tech Prep Program.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

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### **ENTREPRENEURSHIP A - 12162A**

This is a full year course. Entrepreneurship is a year-long class that takes place in a live and operational business environment where students apply and interview for positions within the firm, such as department employees, department managers, and chief executive positions. Students will experience all facets of being employees in an actual firm including purchasing, sales, marketing, web and graphic design, product development, accounting, human resources, and management. 'Employees' will be engaged in a fast-paced atmosphere where they will further develop their business and professional skills as they gain real-world skills such as problem solving, decision making, critical analysis, leadership, negotiation, teamwork, communication/public speaking, time management, and technology applications. Students are required to participate in DECA.

*COURSE NOTE: This course may count as a – VISUAL AND PERFORMING ARTS CREDIT; This course may count as a SECOND YEAR – FOREIGN LANGUAGE CREDIT; This course may count as a FOURTH YEAR – MATH CREDIT*

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see instructor for more details.*

**CREDIT: 0.5    TYPE: Advanced    GRADE: 10-12**

**PREREQUISITE:** Successful completion of a BUSINESS OR MARKETING CLASS with a C or higher & Instructor Approval

**COREQUISITES:** If you take this course, you must also take 12162B - ENTREPRENEURSHIP B and 12162C - ENTREPRENEURSHIP C

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### **ENTREPRENEURSHIP B - 12162B**

This is a full year course. Entrepreneurship is a year-long class that takes place in a live and operational business environment where students apply and interview for positions within the firm, such as department employees, department managers, and chief executive positions. Students will experience all facets of being employees in an actual firm including purchasing, sales, marketing, web and graphic design, product development, accounting, human resources, and management. 'Employees' will be engaged in a fast-paced atmosphere where they will further develop their business and professional skills as they gain real-world skills such as problem solving, decision making, critical analysis, leadership, negotiation, teamwork, communication/public speaking, time management, and technology applications. Students are required to participate in DECA.

*COURSE NOTE: This course may count as a – VISUAL AND PERFORMING ARTS CREDIT; This course may count as a SECOND YEAR – FOREIGN LANGUAGE CREDIT; This course may count as a FOURTH YEAR – MATH CREDIT*

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

**CREDIT: 0.5    TYPE: Advanced    GRADE: 10-12**

**PREREQUISITE:** Successful completion of a BUSINESS OR MARKETING CLASS with a C or higher & Instructor Approval.

**COREQUISITES:** If you take this course, you must also take 12162A - ENTREPRENEURSHIP and 12162C - ENTREPRENEURSHIP C

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### **ENTREPRENEURSHIP C - 12162C**

This is a full year course. Entrepreneurship is a year-long class that takes place in a live and operational business environment where students apply and interview for positions within the firm, such as department employees, department managers, and chief executive positions. Students will experience all facets of being employees in an actual firm including purchasing, sales, marketing, web and graphic design, product development, accounting, human resources, and management. 'Employees' will be engaged in a fast-paced atmosphere where they will further develop their business and professional skills as they gain real-world skills such as problem solving, decision making, critical analysis, leadership, negotiation, teamwork, communication/public speaking, time management, and technology applications. Students are required to participate in DECA.

*COURSE NOTE: This course may count as a – VISUAL AND PERFORMING ARTS CREDIT; This course may count as a SECOND YEAR – FOREIGN LANGUAGE CREDIT; This course may count as a FOURTH YEAR – MATH CREDIT*

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

*CREDIT: 0.5 TYPE: Advanced GRADE: 10-12*

*PREREQUISITE: Successful completion of a BUSINESS OR MARKETING CLASS with a C or higher, Instructor Approval, Application required*

*COREQUISITES: If you take this course, you must also take 12162A - ENTREPRENEURSHIP A and 12162B - ENTREPRENEURSHIP B*

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### **SPORTS & ENTERTAINMENT MARKETING - 12163**

This course is designed to introduce students to the growing service industry of Sports and Entertainment Marketing. The purpose of this course is to provide students with the fundamental principles and concepts required for a successful career in the Sports and Event Marketing industry. Successful completion of this course will allow students to develop knowledge of marketing as it relates to industry, develop necessary entry level skills for a career in this field, and develop the knowledge that is required to produce a Public Relations and Marketing Event.

*CREDIT: 0.5 TYPE: Regular GRADE: 10-12*

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### **ADVANCED MARKETING A - 12166A**

This course offers our second year Business students the opportunity to operate and manage a small business - the School Store. Marketing and Management concepts included in class are: Business and Distribution Operations-Purchasing and Buying; Pricing; Marketing, Research, and Information-Product/Service Planning-Entrepreneurship-Finance-Career Planning. Students are given the opportunity to make many business decisions and measure their effectiveness. Teamwork, problem solving, and effective communication skills are stressed.

*COURSE NOTE: This course is part of the Tech Prep Program*

*CREDIT: 0.5 TYPE: Advanced GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 12166B - ADVANCED MARKETING B*

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### **ADVANCED MARKETING B - 12166B**

This course offers our second year Business students the opportunity to operate and manage a small business - the School Store. Marketing and Management concepts included in class are: Business and Distribution Operations-Purchasing and Buying; Pricing; Marketing, Research, and Information-Product/Service Planning-Entrepreneurship-Finance-Career Planning. Students are given the opportunity to make many business decisions and measure their effectiveness. Teamwork, problem solving, and effective communication skills are stressed.

*COURSE NOTE: This course is part of the Tech Prep Program*

*CREDIT: 0.5    TYPE: Advanced    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 12166A - ADVANCED MARKETING A*

### **ADVANCED MARKETING C - 12166C**

This course offers our second year Business students the opportunity to operate and manage a small business - the School Store. Marketing and Management concepts included in class are: Business and Distribution Operations-Purchasing and Buying; Pricing; Marketing, Research, and Information-Product/Service Planning-Entrepreneurship-Finance-Career Planning. Students are given the opportunity to make many business decisions and measure their effectiveness. Teamwork, problem solving, and effective communication skills are stressed.

*COURSE NOTE: This course is part of the Tech Prep Program*

*CREDIT: 0.5    TYPE: Advanced    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 12166A - ADVANCED MARKETING A and 12166B - ADVANCED MARKETING B*

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### **MKT WORKPLACE LEARNING A - 12198A**

A junior or senior who has expressed an interest and aptitude for an occupation is placed with a cooperating employer and divides his/her school day between school, where he/she attends required academic subjects as well as a career related class and a part-time, paid job. The employer and the school coordinator set up the student's on-the-job program. It is designed to develop basic occupational and employability skills related to the students Career Pathway and EDP. These skills will prepare students for full-time employment work experiences to support their career goals. Workplace Learning is limited to 30 students. \*\*\*Students may not exceed 7 absences per term in the educational courses per trimester and must pass their related capstone class with a "C" or better to receive credit and remain in the program. Students must also attend a weekly morning seminar.

*CREDIT: 1    TYPE: Regular    GRADE: 11-12*

*PREREQUISITE: Application and scheduled for CTE course*

*COREQUISITES: If you take this course, you must also take 12198B - WORK BASED LEARNING B and 12198C - WORK BASED LEARNING C*

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### **MKT WORKPLACE LEARNING B - 12198B**

A junior or senior who has expressed an interest and aptitude for an occupation is placed with a cooperating employer and divides his/her school day between school, where he/she attends required academic subjects as well as a career related class and a part-time, paid job. The employer and the school coordinator set up the student's on-the-job program. It is designed to develop basic occupational and employability skills related to the students Career Pathway and EDP. These skills will prepare students for full-time employment work experiences to support their career goals. Capstone is limited to 30 students. \*\*\*Students may not exceed 7 absences per term in the educational courses per trimester and must pass their related capstone class with a "C" or better to receive credit and remain in the program. Students must also attend a weekly morning seminar.

CREDIT: 1 TYPE: Regular GRADE: 11-12

COREQUISITES: If you take this course, you must also take 12198A - WORK BASED LEARNING A

If you take this course, you must also take 12198C - WORK BASED LEARNING C

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### **MKT WORKPLACE LEARNING C - 12198C**

A junior or senior who has expressed an interest and aptitude for an occupation is placed with a cooperating employer and divides his/her school day between school, where he/she attends required academic subjects as well as a career related class and a part-time, paid job. The employer and the school coordinator set up the student's on-the-job program. It is designed to develop basic occupational and employability skills related to the students Career Pathway and EDP. These skills will prepare students for full-time employment work experiences to support their career goals. Workplace Learning is limited to 30 students. \*\*\*Students may not exceed 7 absences per term in the educational courses per trimester and must pass their related capstone class with a "C" or better to receive credit and remain in the program. Students must also attend a weekly morning seminar.

CREDIT: 1 TYPE: Regular GRADE: 11-12

COREQUISITES: If you take this course, you must also take 12198A - WORK BASED LEARNING A and 12198B - WORK BASED LEARNING B



# Construction Technology

Course #	Course Name	Grades	Tri	Credits	Additional Requirement	Prereq
17010	Construction Trades I	9-12	3	3	x- Application	
17011	Construction Trades II: Building Technology	10-12	3	1.5	x- Application	X
	Construction Trades III:					
17048A	Trades Workplace Learning Experience	11-12	3	.5	x-Application	x
17048B	Trades Workplace Learning Experience	11-12	3	.5	x-Application	x
17048C	Trades Workplace Learning Experience	11-12	3	.5	x-Application	x

## CONSTRUCTION TRADES I A - 17010A

In this course, students will learn introductory tools and job site safety, along with basic techniques in the construction field. Students are expected to earn OSHA 10/30 certification as part of this course.

Course content includes basic woodworking skills and knowledge. As an introductory course, focus is on safety, planning, and identifying appropriate materials and tools to complete a variety of construction related tasks. Students will develop skills for use with both hand tools and handheld power tools.

Students also complete a variety of take-home home projects. This course is structured as a project based learning experience for all students. Students will be able to earn Career Connections Level 1 certification, Multi Craft-Core Curriculum certification, and participate in a Career and Technical Student Organization to gain leadership skills.

*\*Note: this course is a two hour, year long course.*

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

**CREDIT:** 1.0    **TYPE:** Regular    **GRADE:** 9-12

**PREREQUISITE:** Instructor approval and application required.

**COREQUISITES:** If you take this course, you must also take 17010B - CONSTRUCTION TRADES B & 17010C - CONSTRUCTION TRADES C

## CONSTRUCTION TRADES I B - 17010B

In this course, students will learn introductory tools and job site safety, along with basic techniques in the construction field. Students are expected to earn OSHA 10/30 certification as part of this course. Trades Math will be embedded into this course and applies toward the students math credit.

Course content includes basic woodworking skills and knowledge. As an introductory course, focus is on safety, planning, and identifying appropriate materials and tools to complete a variety of construction related tasks. Students will develop skills for use with both hand tools and handheld power tools.

Students also complete a variety of take-home home projects. This course is structured as a project based learning experience for all students. Students will be able to earn Career Connections Level 1 certification, Multi Craft-Core Curriculum certification, and participate in a Career and Technical Student Organization to gain leadership skills.

*\* Note: this course is a two hour, year long course.*

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

**CREDIT:** 1.0    **TYPE:** Regular    **GRADE:** 9-12

**PREREQUISITE:** Instructor approval and application required.

**COREQUISITES:** If you take this course, you must also take 17010A - CONSTRUCTION TRADES A & 17010C - CONSTRUCTION TRADES C

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## **CONSTRUCTION TRADES I C - 17010C**

In this course, students will learn introductory tools and job site safety, along with basic techniques in the construction field. Students are expected to earn OSHA 10/30 certification as part of this course.

Course content includes basic woodworking skills and knowledge. As an introductory course, focus is on safety, planning, and identifying appropriate materials and tools to complete a variety of construction related tasks. Students will develop skills for use with both hand tools and handheld power tools.

Students also complete a variety of take-home home projects. This course is structured as a project based learning experience for all students. Students will be able to earn Career Connections Level 1 certification, Multi Craft-Core Curriculum certification, and participate in a Career Technical Student Organization to gain leadership skills.

*\* Note: this course is a two hour, year long course.*

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

**CREDIT:** 1.0    **TYPE:** Regular    **GRADE:** 9-12

**PREREQUISITE:** Instructor approval and application required.

**COREQUISITES:** If you take this course, you must also take 17010A - CONSTRUCTION TRADES A & 17010B - CONSTRUCTION TRADES B

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## **CONSTRUCTION TRADES II: BUILDING TECHNOLOGY (A) - 17011A**

In this course, students will review tool and job site safety, along with advanced techniques in the construction field. Students have the opportunity to earn OSHA 10/30 certification as part of this course. Students will enroll in Trades Math in conjunction with this course and will apply toward the student's math credit.

Students will develop skills for use with both hand tools and handheld power tools. Students will focus more on the behind the scenes part of construction management along with introduction to job related skills in the trades

profession. Students also complete a variety of individual, small group, and whole class projects. Students will be instructed in the fundamentals of residential construction systems such as foundations, framing, window/door insulation, roofing, siding, masonry, plumbing, and electrical wiring.

Students will be able to earn Career Connections Level 2 Certification and participate in a Career Technical Student Organization to gain leadership skills.

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

**CREDIT:** 0.5    **TYPE:** Regular    **GRADE:** 10-12

**PREREQUISITE:** Successful completion of Construction Trades with a C or higher, Pass OSHA 10 and Instructor approval.

**COREQUISITES:** If you take this course, you must also take 17011B - CONSTRUCTION B and 17011C - CONSTRUCTION C

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## **CONSTRUCTION TRADES II: BUILDING TECHNOLOGY (B) - 17011B**

In this course, students will review tool and job site safety, along with advanced techniques in the construction field. Students have the opportunity to earn OSHA 10/30 certification as part of this course.

Students will develop skills for use with both hand tools and handheld power tools. Students will focus more on the behind the scenes part of construction management along with introduction to job related skills in the trades profession. Students also complete a variety of individual, small group, and whole class projects. Students will be instructed in the fundamentals of residential construction systems such as foundations, framing, window/door insulation, roofing, siding, masonry, plumbing, and electrical wiring.

Students will be able to earn Career Connections Level 2 Certification and participate in a Career Technical Student Organization to gain leadership skills.

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

**CREDIT:** 0.5    **TYPE:** Regular    **GRADE:** 10-12

**PREREQUISITE:** Successful completion of Construction Trades with a C or higher, Pass OSHA 10 and Instructor approval.

**COREQUISITES:** If you take this course, you must also take 17011A - CONSTRUCTION A and 17011C- CONSTRUCTION C

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## **CONSTRUCTION TRADES II: BUILDING TECHNOLOGY C - 17011C**

In this course, students will review tool and job site safety, along with advanced techniques in the construction field. Students have the opportunity to earn OSHA 10/30 certification as part of this course.

Students will develop skills for use with both hand tools and handheld power tools. Students will focus more on the behind the scenes part of construction management along with introduction to job related skills in the trades profession. Students also complete a variety of individual, small group, and whole class projects. Students will be instructed in the fundamentals of residential construction systems such as foundations, framing, window/door insulation, roofing, siding, masonry, plumbing, and electrical wiring.

Students will be able to earn Career Connections Level 2 Certification and participate in a Career Technical Student Organization to gain leadership skills.

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

**CREDIT:** 0.5    **TYPE:** Regular    **GRADE:** 10-12

**PREREQUISITE:** Successful completion of Construction Trades with a C or higher, Pass OSHA 10 and Instructor approval.

**COREQUISITES:** If you take this course, you must also take 17011A - CONSTRUCTION A and 17011B- CONSTRUCTION B

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### **CONSTRUCTION TRADES III**

In this course, students will have the opportunity to work on a job site on school grounds or at another site off location. Students will have leadership opportunities focusing on Construction 1 and Construction 2 classes on a weekly basis. Students will also have the opportunity to participate in work based learning with a local community business.

Course content includes setting up a job site and cleaning up the site, developing leadership skills that will help in the everyday work force after high school, and understanding the set up process behind projects.

**\*Class will be limited to 3-5 students**

*\*Note: this course is a two hour, year long course.*

*\*\*This course grants articulation credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

**CREDIT:** 1.0    **TYPE:** Regular    **GRADE:** 12

**PREREQUISITE:** Instructor approval and application required.

**COREQUISITES:** If you take this course, you must also have taken CONSTRUCTION TRADES 1 & CONSTRUCTION TRADES 2

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## **TRADES WORKPLACE LEARNING A - 17048A**

A junior or senior who has expressed an interest and aptitude for an occupation is placed with a cooperating employer and divides his/her school day between school, where he/she attends required academic subjects as well as a career related class and a part-time, paid job. The employer and the school coordinator set up the student's on-the-job program. It is designed to develop basic occupational and employability skills related to the students Career Pathway and EDP. These skills will prepare students for full-time employment work experiences to support their career goals. Workplace Learning is limited to 30 students. \*\*\*Students may not exceed 7 absences per term in the educational courses per trimester and must pass their related capstone class with a "C" or better to receive credit and remain in the program. Students must also attend a weekly morning seminar.

*CREDIT: 1 TYPE: Regular GRADE: 11-12*

*PREREQUISITE: Application and scheduled for CTE Course*

*COREQUISITES: If you take this course, you must also take 12198B - WORK BASED LEARNING B and 12198C - WORK BASED LEARNING C*

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## **TRADES WORKPLACE LEARNING B - 17048B**

A junior or senior who has expressed an interest and aptitude for an occupation is placed with a cooperating employer and divides his/her school day between school, where he/she attends required academic subjects as well as a career related class and a part-time, paid job. The employer and the school coordinator set up the student's on-the-job program. It is designed to develop basic occupational and employability skills related to the students Career Pathway and EDP. These skills will prepare students for full-time employment work experiences to support their career goals. Workplace Learning is limited to 30 students. \*\*\*Students may not exceed 7 absences per term in the educational courses per trimester and must pass their related capstone class with a "C" or better to receive credit and remain in the program. Students must also attend a weekly morning seminar.

*CREDIT: 1 TYPE: Regular GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 12198A - WORKPLACE LEARNING A*

*If you take this course, you must also take 12198C - WORKPLACE LEARNING C*

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## **TRADES WORKPLACE LEARNING C - 17048C**

A junior or senior who has expressed an interest and aptitude for an occupation is placed with a cooperating employer and divides his/her school day between school, where he/she attends required academic subjects as well as a career related class and a part-time, paid job. The employer and the school coordinator set up the student's on-the-job program. It is designed to develop basic occupational and employability skills related to the students Career Pathway and EDP. These skills will prepare students for full-time employment work experiences to support their career goals. Workplace Learning is limited to 30 students. \*\*\*Students may not exceed 7 absences per term in the educational courses per trimester and must pass their related capstone class with a "C" or better to receive credit and remain in the program. Students must also attend a weekly morning seminar.

*CREDIT: 1    TYPE: Regular    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 12198A - WORKPLACE LEARNING A and 12198B - WORKPLACE LEARNING B*

## English Language Arts (ELA)

*All English Courses are aligned to Common Core Standards. There is a focus on reading standards for literature and informational text, writing, grammar, vocabulary, and speaking and listening. All classes will use Schoology Learning Management System (LMS) as their learning platform.*

Course #	Course Name	Grades	Tri	Credits	Additional Requirement	Prereq
01001	LA 9	9	3	1.5		
01010	LA 9: Honors	9	3	1.5	*Teacher Placement	
01149	Composition - Yearbook ^	9-12	3	1.5	x - Application	
01002	LA 10: American Literature	10	2	1.0		
01011	Honors LA 10: American Literature	10	3	1.5	x	x
01003	LA 11: Literature and and Language	11	2	1.0		
01005	AP Language & Composition	11-12	3	1.5	x	x
00102	AP Literature & Composition	11-12	3	1.5	x	x
00109	Tolerance and Diversity in Literature (Honors Level)	11-12	2	1.0	x	
01007A	LA 12A - Literary Voices	12	1	0.5		
01007B	LA 12B - Literary Genres	12	1	0.5		
01008B	LA 12B - Great Authors	12	1	0.5		

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### LA: 9 A - 01001A

**Reading Focus:** Students will explore and analyze literary elements of short stories and non-fiction. They will be learning and utilizing reading strategies in the context of a survival unit. The main anchor text is Richard Connell's "The Most Dangerous Game." There will be other fiction, nonfiction, and poetry taken from Perspectives in Literature, 9th-grade textbook, used in this course.

**Writing Focus:** The writing focus of this term will be paragraph construction that uses textual evidence to support ideas. Students will also work on an extended personal narrative.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of academic and domain specific vocabulary, including the study of Greek and Latin Roots. We will be doing Units 1-4 from the Prestwick House series.

**Grammar:** Students will be learning sentence composing while focusing on introductory adjective and adverb phrases, and delayed adjective and adverb phrases. There will be focus on punctuation and commonly misused words.

**Speaking and Listening:** Students will actively engage in discussions about literature and writing assignments. They will also do oral presentations.

