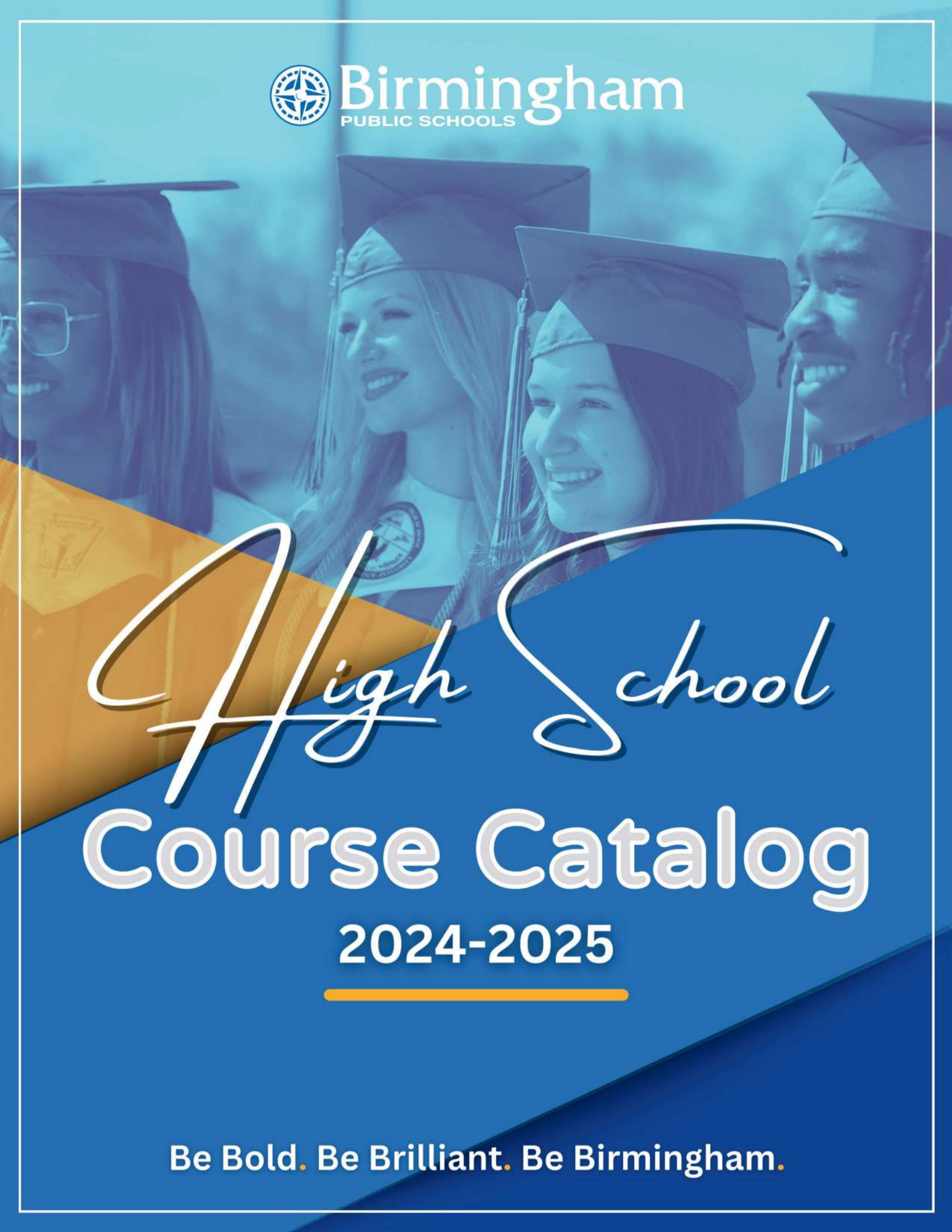




**Birmingham**  
PUBLIC SCHOOLS



# *High School* **Course Catalog** **2024-2025**

**Be Bold. Be Brilliant. Be Birmingham.**



# BIRMINGHAM PUBLIC SCHOOLS **HIGH SCHOOL COURSE CATALOG** 2024-2025

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WYLIE E. GROVES HIGH SCHOOL  
ERNEST W. SEAHOLM HIGH SCHOOL  
LINCOLN STREET ALTERNATIVE



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## UNIFIED MOVE TO SEMESTERS

We're thrilled to share the Unified Birmingham Public Schools High School Course Catalog! As part of our ongoing commitment to providing an exceptional learning experience, we are merging two distinct high school course catalogs into one unified catalog for our entire district.

This collaborative effort is a significant milestone, showcasing the collective expertise of our dedicated educators and the unique aspirations of our students. By combining the strengths of both catalogs, we're creating a comprehensive resource that reflects our shared vision for academic excellence.

But that's not all – we're embarking on a dynamic shift from trimesters to semesters. This transition not only enhances administrative efficiency but, more importantly, emphasizes our focus on student learning. We believe that aligning our academic calendar with semesters will provide a more streamlined and impactful educational experience for everyone involved.

As we move forward, let's keep in mind that education is about more than just acquiring knowledge. It's about cultivating character, critical thinking, and a lifelong love for learning. Our unified course offerings and the move to semesters aim to empower students to explore their passions and reach their full potential.