CREDIT: 0.5 TYPE: Regular GRADE: 9

COREQUISITES: If you take this course, you must also take 01001B - LA: 9 B and 01001C - LA: 9 C

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### LA: 9 B - 01001B

**Reading Focus:** Students will explore and analyze literary elements of short stories and non-fiction. They will be learning and utilizing reading strategies. The main anchor text may be Harper Lee's *To Kill a Mockingbird* or another novel with like themes. There will be other fiction, nonfiction, and poetry taken from *Perspectives in Literature*, 9th grade textbook, used in this course.

**Writing Focus:** The writing focus of this term will be paragraph construction that uses textual evidence to support ideas. Students will also work on an argumentative essay.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of academic and domain specific vocabulary, including the study of Greek and Latin Roots.

**Grammar:** Students will be learning sentence composing while focusing on appositive, absolute, prepositional, participial, gerund, and infinitive phrases. There will be focus on punctuation and commonly misused words.

**Speaking and Listening:** Students will actively engage in discussions about literature and writing assignments. They will also do oral presentations.

CREDIT: 0.5 TYPE: Regular GRADE: 9

COREQUISITES: If you take this course, you must also take 01001A - LA: 9 A and 01001C - LA: 9 C

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### LA: 9 C - 01001C

**Reading Focus:** Students will explore and analyze literary elements of classic literature. They will be learning and utilizing reading strategies. The main anchor texts will be Homer's *Odyssey* and/or William Shakespeare's "Romeo and Juliet". There will be other fiction, nonfiction, and poetry taken from *Perspectives in Literature*, 9th grade textbook, , or possible Literature Circle books used in this course.

**Writing Focus:** The main focus of this term will be literary analysis with textual evidence and a research paper that ties to and relates to either of the classical pieces read.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of academic and domain specific vocabulary, including the study of Greek and Latin Roots, *Prestwick House* series units 8-10.

**Grammar:** Students will be learning sentence composing while focusing on various clauses, commonly confused words, and proper MLA formatting.

**Speaking and Listening:** Students will actively engage in discussions about literature and writing assignments. They will also do oral presentations.

CREDIT: 0.5 TYPE: Regular GRADE: 9

COREQUISITES: If you take this course, you must also take 01001B - LA: 9 B and 01001A - LA: 9 A



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## Honors LA: 9 A - 01010A

**Reading Focus:** Students will explore, analyze and critique literary and rhetorical elements of short stories, poems, novels and non-fiction. They will be learning and utilizing reading strategies. The main anchor texts are Richard Connell's *"The Most Dangerous Game"* and Nancy Farmer's *"House of the Scorpion"*.

**Writing Focus:** Utilizing the writer's workshop approach, focus of this term will be paragraph construction that uses textual evidence to support ideas and literary analysis essays. Students will also work on an extended personal narrative.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of Greek and Latin Roots, (*Prestwick House, Book III*, Units 1-4) is expected.

**Grammar:** Students will be learning sentence composing while focusing on introductory adjective and adverb phrases, and delayed adjective and adverb phrases. There will be focus on punctuation and commonly misused words.

**Speaking and Listening:** Students will actively engage in socratic seminars to discuss literature and writing assignments.

*CREDIT: 0.5    TYPE: Honors    GRADE: 9*

*COREQUISITES: Students must illustrate the ability to successfully work in an independent environment since this course is a hybrid of in person and online delivery. Students must be able to manage time and online resources.*

*If you take this course, you must also take 01010B - Honors LA: 9 B and 01010C - Honors LA: 9 C*

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## Honors LA: 9 B - 01010B

**Reading Focus:** Students will explore, analyze and critique literary and rhetorical elements of short stories, poems, novels and non-fiction. They will be learning and utilizing reading strategies. The main anchor texts are Harper Lee's *To Kill a Mockingbird* and Literature Circles.

**Writing Focus:** Utilizing the writer's workshop approach, focus of this term will be paragraph construction that uses textual evidence to support ideas and literary analysis essays.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of Greek and Latin Roots, (*Prestwick House, Book III*, Units 5-7) is expected.

**Grammar:** Students will be learning sentence composing while focusing on introductory adjective and adverb phrases, and delayed adjective and adverb phrases. There will be a focus on punctuation and commonly misused words.

**Speaking and Listening:** Students will actively engage in socratic seminars to discuss literature and writing assignments.

*CREDIT: 0.5    TYPE: Honors    GRADE: 9*

*COREQUISITES: Students must illustrate the ability to successfully work in an independent environment since this course is a hybrid of in person and online delivery. Students must be able to manage time and online resources.*

*If you take this course, you must also take 01010A - Honors LA: 9 A and 01010C - Honors LA: 9 C*

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### **Honors LA: 9 C - 01010C**

**Reading Focus:** Students will explore, analyze and critique rhetorical and literary elements of classic literature. They will be learning and utilizing reading strategies. The main anchor texts will be William Shakespeare's *The Tragedy of Romeo and Juliet* and another piece of classical literature or a *Literature Circle*. There will be other fiction, nonfiction, poetry, and/or novels used in this course.

**Writing Focus:** The main focus of this term will be literary analysis with textual evidence and a research paper that ties to and relates to either of the classical pieces read.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of Greek and Latin Roots, (*Prestwick House, Book III*, Units 9-10) is expected.

**Grammar:** Students will be learning sentence composing while focusing on various clauses, commonly confused words, and proper MLA formatting.

**Speaking and Listening:** Students will actively engage in socratic seminars to discuss literature and writing assignments.

*CREDIT: 0.5    TYPE: Honors    GRADE: 9*

*COREQUISITES: Students must illustrate the ability to successfully work in an independent environment since this course is a hybrid of in person and online delivery. Students must be able to manage time and online resources.*

*If you take this course, you must also take 01010B - Honors LA: 9 A and 01010B - Honors LA: 9 B*

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### **COMPOSITION - YEARBOOK A - 01149A**

*\*This course counts toward the VPAA or computer/technology graduation requirement\**

Yearbook students learn how to digitally craft visual messages as they continue the 100-year publication history of the Tell-Tale yearbook, currently a 260-page, 3,000-photograph document. Successful yearbook students are inventive, enterprising, perseverant, outgoing, and independent; they operate with a sense of urgency, a sense of teamwork, and a sense of history. Students will improve their skills in writing, editing, journalism, art, photography, computer graphics, visual design, and marketing. They will analyze and interpret samples of good writing, apply effective visual and textual rhetorical techniques, write for a variety of purposes and audiences, demonstrate stylistic maturity, and master the thematic interplay between the visual and textual world. They will craft numerous 2-page yearbook "spreads," manage key production processes (e.g., tracking orders, designing student recognition ads), and generate revenue using the latest marketing database techniques (examples: soliciting commercial ads from previous advertisers using the Microsoft Word/Excel mail merge features, soliciting yearbook orders from parents of seniors using broadcast emails). Outside class time will be required for photographing after-school activities and soliciting advertising.

*COURSE NOTE: Course 01149 may be taken for English credit toward graduation in 12th grade only. 9th - 11th grade students may take 01149 for elective credit only.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Approval of instructor based on student application and interview process.*

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## **COMPOSITION - YEARBOOK B - 01149B**

*\*This course counts toward the VPAA or computer/technology graduation requirement\**

Yearbook students learn how to digitally craft visual messages as they continue the 100-year publication history of the Tell-Tale yearbook, currently a 260-page, 3,000-photograph document. Successful yearbook students are inventive, enterprising, perseverant, outgoing, and independent; they operate with a sense of urgency, a sense of teamwork, and a sense of history. Students will improve their skills in writing, editing, journalism, art, photography, computer graphics, visual design, and marketing. They will analyze and interpret samples of good writing, apply effective visual and textual rhetorical techniques, write for a variety of purposes and audiences, demonstrate stylistic maturity, and master the thematic interplay between the visual and textual world. They will craft numerous 2-page yearbook "spreads," manage key production processes (e.g., tracking orders, designing student recognition ads), and generate revenue using the latest marketing database techniques (examples: soliciting commercial ads from previous advertisers using the Microsoft Word/Excel mail merge features, soliciting yearbook orders from parents of seniors using broadcast emails). Outside class time will be required for photographing after-school activities and soliciting advertising.

*COURSE NOTE: Course 01149 may be taken for English credit toward graduation in 12th grade only. 9th - 11th grade students may take 01149 for elective credit only.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Approval of instructor based on student application and interview process.*

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## **COMPOSITION - YEARBOOK C - 01149C**

*\*This course counts toward the VPAA or computer/technology graduation requirement\**

Yearbook students learn how to digitally craft visual messages as they continue the 100-year publication history of the Tell-Tale yearbook, currently a 260-page, 3,000-photograph document. Successful yearbook students are inventive, enterprising, perseverant, outgoing, and independent; they operate with a sense of urgency, a sense of teamwork, and a sense of history. Students will improve their skills in writing, editing, journalism, art, photography, computer graphics, visual design, and marketing. They will analyze and interpret samples of good writing, apply effective visual and textual rhetorical techniques, write for a variety of purposes and audiences, demonstrate stylistic maturity, and master the thematic interplay between the visual and textual world. They will craft numerous 2-page yearbook "spreads," manage key production processes (e.g., tracking orders, designing student recognition ads), and generate revenue using the latest marketing database techniques (examples: soliciting commercial ads from previous advertisers using the Microsoft Word/Excel mail merge features, soliciting yearbook orders from parents of seniors using broadcast emails). Outside class time will be required for photographing after-school activities and soliciting advertising.

*COURSE NOTE: Course 01149 may be taken for English credit toward graduation in 12th grade only. 9th - 11th grade students may take 01149 for elective credit only.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Approval of instructor based on student application and interview process.*

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## **LA 10: AMERICAN LITERATURE A - 01002A**

**Reading Focus:** Students will explore and analyze literary elements of the anchor text *The Crucible* by Arthur Miller. In addition, students may read and analyze poetry and various nonfiction pieces that relate to conflicts and different periods in America.

**Writing Focus:** Mastery of an extended writing prompt is expected. In addition, students will develop research skills while evaluating reliable nonfiction sources. Students will utilize characteristics of good writing while focusing on the writing process, collaboration and higher order thinking skills to compose an informational essay.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of academic and domain specific vocabulary, including the study of Greek and Latin Roots.

**Grammar:** Proficiency in punctuating simple to compound complex sentences, pronoun and antecedent agreement, and subject verb agreement within grammar use.

**Speaking and Listening:** Students will actively engage in discussions about literature and writing assignments.

*CREDIT: 0.5    TYPE: Regular    GRADE: 10*

*COREQUISITES: If you take this course, you must also take 01002B - LA 10: AMERICAN LITERATURE B*

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## **LA 10: AMERICAN LITERATURE B - 01002B**

**Reading Focus:** Students will explore and analyze literary elements of the anchor text, *The Great Gatsby* by F. Scott Fitzgerald. In addition, students will read and analyze poetry and various nonfiction pieces that relate to the American Dream theme.

**Writing Focus:** Mastery of an extended writing prompt is expected. In addition, students will utilize characteristics of good writing while focusing on the writing process, collaboration and higher order thinking skills to compose an argumentative analysis of The American Dream.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of academic and domain specific vocabulary, including the study of Greek and Latin Roots.

**Grammar:** Proficiency in punctuating simple to compound complex sentences, pronoun and antecedent agreement, and subject verb agreement within grammar use.

**Speaking and Listening:** Students will actively engage in discussions about literature and writing assignments. They will also do oral presentations.

*CREDIT: 0.5    TYPE: Regular    GRADE: 10*

COREQUISITES: If you take this course, you must also take 01002A - LA 10: AMERICAN LITERATURE A

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### LA 10: HONORS AMERICAN LITERATURE A - 01011A

**Reading Focus:** This accelerated course is developed with the college-bound student in mind and will prepare students for reading and writing in the AP Language. Students will explore and analyze literary elements of the anchor text, *The Crucible* by Arthur Miller. In addition, students will read and analyze various nonfiction pieces that relate to the theme of *Conflict and Controversy*. Students should plan on 5-6 hours per week of outside class studying.

**Writing Focus:** Mastery of extended writing prompts is expected. In addition, students will utilize characteristics of good writing while focusing on the writing process, collaboration, and higher order thinking skills to compose an analysis of *Conflict and Controversy*.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of academic and domain specific vocabulary, including the study of Greek and Latin Roots as well as affixes.

**Grammar:** Students will be accountable for group inquiry into teacher guided elements of grammar and for developing their own lesson plan and instruction of the group's grammar element based on the parts of speech, syntax, punctuation, subject/verb agreement, and pronoun/antecedent agreement.

**Speaking and Listening:** Students will actively engage in discussions about literature and writing assignments. They will also do oral presentations.

CREDIT: 0.5 TYPE: Honors GRADE: 10

**PREREQUISITE:** B or higher in Language Arts 9 with instructor's approval and student must also be placed in Honors LA 9C online and ACT-EXPLORE reading/writing proficiency or generally, at least a 3.0 high school GPA. Class sizes may be limited. Both summer and winter reading and writing is required.

COREQUISITES: If you take this course, you must also take 01011B - LA 10: HONORS AMERICAN LITERATURE B and 01011C - LA 10: HONORS AMERICAN LITERATURE C

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### LA 10: HONORS AMERICAN LITERATURE B - 01011B

**Reading and Writing Focus:** This accelerated course is developed with the college-bound student in mind and will prepare students for reading and writing in the AP Language. Students will formally analyze non-fiction essays, read significant non-fiction works, engage in the writing process to compose creative and analytical essays, practice advanced research skills, and craft 5-7 page essays that culminate in highly revised, edited, and polished documents. Students should plan on 5-8 hours per week of outside class studying. This class requires an independent mind and a willingness to engage in critical inquiry. Instruction will also include grammar, literary elements, vocabulary, critical thinking, speaking, listening, inquiry, and standardized test practice. (NCAA)

CREDIT: 0.5 TYPE: Honors GRADE: 10

**PREREQUISITE:** Students must meet the requirements to take Honors 10A which state the following:

*B or higher in Language Arts 9 with instructor's approval, students must also be placed in Honors LA 9C online and ACT-EXPLORE reading/writing proficiency or generally, at least a 3.0 high school GPA.*

*AND students must maintain a B or higher in Honors 10A. Class sizes may be limited. Winter reading and writing is required.*

*COREQUISITES: If you take this course, you must also take 01011A - LA 10: HONORS AMERICAN LITERATURE A and 01011C - LA 10: HONORS AMERICAN LITERATURE C*

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### **LA 10: HONORS AMERICAN LITERATURE C - 01011C**

**Reading Focus:** This accelerated course is developed with the college-bound student in mind and will prepare students for reading and writing in the AP Language. Students will explore and analyze literary elements of the anchor texts, *The Great Gatsby* by F. Scott Fitzgerald, *Of Mice and Men* by John Steinbeck, and *A Raisin in the Sun* by Lorraine Hansberry. As well, students will engage in literature circles with the opportunity to connect young adult literature to the theme of "The American Dream". In addition, students will read and analyze various nonfiction pieces that relate to the theme of "The American Dream". Students should plan on 5-8 hours per week of outside class studying.

**Writing Focus:** Mastery of extended writing prompts is expected. In addition, students will utilize characteristics of good writing while focusing on the writing process, collaboration, and higher order thinking skills to compose an analysis of "The American Dream".

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of academic and domain specific vocabulary, including the study of Greek and Latin Roots and affixes.

**Grammar:** Students will be accountable for group inquiry into teacher guided elements of grammar and for developing their own lesson plan and instruction of the group's grammar element based on syntax, punctuation, subject/verb agreement, pronoun/antecedent agreement, active/passive voice, and modifiers.

**Speaking and Listening:** Students will actively engage in discussions about literature and writing assignments. They will also do oral presentations.

*CREDIT: 0.5    TYPE: Honors    GRADE: 10*

*PREREQUISITE: Students must meet the requirements to take Honors 10A and B which state the following:*

*B or higher in Language Arts 9 with instructor's approval, students must also be placed in Honors LA 9C online and ACT-EXPLORE reading/writing proficiency or generally, at least a 3.0 high school GPA.*

*Students must meet the requirements to take Honors 10B and maintain a B or higher in Honors 10B. Class sizes may be limited.*

*COREQUISITES: If you take this course, you must also take 01011A - LA 10: HONORS AMERICAN LITERATURE A and 01011B - LA 10: HONORS AMERICAN LITERATURE B*

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### **LA 11: LITERATURE AND LANGUAGE A - 01003A**

**Reading Focus:** Students will explore and analyze literary elements of the anchor text, *Their Eyes Were Watching God* by Zora Neale Hurston or *"The Metamorphosis"* by Franz Kafka. In addition, students will read and analyze poetry and various nonfiction pieces that relate to the theme "The Search for Identity".

Writing Focus: Mastery of original poetry is practiced. In addition, students will utilize characteristics of good writing while focusing on the writing process, collaboration, and higher order thinking skills to compose a literary analysis essay related to "The Search for Identity".

Vocabulary Focus: Proficiency in strategies including context clues and the study of academic and domain specific vocabulary, including the study of Greek and Latin Roots.

Grammar: Proficiency in punctuation (with a focus on semicolon use), subject/verb agreement, syntax (with a focus on parallel structure), and modifiers (with a focus on dangling and misplaced).

Speaking and Listening: Students will actively engage in discussions about literature and writing assignments. They will also do oral presentations.

*CREDIT: 0.5 TYPE: Regular GRADE: 10-11*

*COREQUISITES: If you take this course, you must also take 01003B - LA 11: LITERATURE AND LANGUAGE B*

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### **LA 11: LITERATURE AND LANGUAGE B - 01003B**

Reading Focus: Students will explore and analyze literary elements of the anchor text, *Fahrenheit 451* by Ray Bradbury. In addition, students will read and analyze various nonfiction pieces that relate to the writing topic of their choice.

Writing Focus: Mastery of an extended writing prompt is expected. In this course, the writing will be an intense research paper in which the student can choose his/her topic of inquiry with teacher approval. In addition, students will utilize characteristics of good writing while focusing on the writing process, collaboration and higher order thinking skills to compose an argumentative essay of their choice.

Vocabulary Focus: Proficiency in strategies including context clues and the study of Greek and Latin Roots, (Prestwick House, Book IV, Units 17-21) is expected.

Grammar: Proficiency in punctuating simple to compound complex sentences, pronoun and antecedent agreement, and subject verb agreement within grammar use.

Speaking and Listening: Students will actively engage in socratic seminars to discuss literature and writing assignments.

*CREDIT: 0.5 TYPE: Regular GRADE: 11*

*COREQUISITES: If you take this course, you must also take 01003A - LA 11: LITERATURE AND LANGUAGE A*

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### **AP LITERATURE AND COMPOSITION A - 00102A**

*NOTE: The College Board offers two different AP English classes. Students choosing AP Literature and Composition should be interested in "studying literature of various periods and genres [while] ... students choosing AP Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays on nonliterary topics."*

Advanced Placement English Literature and Composition:

Advanced Placement English Literature and Composition course is a rigorous, college-level course. The purpose of the course, as described by the College Board, is to “engage students in the careful reading and critical analysis of imaginative literature.” This class requires close reading of 8-10 selected novels and dramas (in addition to many short stories and poems) whereby students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. In learning to analyze and interpret literature, students must learn to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value. In addition to considering a work’s literary artistry, students will consider the social and historical values it reflects and embodies. As prescribed by the College Board, writing also will be an integral part of the class and assignments will focus on the “critical analysis of literature and [will] ...increase students’ ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.” Students will write to understand, to explain, and to evaluate. (NCAA)

#### NOTES:

*1) This AP English class will be offered as either a blended online class (Holly teacher, combined online and classroom activities) or a fully online class (non-Holly teacher, exclusively online curriculum); the administrative determination of which format – either blended online or fully online - will be made during the registration process, based on the total volume of student requests for each class.*

*2) Blended online courses are designed and instructed by local Holly High School teachers. Students will have a daily, scheduled period in the online media lab, supplemented by periodic, traditional classroom activities, as needed. Independent, self-motivated students will personalize their learning by completing weekly online assignments on their own schedule, resourcefully seeking additional learning support as needed. Students will communicate frequently online with classmates and instructors in discussion forums; and will complete weekly hands-on labs, practice assignments, and quizzes (among other required activities). It is strongly recommended that students have Internet access from home, or be able to use the after-hours school computer lab during peak assignment times.*

**CREDIT:** 0.5    **TYPE:** Advanced Placement    **GRADE:** 11-12

**PREREQUISITE:** *B or higher in Honors American Literature 10 or AP English Language or AP English Literature, with instructor’s approval OR an “A” in American (10) Literature or Literature and Language (11) with instructor’s approval (which may require an entrance application, at the instructor’s discretion) or ACT-PLAN reading/writing proficiency or online proficiency or generally, at least a 3.0 high school GPA. Class sizes may be limited. Summer and/or winter reading may be required.*

**COREQUISITES:** *If you take this course, you must also take 00102B - AP LITERATURE AND COMPOSITION B and 00102C - AP LITERATURE AND COMPOSITION C*

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#### **AP LITERATURE AND COMPOSITION B - 00102B**

**NOTE:** *The College Board offers two different AP English classes. Students choosing AP Literature and Composition should be interested in “studying literature of various periods and genres [while] ... students choosing AP Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays on nonliterary topics.”*

Advanced Placement English Literature and Composition:



Advanced Placement English Literature and Composition course is a rigorous, college-level course. The purpose of the course, as described by the College Board, is to “engage students in the careful reading and critical analysis of imaginative literature.” This class requires close reading of 8-10 selected novels and dramas (in addition to many short stories and poems) whereby students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. In learning to analyze and interpret literature, students must learn to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value. In addition to considering a work’s literary artistry, students will consider the social and historical values it reflects and embodies. As prescribed by the College Board, writing also will be an integral part of the class and assignments will focus on the “critical analysis of literature and [will] ...increase students’ ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.” Students will write to understand, to explain, and to evaluate. (NCAA)

#### NOTES:

*1) This AP English class will be offered as either a blended online class (Holly teacher, combined online and classroom activities) or a fully online class (non-Holly teacher, exclusively online curriculum); the administrative determination of which format – either blended online or fully online - will be made during the registration process, based on the total volume of student requests for each class.*

*2) Blended online courses are designed and instructed by local Holly High School teachers. Students will have a daily, scheduled period in the online media lab, supplemented by periodic, traditional classroom activities, as needed. Independent, self-motivated students will personalize their learning by completing weekly online assignments on their own schedule, resourcefully seeking additional learning support as needed. Students will communicate frequently online with classmates and instructors in discussion forums; and will complete weekly hands-on labs, practice assignments, and quizzes (among other required activities). It is strongly recommended that students have Internet access from home, or be able to use the after-hours school computer lab during peak assignment times.*

**CREDIT:** 0.5    **TYPE:** Advanced Placement    **GRADE:** 11-12

**PREREQUISITE:** *B or higher in Honors American Literature 10 or AP English Language or AP English Literature, with instructor’s approval OR an “A” in American (10) Literature or Literature and Language (11) with instructor’s approval (which may require an entrance application, at the instructor’s discretion) or ACT-PLAN reading/writing proficiency or online proficiency or generally, at least a 3.0 high school GPA. Class sizes may be limited. Summer and/or winter reading may be required.*

**COREQUISITES:** *If you take this course, you must also take 00102A - AP LITERATURE AND COMPOSITION A and 00102C - AP LITERATURE AND COMPOSITION C*

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#### **AP LITERATURE AND COMPOSITION C - 00102C**

**NOTE:** *The College Board offers two different AP English classes. Students choosing AP Literature and Composition should be interested in “studying literature of various periods and genres [while] ... students choosing AP Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays on nonliterary topics.”*

Advanced Placement English Literature and Composition:

Advanced Placement English Literature and Composition course is a rigorous, college-level course. The purpose of the course, as described by the College Board, is to “engage students in the careful reading and critical analysis of imaginative literature.” This class requires close reading of 8-10 selected novels and dramas (in addition to many short stories and poems) whereby students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. In learning to analyze and interpret literature, students must learn to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value. In addition to considering a work’s literary artistry, students will consider the social and historical values it reflects and embodies. As prescribed by the College Board, writing also will be an integral part of the class and assignments will focus on the “critical analysis of literature and [will] ...increase students’ ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.” Students will write to understand, to explain, and to evaluate. (NCAA)

#### NOTES:

*1) This AP English class will be offered as either a blended online class (Holly teacher, combined online and classroom activities) or a fully online class (non-Holly teacher, exclusively online curriculum); the administrative determination of which format – either blended online or fully online - will be made during the registration process, based on the total volume of student requests for each class.*

*2) Blended online courses are designed and instructed by local Holly High School teachers. Students will have a daily, scheduled period in the online media lab, supplemented by periodic, traditional classroom activities, as needed. Independent, self-motivated students will personalize their learning by completing weekly online assignments on their own schedule, resourcefully seeking additional learning support as needed. Students will communicate frequently online with classmates and instructors in discussion forums; and will complete weekly hands-on labs, practice assignments, and quizzes (among other required activities). It is strongly recommended that students have Internet access from home, or be able to use the after-hours school computer lab during peak assignment times.*

**CREDIT:** 0.5    **TYPE:** Advanced Placement    **GRADE:** 11-12

**PREREQUISITE:** *B or higher in Honors American Literature 10 or AP English Language or AP English Literature, with instructor’s approval OR an “A” in American (10) Literature or Literature and Language (11) with instructor’s approval (which may require an entrance application, at the instructor’s discretion) or ACT-PLAN reading/writing proficiency or online proficiency or generally, at least a 3.0 high school GPA. Class sizes may be limited. Summer and/or winter reading may be required.*

**COREQUISITES:** *If you take this course, you must also take 00102A - AP LITERATURE AND COMPOSITION A and 00102B - AP LITERATURE AND COMPOSITION B*

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#### **HONORS LA: TOLERANCE AND DIVERSITY IN LITERATURE - 00109A**

Tolerance and Diversity in Literature is an honors level, blended online course developed with the college-bound student in mind. Using a combination of classic and young adult literature as well as nonfiction readings, students will explore how reading Classic Literature and Young Adult literature together helps people understand the impact of tolerance and diversity on how people live and learn. This course meets or exceeds all State of Michigan and Common Core content and skill expectations. It is strongly recommended that students have Internet access from home, or be able to use the after-hours school computer lab during peak assignment times. (NCAA)

**Reading Focus:** Students will explore and analyze thematic elements of the anchor text, *Their Eyes Were Watching God* by Zora Neale Hurston. In addition, students will read three young adult literature novels and analyze various nonfiction pieces that relate to the following themes: Intellectual, Emotional, Mental, and Physical Differences; Cultural and Religious Differences; and Teen Issues including LGBT topics, Eating Disorders, Bullying, Peer Pressure, and Teen Pregnancy.

**Writing Focus:** Mastery of extended responses is expected within an online discussion forum. In addition, students will utilize characteristics of good writing while focusing on the writing process, collaboration, and higher order thinking skills to compose a 4 literary analysis essays related to each thematic unit. Furthermore, students will explore Web 3.0 applications to compose alternative analysis to literature.

**Vocabulary Focus:** Proficiency in strategies including context clues and the study of academic and domain specific vocabulary, including the study of Greek and Latin Roots.

**Grammar:** Proficiency in punctuation (with a focus on semicolon use), subject/verb agreement, syntax (with a focus on parallel structure), and modifiers (with a focus on dangling and misplaced).

*COURSE NOTE: Many students take this course together with Literary and Cultural Influence in Society 00109B. The two courses are structured exactly the same way, although with different themes. However, it is not a requirement to take both courses.*

*CREDIT: 0.5    TYPE: Honors    GRADE: 11-12*

*PREREQUISITE: Successful completion of LA 10 or LA 10 Honors, teacher recommendation and online proficiency. Class sizes may be limited.*

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## **AP ENGLISH LANGUAGE & COMPOSITION A - 01005A**

*NOTE: The College Board offers two different AP English classes. Students choosing AP Literature and Composition should be interested in "studying literature of various periods and genres [while] ... students choosing AP Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays on nonliterary topics."*

Advanced Placement English Language and Composition is a rigorous, college-level class with challenging reading and frequent writing. Students will formally analyze 60 non-fiction essays, read significant non-fiction works, write 15-20 two-page essays (about 60% of them timed, in-class essays), and craft 3-5 "Extended Writing" 5-page essays that culminate in highly revised, edited, and polished documents. Students should plan on 5-10 hours per week of outside class studying. This class requires an independent mind and a willingness to engage in critical inquiry. The purpose of the course, as described by the College Board, is "to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." (NCAA)

### **NOTES:**

*1) This AP English class will be offered as either a blended online class (Holly teacher, combined online and classroom activities) or a fully online class (non-Holly teacher, exclusively online curriculum); the administrative determination of which format – either blended online or fully online - will be made during the registration process, based on the total volume of student requests for each class.*

2) Blended online courses are designed and instructed by local Holly High School teachers. Students will have a daily, scheduled period in the online media lab, supplemented by periodic, traditional classroom activities, as needed. Independent, self-motivated students will personalize their learning by completing weekly online assignments on their own schedule, resourcefully seeking additional learning support as needed. Students will communicate frequently online with classmates and instructors in discussion forums; and will complete weekly hands-on labs, practice assignments, and quizzes (among other required activities). It is strongly recommended that students have Internet access from home, or be able to use the after-hours school computer lab during peak assignment times.

CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12

PREREQUISITE: B or higher in Honors American Literature 10 or AP English Language or AP English Literature, with instructor's approval OR an "A" in American (10) Literature or Literature and Language (11) with instructor's approval (which may require an entrance application, at the instructor's discretion) or ACT-PLAN reading/writing proficiency or online proficiency or generally, at least a 3.0 high school GPA. Class sizes may be limited. Summer and/or winter reading may be required.

COREQUISITES: If you take this course, you must also take 01005B - AP ENGLISH LANGUAGE & COMPOSITION B and 01005C - AP ENGLISH LANGUAGE & COMPOSITION C

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## **AP ENGLISH LANGUAGE & COMPOSITION B - 01005B**

NOTE: The College Board offers two different AP English classes. Students choosing AP Literature and Composition should be interested in "studying literature of various periods and genres [while] ... students choosing AP Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays on nonliterary topics."

Advanced Placement English Language and Composition is a rigorous, college-level class with challenging reading and frequent writing. Students will formally analyze 60 non-fiction essays, read significant non-fiction works, write 15-20 two-page essays (about 60% of them timed, in-class essays), and craft 3-5 "Extended Writing" 5-page essays that culminate in highly revised, edited, and polished documents. Students should plan on 5-10 hours per week of outside class studying. This class requires an independent mind and a willingness to engage in critical inquiry. The purpose of the course, as described by the College Board, is "to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." (NCAA)

### **NOTES:**

1) This AP English class will be offered as either a blended online class (Holly teacher, combined online and classroom activities) or a fully online class (non-Holly teacher, exclusively online curriculum); the administrative determination of which format – either blended online or fully online - will be made during the registration process, based on the total volume of student requests for each class.

2) Blended online courses are designed and instructed by local Holly High School teachers. Students will have a daily, scheduled period in the online media lab, supplemented by periodic, traditional classroom activities, as needed. Independent, self-motivated students will personalize their learning by completing weekly online assignments on their own schedule, resourcefully seeking additional learning support as needed. Students will communicate frequently online with classmates and instructors in discussion forums; and will complete weekly hands-on labs, practice assignments, and quizzes (among other required activities). It is strongly recommended that students have Internet access from home, or be able to use the after-hours school computer lab during peak assignment times.

CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12

*PREREQUISITE: B or higher in Honors American Literature 10 or AP English Language or AP English Literature, with instructor's approval OR an "A" in American (10) Literature or Literature and Language (11) with instructor's approval (which may require an entrance application, at the instructor's discretion) or ACT-PLAN reading/writing proficiency or online proficiency or generally, at least a 3.0 high school GPA. Class sizes may be limited. Summer and/or winter reading may be required.*

*COREQUISITES: If you take this course, you must also take 01005A - AP ENGLISH LANGUAGE & COMPOSITION A and 01005C - AP ENGLISH LANGUAGE & COMPOSITION C*

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## **AP ENGLISH LANGUAGE & COMPOSITION C - 01005C**

*NOTE: The College Board offers two different AP English classes. Students choosing AP Literature and Composition should be interested in "studying literature of various periods and genres [while] ... students choosing AP Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays on nonliterary topics."*

Advanced Placement English Language and Composition is a rigorous, college-level class with challenging reading and frequent writing. Students will formally analyze 60 non-fiction essays, read significant non-fiction works, write 15-20 two-page essays (about 60% of them timed, in-class essays), and craft 3-5 "Extended Writing" 5-page essays that culminate in highly revised, edited, and polished documents. Students should plan on 5-10 hours per week of outside class studying. This class requires an independent mind and a willingness to engage in critical inquiry. The purpose of the course, as described by the College Board, is "to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." (NCAA)

### **NOTES:**

*1) This AP English class will be offered as either a blended online class (Holly teacher, combined online and classroom activities) or a fully online class (non-Holly teacher, exclusively online curriculum); the administrative determination of which format – either blended online or fully online - will be made during the registration process, based on the total volume of student requests for each class.*

*2) Blended online courses are designed and instructed by local Holly High School teachers. Students will have a daily, scheduled period in the online media lab, supplemented by periodic, traditional classroom activities, as needed. Independent, self-motivated students will personalize their learning by completing weekly online assignments on their own schedule, resourcefully seeking additional learning support as needed. Students will communicate frequently online with classmates and instructors in discussion forums; and will complete weekly hands-on labs, practice assignments, and quizzes (among other required activities). It is strongly recommended that students have Internet access from home, or be able to use the after-hours school computer lab during peak assignment times.*

CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12

*PREREQUISITE: B or higher in Honors American Literature 10 or AP English Language or AP English Literature, with instructor's approval OR an "A" in American (10) Literature or Literature and Language (11) with instructor's approval (which may require an entrance application, at the instructor's discretion) or ACT-PLAN reading/writing proficiency or online proficiency or generally, at least a 3.0 high school GPA. Class sizes may be limited. Summer and/or winter reading may be required.*

*COREQUISITES: If you take this course, you must also take 01005B - AP ENGLISH LANGUAGE & COMPOSITION B and 01005A - AP ENGLISH LANGUAGE & COMPOSITION A*

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### **LA 12 A: LITERARY VOICES - 01007A**

**Reading Focus:** In Literary Voices, we will work with one another and independently to make meaning of various forms of texts such as; poems, songs, movies, and short stories. Using critical theories, we will open our minds to new perspectives. A large portion of this course will be spent improving reading comprehension through reading strategy application, analyzing texts through different literary lenses, written applications of literary criticisms, and completing major projects. Some of the literature for this class may be selected by the teacher for whole-class instruction.

**Writing Focus:** The writing focus will be a literary analysis related to critical theories and themes presented in texts. Students will use the appropriate voice and language for different writing applications. There will also be a focus narrative that relates to career or college writing such as scholarship applications, resumes, emails, etc.

**Vocabulary Focus:** Vocabulary focus derives from the readings and critical theories.

**Grammar:** Grammar will focus on MLA formatting and punctuation of titles and direct quotations. Students will also demonstrate proficiency in punctuating simple to compound-complex sentences, as well as using correct pronoun and antecedent agreement and subject and verb agreement.

**Speaking and Listening:** Students will actively engage in discussions about literature and writing assignments. They will also do oral presentations.

*CREDIT: 0.5    TYPE: Regular    GRADE: 12*

*COREQUISITES: If you take this course, you must also take 01007B - LA 12: LITERARY GENRES or 01008B - LA 12 B: GREAT AUTHORS*

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### **LA 12 B: LITERARY GENRES - 01007B**

**Reading Focus:** In Literary Genres (A course), students will use analytical and comparative writing, discussion, and projects to study various genres including Fairy Tales, Adventure Stories, Science Fiction, Horror, and Satire by analyzing novels, short stories and novellas, persuasive non-fiction, and film. The students will also view the film versions of works that correlate to readings. In essence, they will learn how to analyze themes common to various genres as presented in both written works and film.

**Writing Focus:** The writing focus will be comparative writing and analytical assignments comparing the films to the written texts.

**Vocabulary Focus:** Vocabulary focus is on terms specifically associated with the analysis of certain genres.

**Grammar:** Grammar will focus on MLA formatting and punctuation of titles and direct quotations. Students will also demonstrate proficiency in punctuating simple to compound-complex sentences, as well as using correct pronoun and antecedent agreement and subject and verb agreement.

*CREDIT: 0.5    TYPE: Regular    GRADE: 12*

*COREQUISITES: If you take this course, you must also take 01007A - LA 12 A: LITERARY VOICES*

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### **LA 12 B: GREAT AUTHORS - 01008B**

**Reading Focus:** In Great Authors (A course), students will explore and analyze literary elements of several young adult books. The majority of class time will be spent reading independently and practicing reading comprehension strategies, annotating, and discussing texts within small literature circle groups.

**Writing Focus:** Students will complete “roles” with assigned books that require writing skills such as summarizing, citing evidence, and analyzing the author's craft. Students will also compose a compare and contrast essay, utilizing the writing process, collaboration and higher order thinking skills.

**Vocabulary:** Vocabulary focus derives from the readings. Students will identify and discuss unfamiliar words and their meanings in context as they appear in their assigned books.

**Grammar:** Grammar will focus on MLA formatting and correct punctuation of titles and direct quotations. Students will also demonstrate proficiency in punctuating simple to compound-complex sentences, as well as using correct pronoun and antecedent agreement and subject and verb agreement.

**Speaking and Listening:** Students will actively engage in discussions about literature and writing assignments. They will also do oral presentations.

*CREDIT: 0.5    TYPE: Regular    GRADE: 12*

*COREQUISITES: If you take this course, you must also take 01007A - LA 12 A: LITERARY VOICES*

## Family and Consumer Sciences & Physical Education

Course #	Course Name	Grades	Tri	Credits	Additional Requirement	Prereq
08051	Health	09-12	1	0.5		
22202	Nutrition	09-11	1	0.5		
19052A	Child Development A: Human Growth	10-12	1	0.5		
19052B	Child Development B: Working with Children	10-12	1	0.5		
19055	Interpersonal Relationships	10-12	1	0.5		
22252	Advanced Nutrition	10-12	1	0.5		x
22211	Interior Design	10-12	1	0.5		
08057	Life Management	11-12	1	0.5		
19199	Educational Careers Program	11-12	3	1.5	x- Application	
19200	Educational Careers Program II	11-12	3	1.5	x- Application	x
19098A	FCS Workplace Learning Experience	11-12	3	.5	x-Application	
19098B	FCS Workplace Learning Experience	11-12	3	.5	x-Application	
19098C	FCS Workplace Learning Experience	11-12	3	.5	x-Application	
08018	Introduction to Sports and Fitness	09-12	1	0.5		
08019	Girls Intro to Sports and Fitness	09-12	1	0.5		
08026	Fall Team Sports	10-12	1	0.5		x
08027	Winter Team Sports	10-12	2	0.5		x
08028	Spring Team Sports	10-12	3	0.5		x
08032	Girls Advanced Conditioning	09-12	3	1.5	x- Signature	
08030	Boys Advanced Conditioning	09-12	3	1.5	x- Signature	

### NUTRITION - 22202

***\*\*This course counts toward the VPAA graduation requirement.\*\****

This course is designed to focus on the science of food and nutrition. Experiences will include food safety and sanitation, culinary technology, food preparation and dietary analysis to develop a healthy lifestyle with pathways to career readiness. Laboratory based experiences strengthen comprehension of concepts and academic standards.

CREDIT: 0.5    TYPE: Regular    GRADE: 9-11

### INTRO TO SPORTS AND CONDITIONING - 08018



This course is designed for the student who wishes to engage in sports and games for enjoyment, friendly competition, and exercise. The class will teach the basics of physical fitness and fundamental rules and skills necessary for participation in a variety of recreational activities. The daily routine may include, but is not limited to, exercises in cardiovascular endurance, core strength, agility, and flexibility, along with skill development and competition in a variety of sports and activities. This course counts towards the Physical Education graduation requirement. To take this course again, you must maintain a 'B' or better in the course and not have any disciplinary referrals as a result of your behavior in this course.

*CREDIT: 0.5   TYPE: Regular   GRADE: 9-12*

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### **GIRLS INTRO TO SPORT AND FITNESS- 08019**

This course is designed for girls who wish to engage in lifetime activities for enjoyment and exercise. This class will teach young girls the basics of physical fitness and fundamental rules and skills necessary for participation in a variety of lifetime recreational activities. This will all be done in a girl only setting, making the girls feel more comfortable and building self confidence to participate in class activities. Daily activities may include cardiovascular training, weight training, core strength, flexibility, skill development and different sports. Sports may include volleyball, basketball, Nitro-Ball, badminton and more. This course counts towards the Physical Education graduation requirement. Research articles are assigned to those students with a note from a doctor for injuries or illnesses. In addition, these research articles will also be used as make-up work for class absences.

*CREDIT: 0.5   TYPE: Regular   GRADE: 9-12*

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### **GIRLS ADVANCED CONDITIONING A - 08032A**

Advanced conditioning is a physical education class designed to increase the fitness level of the female high school student. This will be done through weight training and cardiovascular conditioning. As students who excel in academics are offered advanced classes, students who desire to excel in their sport(s) or overall health and fitness level, will be able to do so in this class. The workouts are designed with the young female body in mind in order to build strength, endurance and flexibility needed to be a superior athlete. Cardiovascular conditioning is designed to improve student's endurance, speed and agility. Weight Training will consist of addressing the anterior and posterior chain muscle groups. Conditioning may include plyometrics, jump rope, running/jogging, swimming and circuit training. Research articles are assigned to those students with a note from a doctor for injuries or illnesses. In addition, these research articles will also be used as make-up work for class absences.