This transformation reflects our collective dedication to continuous improvement and our unwavering commitment to the success and well-being of every student in our district. Together, we are building a stronger foundation for the future, where collaboration, innovation, and unity are the cornerstones of our educational journey.

We're confident that these changes will not only enrich the academic lives of our students but also foster a sense of pride and belonging within our district. Let's embrace this opportunity to shape a brighter and more inclusive future for all, united in our pursuit of knowledge, growth, and excellence.

## STAFFING

Groves			
Principal	Dr. Susan Smith	SSmith4@birmingham.k12.mi.us	248-203-3518
AP	Othamian Peterson	OPeterson@birmingham.k12.mi.us	248-203-3515
AP	Helena Fisher	HFisher@birmingham.k12.mi.us	248-203-3517
Admin. Asst.	Lori Rondello	LRondello@birmingham.k12.mi.us	248-203-3520
Athletic Dir.	Tom Flynn	TFlynn@birmingham.k12.mi.us	248-203-3587
Seaholm			
Principal	Mr. Michael Wicker	MWicker@birmingham.k12.mi.us	248-203-3704
AP	Mr. Brad Schopieray	BSchopieray@birmingham.k12.mi.us	248-203-3734
AP	Ms. Jennifer Hodson	JHodson@birmingham.k12.mi.us	248-203-3732
Admin Asst.	Kathy Tenjeras	KTenjeras@birmingham.k12.mi.us	248-203-3702
Athletic Dir.	Aaron Frank	AFrank@birmingham.k12.mi.us	248-203-3775

## GUIDANCE & COUNSELING

### MISSION STATEMENT

The Birmingham Counseling Program's "whole-child" approach is an integral part of the educational mission of the Birmingham Public Schools. The comprehensive guidance program will empower students to make responsible academic/personal-social, and college/career choices to gain self-knowledge and understand the uniqueness of others. Counselors will provide opportunities for academic achievement, personal/social growth, and college/career exploration for every student. Counselors will coordinate, consult, and collaborate with staff, parents, and the community to help all students be successful lifelong learners in a global society.

### COUNSELING STAFF

Counselors work to build a relationship with each student. We view this relationship as a partnership. We recognize the importance of self-advocacy and the roles counselors play are critical in helping develop students.

Groves			
Counselor	Student Last Names	Email	Phone
Lilianne Kowalchuk	Department Head	LCharles-Kowalchuk@birmingham.k12.mi.us	248-203-3505
Amanda Gohl	A-D	AGohl@birmingham.k12.mi.us	248-203-3507
Felicia Starks	D-K	FStarks@birmingham.k12.mi.us	248-203-3506
Robert Oden	L-R	ROden@birmingham.k12.mi.us	248-203-3508
Sharon Adams	S-Z	SAdams2@birmingham.k12.mi.us	248-203-3503
Jennifer Kondak	College & Career Specialist	JKondak@birmingham.k12.mi.us	248-203-3543
Gregorio Cognetto	Wellness & Crisis Counselor	GCognetto@birmingham.k12.mi.us	248-203-3504
Julie Hourdakis	Registrar	JHourdakis@birmingham.k12.mi.u	248-203-3511
Lisa Reeves	Counseling Secretary	LReeves@birmingham.k12.mi.us	248-203-3501

Seaholm			
Counselor	Student Last Names	Email	Phone
Samantha Canfield	A-D	SCanfield@birmingham.k12.mi.us	248-203-3758
Nicole McWilliams	E-K	NMcWilliams@birmingham.k12.mi.us	248-203-3759
Jenn Vanderveen	L-P	JVanderveen@birmingham.k12.mi.us	248-203-3760

<b>Seaholm (continued)</b>			
Walt Romano	Q-V	WRomano@birmingham.k12.mi.us	248-203-3757
Kristy Fekaris	Department Chair & W-Z	KFekaris@birmingham.k12.mi.us	248-203-3756
Sherree Wilson	Wellness & Crisis Counselor	SWilson@birmingham.k12.mi.us	248-203-3740
Brenda Guinan-Huddy	College & Career Specialist	BGuinanhuddy@birmingham.k12.mi.us	248-203-4253
Carey Balow	Counseling Secretary	CBalow@birmingham.k12.mi.us	248-203-3751
Catherine Henne	Registrar	CHenne@birmingham.k12.mi.us	248-203-3754

## Counseling Support Services

School counselors provide services to students, parents, school staff and the community in the following areas:

### Direct Student Services:

Direct services are in-person interactions between school counselors and students and include the following:

- **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically pre-sented by school counselors in collaboration with other professional educators in classroom and group activities.
- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

### Responsive services:

Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

### Indirect Student Services:

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

### Crisis Intervention Team

This team of administrators, counselors, and other support staff provide advice and assistance in the event of a major crisis situation. Birmingham Public Schools believes in the role of a dedicated fulltime crisis counselor to assist with personal intervention for students who may be going through a crisis. This could be regarding abuse, divorce, death, drug use, peer difficulties, gender issues, or any other social/emotional problem that may interfere with functioning in school or life.