*CREDIT: 0.5   TYPE: Advanced   GRADE: 9-12*

*OTHER REQUIREMENTS: Instructor Approval*

*COREQUISITES: If you take this course, you must also take 08024 - GIRLS ADVANCED CONDITIONING B and 08025 - GIRLS ADVANCED CONDITIONING C*

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### **GIRLS ADVANCED CONDITIONING B - 08032B**

Advanced conditioning is a physical education class designed to increase the fitness level of the female high school student. This will be done through weight training and cardiovascular conditioning. As students who excel in

academics are offered advanced classes, students who desire to excel in their sport(s) or overall health and fitness level, will be able to do so in this class. The workouts are designed with the young female body in mind in order to build strength, endurance and flexibility needed to be a superior athlete. Cardiovascular conditioning is designed to improve student's endurance, speed and agility. Weight Training will consist of addressing the anterior and posterior chain muscle groups. Conditioning may include plyometrics, jump rope, running/jogging, swimming and circuit training. Research articles are assigned to those students with a note from a doctor for injuries or illnesses. In addition, these research articles will also be used as make-up work for class absences.

*CREDIT: 0.5    TYPE: Advanced    GRADE: 9-12*

*OTHER REQUIREMENTS: Instructor Approval*

*COREQUISITES: If you take this course, you must also take 08023 - GIRLS ADVANCED CONDITIONING A and 08025 - GIRLS ADVANCED CONDITIONING C*

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### **GIRLS ADVANCED CONDITIONING C - 08032C**

Advanced conditioning is a physical education class designed to increase the fitness level of the female high school student. This will be done through weight training and cardiovascular conditioning. As students who excel in academics are offered advanced classes, students who desire to excel in their sport(s) or overall health and fitness level, will be able to do so in this class. The workouts are designed with the young female body in mind in order to build strength, endurance and flexibility needed to be a superior athlete. Cardiovascular conditioning is designed to improve student's endurance, speed and agility. Weight Training will consist of addressing the anterior and posterior chain muscle groups. Conditioning may include plyometrics, jump rope, running/jogging, swimming and circuit training. Research articles are assigned to those students with a note from a doctor for injuries or illnesses. In addition, these research articles will also be used as make-up work for class absences.

*CREDIT: 0.5    TYPE: Advanced    GRADE: 9-12*

*OTHER REQUIREMENTS: Instructor Approval*

*COREQUISITES: If you take this course, you must also take 08023 - GIRLS ADVANCED CONDITIONING A and 08024 - GIRLS ADVANCED CONDITIONING B*

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### **FALL TEAM SPORTS - 08026**

This course is a competitive sport class, geared for students who seriously want to push themselves while playing team, individual, and dual sports. The class content covered will include sport vocabulary, rules, skills, and strategy. The daily routine may include, but is not limited to, exercises in cardiovascular endurance, core strength, agility, and flexibility, skill development, and competition in a variety of sports and activities. Advanced Sports meets the freshmen fitness requirement. Eighth grade students will need current Physical Education teacher's signature. This course counts toward the Physical Education graduation requirement. To take this course again, you must maintain a 'B' or better in the course and not have any disciplinary referrals as a result of your behavior in this course.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*OTHER REQUIREMENTS: Instructor Approval*

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### **WINTER TEAM SPORTS - 08027**

This course is a competitive sport class, geared for students who seriously want to push themselves while playing team, individual, and dual sports. The class content covered will include sport vocabulary, rules, skills, and strategy. The daily routine may include, but is not limited to, exercises in cardiovascular endurance, core strength, agility, and flexibility, skill development, and competition in a variety of sports and activities. Advanced Sports meets the freshmen fitness requirement. Eighth grade students will need current Physical Education teacher's signature. This course counts toward the Physical Education graduation requirement. To take this course again, you must maintain a 'B' or better in the course and not have any disciplinary referrals as a result of your behavior in this course.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*OTHER REQUIREMENTS: Instructor Approval*

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### **SPRING TEAM SPORTS - 08028**

This course is a competitive sport class, geared for students who seriously want to push themselves while playing team, individual, and dual sports. The class content covered will include sport vocabulary, rules, skills, and strategy. The daily routine may include, but is not limited to, exercises in cardiovascular endurance, core strength, agility, and flexibility, skill development, and competition in a variety of sports and activities. Advanced Sports meets the freshmen fitness requirement. Eighth grade students will need current Physical Education teacher's signature. This course counts toward the Physical Education graduation requirement. To take this course again, you must maintain a 'B' or better in the course and not have any disciplinary referrals as a result of your behavior in this course.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*OTHER REQUIREMENTS: Instructor Approval*

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### **BOYS ADVANCED CONDITIONING AND ATHLETIC PERFORMANCE A - 08030A**

This course is designed to improve the overall athletic performance of Holly athletes. This is an intensive fitness program geared for students who seriously want to push themselves to become stronger, faster, more explosive and excel as an athlete. The course will include a variety of strength/weight training, speed development, agility training, plyometrics and cardiovascular conditioning. The course will also involve some sport-specific skill development. Boys Advanced Conditioning and Athletic Performance is designed to help students maximize their potential and become superior athletes. Students will be required to wear Holly colored clothing each day. This course counts toward the Physical Education graduation requirement. This course is designed to be taken all three trimesters. To take this course again, you must maintain a 'B' or better in the course and not have any disciplinary referrals as a result of your behavior in this course.

*CREDIT: 0.5    TYPE: Advanced    GRADE: 9-12*

*OTHER REQUIREMENTS: Instructor Approval*

*COREQUISITES: If you take this course, you must also take 08030B - BOYS ADVANCED CONDITIONING AND ATHLETIC PERFORMANCE B and 08030C - BOYS ADVANCED CONDITIONING AND ATHLETIC PER C*

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## **BOYS ADVANCED CONDITIONING AND ATHLETIC PERFORMANCE B - 08030B**

This course is designed to improve the overall athletic performance of Holly athletes. This is an intensive fitness program geared for students who seriously want to push themselves to become stronger, faster, more explosive and excel as an athlete. The course will include a variety of strength/weight training, speed development, agility training, plyometrics and cardiovascular conditioning. The course will also involve some sport-specific skill development. Boys Advanced Conditioning and Athletic Performance is designed to help students maximize their potential and become superior athletes. Students will be required to wear Holly colored clothing each day. This course counts toward the Physical Education graduation requirement. This course is designed to be taken all three trimesters. To take this course again, you must maintain a 'B' or better in the course and not have any disciplinary referrals as a result of your behavior in this course.

*CREDIT: 0.5   TYPE: Advanced   GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 08030A - BOYS ADVANCED CONDITIONING AND ATHLETIC PERFORMANCE A and 08030C - BOYS ADVANCED CONDITIONING AND ATHLETIC PERFORMANCE C*

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## **BOYS ADVANCED CONDITIONING AND ATHLETIC PERFORMANCE C - 08030C**

This course is designed to improve the overall athletic performance of Holly athletes. This is an intensive fitness program geared for students who seriously want to push themselves to become stronger, faster, more explosive and excel as an athlete. The course will include a variety of strength/weight training, speed development, agility training, plyometrics and cardiovascular conditioning. The course will also involve some sport-specific skill development. Boys Advanced Conditioning and Athletic Performance is designed to help students maximize their potential and become superior athletes. Students will be required to wear Holly colored clothing each day. This course counts toward the Physical Education graduation requirement. This course is designed to be taken all three trimesters. To take this course again, you must maintain a 'B' or better in the course and not have any disciplinary referrals as a result of your behavior in this course.

*CREDIT: 0.5   TYPE: Advanced   GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 08030A - BOYS ADVANCED CONDITIONING AND ATHLETIC PERFORMANCE A and 08030B - BOYS ADVANCED CONDITIONING AND ATHLETIC PERFORMANCE B*

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## **HEALTH - 08051**

This course teaches the fundamentals of total health. Areas of study follow the Michigan Model for Health guidelines and are incorporated throughout the course. The units of study include personal health, social and emotional health, reproductive health, nutrition and fitness, safety, and alcohol, tobacco, and other drugs. Highlighted topics within those units are personal hygiene, body systems, stress management, mental health and disorders, healthy relationships, sexually transmitted diseases, HIV/AIDs, nutritional intake, exercise, weight management, and the dangers of alcohol consumption and the use of drugs, including vaping.

*CREDIT: 0.5   TYPE: Regular   GRADE: 9-12*

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## **CHILD DEVELOPMENT A: HUMAN GROWTH - 19052A**

This course is the study of human growth and development including, the physical, mental, emotional, and social development of children from conception to the age of one year. Other areas (to be studied) include pregnancy and birth, parenting skills and techniques, health and nutrition, safety, equipment and furnishings, clothing needs, and expense of raising a child. Students will be able to experience a life-like simulation of pregnancy (Empathy Belly) as well as caring for a newborn infant with the Real Care babies. Special areas of interest: prenatal care, labor and delivery, child abuse, single parenting, birth defects, discipline, and developmental difficulties.

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

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## **CHILD DEVELOPMENT B: WORKING WITH CHILDREN - 19052B**

This course is the study of the physical, mental, emotional, and social development of children from age one to school age. . Other areas (to be studied) include building relationships and interacting with children, health and safety, facilitating activities for growth and development based on age/skill, Preschool day, and hands-on activities with local early childhood and elementary students. This is a great course for students to explore a career working with children.

Students will complete at least one competency area of the curriculum within the Educational Careers CTE program.

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

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## **INTERPERSONAL RELATIONSHIPS - 19055**

*(formerly Family Development)*

Students will explore how individuals develop and function within all types of relationships.

This course explores understanding of oneself and others across the life span. Students will learn practical skills to use in their relationships. In addition, this course focuses on building better relationships with others. Topics will include: effective communication, healthy and unhealthy relationship characteristics, dating, marriage, family dynamics and the family life cycle.

*CREDIT: 0.5    TYPE: Regular    GRADE: 11-12*

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## **INTERIOR DESIGN - 22211**

*\*\*This course counts toward the VPAA graduation requirement.\*\**

Interior Design is a one term class that allows students to develop a new perspective of the homes they live in. We will look at housing trends and the influences of history on current styles. This course will provide students with the design fundamentals that form the foundation by which all interior design is judged. It provides students with basic design and drawing, fundamentals of color and textiles, furniture styles, architectural trends, space planning, as well as applied design principles and elements. Students will gain skills in hand drawing basic blueprint images,

measuring using an Architect scale ruler, and also create 2D and 3D design images using a variety of online resources.

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

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### **ADVANCED NUTRITION - 22252**

*\*\*This course counts toward the VPAA graduation requirement.\*\**

This course is designed to further the concepts taught in Food Science & Nutrition. Focusing on principles of food preparation, sports nutrition, consumerism, nutrition over the lifespan, and career options in the food industry. The study and application of nutrition, sanitation, food sciences and technology in this course provides students with laboratory-based experiences that will strengthen their comprehension of concepts and academic standards.

*CREDIT: 0.5    TYPE: Advanced    GRADE: 10-12*

*PREREQUISITE: 2.5 GPA or higher*

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### **LIFE MANAGEMENT - 08057**

In Life Management, students will explore & develop skills for a well-rounded life. Topics will include money management, consumerism, budgeting, checkbook & credit card simulation, selecting a car, rights and responsibilities of landlords and tenants, living with a roommate, resume writing, mock interviews, college & career planning, responding to emergency situations, healthy relationships, various adult tasks; in addition, to easy to prepare meals and hand sewing.

*CREDIT: 0.5    TYPE: Regular    GRADE: 11-12*

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### **EDUCATIONAL CAREERS PROGRAM A - 19199A**

Interested in teaching as a possible profession? If so, this is the class for you! Students will be involved in a fast paced, innovative, hands-on curriculum where they gain knowledge about teaching and learning. Teacher Cadets will develop skills that are helpful in college and beyond, such as presentation, public speaking, writing, communication and reasoning. Students experience the rewards of teaching through a teaching field experience as part of the course work. Students will leave this course with a complete "pre-teaching" portfolio. Students will work towards obtaining either a Child Development Associate credential (CDA) or the Michigan Youth Development Associate Credential or Certificate (MI-YDA).

*COURSE NOTE: This course may count as a VPAA CREDIT; This course may count as a .05 SENIOR LEVEL ELA CREDIT.*

*\*\*This course grants direct credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 11-12*

*PREREQUISITE: Completed application*

*COREQUISITES: If you take this course, you must also take 19199C - EDUCATIONAL CAREERS C and 19199B - EDUCATIONAL CAREERS B*

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### **EDUCATIONAL CAREERS PROGRAM B - 19199B**

Interested in teaching as a possible profession? If so, this is the class for you! Students will be involved in a fast paced, innovative, hands-on curriculum where they gain knowledge about teaching and learning. Teacher Cadets will develop skills that are helpful in college and beyond, such as presentation, public speaking, writing, communication and reasoning. Students experience the rewards of teaching through a teaching field experience as part of the course work. Students will leave this course with a complete "pre-teaching" portfolio. Students will work towards obtaining either a Child Development Associate credential (CDA) or the Michigan Youth Development Associate Credential or Certificate (MI-YDA).

*COURSE NOTE: This course may count as a VPAA CREDIT; This course may count as a .05 SENIOR LEVEL ELA CREDIT.*

*\*\*This course grants direct credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 11-12*

*PREREQUISITE: Completed application*

*COREQUISITES: If you take this course, you must also take 19199C - EDUCATIONAL CAREERS C and 19199A - EDUCATIONAL CAREERS A*

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### **EDUCATIONAL CAREERS PROGRAM C - 19199C**

Interested in teaching as a possible profession? If so, this is the class for you! Students will be involved in a fast paced, innovative, hands-on curriculum where they gain knowledge about teaching and learning. Teacher Cadets will develop skills that are helpful in college and beyond, such as presentation, public speaking, writing, communication and reasoning. Students experience the rewards of teaching through a teaching field experience as part of the course work. Students will leave this course with a complete "pre-teaching" portfolio. Students will work towards obtaining either a Child Development Associate credential (CDA) or the Michigan Youth Development Associate Credential or Certificate (MI-YDA).

*COURSE NOTE: This course may count as a VPAA CREDIT; This course may count as a .05 SENIOR LEVEL ELA CREDIT.*

*\*\*This course grants direct credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 11-12*

*PREREQUISITE: Completed application*

*COREQUISITES: If you take this course, you must also take 19199A - EDUCATIONAL CAREERS A and 19199B - EDUCATIONAL CAREERS B*

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## **EDUCATIONAL CAREERS II A - 19200A**

Students who have successfully completed the first year of Educational Careers are encouraged to complete a second year of study. Educational Careers II will include a deeper dive into topics relating to the education field of study, as well as longer placements in the field. Cadets will be placed in a classroom (3-4 days a week) with a Mentor Teacher for field work and study. Weekly reflections and other course work will be completed during the weekly staff meetings (In class with instructor). Students will leave this course with a complete "pre-teaching" portfolio. Students will work towards obtaining either a Child Development Associate credential (CDA) or the Michigan Youth Development Associate Credential or Certificate (MI-YDA).

*COURSE NOTE: This course may count as a VPAA CREDIT; This course may count as a .05 SENIOR LEVEL ELA CREDIT.*

*\*\*This course grants direct credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

*CREDIT: 0.5    TYPE: Advanced    GRADE: 12*

*PREREQUISITE: Successful completion of EDUCATIONAL CAREERS A, B & C with a C or higher & Instructor Approval.*

*COREQUISITES: If you take this course, you must also take 19200B - EDUCATIONAL CAREERS II B and 19200C - EDUCATIONAL CAREERS II C.*

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## **EDUCATIONAL CAREERS II B - 19200B**

Students who have successfully completed the first year of Educational Careers are encouraged to complete a second year of study. Educational Careers II will include a deeper dive into topics relating to the education field of study, as well as longer placements in the field. Cadets will be placed in a classroom (3-4 days a week) with a Mentor Teacher for field work and study. Weekly reflections and other course work will be completed during the weekly staff meetings (In class with instructor). Students will leave this course with a complete "pre-teaching" portfolio. Students will work towards obtaining either a Child Development Associate credential (CDA) or the Michigan Youth Development Associate Credential or Certificate (MI-YDA).

*COURSE NOTE: This course may count as a VPAA CREDIT; This course may count as a .05 SENIOR LEVEL ELA CREDIT.*

*\*\*This course grants direct credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

*CREDIT: 0.5    TYPE: Advanced    GRADE: 12*

*PREREQUISITE: Successful completion of EDUCATIONAL CAREERS A, B & C with a C or higher & Instructor Approval.*

*COREQUISITES: If you take this course, you must also take 19200A - EDUCATIONAL CAREERS II A and 19200C - EDUCATIONAL CAREERS II C.*



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## **EDUCATIONAL CAREERS II C - 19200C**

Students who have successfully completed the first year of Educational Careers are encouraged to complete a second year of study. Educational Careers II will include a deeper dive into topics relating to the education field of study, as well as longer placements in the field. Cadets will be placed in a classroom (3-4 days a week) with a Mentor Teacher for field work and study. Weekly reflections and other course work will be completed during the weekly staff meetings (In class with instructor). Students will leave this course with a complete "pre-teaching" portfolio. Students will work towards obtaining either a Child Development Associate credential (CDA) or the Michigan Youth Development Associate Credential or Certificate (MI-YDA).

*COURSE NOTE: This course may count as a VPAA CREDIT; This course may count as a .05 SENIOR LEVEL ELA CREDIT.*

*\*\*This course grants direct credit with multiple colleges and universities with a grade of a B or better. Please see the instructor for more details.*

*CREDIT: 0.5    TYPE: Advanced    GRADE: 12*

*PREREQUISITE: Successful completion of EDUCATIONAL CAREERS A, B & C with a C or higher & Instructor Approval.*

*COREQUISITES: If you take this course, you must also take 19200A - EDUCATIONAL CAREERS II A and 19200B - EDUCATIONAL CAREERS II B.*

## **FSC WORKPLACE LEARNING A -19098A**

A junior or senior who has expressed an interest and aptitude for an occupation is placed with a cooperating employer and divides his/her school day between school, where he/she attends required academic subjects as well as a career related class and a part-time, paid job. The employer and the school coordinator set up the student's on-the-job program. It is designed to develop basic occupational and employability skills related to the students Career Pathway and EDP. These skills will prepare students for full-time employment work experiences to support their career goals. Workplace Learning is limited to 30 students. \*\*\*Students may not exceed 7 absences per term in the educational courses per trimester and must pass their related capstone class with a "C" or better to receive credit and remain in the program. Students must also attend a weekly morning seminar.

*CREDIT: 1    TYPE: Regular    GRADE: 11-12*

*PREREQUISITE: Application and scheduled for a CTE course*

*COREQUISITES: If you take this course, you must also take 12198B - WORK BASED LEARNING B and 12198C - WORK BASED LEARNING C*

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## **FSC WORKPLACE LEARNING B - 19098B**

A junior or senior who has expressed an interest and aptitude for an occupation is placed with a cooperating employer and divides his/her school day between school, where he/she attends required academic subjects as well as a career related class and a part-time, paid job. The employer and the school coordinator set up the student's on-the-job program. It is designed to develop basic occupational and employability skills related to the students Career Pathway and EDP. These skills will prepare students for full-time employment work experiences to support

their career goals. Workplace Learning is limited to 30 students. \*\*\*Students may not exceed 7 absences per term in the educational courses per trimester and must pass their related capstone class with a "C" or better to receive credit and remain in the program. Students must also attend a weekly morning seminar.

CREDIT: 1 TYPE: Regular GRADE: 11-12

COREQUISITES: If you take this course, you must also take 12198A - WORK BASED LEARNING A

If you take this course, you must also take 12198C - WORK BASED LEARNING C

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### **FSC WORKPLACE LEARNING C - 19098C**

A junior or senior who has expressed an interest and aptitude for an occupation is placed with a cooperating employer and divides his/her school day between school, where he/she attends required academic subjects as well as a career related class and a part-time, paid job. The employer and the school coordinator set up the student's on-the-job program. It is designed to develop basic occupational and employability skills related to the students Career Pathway and EDP. These skills will prepare students for full-time employment work experiences to support their career goals. Workplace Learning is limited to 30 students. \*\*\*Students may not exceed 7 absences per term in the educational courses per trimester and must pass their related capstone class with a "C" or better to receive credit and remain in the program. Students must also attend a weekly morning seminar.

CREDIT: 1 TYPE: Regular GRADE: 11-12

COREQUISITES: If you take this course, you must also take 12198A - WORK BASED LEARNING A and 12198B - WORK BASED LEARNING B

# Fine Arts

## THEATRE ARTS - 05052

Theatre Arts offers the new and continuing theatre student the opportunity to gain experience in dramatic arts through acting and an exploration of theatre within an historical and cultural context. Through theatre games and improvisation exercises, students will develop confidence, trust, and voice and movement skills. The student also will evaluate the informal and formal works of their own and others through both discussion and writing. The course provides an opportunity to develop competence in problem solving, communication skills, self-confidence, and self-discipline contributing to life-long learning and career skills.

*CREDIT: 0.5   TYPE: Regular   GRADE: 9-12*

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## TECHNICAL THEATRE - 05056

Technical Theatre provides the student an opportunity to develop theatre production skills. Students explore sound, lighting, set and costume design, special effects makeup, prop mastering and stage managing. Students will analyze and evaluate dramatic text for technical theatre needs, reflecting both through discussion and in writing on their own work as well as the work of others. Technical Theatre encourages students to problem-solve, collaborate, build communication and presentation skills, and prioritize tasks. These same skills translate well into more advanced educational and career environments.

*CREDIT: 0.5   TYPE: Regular   GRADE: 9-12*

\*Technical Theatre is now offered as a stand-alone course.

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## CONCERT BAND A - 05102A

Concert band is a full year course linked to marching band for the first term. Students who enroll are expected to participate for the full year. This course is designed for the continued development of basic wind instruments with an emphasis on tone production, intonation, rhythm, technique and interpretation. Medium grade wind literature will be utilized in this course. Acceptance and placement for this course will be through a performance audition with a member of the instrumental music faculty. Evaluation will be based on class participation, proficiency, as well as performance attendance.

CONCERT SEASON – December through June: activities include three (3) concerts, concert festival and participation in four to five school basketball games. Also available is optional participation in solo and ensemble festivals and honors band programs. Attendance at all concerts and performances is mandatory, and students will also be required to attend all regularly scheduled and extra full band or sectional rehearsals.

*CREDIT: 0.5   TYPE: Regular   GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05102B - CONCERT BAND B*

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## CONCERT BAND B - 05102B

Concert band is a full year course linked to marching band for the first term. Students who enroll are expected to participate for the full year. This course is designed for the continued development of basic wind instruments with an emphasis on tone production, intonation, rhythm, technique and interpretation. Medium grade wind literature will be utilized in this course. Acceptance and placement for this course will be through a performance audition with a member of the instrumental music faculty. Evaluation will be based on class participation, proficiency, as well as performance attendance.

CONCERT SEASON – December through June: activities include three (3) concerts, concert festival and participation in four to five school basketball games. Also available is optional participation in solo and ensemble festivals and honors band programs. Attendance at all concerts and performances is mandatory, and students will also be required to attend all regularly scheduled and extra full band or sectional rehearsals.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05102A - CONCERT BAND A*

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### **MARCHING BAND - 05103**

Marching Season – September through November: Band members attend Band Camp for one week in July or August, perform at all home football games, marching festivals, two to three marching exhibitions, and three local parades. (Members of the Concert Band and Symphony Band meet at the same hour during the marching season.)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

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### **JAZZ BAND - 05105**

Jazz Ensemble is a performance ensemble in which the student will explore, through music reading and performance styles. America's only true original art form: Jazz Music. As the students explore jazz music they will develop in the areas of jazz symbol reading and interpretation, jazz literature styles and improvisation.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

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### **MODERN MUSIC - 05113**

Modern Music is a survey course that focuses on the popular music styles and artists of today. In this class, we learn the history of rock, hip hop, country music, and pop, and see how these music styles have changed over the decades. We also spend a significant amount of time listening to the music of, and learning the background of the top music artists of today. The Modern Music class also covers music philosophy, music theory, and song form. Students conclude the class by conducting their own music research; creating a full scale project based on the life and music of their favorite band or musician.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

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### **MUSIC EDITING - 05123**

Music Editing is a class designed to teach anyone, regardless of music experience, how to produce their own music and podcasts. We will be using the Soundtrap Music Production software as our medium. The course will begin by teaching you how to use the music editing program, how to create basic music using loops, and how to edit sounds and sound effects. We will then move on to creating different styles of music, learning some basic music theory, and eventually creating your own full scale songs and podcasts.

*CREDIT: 0.5   TYPE: Regular   GRADE: 9-12*

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### **MARCHING BAND LEADERSHIP - 05106**

Marching Band Leadership is a one trimester course. This course is designed to teach the fundamental characteristics of effective leadership and support the planning and logistic efforts of the marching band. Students enrolled in this course will learn the steps necessary to lead and manage a group of their peers and study the methods of top leaders in the music field. Marching Band Leadership will allow students to reflect on effective techniques with their classmates, and apply these strategies during marching band rehearsals. The class will also engage in planning, preparation, and logistic activities associated with managing the marching band.

*CREDIT: 0.5   TYPE: Regular   GRADE: 9-12*

*OTHER REQUIREMENTS: Students who wish to enroll in the Marching Band Leadership class must first receive prior approval from Mr. Baldwin.*

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### **CONCERT CHOIR A - 05110A**

Concert Choir is a full year course. Students who enroll are expected to participate for the full year. This course offers beginning choir students an exploration into the fundamentals of being in a high school choir. Students focus on basic music theory such as note and symbol recognition as well as reading and writing music. Students work daily on their class music in preparation for performances throughout the year. Students analyze and critique their sound and performances regularly. Evaluation will be based on class participation, proficiency, as well as performance attendance. Prior singing experience is not required.

Attendance at all concerts and performances is mandatory, and students will also be required to attend all scheduled rehearsals and dress rehearsals.

Activities include but are not limited to: four concerts and a choral festival. Also available is optional participation in Solo and Ensemble festival and Honors Choir programs.

*CREDIT: 0.5   TYPE: Regular   GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05110B - CONCERT CHOIR B and 05110C - CONCERT CHOIR C*

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### **CONCERT CHOIR B - 05110B**

Concert Choir is a full year course. Students who enroll are expected to participate for the full year. This course offers beginning choir students an exploration into the fundamentals of being in a high school choir. Students focus on basic music theory such as note and symbol recognition as well as reading and writing music. Students work daily on their class music in preparation for performances throughout the year. Students analyze and critique their sound and performances regularly. Evaluation will be based on class participation, proficiency, as well as performance attendance. Prior singing experience is not required.

Attendance at all concerts and performances is mandatory, and students will also be required to attend all scheduled rehearsals and dress rehearsals.

Activities include but are not limited to: four concerts and a choral festival. Also available is optional participation in Solo and Ensemble festival and Honors Choir programs.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05110A - CONCERT CHOIR A and 05110C - CONCERT CHOIR C*

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### **CONCERT CHOIR C - 05110C**

Concert Choir is a full year course. Students who enroll are expected to participate for the full year. This course offers beginning choir students an exploration into the fundamentals of being in a high school choir. Students focus on basic music theory such as note and symbol recognition as well as reading and writing music. Students work daily on their class music in preparation for performances throughout the year. Students analyze and critique their sound and performances regularly. Evaluation will be based on class participation, proficiency, as well as performance attendance. Prior singing experience is not required.

Attendance at all concerts and performances is mandatory, and students will also be required to attend all scheduled rehearsals and dress rehearsals.

Activities include but are not limited to: four concerts and a choral festival. Also available is optional participation in Solo and Ensemble festival and Honors Choir programs.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05110A - CONCERT CHOIR A and 05110B - CONCERT CHOIR B*

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### **MAIN STREET SHOW CHOIR A - 05121A**

Main Street Show Choir is a full year course. Students who enroll are expected to participate for the full year. Students are also expected to participate in a show choir camp in August. In this choir, students should be proficient in basic music theory, music reading and writing, and sight reading. Students should also be able to demonstrate proper vocal techniques, dance ability, coordination, and stage presence. This class will offer advanced choral literature with increased parts and harmonies, incorporating staging and movement. Requirements include having a high level of musicianship, leadership, and responsibility. Students work daily on their class music in preparation for performances throughout the year. During the school year the group will perform regularly outside of school at civic, cultural, and educational activities. Students analyze and critique their sound and performances regularly.

Acceptance and placement for this course will be through a performance audition. Evaluation will be based on class participation, proficiency, as well as performance attendance. Prior singing experience is required and prior dance experience is recommended, but not required.

Attendance at all concerts and performances is mandatory, and students will also be required to attend all scheduled rehearsals and dress rehearsals.

Activities include but are not limited to: four concerts and a choral festival. Also available is optional participation in Solo and Ensemble festival and Honors Choir programs.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Audition only*

*COREQUISITES: If you take this course, you must also take 05121B - MAIN STREET SHOW CHOIR B and 05121C - MAIN STREET SHOW CHOIR C*

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### **MAIN STREET SHOW CHOIR B - 05121B**

Main Street Show Choir is a full year course. Students who enroll are expected to participate for the full year. Students are also expected to participate in a show choir camp in August. In this choir, students should be proficient in basic music theory, music reading and writing, and sight reading. Students should also be able to demonstrate proper vocal techniques, dance ability, coordination, and stage presence. This class will offer advanced choral literature with increased parts and harmonies, incorporating staging and movement. Requirements include having a high level of musicianship, leadership, and responsibility. Students work daily on their class music in preparation for performances throughout the year. During the school year the group will perform regularly outside of school at civic, cultural, and educational activities. Students analyze and critique their sound and performances regularly.

Acceptance and placement for this course will be through a performance audition. Evaluation will be based on class participation, proficiency, as well as performance attendance. Prior singing experience is required and prior dance experience is recommended, but not required.

Attendance at all concerts and performances is mandatory, and students will also be required to attend all scheduled rehearsals and dress rehearsals.

Activities include but are not limited to: four concerts and a choral festival. Also available is optional participation in Solo and Ensemble festival and Honors Choir programs.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05121A - MAIN STREET SHOW CHOIR A and 05121C - MAIN STREET SHOW CHOIR C*

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### **MAIN STREET SHOW CHOIR C - 05121C**

Main Street Show Choir is a full year course. Students who enroll are expected to participate for the full year. Students are also expected to participate in a show choir camp in August. In this choir, students should be proficient in basic music theory, music reading and writing, and sight reading. Students should also be able to demonstrate proper vocal techniques, dance ability, coordination, and stage presence. This class will offer advanced choral

literature with increased parts and harmonies, incorporating staging and movement. Requirements include having a high level of musicianship, leadership, and responsibility. Students work daily on their class music in preparation for performances throughout the year. During the school year the group will perform regularly outside of school at civic, cultural, and educational activities. Students analyze and critique their sound and performances regularly. Acceptance and placement for this course will be through a performance audition. Evaluation will be based on class participation, proficiency, as well as performance attendance. Prior singing experience is required and prior dance experience is recommended, but not required.

Attendance at all concerts and performances is mandatory, and students will also be required to attend all scheduled rehearsals and dress rehearsals.

Activities include but are not limited to: four concerts and a choral festival. Also available is optional participation in Solo and Ensemble festival and Honors Choir programs.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05121A - MAIN STREET SHOW CHOIR A and 05121B - MAIN STREET SHOW CHOIR B*

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## **ART FOUNDATIONS 2D - 05151**

Art Foundations 2D is a required course for all other art courses (Except Drawing, Art History & Crafts). Students will develop the fundamental skills needed for a solid foundation in the visual arts. The elements and principles of design will be introduced through the exciting exploration of various 2-D media and techniques. Composition, observation, and rendering skills will be emphasized. The structure of the class will consist of guided exercises, class projects, artist videos, group discussion, and critiques.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

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## **ART HISTORY - 05152**

This course provides students with an overview of history through the lens of visual art. Students will develop skills needed to analyze and interpret various art forms within historical, social and cultural context.

Students will be able to interpret art by analyzing how the expressive, technical and formal properties of art help to convey meaning through interacting with artwork from Western Cultures, Pre-Columbian, African, the South Pacific, and art of the East. Students will explore subject matter, characteristics of form and structure, use of media, art-making approaches unique to areas around the world.

Students will create a few pieces of art that are reflective of select time periods and styles. Students will be required to take notes, research and present throughout the course.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*



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## **DRAWING - 05156**

This course will focus on the fundamentals of drawing: elements of art, composition, proportion, spatial relationships, perspective, volume, light and shadow, value and texture. The course will enhance students' observational sensibilities and enable their application to their work. The notion of visual perception will be explored and students will learn how to record what they observe. Students will become familiar with various ways in which the elements, principles of design and composition improve their creative approach and critical judgment.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

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## **CRAFTS - 05165**

We will explore crafts through a variety of traditional and contemporary craft techniques and media. Elements of art and the principles of design are dominant in any exploration of arts and crafts and will be used to help communicate ideas through their work. This course will provide opportunities to develop skills and techniques to create as they explore ideas and functions of craft.

Media explorations and technique development in working with various drawing and painting media, as well as textiles, plaster, clay, jewelry, metal and alternative materials used in contemporary and traditional cultures.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

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## **SYMPHONY BAND A - 05101A**

Symphony band is a full year course linked to marching band for the first trimester. Students who enroll are expected to participate for the full year. This course is designed for the advanced wind instrument performer and will focus on the preparation of serious wind literature. Acceptance and placement for this course will be through a performance audition with a member of the instrumental music faculty. Evaluation will be based on class participation, proficiency, as well as performance attendance.

CONCERT SEASON – November through June: activities include three (3) concerts, concert festival and participation in four to five school basketball games. Also available is optional participation in solo and ensemble festivals and honors band programs.

Attendance at all concerts and performances is mandatory, and students will also be required to attend all regularly scheduled and extra full band or sectional rehearsals.

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*COREQUISITES: If you take this course, you must also take 05101B - SYMPHONY BAND B*

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## **SYMPHONY BAND B - 05101B**

Symphony band is a full year course linked to marching band for the first trimester. Students who enroll are expected to participate for the full year. This course is designed for the advanced wind instrument performer and will focus on the preparation of serious wind literature. Acceptance and placement for this course will be through a performance audition with a member of the instrumental music faculty. Evaluation will be based on class participation, proficiency, as well as performance attendance.

CONCERT SEASON – November through June: activities include three (3) concerts, concert festival and participation in four to five school basketball games. Also available is optional participation in solo and ensemble festivals and honors band programs.

Attendance at all concerts and performances is mandatory, and students will also be required to attend all regularly scheduled and extra full band or sectional rehearsals.

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*COREQUISITES: If you take this course, you must also take 05101A - SYMPHONY BAND A*

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### **PAINT & MIXED MEDIA - 05157**

This course will provide opportunities to develop skills and techniques as we explore painting through a variety of traditional and contemporary painting media and styles. Students will continue to utilize the Elements of Art and the Principles of Design in developing their compositions. We will dive deeper into color theory and how artists use color to create different effects and communicate ideas.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Any introductory Art course*

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### **ART FOUNDATIONS 3D - 05158**

This course will cover a variety of sculptural forms, media and techniques. Students will study the sculptural form through a Discipline Based Art Education approach which incorporates art history, criticism, aesthetics, and art production. In studying 3D Design students will explore how artists communicate their ideas by incorporating the elements of art and the principles of design. Students will have an opportunity to work with a variety of media such as: wood, metal, wire, plastics, clay, plaster, cardboard and found objects, to create repoussés, mobiles, assemblages, low reliefs and sculptures in the round.

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*PREREQUISITE: Art Foundations 2D or Drawing*

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### **ADVANCED DRAWING - 05203**

Building upon the refined drawing skills from *Drawing 1*, *Drawing 2* further provides students with drawing and design skills, as well as techniques, and advances skills in drawing from reality as the essential artistic skill for

all art genres. This is the next level class where students will put their newfound knowledge to use in more challenging and complex, realistic, and sometimes imaginative drawings, as well as experiment with color.

*CREDIT: 0.5    TYPE: Advanced    GRADE: 10-12*

*PREREQUISITE: Grade of at least a 'B' or better in Drawing and Instructor approval*

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### **ADVANCED ART I - 05154A**

This course is designed for the advanced student with special interests that may not be covered by the regular art classes. Students will work on and develop a visual arts portfolio during this class with thoughts of advanced learning and careers in the art field. Projects are designed relative to the experience and technical level of each student. Students will refine acquired skills with an emphasis on creative and unusual solutions. Work may be done in any medium or combination of materials. Students will be required to keep a sketchbook through the duration of the class.

*CREDIT: 0.5    TYPE: Advanced    GRADE: 11-12*

*OTHER REQUIREMENTS: Instructor Approval*

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### **ADVANCED ART II - 05202A**

This course is designed for further study in art. The students will continue working on developing a college/professional art portfolio and an intensive study of one or two art media i.e., acrylics, drawing, and ceramics. This class is only open to students who have completed Foundations of Art, and Advanced I. Sketchbooks and planners will be required in this class. Emphasis will be placed on developing originality and personal style.

*CREDIT: 0.5    TYPE: Advanced    GRADE: 11-12*

*PREREQUISITE: 05154A - ADVANCED ART I*

*OTHER REQUIREMENTS: Instructor Approval*

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### **INDEPENDENT STUDY - 05197A-C**

This course is designed to promote the personal aesthetic that drives the creative processes in developing works that communicate to the viewer on a deeper cognitive level. By working with various media, students will be able to compile a body of work that exemplifies the qualities desired by top design schools throughout the country. This course is open to be tailored for the individual pursuits, meeting their needs to encourage growth in their visual representations.

*CREDIT: 0.5    TYPE: ADVANCED    11th-12th grade*

*PREREQUISITE: Any advanced level art courses.*

*OTHER REQUIREMENTS: INSTRUCTOR APPROVAL*

\* these students may be placed in any art class period (up to 2 students/teacher/class)

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## **PORTFOLIO I - 05170**

This course is designed to promote the personal aesthetic that drives the creative processes in developing works that communicate to the viewer on a deeper cognitive level. By working with various media, students will be able to compile a body of work that exemplifies the qualities desired by top design schools throughout the country. This course is open to be tailored for the individual pursuits, meeting their needs to encourage growth in their visual representations.

*CREDIT: 0.5 TYPE: ADVANCED 11th-12th grade*

*PREREQUISITE: Independent Study or Any advanced level art courses.*

*OTHER REQUIREMENTS: INSTRUCTOR APPROVAL*

\* these students may be placed in any art class period (up to 2 students/teacher/class)

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## **PORTFOLIO II - 05171**

This course is designed to promote the personal aesthetic that drives the creative processes in developing works that communicate to the viewer on a deeper cognitive level. By working with various media, students will be able to compile a body of work that exemplifies the qualities desired by top design schools throughout the country. This course is open to be tailored for the individual pursuits, meeting their needs to encourage growth in their visual representations.