### Wellness & Crisis Counselor:

**Groves** – Gregorio Cognito [gcognito@birmingham.k12.mi.us](mailto:gcognito@birmingham.k12.mi.us) or **248-203-3504**

**Seaholm** – Sherree Wilson [swilson@birmingham.k12.mi.us](mailto:swilson@birmingham.k12.mi.us) or **248-203-3740**



## Career Exploration

A component of the Guidance and Counseling program is career exploration and preparation. In addition to counselor-guided conversations and annual updates to a student's Educational Development Plan (EDP), students utilize an online program called Xello (formerly known as Career Cruising). Xello provides self-exploration via college and career planning software to help students develop and explore careers and future readiness. Xello is also part of the elementary and middle school curriculum. Most students that attended a BPS middle school are familiar with this interactive program.

Here are some of the focus areas within Xello:

- Opportunities for self-discovery and to build self-awareness.
- Career awareness and career focus features to develop future readiness skills.
- Facilitates personalized pathway planning.
- Matchmaker – assessment that matches careers with student interests and skills.
- Opportunities to 'explore options' and create 'goals and plans.'
- Learning Style Quiz – Students can explore their learning preferences and identify their unique learning style. Access to this quiz is available via Xello through a student's ClassLink account. For assistance with account access or for more information, please reach out to your school's College and Career Center Specialists:
  - **At Groves:** Jennifer Kondak, email [JKondak@birmingham.k12.mi.us](mailto:JKondak@birmingham.k12.mi.us) or call **248-203-3543**.
  - **At Seaholm:** Brenda Guinan Huddy, email [BGuinanHuddy@birmingham.k12.mi.us](mailto:BGuinanHuddy@birmingham.k12.mi.us) or call **248-203-4253**.

## Parents

All Birmingham Public School Counselors view parents as partners in their student's success in school and in life. Parents and guardians are encouraged to collaborate with staff to become involved as advocates for the success of every student.

We believe this will:

1. Enhance student academic performance.
2. Increase opportunities for counselor/parent/family interaction.
3. Ensure access to school and community resources.
4. Assure that all students receive services from the school counseling program.
5. Provide support in advocating for their student's academic, career and personal/social development.
6. Ensure academic planning for every student.
7. Provide training and informational workshops.
8. Provide data for continuous information on student progress.



## College and Career Center

The College and Career Center offers comprehensive resources to empower students to make informed educational and career choices. Programming includes advising students and parents on post-secondary options, facilitating resources for college preparation, providing information and practice for standardized testing, informing families about financial aid options used to support advanced education, and supporting career readiness and development through EDP/Xello instruction and outside workforce resources to directly experience career pathways – including sponsoring guest speakers and seminars/workshops to support student success in post-secondary choices.

Questions about the College & Career Center can be forwarded to:

- Mrs. Jennifer Kondak at [jkondak@birmingham.k12.mi.us](mailto:jkondak@birmingham.k12.mi.us) at **Groves**
- Mrs. Brenda Huddy at [bguinanhuddy@birmingham.k12.mi.us](mailto:bguinanhuddy@birmingham.k12.mi.us) at **Seaholm**

## Importance of Course Selection

This catalog of high school courses is offered as an aid to students and parents in making course selections for the student's schedule. The student's past record, aptitude, interest, and future plans should be considered when selecting courses. During the second term of each school year, many plans and procedures are instituted in preparation for the following year. None is of greater importance nor has more far-reaching implications than scheduling. From student course selections, the number and size of classes are determined, teachers are hired and budget allocations made. It is important that both parents and students must exercise careful planning prior to making course selections. The counselor will provide all materials and offer advice prior to the announced deadline. Each student is asked to review this catalog thoroughly and consult with his/her counselor on special problems or concerns in arriving at final decisions. The course selection sheet must be signed by both student and parent, and returned to the counselor. Having been submitted, the selection sheet constitutes the basis for all further planning. Unfortunately, if too few students select a particular course, it may be canceled. Some courses may not be offered every year or offered at only one high school (shuttle bus available). Please make decisions thoughtfully and carefully. Opportunities are limited for adjusting the computer-generated student schedule, which is issued during registration prior to the start of the school year.



# HIGH SCHOOL GRADUATION REQUIREMENTS

The Birmingham Public Schools Board of Education approved adhering to the Michigan Merit Curriculum requiring 18 credits. The number of credits to graduate will transition from 26.5/28.5 in 2025 to 22/24 in 2028.

	CLASS OF 2025	CLASS OF 2026	CLASS OF 2027	CLASS OF 2028 & Beyond
# of Credits Offered	28.5	27	25.5	24
2-CREDIT BUFFER				
# of Credits to Graduate	26.5	25	23.5	22

MICHIGAN MERIT CURRICULUM (MMC) – 18 CREDITS + 4 CREDITS OF STUDENT CHOICE	
GHS = Groves High School; SHS = Seaholm High School	
<b>ENGLISH LANGUAGE ARTS – 4 CREDITS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.0 English 9 or Honors English 9 or Honors Flex (SHS) or Excel 9 (GHS)</li> <li><input type="checkbox"/> 1.0 English 10 or Honors English 10 or Honors Flex (SHS) or Excel 10 (GHS)</li> <li><input type="checkbox"/> 1.0 English 11 or AP Language and Comp or Honors Flex (SHS) or Excel 11 (GHS)</li> <li><input type="checkbox"/> 1.0 English 12 or AP Literature or Honors Flex (SHS) or Excel 12 (GHS)</li> </ul>	
<b>MATHEMATICS – 4 CREDITS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.0 Integrated Math 1</li> <li><input type="checkbox"/> 1.0 Integrated Math 2 or Honors Integrated Math 2</li> <li><input type="checkbox"/> 1.0 Integrated Math 3 or Honors Integrated Math 3</li> <li><input type="checkbox"/> 1.0 Math or Math-related</li> </ul>	
<b>SCIENCE – 3 CREDITS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.0 Biology</li> <li><input type="checkbox"/> 0.5 Chemistry A</li> <li><input type="checkbox"/> 0.5 Physics A</li> <li><input type="checkbox"/> 1.0 Science Electives*</li> </ul> <p style="text-align: right;">Note: Honors and AP courses must be taken for the full year</p>	
<b>SOCIAL STUDIES – 3 CREDITS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.0 World History or Honors Flex (SHS) or Excel 9 (GHS)</li> <li><input type="checkbox"/> 1.0 US History or AP US History or Honors Flex (SHS) or Excel 10 (GHS)</li> <li><input type="checkbox"/> 0.5** Economics or AP Economics or Excel 11 (GHS) or Honors Flex (SHS)</li> <li><input type="checkbox"/> 0.5 Government or AP Government or Excel 12 (GHS) or Honors Flex (SHS)</li> </ul>	
<b>WORLD LANGUAGE– 2 CREDITS</b> (of the same language)* <ul style="list-style-type: none"> <li><input type="checkbox"/> American Sign Language      <input type="checkbox"/> Chinese      <input type="checkbox"/> French      <input type="checkbox"/> Spanish</li> </ul> <p>An additional 1.0 of VPAA credits could be used to meet 1 of the 2 credits.</p>	
<b>PHYSICAL EDUCATION &amp; HEALTH – 1 CREDIT</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0.5 Physical Education-refer to course catalog for more details</li> <li><input type="checkbox"/> 0.5 Health</li> </ul>	
<b>VISUAL, PERFORMING, OR APPLIED ARTS (VPAA) – 1 CREDIT</b> – see course catalog for approved courses	
<b>STUDENT CHOICE – 4 CREDITS</b>	

The courses referenced above reflect the minimum required for the MMC. We offer many opportunities to our students, individualized and support courses along with accelerated and advanced work such as Honors and Advanced Placement (AP).

\*Credit may be satisfied with completion of an MDE approved Career and Technical Education (CTE) program. See your counselor for more information.

\*\*Upon completion of Economics, students will satisfy/meet the Michigan Dept of Education (MDE) Personal Finance graduation requirement and will see an additional 0.5 credit reflected on their transcript which may count toward VPAA, Math, or World Language. See course catalog for additional information.

## 24 - 25 BPS HIGH SCHOOL COURSE OFFERING

### FINE ARTS

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Advanced Ceramics	Digital Art & Design
Advanced Metals	Drawing
Advanced Photography	Metals
AP Studio Art & Design	Painting
Art Foundations	Photography
Ceramics	

### CAREER FOCUSED EDUCATION

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Advanced Accounting	Engineering Systems
Advanced Architectural Design	Fashion Marketing
Advanced CAD & Design Studio	Financial Management
Advanced Robotics/Automation	Foods and Nutrition
AP Computer Science A in Java	Future Educators
AP Computer Science Principles in JavaScript	Game Design in Unity
Architectural Design	Interior Design
Building Wealth	Life Skills: High School & Beyond Marketing
Business Foundations	Management
Business Internship	Multicultural Foods
Business Law	Principles of Accounting
CAD & Design Studio	Principles of Marketing
Career Focus	Programming in Python 1
Child Development and Parenting 1	Programming in Python 2
Child Development and Parenting 2	Renewable Energy Technology
Computer Applications	Robotics/Automation
CTE In-District Internship	Sports and Entertainment Marketing
CTE Internship Paid	Today's Health
CTE Internship Unpaid	Web Design A using HTML & CSS
Digital Marketing and Advertising	Web Design B using HTML, CSS, & Bootstrap
Education Careers: Field Experience	
Engineering Foundations	

## ENGLISH

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Advanced Debate	Grammar and Vocabulary
Advanced Forensic	Holocaust Literature
Advanced Theater Research	Honors Creative Writing
Advanced Video Production	Honors English 9
AP English Language and Composition	Honors English 10
AP English Literature and Composition	Honors Excel 9: Humanities
AP Seminar (pending board approval)	Honors Excel 10: American Studies
Broadcasting (Seaholm)	o o l
Creative Writing	Honors Excel 11: Global Studies
Debate	Honors Excel 12: Contemporary American Studies (Groves)
English 9	Honors Flexible Scheduling ~ FLEX 9, 10, 11, 12 (Seaholm)
English 10	Honors Humanities
English 11	Journalism – Yearbook
English 12 Seminar A: Future Studies	Journalism – Newspaper
English 12 Senior Seminar A: Heroes and Humanities	Radio Speech/Audio Digital Media
English 12 Senior Seminar A: Philosophy and Literature (Pending Board Approval)	Production Reading Academic Lab
English 12 Senior Seminar A: Social Justice	Readings in Literature
English 12 Senior Seminar A: Sports Media (Pending Board Approval)	Speech
English 12 Senior Seminar A: Women's Voices (Pending Board Approval)	Theater 1
English 12 Senior Seminar B	Theater 2
Excel 9: Humanities	Theater 3 – Advanced Theater
Excel 10: American Studies	Theater 4 – Directing
o o l	Theater 5A
Excel 11: Global Studies	Theater 5B
Excel 12: Contemporary American Studies (Groves)	Video Production
Film as Literature	
Forensic	