*CREDIT: 0.5 TYPE: ADVANCED 11th-12th grade*

*PREREQUISITE: Portfolio I*

*OTHER REQUIREMENTS: INSTRUCTOR APPROVAL*

\* these students may be placed in any art class period (up to 2 students/teacher/class)

# Mathematics

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## ALGEBRA I A - 02052A

***\*\*A graduation requirement for all students.\*\****

Algebra I is designed to give a more in-depth study of algebraic concepts and skills. The course focuses on number systems and their representations and relationships, calculations using real and complex numbers, measurement and precision, algebraic expressions, algebraic equations, algebraic inequalities, functions, mathematical modeling, and bi-variate data-examining relationships. (NCAA)

CREDIT: 0.5    TYPE: Regular    GRADE: 9-10

COREQUISITES: *If you take this course, you must also take 02052B - ALGEBRA I B and 02052C - ALGEBRA I C*

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## ALGEBRA I B - 02052B

***\*\*A graduation requirement for all students.\*\****

Algebra I is designed to give students a foundation in algebraic concepts and skills. The course focuses on number systems and their representations and relationships, calculations using real and complex numbers, measurement and precision, algebraic expressions, algebraic equations, algebraic inequalities, functions, mathematical modeling, and bi-variate data-examining relationships. (NCAA)

CREDIT: 0.5    TYPE: Regular    GRADE: 9-10

COREQUISITES: *If you take this course, you must also take 02052A - ALGEBRA I A and 02052C - ALGEBRA I C*

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## ALGEBRA I C - 02052C

***\*\*A graduation requirement for all students.\*\****

Algebra I is designed to give students a foundation in algebraic concepts and skills. The course focuses on number systems and their representations and relationships, calculations using real and complex numbers, measurement and precision, algebraic expressions, algebraic equations, algebraic inequalities, functions, mathematical modeling, and bi-variate data-examining relationships. (NCAA)

CREDIT: 0.5    TYPE: Regular    GRADE: 9-10

COREQUISITES: *If you take this course, you must also take 02052A - ALGEBRA I A and 02052B - ALGEBRA I B*

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## FOUNDATIONAL ALGEBRA I A - 02050A

Algebra I is designed to give students a foundation in algebraic concepts and skills. The course focuses on number systems and their representations and relationships, calculations using real and complex numbers, measurement and precision, algebraic expressions, algebraic equations, algebraic inequalities, functions, mathematical modeling, and bi-variate data-examining relationships. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9*

*COREQUISITES: If you take this course, you must also take 02050B - FOUNDATIONAL ALGEBRA I B and 02050C - FOUNDATIONAL ALGEBRA I C*

*\*Must have instructor/administrator approval before registering*

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### **GEOMETRY A - 02072A**

Geometry is designed to allow the exploration of the properties of plane and solid figures. The course focuses on reasoning about number systems and quantitative situations, figures and their properties, relationships between figures, logical reasoning is stressed, and trigonometry is introduced. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-11*

*PREREQUISITE: Successful completion of Algebra I*

*COREQUISITES: If you take this course, you must also take 02072B - GEOMETRY B and 02072C - GEOMETRY C*

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### **GEOMETRY B - 02072B**

Geometry is designed to allow the exploration of the properties of plane and solid figures. The course focuses on reasoning about number systems and quantitative situations, figures and their properties, relationships between figures, logical reasoning is stressed, and trigonometry is introduced. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-11*

*COREQUISITES: If you take this course, you must also take 02072A - GEOMETRY A and 02072C - GEOMETRY C*

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### **GEOMETRY C - 02072C**

Geometry is designed to allow the exploration of the properties of plane and solid figures. The course focuses on reasoning about number systems and quantitative situations, figures and their properties, relationships between figures, logical reasoning is stressed, and trigonometry is introduced. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-11*

*COREQUISITES: If you take this course, you must also take 02072A - GEOMETRY A and 02072B - GEOMETRY B*

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### **ALGEBRA II A - 02056A**

Algebra II is designed to give a more in-depth study of Algebra II topics, will move at an accelerated pace, and will prepare students for advanced math. (NCAA)

*CREDIT: 0.5 TYPE: Honors GRADE: 10-11*

*PREREQUISITE- C- OR BETTER IN GEOMETRY*

*COREQUISITES: If you take this course, you must also take 02059B - ALGEBRA II B and 02059C - ALGEBRA II C*

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### **ALGEBRA II B - 02056B**

Algebra II is designed to give a more in-depth study of Algebra II topics, will move at an accelerated pace, and will prepare students for advanced math. (NCAA)

*CREDIT: 0.5 TYPE: Honors GRADE: 10-11*

*PREREQUISITE- C- OR BETTER IN GEOMETRY*

*COREQUISITES: If you take this course, you must also take 02059A - ALGEBRA II A and 02059C - ALGEBRA II C*

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### **ALGEBRA II C - 02056C**

Algebra II is designed to give a more in-depth study of Algebra II topics, will move at an accelerated pace, and will prepare students for advanced math. (NCAA)

*CREDIT: 0.5 TYPE: Honors GRADE: 10-11*

*PREREQUISITE- C- OR BETTER IN GEOMETRY*

*COREQUISITES: If you take this course, you must also take 02059A - ALGEBRA II A and 02059B - ALGEBRA II B*

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### **ALGEBRA II IN THE WORKPLACE A - 02064A**

Algebra II is designed to extend the students' development of algebraic skills and concepts. The course involves a more comprehensive study of reasoning about number systems, calculation, algorithms, and estimation, measurement and precision, expressions, equations and inequalities, all types of functions, mathematical modeling, conic figures and their properties, univariate data-examining distributions, samples, surveys, and experiments, probability models and probability calculation. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*PREREQUISITE: Successful completion of Geometry*

*COREQUISITES: If you take this course, you must also take 02056B - ALGEBRA II IN THE WORKPLACE B and 02056C - ALGEBRA II IN THE WORKPLACE C*

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### **FUNCTIONS OF STATISTICS, AND TRIGONOMETRY (FST) A - 02105A**

Upon completing Algebra 2 some students may desire additional background in advanced functions before taking Pre-Calculus and may elect this course to prepare them for future math work. This course builds on Algebra 2 concepts generating greater understanding and computational skill in the use of advanced functions. Initial material engages students in polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and matrices. Later material will expand their mathematical understanding of trigonometry through a variety of topics that include application of trigonometric functions, trigonometric equations, the Law of Sines, and Law of Cosines. This course ends the year with data analysis interpretation. Statistical thinking and reasoning are emphasized to provide greater understanding in how working statisticians contribute to our understanding of the world.

*CREDIT: 0.5    TYPE: Regular    GRADE: 11-12*

*PREREQUISITE: Successful completion of any Algebra II or higher level course*

*COREQUISITES: If you take this course, you must also take 02105B - FUNCTIONS, STATISTICS, AND TRIGONOMETRY (FST) B and 02105C - FUNCTIONS, STATISTICS, AND TRIGONOMETRY (FST) C*

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### **FUNCTIONS OF STATISTICS, AND TRIGONOMETRY (FST) B - 02105B**

Upon completing Algebra 2 some students may desire additional background in advanced functions before taking Pre-Calculus and may elect this course to prepare them for future math work. This course builds on Algebra 2 concepts generating greater understanding and computational skill in the use of advanced functions. Initial material engages students in polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and matrices. Later material will expand their mathematical understanding of trigonometry through a variety of topics that include application of trigonometric functions, trigonometric equations, the Law of Sines, and Law of Cosines. This course ends the year with data analysis interpretation. Statistical thinking and reasoning are emphasized to provide greater understanding in how working statisticians contribute to our understanding of the world.

*CREDIT: 0.5    TYPE: Regular    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 02105A - FUNCTIONS, STATISTICS, AND TRIGONOMETRY (FST) A and 02105C - FUNCTIONS, STATISTICS, AND TRIGONOMETRY (FST) C*



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## **FUNCTIONS OF STATISTICS, AND TRIGONOMETRY (FST) C - 02105C**

Upon completing Algebra 2 some students may desire additional background in advanced functions before taking Pre-Calculus and may elect this course to prepare them for future math work. This course builds on Algebra 2 concepts generating greater understanding and computational skill in the use of advanced functions. Initial material engages students in polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and matrices. Later material will expand their mathematical understanding of trigonometry through a variety of topics that include application of trigonometric functions, trigonometric equations, the Law of Sines, and Law of Cosines. This course ends the year with data analysis interpretation. Statistical thinking and reasoning are emphasized to provide greater understanding in how working statisticians contribute to our understanding of the world.

*CREDIT: 0.5    TYPE: Regular    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 02105A - FUNCTIONS, STATISTICS, AND TRIGONOMETRY (FST) A and 02105B - FUNCTIONS, STATISTICS, AND TRIGONOMETRY (FST) B*

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## **PRECALCULUS A - 02110A**

Pre-Calculus is an advanced elective course designed to give students a solid foundation in advanced Algebra and introductory Calculus topics. The course consists of the study of functions, systems of equations, sequences, series, conic sections and introductory calculus topics. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*PREREQUISITE: C- or better in Algebra II*

*COREQUISITES: If you take this course, you must also take 02110B - PRECALCULUS B and 02110C - PRECALCULUS C*

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## **PRECALCULUS B - 02110B**

Pre-Calculus is an advanced elective course designed to give students a solid foundation in advanced Algebra and introductory Calculus topics. The course consists of the study of functions, systems of equations, sequences, series, conic sections and introductory calculus topics. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*COREQUISITES: If you take this course, you must also take 02110A - PRECALCULUS A and 02110C - PRECALCULUS C*

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## **PRECALCULUS C - 02110C**

Pre-Calculus is an advanced elective course designed to give students a solid foundation in advanced Algebra and introductory Calculus topics. The course consists of the study of functions, systems of equations, sequences, series, conic sections and introductory calculus topics. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*COREQUISITES: If you take this course, you must also take 02110A - PRECALCULUS A and 02110B - PRECALCULUS B*

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### **AP CALCULUS AB A - 02124A**

Calculus AB is designed to prepare students for the Calculus AB exam and is a full-year course which devotes the majority of the year to the topics in differential and integral calculus. Students will have the option of taking the College Board Advanced Placement AB examination, in order to seek college credit, college placement, or both, from institutions of higher learning. This course approximates one semester of college-level calculus, but appropriate credit and placement are granted by each institution in accordance with local policies. (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*PREREQUISITE: "C-" or better in Pre-calculus or approval of Calculus instructor*

*COREQUISITES: If you take this course, you must also take 02124B - AP CALCULUS AB B and 02124C - AP CALCULUS AB C*

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### **AP CALCULUS AB B - 02124B**

Calculus AB is designed to prepare students for the Calculus AB exam and is a full-year course which devotes the majority of the year to the topics in differential and integral calculus. Students will have the option of taking the College Board Advanced Placement AB examination, in order to seek college credit, college placement, or both, from institutions of higher learning. This course approximates one semester of college-level calculus, but appropriate credit and placement are granted by each institution in accordance with local policies. (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 02124A - AP CALCULUS AB A and 02124C - AP CALCULUS AB C*

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### **AP CALCULUS AB C - 02124C**

Calculus AB is designed to prepare students for the Calculus AB exam and is a full-year course which devotes the majority of the year to the topics in differential and integral calculus. Students will have the option of taking the College Board Advanced Placement AB examination, in order to seek college credit, college placement, or both, from institutions of higher learning. This course approximates one semester of college-level calculus, but appropriate credit and placement are granted by each institution in accordance with local policies. (NCAA)

*CREDIT: 0.5   TYPE: Advanced Placement   GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 02124A - AP CALCULUS AB A and 02124B - AP CALCULUS AB B*

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## **STATISTICAL REASONING IN SPORTS - 02202**

Offering a unique and powerful way to introduce the principles of statistical reasoning, Statistical Reasoning in Sports features engaging content and a student-friendly approach. Starting from the very first chapter, students are able to ask questions, collect and analyze data, and draw conclusions using randomization tests. Is it harder to shoot free throws with distractions? We explore this question by designing an experiment, collecting the data, and using a hands-on simulation to analyze results. Statistical Reasoning in Sports is an accessible and fun way to learn about statistics! (NCAA)

*CREDIT: 0.5   TYPE: Regular   GRADE: 11-12*

*PREREQUISITE: Open to seniors who have successfully completed Algebra 2*

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## **AP STATISTICS A - 02203A**

AP Statistics is designed to prepare students for the AP Statistics exam and introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The class contains the material covered in a one-semester, introductory, non-calculus-based, college course in statistics. Students who successfully complete the course and examination may receive college credit, advanced placement in college, or both, for a one-semester introductory college statistics course. (NCAA)

*CREDIT: 0.5   TYPE: Advanced Placement   GRADE: 11-12*

*PREREQUISITE: "C-" or better in Pre-calculus, FST, or Algebra II with AP Statistics instructor approval*

*COREQUISITES: If you take this course, you must also take 02203B - AP STATISTICS B and 02203C - AP STATISTICS C*

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## **AP STATISTICS B - 02203B**

AP Statistics is designed to prepare students for the AP Statistics exam and introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The class contains the material covered in a one-semester, introductory, non-calculus-based, college course in statistics. Students who successfully complete the course and examination may receive college credit, advanced placement in college, or both, for a one-semester introductory college statistics course. (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 02203A - AP STATISTICS A and 02203C - AP STATISTICS C*

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### **AP STATISTICS C - 02203C**

AP Statistics is designed to prepare students for the AP Statistics exam and introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The class contains the material covered in a one-semester, introductory, non-calculus-based, college course in statistics. Students who successfully complete the course and examination may receive college credit, advanced placement in college, or both, for a one-semester introductory college statistics course. (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 02203A - AP STATISTICS A and 02203B - AP STATISTICS B*

# SCIENCE

## BIOLOGY A - 03051A

Biology is the study of life and is a lab-based class that will include microscope use, experiments and dissection. The topics covered in Biology include biochemistry, cell structure and function, embryology, genetics, evolution, and ecology. This course meets or exceeds all State of Michigan essential core biology content expectations. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-10*

*COREQUISITES: If you take this course, you must also take 03051B - BIOLOGY B*

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## BIOLOGY B - 03051B

Biology is the study of life and is a lab-based class that will include microscope use, experiments and dissection. The topics covered in Biology include biochemistry, cell structure and function, embryology, genetics, evolution and ecology. This course meets or exceeds all State of Michigan essential core biology content expectations. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-10*

*COREQUISITES: If you take this course, you must also take 03051A - BIOLOGY A*

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## PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY - 03159

Principles of Chemistry is an introductory course in chemistry. The topics covered in Principles of Chemistry include the state and structure of matter, periodic classification, nuclear chemistry, chemical reactions, and acids and bases. This course meets or exceeds all State of Michigan essential chemistry content expectations. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-11*

*PREREQUISITE: Successful completion of Biology A and B.*

*COREQUISITES: If you take this course, you must also take 03160 - PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS*

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## PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS - 03160

Principles of Physics is an introductory course in physics. The topics covered in Principles of Physics include energy, thermal energy, motion, forces, waves, light, sound, and electricity. This course meets or exceeds all State of Michigan essential physics content expectations. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-11*

*PREREQUISITE: Successful completion of Biology A and B.*

*COREQUISITES: If you take this course, you must also take 03159 - PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY or CHEMISTRY A AND B.*

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### **EARTH SCIENCE A - 03001A**

This course will explore Earth's place in the universe and Earth's systems. Topics include: Electromagnetic Spectrum, The Sun, Stars and Elements, Cosmology and Solar System, and Kepler's Laws *CREDIT: 0.5 TYPE: Regular GRADE: 10-12*

*COREQUISITES: If you take this course, you must also take 03001B - EARTH SCIENCE B*

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### **EARTH SCIENCE B - 03001B**

This course will explore the Earth and human activity. Topics include: Plate Tectonics, Age Dating Rocks, Water's Role on Earth, Biogeochemical Cycles, Origin of Atmospheric Oxygen, Energy and Climate *CREDIT: 0.5 TYPE: Regular GRADE: 10-12*

*COREQUISITES: If you take this course, you must also take 03001A - EARTH SCIENCE A*

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### **HUMAN ANATOMY - 03054**

**(offered 2022-2023)**

Anatomy is the study of the human body and is an elective class. The topics will include: anatomical terminology, study of disease, homeostasis, and major organ systems: skeletal, integumentary, muscular, immune/lymphatic, cardiovascular, respiratory, digestive, endocrine, reproductive, nervous and urinary systems. Laboratory experiences are emphasized, including required dissection.

*CREDIT: 0.5 TYPE: Regular GRADE: 10-12*

*PREREQUISITE: Successful completion of Biology A and B.*

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### **BOTANY: A HORTICULTURAL APPROACH - 03058**

Botany is designed to give the students practical experience in the care of indoor and outdoor cultivated plants while working in the school greenhouse. Students will learn the proper care and identification of houseplants, common plant ailments, basic plant anatomy, research and study of landscape technique and design. Plant propagation through cuttings and seed germination is also studied. (NCAA)

*CREDIT: 0.5 TYPE: Regular GRADE: 10-12*

*PREREQUISITE: Successful completion of Biology A and B.*

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### **MICROBIOLOGY - 03060**

Microbiology is an elective science course and is the study of microorganisms and how they interact in our environment. Students wanting to take microbiology will use microscopic lab techniques daily to learn about microbial life. This is an important course for careers in the human/animal medical fields, forensic science, environmental sciences, green jobs and animal based practices. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*PREREQUISITE: Successful completion of Biology A and B*

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### **ZOOLOGY - 03061**

*(not offered until 2023-2024)*

Zoology is the study of animals and is an elective course. The topics covered include: animal characteristics, their anatomy and physiology and survey of the major animal phyla. This class will also include required dissections of major animal phyla. The following animal dissections/lab studies may be explored: earthworm, planarian, starfish, squid, mussels, dogfish (shark) and/or other available animal phyla.

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*PREREQUISITE: Successful completion of Biology A and B.*

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### **CHEMISTRY A - 03101A**

Chemistry is an advanced science course for those students interested in pursuing a STEM career and/or taking advanced placement (AP) science courses. The topics covered in chemistry A include atomic structure, quantum mechanics, electron configurations, periodicity, nomenclature, and bonding. This course meets or exceeds all State of Michigan Chemistry content expectations. (NCAA)

*CREDIT: 0.5    TYPE: Honors    GRADE: 10-12*

*PREREQUISITE: Successful completion of Biology A and B.*

*COREQUISITES: If you take this course, you must also take 03101B - CHEMISTRY B and 03160 - PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS. Chemistry A and B can be taken in place of PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY - 03159.*

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### **CHEMISTRY B - 03101B**

Chemistry is an advanced science course for those students interested in pursuing a STEM career and/or taking advanced placement (AP) science courses. The topics covered in chemistry B include quantitative tools of chemistry, moles, chemical reactions, stoichiometry, thermodynamics, and intermolecular forces. This course meets or exceeds all State of Michigan Chemistry content expectations. (NCAA)

*CREDIT: 0.5 TYPE: Honors GRADE: 10-12*

*COREQUISITES: If you take this course, you must also take 03101A - CHEMISTRY A and 03160 - PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS. Chemistry A and B can be taken in place of PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY - 03159.*

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### **PHYSICS A - 03151A**

A student must take either Chemistry or Physics. Topics and labs covered in Physics include kinematics, dynamics, energy, waves, electricity and magnetism. This course meets or exceeds all State of Michigan Physics content expectations. (NCAA)

*CREDIT: 0.5 TYPE: Regular GRADE: 10-12*

*PREREQUISITE: Successful completion of Biology A and B. COREQUISITES: If you take this course, you must also take 03151B - PHYSICS B and 03160 - PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY. Physics A and B can be taken in place of PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS.*

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### **PHYSICS B - 03151B**

A student must take either Chemistry or Physics. Topics and labs covered in Physics include kinematics, dynamics, energy, waves, electricity and magnetism. This course meets or exceeds all State of Michigan Physics content expectations. (NCAA)

*CREDIT: 0.5 TYPE: Regular GRADE: 10-12*

*COREQUISITES: If you take this course, you must also take 03151A - PHYSICS A*

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### **AP BIOLOGY A - 03056A**

AP Biology is a discussion, research, and lab based course intended to further the knowledge of students who have successfully completed Biology and Chemistry. The course expands on topics covered in both Biology and Chemistry and ties the two disciplines together. Topics include biochemistry, cell physiology and cellular metabolism, genetics, gene expression and regulation, biotechnology, the evolution of genomes and populations, theories of evolution, plant diversity, plant structure, and function, animal diversity, body system structures and their functions, animal behavior, ecology of populations and communities, and the conservation and restoration of ecosystems. Taking the AP exam is a requirement of the course.

*CREDIT: 0.5 TYPE: Advanced Placement GRADE: 11-12*



*PREREQUISITE: B or better in Biology and Chemistry A and B. Instructor approval needed.*

*COREQUISITES: If you take this course, you must also take 03056B - AP BIOLOGY B and 03056C - AP BIOLOGY C*

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### **AP BIOLOGY B - 03056B**

AP Biology is a discussion, research, and lab based course intended to further the knowledge of students who have successfully completed Biology and Chemistry. The course expands on topics covered in both Biology and Chemistry and ties the two disciplines together. Topics include biochemistry, cell physiology and cellular metabolism, genetics, gene expression and regulation, biotechnology, the evolution of genomes and populations, theories of evolution, plant diversity, plant structure, and function, animal diversity, body system structures and their functions, animal behavior, ecology of populations and communities, and the conservation and restoration of ecosystems. Taking the AP exam is a requirement of the course.

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*OTHER REQUIREMENTS: instructor approval*

*COREQUISITES: If you take this course, you must also take 03056A - AP BIOLOGY A and 03056C - AP BIOLOGY C*

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### **AP BIOLOGY C - 03056C**

AP Biology is a discussion, research, and lab based course intended to further the knowledge of students who have successfully completed Biology and Chemistry. The course expands on topics covered in both Biology and Chemistry and ties the two disciplines together. Topics include biochemistry, cell physiology and cellular metabolism, genetics, gene expression and regulation, biotechnology, the evolution of genomes and populations, theories of evolution, plant diversity, plant structure, and function, animal diversity, body system structures and their functions, animal behavior, ecology of populations and communities, and the conservation and restoration of ecosystems. Taking the AP exam is a requirement of the course.