## ENGLISH LANGUAGE DEVELOPMENT

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ELD 1	ELD 3
ELD 2	Multilingual Student Support

## HEALTH

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Human Sexuality	Today's Health
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## **MATHEMATICS**

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AP Calculus AB	Integrated Math 2
AP Calculus BC	Integrated Math 3
AP Statistics	Introduction to Integrated Math 2
Calculus 3 & Differential Equations DE	Math Analysis
Honors Integrated Math 2	Algebraic Modeling for Data Analytics
Honors Integrated Math 3	Probabilistic Modeling for Data Analytics
AP Pre-Calculus	Pre- Algebra
Integrated Math 1	Pre-Calculus

## **MUSIC EDUCATION – VOCAL AND INSTRUMENTAL**

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9th Grade Band (Seaholm)	Concert Band
AP Music Theory	Concert Choir
Chamber Choir	Concert Orchestra
Class Piano	Symphony Band
	Symphony Orchestra

## **PHYSICAL EDUCATION**

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Adjusted Adapted PE	Personal Fitness
Aerobics	Soccer
Basketball	Swimming
Football Techniques	Team Sports
Lifeguarding	Total Fitness
Lifetime Sports	Volleyball
Net Sports	

## **SCIENCE**

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Anatomy & Physiology	Earth Science
AP Biology	Environmental Science
AP Chemistry	Forensic Science
AP Environmental Science	Honors Chemistry
AP Physics 1	Honors Anatomy & Physiology
AP Physics 2	Physics
AP Physics C	Biology
Astronomy	STEMx Research & Design 1
Chemistry	STEMx Research & Design 2

## **SOCIAL STUDIES**

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AP African American Studies (Pending Board Approval)	Modern Philosophy (Honors)
AP Economics A (Micro)	Interdisciplinary studies EXCEL 9, 10, 11, 12
AP Economics B (Macro)	Interdisciplinary studies FLEX 9, 10, 11, 12
AP European History	Law and You
AP Psychology	Natural Resources
AP US Government and Politics	Natural Resources Advanced
AP US History	Psychology
African American History	Psychology and the Individual
Court Cases: Constitutional History – Founding through Civil War	Topics in Psychology
Court Cases: Reconstruction through Modern Court	US History
Critical Issues	US Government
Economics	The History of American Feminism
Family History	Women's Studies
Global Issues	World Geography
Roots of Western Philosophy (Honors)	World History
	World War II

## **SPECIAL SERVICES**

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Individualized English 9	Individualized Integrated Math 2
Individualized English 10	Individualized Pre-Algebra
Individualized English 12B Senior Seminar B	Practical Math
Individualized Consumer Math	Individualized Work Study
Individualized Integrated Math 1	Learning Strategies

## **WORLD LANGUAGE**

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American Sign Language 1, 2, 3	Honors French Perspectives
AP Chinese	Honors Hispanic Perspectives
AP French	Honors Chinese 4
AP Spanish	Honors French 4
Chinese 1, 2, 3	Honors Spanish 4
French 1, 2, 3,	Spanish 1, 2, 3 4
Honors Chinese Perspectives	

# COURSES THAT MEET GRADUATION REQUIREMENTS

## Math Related Courses

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Advanced Accounting	Engineering Systems
Advanced Architectural Design	Building Wealth
Advanced Robotics/Automation	Financial Management
AP Computer Science A - Java	Principles of Accounting
AP Computer Science Principles - JavaScript	Programming in Python
Architectural Design	Renewable Energy Technology
Advanced CAD & Design Studio	Marketing Management
CAD & Design Studio	Robotics/Automation

## Visual, Performing, and Applied Arts

---

Advanced Architecture Design	Fashion Marketing
Advanced CAD & Design Studio	Film as Literature
Advanced Photography	Forensic
Advanced Theater Research	Game Design
AP Art Portfolio	Honors Creative Writing
AP Computer Science A	Honors Debate
AP Computer Science Principles	Honors Forensic
AP Music Theory	Honors Humanities
Architectural Design	Interior Design
Art Foundations	Metals/Jewelry
Art History	Mixed Media
Band (Concert, Symphony, Marching)	Music Technology
CAD & Design Studio	Newspaper/Journalism
Ceramics	Orchestra (Concert & Symphony)
Choir	Painting
Class Piano	Photography
Contemporary Literature	Programming A in Python
Creative Writing	Programming B in Python
Debate	Sports and Entertainment Marketing
Digital Art & Design	Theater
Digital Marketing and Advertising	Web Design
Drawing	Yearbook
Engineering Foundations	



## COURSE DESCRIPTIONS

### FINE ARTS

#### VISION:

The art electives that are offered at the high school level allow any and all students to harness their creativity and problem-solving skills. There is a wide range of classes offered from metals, ceramics, photography, painting, and more. Student opportunities range from art appreciation to AP portfolio preparation suitable for art school admissions as well as careers in design fields. Students have ample events to showcase their work in district art exhibits, Scholastics, National Art Honor Society, and more.

Possible Pathways			
<b>Drawing</b>	Painting	Digital Art & Design	AP Art
<b>Ceramics</b>	Adv. Ceramics	Adv. Ceramics	AP Art
<b>Photo</b>	Adv. Photo	Digital Art & Design	AP Art
<b>Digital Art</b>	Photography	Adv. Photo	AP Art

#### 60012 Art Foundations

Art Foundations is a 9-week course designed to familiarize students with art fundamentals and various art processes through the exposure to different subjects and mediums of art. Students learn how one can create visual works that express ideas and meanings. Students will grow in their understanding of art history, composition, color theory, perspective, and other skills needed for successful visual communication. This class is appropriate for those individuals interested in exploring beginning levels or building a foundation for further art studies.

Credit: .25

Prerequisite Courses: None

Grades Taught: 9, 10, 11, 12

#### 60032 Ceramics

Ceramics begins with assigned projects planned to expose students to basic techniques and studio procedures with clay. Students learn several hand building methods, use of the potter's wheel, as well as decorating and glazing techniques. Individualized instruction allows students to work at their own pace and skill level. Students are encouraged to take this course for repeat credit. At the advanced levels, students are encouraged to develop more advanced pieces and create an artistic voice.

Credit: .5

Prerequisite Courses: None

Grades Taught: 9, 10, 11, 12

This course may be repeated for credit

**60042 Advanced Ceramics**

Students will continue their work in Ceramics, with the choice of Hand building or the Potter's wheel, as they build their skills and concepts in the medium of clay. Projects will grow in complexity and level of difficulty with an emphasis on advanced craftsmanship. Students will be encouraged to develop pieces that show voice and originality.

Credit: .5

Prerequisite Courses: Ceramics

Grades Taught: 9, 10, 11, 12

This course may be repeated for credit

**60052 Drawing**

Drawing students work with a variety of media and complete assignments that build skills in observational and exploratory drawing. The fundamentals of design, composition, color, and value are explored in depth. Students are given demonstrations in a variety of techniques which increase competency with a wide range of drawing materials. Individual expression, and experimentation is highly encouraged with added emphasis on development of artist's style and voice. Students may repeat this course for credit and will have more advanced assignments.

Credit: .5

Prerequisite Courses: None

Grades Taught: 9, 10, 11, 12

This course may be repeated for credit

**60122 Painting**

Students will learn how to paint in various media including tempera, watercolor, acrylic, and beyond. This course will teach basic techniques, such as shading, blending, layering, and enlarging while working on a range of different supports. Demonstrations are given in paint mixing and application as well as proper brush use for desired appearance and paint type. This course may be repeated for credit.

Credit: .5

Prerequisite Courses: None

Grades Taught: 9, 10, 11, 12

This course may be repeated for credit

**60132 Photography**

Photography offers students the knowledge of camera types, exposure, and composition. Students learn how to take photographs, develop film in the darkroom and make enlargements, techniques needed to develop black and white film as well as basic Photoshop skills. This course has digital DSLR and some SLR cameras for the students to use.

Credit: .5

Prerequisite Courses: None

Grades Taught: 9, 10, 11, 12

This course may be repeated for credit

**60142BL Advanced Photography**

Advanced photography is a class where students increase their skills in the darkroom and/or digital. Students are encouraged to develop advanced emphasis and creative thinking with an emphasis on composition and studio lighting. This class will allow students to learn more about photography through the use of traditional and experimental darkroom/digital experience. Students will complete a series of projects that will include a variety of studio techniques and manipulations. The culmination of their work is through the form of a sketchbook. This class can be repeated multiple times for credit.

Credit: .5

Prerequisite Courses: Photography

Grades taught: 10, 11, 12

This course may be repeated for credit

### **60152 Digital Art & Design**

Digital art is an ever changing and evolving platform for creative expression. This class will give students an introduction to the Adobe digital art platform, specifically with the main pillars of digital art and design, Photoshop and Illustrator. In Photoshop students will learn to layer and manipulate images, apply colors, brushstrokes, and text. In Illustrator, students will learn how to create vector images and logos while creating digital art, specifically in terms of how those skills are used in graphic design.

Credit: .5

Prerequisite Courses: None

Grades taught: 9, 10, 11, 12

This course may be repeated for credit

### **60102 Metals (Groves)**

Students will be introduced to and learn how to create and fabricate metal jewelry and small sculptures in this course. Some of the processes may include: sawing, riveting, wire-work, soldering, enameling, and finishing.

Credit: .5

Prerequisite Courses: None

Grades taught: 10, 11, 12

This course may be repeated for credit

### **60112 Advanced Metals (Groves)**

Students will continue to refine their techniques and skills while being introduced to ways metal and other mediums can be combined to make more complex, beautiful and innovative metalwork. Advanced methods may include: casting, bezel setting, sinking and raising, chasing, and repousse.