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 03056A - AP BIOLOGY A and 03056B - AP BIOLOGY B*

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### **FORENSIC SCIENCE - 03063**

Forensics is a course for the students interested in law enforcement, the medical field, crime scene investigation, forensic psychology, DNA profiling and other forensic fields. This course has three major topics; Forensics and Law, Crime Scene Investigation, and Evidence Analysis. Students will have the opportunity to work and process a crime scene, collaborate inside and outside of the lab that will focus on scientific methodology, law and order and forensics identification of facts or physical items such as fingerprinting analysis, soil sampling and analysis, chromatography, blood pattern analysis, bacteria, DNA, fiber and glass identification and more. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 11-12*

*PREREQUISITE: Successful completion of Biology A and B, PS: Physics, PS: Chemistry or Chemistry A and B*

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### **AP CHEMISTRY A - 03106A**

AP Chemistry is a discussion, research, and lab based course intended to further the knowledge of students who successfully completed Chemistry. The course is equivalent to the content presented in a first year college Chemistry course. Topics include: stoichiometry, gas laws, quantum chemistry, bonding, acid/base chemistry, thermodynamics, intro to organic chemistry, chemical kinetics, redox reactions and electrochemistry, and more. The AP exam may be taken in place of the final exam. (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*PREREQUISITE: "B" or better in Chemistry. Instructor approval needed.*

*COREQUISITES: If you take this course, you must also take 03106B - AP CHEMISTRY B and 03106C - AP CHEMISTRY C*

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### **AP CHEMISTRY B - 03106B**

AP Chemistry is a discussion, research, and lab based course intended to further the knowledge of students who successfully completed Chemistry. The course is equivalent to the content presented in a first year college Chemistry course. Topics include: stoichiometry, gas laws, quantum chemistry, bonding, acid/base chemistry, thermodynamics, intro to organic chemistry, chemical kinetics, redox reactions and electrochemistry, and more. The AP exam may be taken in place of the final exam. (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*OTHER REQUIREMENTS: Instructor approval*

*COREQUISITES: If you take this course, you must also take 03106A - AP CHEMISTRY A and 03106C - AP CHEMISTRY C*

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### **AP CHEMISTRY C - 03106C**

AP Chemistry is a discussion, research, and lab based course intended to further the knowledge of students who successfully completed Chemistry. The course is equivalent to the content presented in a first year college Chemistry course. Topics include: stoichiometry, gas laws, quantum chemistry, bonding, acid/base chemistry, thermodynamics, intro to organic chemistry, chemical kinetics, redox reactions and electrochemistry, and more. The AP exam may be taken in place of the final exam. (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*OTHER REQUIREMENTS: instructor approval*

*COREQUISITES: If you take this course, you must also take 03106A - AP CHEMISTRY A and 03106B - AP CHEMISTRY B*

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### **AP PHYSICS A - 03155A**

This course will prepare students to take the AP Physics 1: Algebra-Based exam in the spring. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; and the mechanical waves and sound. It will also introduce electric circuits. This course is the equivalent to a first-semester college course in algebra-based physics. (NCAA)

*CREDIT: 0.5 TYPE: Advanced Placement GRADE: 11-12*

*PREREQUISITE: "B" or better in (or test out of) PS: Physics or instructor approval and completion of or concurrent enrollment in Algebra II.*

*COREQUISITES: If you take this course, you must also take 03155C - AP PHYSICS C and 03155B - AP PHYSICS B*

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### **AP PHYSICS B - 03155B**

This course will prepare students to take the AP Physics 1: Algebra-Based exam in the spring. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; and the mechanical waves and sound. It will also introduce electric circuits. This course is the equivalent to a first-semester college course in algebra-based physics. (NCAA)

*CREDIT: 0.5 TYPE: Advanced Placement GRADE: 11-12*

*OTHER REQUIREMENTS: Instructor approval*

*COREQUISITES: If you take this course, you must also take 03155C - AP PHYSICS C and 03155A - AP PHYSICS A*

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### **AP PHYSICS C - 03155C**

This course will prepare students to take the AP Physics 1: Algebra-Based exam in the spring. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; and the mechanical waves and sound. It will also introduce electric circuits. This course is the equivalent to a first-semester college course in algebra-based physics. (NCAA)

*CREDIT: 0.5 TYPE: Advanced Placement GRADE: 11-12*

*OTHER REQUIREMENTS: instructor approval*

*COREQUISITES: If you take this course, you must also take 03155A - AP PHYSICS A and 03155B - AP PHYSICS B*

# SOCIAL STUDIES

## WORLD HISTORY & GEOGRAPHY I: MODERN WORLD HISTORY - 04053

This course introduces students to the study of World History in order to construct a common memory of where humankind has been and what accounts for present circumstances. Within each historical era, students work at three interconnected spatial scales to study World History through several lenses: global, interregional, and regional. Emphasis is placed on skills that enable students to evaluate evidence, develop comparative and causal analysis, interpret the historical record, construct sound historical arguments, and recognize perspectives on which informed decisions. Students study human governance systems, patterns of interactions among societies and regions, and patterns of cultural, intellectual, religious, and social changes. Students analyze the impact of demographic, technological, environmental, and economic changes on people, their culture, and their environment. The integration of historical thinking skills and historical understandings throughout this course equips students to analyze issues and problems confronting citizens today.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9*

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## AP HUMAN GEOGRAPHY A - 04004A

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. This is a full-year course, and the content is presented thematically rather than regionally and is organized around the discipline's main subfields: **economic geography**, **cultural geography**, **political geography**, and **urban geography**. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Specific topics with which students engage include the following:

- problems of economic development and cultural change
- consequences of population growth, changing fertility rates, and international migration
- impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life
- struggles over political power and control of territory
- conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies
- explanations of why location matters to agricultural land use, industrial development, and urban problems
- the role of climate change and environmental abuses in shaping the human landscapes on Earth

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship

### **College Course Equivalent**

The AP Human Geography course is equivalent to an introductory college-level course in human geography.

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 9*

*PREREQUISITE: Instructor approval or recommendation from 8th grade social studies instructor*

*COREQUISITES: If you take this course, you must also take AP HUMAN GEOGRAPHY B - 04004B and AP HUMAN GEOGRAPHY C - 04004C*

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## **AP HUMAN GEOGRAPHY B - 04004B**

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. This is a full-year course, and the content is presented thematically rather than regionally and is organized around the discipline's main subfields: **economic geography**, **cultural geography**, **political geography**, and **urban geography**. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Specific topics with which students engage include the following:

- problems of economic development and cultural change
- consequences of population growth, changing fertility rates, and international migration
- impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life
- struggles over political power and control of territory
- conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies
- explanations of why location matters to agricultural land use, industrial development, and urban problems
- the role of climate change and environmental abuses in shaping the human landscapes on Earth

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship

### **College Course Equivalent**

The AP Human Geography course is equivalent to an introductory college-level course in human geography.

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 9*

*PREREQUISITE: Instructor approval or recommendation from 8th grade social studies instructor*

*COREQUISITES: If you take this course, you must also take AP HUMAN GEOGRAPHY A - 04004A and AP HUMAN GEOGRAPHY C - 04004C*

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## **AP HUMAN GEOGRAPHY C - 04004C**

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. This is a full-year course, and the content is presented thematically rather than regionally and is organized around the discipline's main subfields: **economic geography**, **cultural geography**, **political geography**, and **urban geography**. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Specific topics with which students engage include the following:

- problems of economic development and cultural change
- consequences of population growth, changing fertility rates, and international migration
- impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life
- struggles over political power and control of territory
- conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies
- explanations of why location matters to agricultural land use, industrial development, and urban problems
- the role of climate change and environmental abuses in shaping the human landscapes on Earth

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship

### **College Course Equivalent**

The AP Human Geography course is equivalent to an introductory college-level course in human geography.

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 9*

*PREREQUISITE: Instructor approval or recommendation from 8th grade social studies instructor*

*COREQUISITES: If you take this course, you must also take AP HUMAN GEOGRAPHY A - 04004A and AP HUMAN GEOGRAPHY B - 04004B*

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## **PRINCIPLES OF DEMOCRATIC LEADERSHIP A - 22101A**

Leadership is designed to develop the leadership skills and abilities of our student leaders. Throughout the term, we will seek to refine leadership skills that are evident within our student leaders as well as challenge our leaders to hone other skills that may not have been utilized before. Organization, time management, delegation, and personal responsibility will be areas given special attention to. Students actively engaging in student leadership experiences will develop strong leadership skills that they can utilize throughout life and will be given many opportunities for personal growth and development. They will have a deeper understanding of interpersonal dynamics and will increase involvement with peers, staff, school and community.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Instructor approval*

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### **PRINCIPLES OF DEMOCRATIC LEADERSHIP B - 22101B**

Leadership is designed to develop the leadership skills and abilities of our student leaders. Throughout the term, we will seek to refine leadership skills that are evident within our student leaders as well as challenge our leaders to hone other skills that may not have been utilized before. Organization, time management, delegation, and personal responsibility will be areas given special attention to. Students actively engaging in student leadership experiences will develop strong leadership skills that they can utilize throughout life and will be given many opportunities for personal growth and development. They will have a deeper understanding of interpersonal dynamics and will increase involvement with peers, staff, school and community.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Instructor approval*

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### **PRINCIPLES OF DEMOCRATIC LEADERSHIP C - 22101C**

Leadership is designed to develop the leadership skills and abilities of our student leaders. Throughout the term, we will seek to refine leadership skills that are evident within our student leaders as well as challenge our leaders to hone other skills that may not have been utilized before. Organization, time management, delegation, and personal responsibility will be areas given special attention to. Students actively engaging in student leadership experiences will develop strong leadership skills that they can utilize throughout life and will be given many opportunities for personal growth and development. They will have a deeper understanding of interpersonal dynamics and will increase involvement with peers, staff, school and community.

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Instructor approval*

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### **U.S. HISTORY A - 04103A**

This is a required two-term course. Through the use of lecture, discussion, and reading, students will analyze and understand the significant developments in the United States from the Industrial Age (1880's). Students will draw

conclusions from both primary and secondary source materials, including documents, maps, statistical tables, pictures, graphs, and film. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10*

*COREQUISITES: If you take this course, you must also take 04103B - U.S. HISTORY B*

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### **U.S. HISTORY B - 04103B**

This is a required two-term course. Through the use of lecture, discussion, and reading, students will analyze and understand the significant developments in the United States from the Industrial Age (1880's). Students will draw conclusions from both primary and secondary source materials, including documents, maps, statistical tables, pictures, graphs, and film. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10*

*COREQUISITES: If you take this course, you must also take 04103A - U.S. HISTORY A*

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### **AP U.S. HISTORY A - 04104A**

Reading and writing proficiency is absolutely necessary in this course, as extensive reading and writing are required (5-10 hours of homework per week). Generally, students will not be allowed to drop the class. Note: A Student requesting a drop must get endorsement from instructor, counselor, and building administrator.

This course requires significant reading; students will read an average of 50 pages per week, and should also expect either an essay assignment or chapter/unit test each week. Students should plan on 5-10 hours per week of outside class studying. The College Board describes the course as follows: "The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format." (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 10*

*OTHER REQUIREMENTS: Instructor Approval*

*COREQUISITES: If you take this course, you must also take 04104B - AP U.S. HISTORY B and 04104C - AP U.S. HISTORY C*

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### **AP U.S. HISTORY B - 04104B**



Reading and writing proficiency is absolutely necessary in this course, as extensive reading and writing are required (5-10 hours of homework per week). Generally, students will not be allowed to drop the class. Note: A Student requesting a drop must get endorsement from instructor, counselor, and building administrator.

This course requires significant reading; students will read an average of 50 pages per week, and should also expect either an essay assignment or chapter/unit test each week. Students should plan on 5-10 hours per week of outside class studying. The College Board describes the course as follows: "The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format." (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 10*

*COREQUISITES: If you take this course, you must also take 04104A - AP U.S. HISTORY A and 04104C - AP U.S. HISTORY C*

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### **AP U.S. HISTORY C - 04104C**

Reading and writing proficiency is absolutely necessary in this course, as extensive reading and writing are required (5-10 hours of homework per week). Generally, students will not be allowed to drop the class. Note: A Student requesting a drop must get endorsement from instructor, counselor, and building administrator.

This course requires significant reading; students will read an average of 50 pages per week, and should also expect either an essay assignment or chapter/unit test each week. Students should plan on 5-10 hours per week of outside class studying. The College Board describes the course as follows: "The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format." (NCAA)

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 10*

*COREQUISITES: If you take this course, you must also take 04104A - AP U.S. HISTORY A and 04104B - AP U.S. HISTORY B*

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### **SOCIOLOGY I - 04258**

This course is designed to help students develop a basic understanding of the various aspects of sociology. It deals with the science of sociology regarding the following: sociological perspectives and the origins of this field,

methods of research used to study social issues, the basics of culture, the importance of socialization, and social structures and roles in society. This course will develop a connection for you between your life and your interactions with people and social institutions. Building knowledge in this field of study will help create an understanding of culture, the social structure in society, and the groups and formal organizations that impact our lives. The course is considered a college preparatory class. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

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### **PSYCHOLOGY: UNDERSTANDING THE MIND AND BEHAVIOR - 04260**

This course will introduce students to the study of psychology. Activities of the class will draw upon the research and theories of a wide range of scientists and practitioners. Students will also look at behavior throughout the life span ranging from infancy to old age. Additionally, there will be a focus on human learning through the cognitive process of, how we learn, store memory and recall memory. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

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### **PSYCHOLOGY: WHAT MAKES US UNIQUE? - 04261**

In this course, students will explore and analyze the emotional, cognitive and biological growth of individuals. There will be a focus on the workings of our mind and body and the role it plays in our conscious and unconscious actions. We will also investigate theories of personality, psychological disorders, and therapy. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

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### **GOVERNMENT - 04151**

Government is a one term course that prepares students for informed and responsible participation as citizens in our constitutional democracy. Students will develop and enhance their understanding of the democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. The Government course will emphasize the structures and purposes of government within the federal system. Students also learn how citizens influence public affairs and policy decisions in this country. Upon completion of this course, students are prepared to exercise the rights and responsibilities of American citizenship. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 11*

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### **ECONOMICS - 04201**

This one-term course is designed to help students understand how economies function and how to apply the concepts and principles of economics to their own lives. The course is based in four primary areas.

Microeconomics will examine decisions of a market system based on scarcity, opportunity cost, and the interactions between buyers and sellers. The Macroeconomics portion of the class focuses on the national economy including inflation, unemployment, monetary and fiscal policies, and decisions made by the Federal Reserve. The Global Economy and International Trade unit looks at specialization, trade and global interdependence. The Personal Finance unit covers individual financial issues and strategies. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 11*

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## **AP GOVERNMENT A - 04159A**

The College Board describes Advanced Placement United States Government in this way:

"A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses."

Additional Considerations:

Reading and writing proficiency is absolutely necessary in this course, as extensive reading and writing are required (5-10 hours of homework per week). Generally, students will not be allowed to drop the class; a student requesting a drop must get endorsement from instructor, counselor, and building administrator.

COURSE NOTE: SENIORS who take AP Government DURING THEIR SENIOR YEAR are exempt from taking History of Global Issues. This applies to Seniors only. Any student who takes AP Government their Junior year is still required to take Global Issues their Senior year. ALL STUDENTS are required to take Economics.

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*PREREQUISITE: Successful completion of AP United States history (B- or better) or Completion of United States History with a B+ or better and teacher recommendation or Completion of United States Government and Economics with a B+ or better and teacher recommendations (both classes).*

*COREQUISITES: If you take this course, you must also take 04159B - AP GOVERNMENT B and 04159C - AP GOVERNMENT C*

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## **AP GOVERNMENT B - 04159B**

The College Board describes Advanced Placement United States Government in this way:

"A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute government and politics. While there is no single

approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses.”

**Additional Considerations:**

Reading and writing proficiency is absolutely necessary in this course, as extensive reading and writing are required (5-10 hours of homework per week). Generally, students will not be allowed to drop the class; a student requesting a drop must get endorsement from instructor, counselor, and building administrator.

**COURSE NOTE:** SENIORS who take AP Government DURING THEIR SENIOR YEAR are exempt from taking History of Global Issues. This applies to Seniors only. Any student who takes AP Government their Junior year is still required to take Global Issues their Senior year. ALL STUDENTS are required to take Economics.

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*PREREQUISITE: Successful completion of AP United States history (B- or better) or Completion of United States History with a B+ or better and teacher recommendation or Completion of United States Government and Economics with a B+ or better and teacher recommendations (both classes).*

*COREQUISITES: If you take this course, you must also take 04159A - AP GOVERNMENT A and 04159C - AP GOVERNMENT C*

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## **AP GOVERNMENT C - 04159C**

The College Board describes Advanced Placement United States Government in this way:

“A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses.”

**Additional Considerations:**

Reading and writing proficiency is absolutely necessary in this course, as extensive reading and writing are required (5-10 hours of homework per week). Generally, students will not be allowed to drop the class; a student requesting a drop must get endorsement from instructor, counselor, and building administrator.

**COURSE NOTE:** SENIORS who take AP Government DURING THEIR SENIOR YEAR are exempt from taking History of Global Issues. This applies to Seniors only. Any student who takes AP Government their Junior year is still required to take Global Issues their Senior year. ALL STUDENTS are required to take Economics.

*CREDIT: 0.5    TYPE: Advanced Placement    GRADE: 11-12*

*PREREQUISITE: Successful completion of AP United States history (B- or better) or Completion of United States History with a B+ or better and teacher recommendation or Completion of United States Government and Economics with a B+ or better and teacher recommendations (both classes).*

*COREQUISITES: If you take this course, you must also take 04159A - AP GOVERNMENT A and 04159B - AP GOVERNMENT B*

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## **SOCIOLOGY II - 04259**

This course will apply the information introduced in Sociology to the study of socialization, social organizations, social institutions and social problems. This course will take the concepts introduced and developed in Sociology 1 and build the connections to the different institutions that socialize us. We will look at our society and our responsibility and role in it. Social issues that impact our lives and society will be a focus in this class. (NCAA)

*CREDIT: 0.5 TYPE: Regular GRADE: 11-12*

*PREREQUISITE: 04258 - SOCIOLOGY I*

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## **HISTORY & GLOBAL ISSUES - 04060**

Global Issues is a one-term, comparative course designed to give Senior students an opportunity to see the larger picture of global events and their interconnectivity through the study of five influential religions of the world; Christianity, Judaism, Islam, Hinduism, and Buddhism. Students will examine regional development through religion, as well as conflict that results from religious and ethnic differences. The course will also examine religion's effect on the culture, politics, and lifestyles of people living in a diverse global society. All students are required to complete a thorough analysis of a specific historical conflict using multiple sources collected and presented in a multimedia format.

*CREDIT: 0.5 TYPE: Regular GRADE: 12*

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## **ECONOMICS: PERSONAL FINANCE (Math related) - 04249**

From our earliest days of earning an “allowance” to the “golden years” of retirement, we are not able to escape the fact that our needs, wants and dreams, and goals in life require financial support—or money! This course is designed to prepare students to become effective managers of their personal finances with the goal of providing options, opportunity, and financial security throughout life. In other words, this class will help students develop an understanding of how to navigate the financial maze to make informed financial decisions. Financial Literacy standards covered will include Income & Careers, Credit & Debt, Saving & Investing, Planning & Money Management, Financial Responsibility & Decision Making, and Risk Management & Insurance.

*CREDIT: 0.5 TYPE: Regular GRADE: 12*

# SPECIAL EDUCATION PROGRAMS

## RESOURCE ROOM LA 10: A - 01502A

Reading Focus: Students will explore and analyze literary elements of the anchor text *The Crucible* by Arthur Miller. In addition, students will read and analyze poetry and various nonfiction pieces that relate to conflicts in America.

Writing Focus: Students will develop research skills while evaluating reliable nonfiction sources. Students will utilize characteristics of good writing while focusing on the writing process, collaboration and higher order thinking skills to compose an informational essay.

Vocabulary Focus: Proficiency in strategies including context clues and the study of Greek and Latin Roots, (Prestwick House, Book IV, Units 1-4) is expected.

Grammar: Proficiency in punctuating simple to compound complex sentences, pronoun and antecedent agreement, and subject verb agreement within grammar use.

Speaking and Listening: Students will actively engage in Socratic seminars to discuss literature and writing assignments.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 10*

*COREQUISITES: If you take this course, you must also take 01016B - Resource Room LA 10: B*

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## RESOURCE ROOM LA 10: B - 01502B

Reading Focus: Students will explore and analyze literary elements of the anchor text, *The Great Gatsby* by F. Scott Fitzgerald. In addition, students will read and analyze poetry and various nonfiction pieces that relate to the American Dream theme.

Writing Focus: Mastery of an extended writing prompt is expected. In addition, students will utilize characteristics of good writing while focusing on the writing process, collaboration and higher order thinking skills to compose an argumentative analysis of *The American Dream*.

Vocabulary Focus: Proficiency in strategies including context clues and the study of Greek and Latin Roots, (Prestwick House, Book IV, Units 5-9) is expected.

Grammar: Proficiency in punctuating simple to compound complex sentences, pronoun and antecedent agreement, and subject verb agreement within grammar use.

Speaking and Listening: Students will actively engage in Socratic seminars to discuss literature and writing assignments.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 10*

*COREQUISITES: If you take this course, you must also take 01016A - Resource Room LA 10: A*

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### **BASIC LANGUAGE ARTS A - 01502A**

This course is an individualized program focusing on improving reading and writing skills. The students in this class will be provided with numerous activities to develop and improve reading recognition, reading comprehension, vocabulary, grammar, and written expression.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-11*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

*COREQUISITES: If you take this course, you must also take 01502B - BASIC LANGUAGE ARTS B and 01502C - BASIC LANGUAGE ARTS C*

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### **BASIC LANGUAGE ARTS B - 01502B**

This course is an individualized program focusing on improving reading and writing skills. The students in this class will be provided with numerous activities to develop and improve reading recognition, reading comprehension, vocabulary, grammar, and written expression.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-11*

*COREQUISITES: If you take this course, you must also take 01502A - BASIC LANGUAGE ARTS A and 01502C - BASIC LANGUAGE ARTS C*

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### **BASIC LANGUAGE ARTS C - 01502C**

This course is an individualized program focusing on improving reading and writing skills. The students in this class will be provided with numerous activities to develop and improve reading recognition, reading comprehension, vocabulary, grammar, and written expression.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-11*

*COREQUISITES: If you take this course, you must also take 01502A - BASIC LANGUAGE ARTS A and 01502B - BASIC LANGUAGE ARTS B*

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### **LA 9: A - ESS - 01512A**

**Reading Focus:** Students will explore and analyze literary elements of short stories and non-fiction. They will be learning and utilizing reading strategies. The main anchor text is Richard Connell's "The Most Dangerous Game." There will be other fiction, nonfiction, poetry, and/or novels used in this course.