Credit: .5

Prerequisite Courses: Metals

Grades taught: 10, 11, 12

This course may be repeated for credit

### **62072 AP Studio Art & Design (Seaholm)**

AP Studio Art focuses on assignments which comply with the requirements of the national AP College Board. Each student is required to complete 15 pieces of art that relate to a Sustained Investigation and 5 Selected Works for their portfolio. Work submitted for AP credit must be developed around one of the following three areas: Drawing (a traditional Fine Arts Portfolio), Two-dimensional design (Graphic Design and Photography) or Three-dimensional design (Sculpture, Jewelry, Ceramics). An established national rubric is used for grading purposes. The artwork produced in this class is intended for the AP "final exam" if the student chooses to enter, as well as the college application process. College credit may be assigned to a student for a successful portfolio according to the individual college. The College Board holds the AP Art and Design curriculum to high standards so students interested in this class should be prepared for rigorous coursework that will need time spent outside of the classroom. There will be summer homework assignments to help the student satisfy the scope of work that is required for the portfolio. Creativity, originality, research and experimentation with materials and processes will be encouraged.

Credit: 1.0

Prerequisite Courses: 2 Previous Art Courses and portfolio review with the instructor (minimum of 4 pieces)

Grades taught: 11, 12

This course may be repeated for credit

### WHAT IS CTE?

Career and Technical Education (CTE) programs provide our students with the necessary academic, technical, and workplace skills to help them succeed in college and careers. Our state-approved CTE programs provide rigorous content aligned with challenging academic standards, as well as related relevant technical knowledge and skills. The blend of work-based learning experiences through collaboration with business and industry, and the development of soft skills through student leadership opportunities, provides a seamless transition into higher education and/or the world of work.

### Enrollment

Every year, over 1,000 Groves and Seaholm students participate in CTE courses and related co-curricular clubs! Upon successful completion of a CTE program, articulated or direct *college credit may be available*.

**Benefits to a CTE pathway** that can be highlighted on a job/college/scholarship application or prepare a student for work-place readiness upon graduation:

- Depth of career focused curriculum
- Participation in Work Based Learning (for example: job shadow placements, internships, career exploration through field trips, and industry speakers in CTE classes)
- Earn industry certifications and/or credentials such as Microsoft Office Excel and PowerPoint, IT Specialist in Python & Java, engineering-related Industry 4.0 SACA credentials, and more.
- Participation in career-focused co-curricular leadership and competitive opportunities like DECA, Girls in STEAM, Investments Club, & Robotics.

### BPS offers the following CTE Programs:

- Architecture and Interior Design
- Business Management and Operations
- Engineering: Design Engineering
- Engineering Technology/Mechatronics: Renewable Energy, Engineering Systems, & Robotics/Automation
- Finance
- Future Educators
- IT - Computer Science and Programming
- IT - Digital/Multimedia & Information Resources Design
- Marketing & Sales
- Work Based Learning/Internships

### Life Skills Courses

Life Skills courses are designed to equip students with the personal skill sets and knowledge necessary for whatever their plans may be after high school. The classes offer work-based experiences, Microsoft Office Skills, independent living skills, decision making skills, strategies for building & maintaining healthy relationships, career exploration, and practical life skills necessary to maintain total health and wellness today and in the future.

## Oakland Schools Technical Campuses (OSTC)

Oakland Schools Technical Campuses (OSTC) are designed for any student who wants to graduate high school with industry certifications, on-the-job experiences, business connections, and potentially college credits. OSTC is a valuable extension of our district's CTE offerings and aims to bring students customized, self-directed learning that guides them toward future career success. Students choosing an OSTC-based CTE program attend OSTC for half of their school day and Groves/Seaholm for the other half of their school day.

## ARCHITECTURE & INTERIOR DESIGN CTE PROGRAM

CTE Program	Grade 9	Grade 10	Grade 11	Grade 12
<b>Architecture &amp; Interior Design</b>	Architectural Design A/B*	Architectural Design A/B*	Architectural Design A/B*	Architectural Design A/B*
		Advanced Architectural Design A/B*	Advanced Architectural Design A/B*	Advanced Architectural Design A/B*
		Interior Design	Interior Design	Interior Design
*May be taken as a 4th Year Math Credit				

### CTE Completer Pathway\* - Architecture - Drafting/Design Program

\*Students must pass each course in the pathway, with a "C" or higher, to earn CTE Program Completer status.

Architectural Design A → Architectural Design B → Advanced Architectural Design A

### 80172/82 Architectural Design A/B- (Groves)

This course begins with the study of residential design and provides instruction in utilizing various CAD software and hand drawing techniques as it relates to the architectural industry. Each student will have the opportunity to combine their creativity with the practicality of floor plans, elevations, plot plan specifications, and interior design, to create a single family home complete with a virtual tour. College credit available; see teacher for details.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .5

### 80192/200 Advanced Architectural Design A/B- (Groves)

This course will expand on the Architectural Design courses by allowing students to create a full set of architectural blueprints. Students will be expected to apply the design process, architectural theories, and specifications according to industry to their designs. The use of CAD software will be incorporated to aid in the development of drawings and 3D computer models. College credit available; see teacher for details.

Prerequisites: Architectural Design A and B

Grades Taught: 10, 11, 12

Credit: .5

**68222 Interior Design - (Groves)**

This course is designed to provide students with skills necessary to design a custom home. Class activities will develop your “designer’s eye,” in combining the elements and principles of design to create a harmonious interior. Projects are integrated throughout the course to provide applications in architecture, furniture styles, floor planning and interiors. Course may be repeated with instructor approval.