**Writing Focus:** The writing focus of this term will be paragraph construction that uses textual evidence to support ideas. Students will also work on an extended personal narrative.

Vocabulary Focus: Proficiency in strategies including context clues and the study of Greek and Latin Roots, (Prestwick House, Book III, Units 1-4) is expected.

Grammar: Students will be learning sentence composing while focusing on introductory adjective and adverb phrases, and delayed adjective and adverb phrases. There will be focus on punctuation and commonly misused words.

Speaking and Listening: Students will actively engage in Socratic seminars to discuss literature and writing assignments.

*CREDIT: 0.5 TYPE: Special Education GRADE: 9*

*COREQUISITES: If you take this course, you must also take 01512B - LA 9 B: ESS and 01512C - LA 9 C: ESS*

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### **LA 9: B - ESS - 01512B**

Reading Focus: Students will explore and analyze literary elements of short stories and non-fiction. They will be learning and utilizing reading strategies. The main anchor text is Harper Lee's "To Kill a Mockingbird". There will be other fiction, nonfiction, poetry, and/or novels used in this course.

Writing Focus: The writing focus of this term will be paragraph construction that uses textual evidence to support ideas. Students will also work on an argumentative essay.

Vocabulary Focus: Proficiency in strategies including context clues and the study of Greek and Latin Roots, (Prestwick House, Book III, Units 5-7) is expected.

Grammar: Students will be learning sentence composing while focusing on appositive, absolute, prepositional, participial, gerund, and infinitive phrases. There will be focus on punctuation and commonly misused words.

Speaking and Listening: Students will actively engage in Socratic seminars to discuss literature and writing assignments.

*CREDIT: 0.5 TYPE: Special Education GRADE: 9*

*COREQUISITES: If you take this course, you must also take 01512A - LA 9 A: ESS and 01512C - LA 9 C: ESS*

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### **LA 9: C - ESS - 01512C**

Reading Focus: Students will explore and analyze literary elements of classic literature. They will be learning and utilizing reading strategies. The main anchor texts will be Homer's Odyssey and William Shakespeare's "Romeo and Juliet". There will be other fiction, nonfiction, poetry, and/or novels used in this course.

Writing Focus: The main focus of this term will be literary analysis with textual evidence and a research paper that ties to and relates to either of the classical pieces read.

Vocabulary Focus: Proficiency in strategies including context clues and the study of Greek and Latin Roots, (Prestwick House, Book III, Units 8-10) is expected.



Grammar: Students will be learning sentence composing while focusing on various clauses, commonly confused words, and proper MLA formatting.

Speaking and Listening: Students will actively engage in Socratic seminars to discuss literature and writing assignments.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9*

*COREQUISITES: If you take this course, you must also take 01512A - LA 9 A: ESS and 01512B - LA 9 B: ESS*

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### **BASIC MATH A - 02501A**

This course is an individualized program focusing on improving basic math skills. The students in this class will be provided numerous activities to develop and improve math calculation, math reasoning, consumer's math, money skills, time concepts, measurement, and checking account knowledge.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-11*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

*COREQUISITES: If you take this course, you must also take 02501B - BASIC MATH B*

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### **BASIC MATH B - 02501B**

This course is an individualized program focusing on improving basic math skills. The students in this class will be provided numerous activities to develop and improve math calculation, math reasoning, consumer's math, money skills, time concepts, measurement, and checking account knowledge.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-11*

*COREQUISITES: If you take this course, you must also take 02501A - BASIC MATH A*

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### **H&H MANUFACTURING A - 05501A**

Students will design locker art for school related activities, holidays and birthdays. Students interested in art and/or operating a small business are encouraged to participate. Students will learn to interface with peers and faculty when writing orders, create quality merchandise, engage in teamwork, keep track of inventory, and make supply lists when necessary, problem solve, and develop sound work habits. Profits earned by H&H Manufacturing will be used to further benefit the program and the students.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

*COREQUISITES: If you take this course, you must also take 05501B - H&H MANUFACTURING B*

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### **H&H MANUFACTURING B - 05501B**

Students will design locker art for school related activities, holidays and birthdays. Students interested in art and/or operating a small business are encouraged to participate. Students will learn to interface with peers and faculty when writing orders, create quality merchandise, engage in teamwork, keep track of inventory, and make supply lists when necessary, problem solve, and develop sound work habits. Profits earned by H&H Manufacturing will be used to further benefit the program and the students.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05501A - H&H MANUFACTURING A*

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### **HOLLY HIGH DESIGN A - 05502A**

Holly High Design is a student operated screen-printing business. The class will focus on good work habits and skills needed in today's workforce. Students will design, print, market and sell a variety of shirts, tote bags, hats and jackets, construct banners and work with vinyl materials.

*CREDIT: 1.0 - 1.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

*COREQUISITES: If you take this course, you must also take 05502B - HOLLY HIGH DESIGN B and 05502C - HOLLY HIGH DESIGN C*

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### **HOLLY HIGH DESIGN B - 05502B**

Holly High Design is a student operated screen-printing business. The class will focus on good work habits and skills needed in today's workforce. Students will design, print, market and sell a variety of shirts, tote bags, hats and jackets, construct banners and work with vinyl materials.

*CREDIT: 1.0 - 1.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

*COREQUISITES: If you take this course, you must also take 05502A - HOLLY HIGH DESIGN A and 05502C - HOLLY HIGH DESIGN C*

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### **HOLLY HIGH DESIGN C - 05502C**

Holly High Design is a student operated screen-printing business. The class will focus on good work habits and skills needed in today's workforce. Students will design, print, market and sell a variety of shirts, tote bags, hats and jackets, construct banners and work with vinyl materials.

*CREDIT: 1.0 - 1.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

*COREQUISITES: If you take this course, you must also take 05502A - HOLLY HIGH DESIGN A and 05502B - HOLLY HIGH DESIGN B*

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### **CBI WORK SKILLS A - 05503A**

This program provides students with an opportunity to gain work experience in a competitive work setting in the community. Students will be transported to the work site by school vehicle, will work in small groups along with a job coach under the supervision of a work/study coordinator. Students will not receive pay for this work, but gain an awareness of the expectations of a competitive employment setting and exposure to a variety of work tasks, such as food service, child care, custodial work, office work, etc. Application required.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

*COREQUISITES: If you take this course, you must also take 05503B - CBI WORK SKILLS B and 05503C - CBI WORK SKILLS C*

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### **CBI WORK SKILLS B - 05503B**

This program provides students with an opportunity to gain work experience in a competitive work setting in the community. Students will be transported to the work site by school vehicle, will work in small groups along with a job coach under the supervision of a work/study coordinator. Students will not receive pay for this work, but gain an awareness of the expectations of a competitive employment setting and exposure to a variety of work tasks, such as food service, child care, custodial work, office work, etc. Application required.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05503A - CBI WORK SKILLS A and 05503C - CBI WORK SKILLS C*

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### **CBI WORK SKILLS C - 05503C**

This program provides students with an opportunity to gain work experience in a competitive work setting in the community. Students will be transported to the work site by school vehicle, will work in small groups along with a job coach under the supervision of a work/study coordinator. Students will not receive pay for this work, but gain an

awareness of the expectations of a competitive employment setting and exposure to a variety of work tasks, such as food service, child care, custodial work, office work, etc. Application required.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 05503A - CBI WORK SKILLS A and 05503B - CBI WORK SKILLS B*

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### **FOCUS SUPPORT A - 06501A**

Students will be given the opportunity to receive remediation and extended time on classwork and projects through one-on-one instruction with a special education teacher. Students will be expected to maintain regular journal entries and will check progress weekly.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

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### **FOCUS SUPPORT B - 06501B**

Students will be given the opportunity to receive remediation and extended time on classwork and projects through one-on-one instruction with a special education teacher. Students will be expected to maintain regular journal entries and will check progress weekly.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

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### **FOCUS SUPPORT C - 06501C**

Students will be given the opportunity to receive remediation and extended time on classwork and projects through one-on-one instruction with a special education teacher. Students will be expected to maintain regular journal entries and will check progress weekly.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

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### **L.I.F.T. A - 06505A**

This program is intended to provide a meaningful mainstreaming program to develop socialization, while improving student's basic skills. Students will work with trained student mentors who will guide the "mentees" through

developmental units in various skill areas. All students will be directly supervised by an adult paraeducator and will be evaluated regularly by a special education teacher. This will be a highly structured, activity-based program with clearly defined objectives and outcomes.

*CREDIT: 0.5 - 1.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

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#### **L.I.F.T. B - 06505B**

This program is intended to provide a meaningful mainstreaming program to develop socialization, while improving student's basic skills. Students will work with trained student mentors who will guide the "mentees" through developmental units in various skill areas. All students will be directly supervised by an adult paraeducator and will be evaluated regularly by a special education teacher. This will be a highly structured, activity-based program with clearly defined objectives and outcomes.

*CREDIT: 0.5 - 1.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

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#### **L.I.F.T. C - 06505C**

This program is intended to provide a meaningful mainstreaming program to develop socialization, while improving student's basic skills. Students will work with trained student mentors who will guide the "mentees" through developmental units in various skill areas. All students will be directly supervised by an adult paraeducator and will be evaluated regularly by a special education teacher. This will be a highly structured, activity-based program with clearly defined objectives and outcomes.

*CREDIT: 0.5 - 1.5    TYPE: Special Education    GRADE: 9-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

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#### **US HISTORY BASICS A - 04501A**

This class will be offered for 3 terms, each term covering a different period in history. Term 1 will explore the first Americans, European exploration, colonial times and the beginning of a new nation. Term 2 will learn about U.S. expansion, both physically and economically, and the Civil War period. Term 3 will review the 1900's, with periods of change, times of trouble and new frontiers. Students will read text together orally, openly discuss each unit and complete various worksheets, projects, quizzes and tests.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 11-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

*COREQUISITES: If you take this course, you must also take 04501B - US HISTORY BASICS B and 04501C - US HISTORY BASICS C*

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### **US HISTORY BASICS B - 04501B**

This class will be offered for 3 terms, each term covering a different period in history. Term 1 will explore the first Americans, European exploration, colonial times and the beginning of a new nation. Term 2 will learn about U.S. expansion, both physically and economically, and the Civil War period. Term 3 will review the 1900's, with periods of change, times of trouble and new frontiers. Students will read text together orally, openly discuss each unit and complete various worksheets, projects, quizzes and tests.

*CREDIT: 0.5 TYPE: Special Education GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 04501A - US HISTORY BASICS A and 04501C - US HISTORY BASICS C*

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### **US HISTORY BASICS C - 04501C**

This class will be offered for 3 terms, each term covering a different period in history. Term 1 will explore the first Americans, European exploration, colonial times and the beginning of a new nation. Term 2 will learn about U.S. expansion, both physically and economically, and the Civil War period. Term 3 will review the 1900's, with periods of change, times of trouble and new frontiers. Students will read text together orally, openly discuss each unit and complete various worksheets, projects, quizzes and tests.

*CREDIT: 0.5 TYPE: Special Education GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 04501A - US HISTORY BASICS A and 04501B - US HISTORY BASICS B*

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### **LIFE SKILLS A - 06502A**

This class will help students gain a variety of essential skills needed to enhance their high school experience, their home environment and their employability. Step by step and "real-life" activities will increase students' ability to use keywords for improved communication and problem solving skills necessary for future independence.

*CREDIT: 0.5 TYPE: Special Education GRADE: 11-12*

*OTHER REQUIREMENTS: REQUIRES DEPARTMENT APPROVAL*

*COREQUISITES: If you take this course, you must also take 06502B - LIFE SKILLS B*

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### **LIFE SKILLS B - 06502B**

This class will help students gain a variety of essential skills needed to enhance their high school experience, their home environment and their employability. Step by step and “real-life” activities will increase students’ ability to use keywords for improved communication and problem solving skills necessary for future independence.

*CREDIT: 0.5    TYPE: Special Education    GRADE: 11-12*

*COREQUISITES: If you take this course, you must also take 06502A - LIFE SKILLS A*

# SPECIAL PROGRAMS

## **S.P.A.R.C. C - 22005C**

*\*\*Open to Seniors as first priority third term only (This course counts toward the computer/technology requirement, only for the class of 2015+)\*\**

This course provides an opportunity to earn recovery credits for previously failed courses. Enrollment is subject to counselor approval based upon current standing. Courses operate with certified teacher supervision but can also be accessed online 24/7. Students are encouraged to work on course material after school and are provided the opportunity to make up multiple credits. Credits earned in S.P.A.R.C. apply toward graduation only and are not calculated as part of the GPA.

CREDIT: 0.5    TYPE: Regular    GRADE: 12

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## **GENNET ONLINE COURSES A - 00902A**

*GenNET virtual learning is tailored for academically advanced students and students who are self-motivated and disciplined in reaching their educational goals. Enrolled students will participate in courses in a virtual learning platform with Michigan certified teachers. All curriculum and coursework will be at the discretion and graded by the assigned teacher through the student's virtual platform. Holly High School will provide an in-person classroom setting for students to complete their coursework and a Holly High School mentor to monitor their course progress and grade. All courses will be run on a semester basis.*

CREDIT: 0.5 - 1.5    TYPE: Regular    GRADE: 10-12

OTHER REQUIREMENTS: Instructor approval

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## **GENNET ONLINE COURSES B - 00902B**

*GenNET virtual learning is tailored for academically advanced students and students who are self-motivated and disciplined in reaching their educational goals. Enrolled students will participate in courses in a virtual learning platform with Michigan certified teachers. All curriculum and coursework will be at the discretion and graded by the assigned teacher through the student's virtual platform. Holly High School will provide an in-person classroom setting for students to complete their coursework and a Holly High School mentor to monitor their course progress and grade. All courses will be run on a semester basis.*

CREDIT: 0.5 - 1.5    TYPE: Regular    GRADE: 10-12

OTHER REQUIREMENTS: Instructor approval

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### **GENNET ONLINE COURSES C - 00902C**

*GenNET virtual learning is tailored for academically advanced students and students who are self-motivated and disciplined in reaching their educational goals. Enrolled students will participate in courses in a virtual learning platform with Michigan certified teachers. All curriculum and coursework will be at the discretion and graded by the assigned teacher through the student's virtual platform. Holly High School will provide an in-person classroom setting for students to complete their coursework and a Holly High School mentor to monitor their course progress and grade. All courses will be run on a semester basis.*

*CREDIT: 0.5    TYPE: Regular    GRADE: 10-12*

*OTHER REQUIREMENTS: Instructor approval*

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### **SAT/MME PREP - 22001**

The ACT prep class is designed to make students aware of and comfortable with the features and format of a college entrance exam. Students will learn test-taking strategies and time-management skills. All students will take the equivalent of at least four full length sample ACT exams during the course. They review English grammar rules, reading comprehension strategies, fundamentals of essay writing, math formulas, scientific methods and models using past ACT exams as practice. This class will be taken in conjunction with 11th grade coursework.

*CREDIT: 0.5    TYPE: Regular    GRADE: 11*

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### **L.I.F.T. MENTORING A - 06514A**

This course is for those students who enjoy working with students of special needs and are considering pursuing a career in education, medicine/nursing, psychology and/or social work. Students will work one-on-one in the ASD classroom helping students develop positive peer relation skills through guided social skills lessons and activities. Students taking this course will obtain information related to Autism Spectrum through required readings, online discussion boards, and practical hands-on experience.

*CREDIT: 0.5 - 1.5    TYPE: Regular    GRADE: 11-12*

*OTHER REQUIREMENTS: Instructor approval through application process.*

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### **L.I.F.T. MENTORING B - 06514B**

This course is for those students who enjoy working with students of special needs and are considering pursuing a career in education, medicine/nursing, psychology and/or social work. Students will work one-on-one in the ASD classroom helping students develop positive peer relation skills through guided social skills lessons and activities. Students taking this course will obtain information related to Autism Spectrum through required readings, online discussion boards, and practical hands-on experience.

*CREDIT: 0.5 - 1.5    TYPE: Regular    GRADE: 11-12*

*OTHER REQUIREMENTS: Instructor approval through application process.*

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**L.I.F.T. MENTORING C - 06514C**

This course is for those students who enjoy working with students of special needs and are considering pursuing a career in education, medicine/nursing, psychology and/or social work. Students will work one-on-one in the ASD classroom helping students develop positive peer relation skills through guided social skills lessons and activities. Students taking this course will obtain information related to Autism Spectrum through required readings, online discussion boards, and practical hands-on experience.

*CREDIT: 0.5 - 1.5   TYPE: Regular   GRADE: 11-12*

*OTHER REQUIREMENTS: Teacher recommendation required.*

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**ADVISORY SEMINAR - 23001-23999**

This course is designed to strengthen students' personal leadership skills as well as offers peer groups to investigate areas of interest. Course objectives may cover such topics as problem-solving, critical-thinking skills, public speaking, effective communication, human relationships, organization and management, group dynamics, and college and career exploration and planning.

*CREDIT: .25   TYPE: Regular   GRADE: 9-12*

## UM FLINT DEEP PROGRAM (DUAL ENROLLMENT)

**Students will choose from two tracks:**

Liberal Arts Track

English / Humanities Track

*College Credit Hours: 3*

*CREDIT: 0.75 (semester based)    TYPE: Dual Enrollment    GRADE: 11-12*

*Students and parents will have the opportunity to attend an informational session with U of M Flint representatives the Winter before their year of interest. Holly High School will pick up a portion of the cost of the tuition for this program, however, **parents are responsible for the other portion of the tuition.***

*Please see your Counselor for more information.*

# WORLD LANGUAGE

## SPANISH I A - 06101A

This course will acquaint non-Spanish speakers with the target language. Emphasis is on oral proficiency with a gradual increase in reading and writing skills. Students are introduced to a variety of vocabulary and grammatical structures in context. Communication is balanced among the following skills: listening, speaking, reading, writing, and understanding. Culture is presented through history, geography, and cultural behaviors. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 06101B - SPANISH I B*

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## SPANISH I B - 06101B

This course will acquaint non-Spanish speakers with the target language. Emphasis is on oral proficiency with a gradual increase in reading and writing skills. Students are introduced to a variety of vocabulary and grammatical structures in context. Communication is balanced among the following skills: listening, speaking, reading, writing, and understanding. Culture is presented through history, geography, and cultural behaviors. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*COREQUISITES: If you take this course, you must also take 06101A - SPANISH I A*

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## SPANISH II A - 06102A

Spanish II expands the five basic skills taught in Spanish I. Students will develop a functional command of words and phrases that deal with immediate needs and common everyday situations at home and at school. Students will continue learning advanced vocabulary and a variety of grammatical structures, including verb tenses. Active interaction in Spanish will be a daily occurrence in the classroom. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Successful completion of Spanish I A and B.*

*COREQUISITES: If you take this course, you must also take 06102B - SPANISH II B*

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## SPANISH II B - 06102B

Spanish II expands the five basic skills taught in Spanish I. Students will develop a functional command of words and phrases that deal with immediate needs and common everyday situations at home and at school. Students will continue learning advanced vocabulary and a variety of grammatical structures, including verb tenses. Active interaction in Spanish will be a daily occurrence in the classroom. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Successful completion of Spanish II A.*

*COREQUISITES: If you take this course, you must also take 06102A - SPANISH II A*

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### **SPANISH III A - 06103A**

Spanish III is a continuation of all concepts learned in Levels I and II. Stress is placed on added proficiency and oral presentation in class: dialogues, conversations, short reports, and story writing. More advanced grammar structures are included. Culture comparison is continued and explored. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Successful completion of Spanish II A and B.*

*COREQUISITES: If you take this course, you must also take 06103B - SPANISH III B*

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### **SPANISH III B - 06103B**

Spanish III is a continuation of all concepts learned in Levels I and II. Stress is placed on added proficiency and oral presentation in class: dialogues, conversations, short reports, and story writing. More advanced grammar structures are included. Culture comparison is continued and explored. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Successful completion of Spanish II A and B.*

*COREQUISITES: If you take this course, you must also take 06103A - SPANISH III A*

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### **ADVANCED SPANISH A - 06104A**

For students seeking a 4th or 5th year of Spanish. The course includes a review of grammar structures and oral and written practice in the target language. Independent reading of short stories and novels is expected. Students will communicate orally and in writing on a daily basis. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Successful completion of Spanish III A and B.*

*COREQUISITES: If you take this course, you must also take 06104B - ADVANCED SPANISH B*

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### **ADVANCED SPANISH B - 06104B**

A continuation of Advanced Spanish A which includes a review of grammar structures and oral and written practice in Spanish. Independent reading of short stories and novels is expected. Students will communicate orally and in writing on a daily basis. (NCAA)

*CREDIT: 0.5    TYPE: Regular    GRADE: 9-12*

*PREREQUISITE: Successful completion of Spanish III A and B.*

*COREQUISITES: If you take this course, you must also take 06104A - ADVANCED SPANISH A*

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