Prerequisites: None  
 Grades Taught: 10, 11, 12  
 Credit: .5

## **BUSINESS MANAGEMENT CTE PROGRAM**

<b>CTE Program</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Business Management</b>	Business Foundations*	Business Foundations*  Business Law*	Business Foundations*  Business Law*	Business Law*

### **CTE Completer Pathway\* - Business Management Program**

\*Students must pass each course in the pathway, with a “C” or higher, to earn CTE Program Completer status.

Business Foundations and Business Law  
 (may be taken in any order)

**72052 Business Foundations - (Groves)**

Students will be introduced to essential concepts, including marketing, management, accounting, business law, economics, employability skills, and communications. Foundational business topics are delivered with a hands-on approach and are designed to teach the basic concepts of the unit. The units will be approximately 1-2 weeks in length and designed for students interested in learning the basic principles of business as they prepare for their future course and career choices. Topics will be broad in nature to exhibit applicability for students in all career paths. College credit and industry credentials are available; see teacher for details.

Prerequisites: None  
 Grades Taught: 9, 10, 11  
 Credit: .5

**72062 Business Law - (Groves)**

Business Law is primarily focused on providing a legal framework relating to personal rights, obligations and responsibilities within a business-oriented culture. The course emphasizes the social, economic and moral forces that make and create our laws. Areas such as the nature and structure of the law and the court system, elements of contracts, personal property, agency and employment, case studies and analysis, and courtroom procedures and strategies are discussed. Classroom debate on current legal issues is also part of the curriculum. College credit and industry credentials are available; see teacher for details.

Prerequisites: None  
 Grades Taught: 10, 11, 12  
 Credit: .5

## ENGINEERING CTE PROGRAMS

BPS offers two dynamic Engineering CTE programs - **Engineering Design** and **Engineering Technology - Mechatronics**. See the following pages for engineering-focused course offerings and descriptions, including available industry certifications.

### Engineering: Design Engineering

CTE Program	Grade 9	Grade 10	Grade 11	Grade 12
<b>Design Engineering</b>	Engineering Foundations  CAD & Design Studio A/B*	Engineering Foundations  CAD & Design Studio A/B*	Engineering Foundations  CAD & Design Studio A/B*  Advanced CAD & Design Studio A/B*	Engineering Foundations  CAD & Design Studio A/B*  Advanced CAD & Design Studio A/B*
*May be taken as a 4th Year Math Credit. Industry 4.0 Certifications are offered.				

#### CTE Completer Pathway\* - Engineering - Design Engineering Program

\*Students must pass each course in the pathway, with a "C" or higher, to earn CTE Program Completer status.

CAD & Design Studio A/B

#### 81000 Engineering Foundations

This innovative course integrates design, imagination and creativity, which are all key elements of critical thinking and problem-solving. Students will learn about the engineering design process while working in small groups and individually on various hands-on activities. In this project-based class, students will explore various STEM opportunities, develop basic CAD/Architecture skills, and learn about energy, civil engineering, and robotics. This class is project oriented and will give each student an excellent back-ground for future engineering/design classes.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

#### 80134/44 CAD & Design Studio A/B

This course introduces the basic idea of design and prototyping to students through the use of CAD (Computer Aided Design) software. Students will solve various design challenges through the principles of drawing, engineering, and hands-on collaborative projects. Topics include 2D and 3D CAD, laser engraving, 3D printing, prototyping, and CNC projects. College credit and industry credentials are available; see teacher for details.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .5



### 80154BL/64BL Advanced CAD & Design Studio A/B

This course is for students interested in expanding their engineering drawing experiences. Drawings and activities focus on in-class application of 3D CAD programs and design apps to create advanced engineering drawings, assemblies, and 3D printed products. Topics include threads and fasteners, descriptive geometry, exploded views, and assembly drawing. 3D Modeling will also focus on the Engineering Design Process and problem-solving skills to create hands-on collaborative projects. This course has the possibility of a blended component. College credit and industry credentials are available; see teacher for details.

Prerequisites: CAD & Design Studio and/or Architectural Design

Grades Taught: 10, 11, 12

Credit: .5 per course

### Engineering Technology - Mechatronics: Renewable Energy, Engineering Systems, & Robotics/Automation CTE Program

CTE Program	Grade 9	Grade 10	Grade 11	Grade 12
<b>Engineering Technology/ Mechatronics</b>	Engineering Foundations	Engineering Foundations	Engineering Foundations	Engineering Foundations
	Renewable Energy Tech A/B*	Renewable Energy Tech A/B*	Renewable Energy Tech A/B*	Renewable Energy Tech A/B *
		Engineering Systems A/B*	Engineering Systems A/B*	Engineering Systems* A/B
			Robotics/Automation A/B*	Robotics/Automation* A/B
				Advanced Robotics/Automation*

\*May be taken as a 4th Year Math Credit. Industry 4.0 Certifications are offered

#### CTE Completer Pathway\* - Engineering Technology - Mechatronics Program

\*Students must pass each course in the pathway, with a "C" or higher, to earn CTE Program Completer status.

Engineering Systems A → Engineering Systems B → Robotics & Automation A

### 81000 Engineering Foundations

This innovative course integrates design, imagination and creativity, which are all key elements of critical thinking and problem-solving. Students will learn about the engineering design process while working in small groups and individually on various hands-on activities. In this project-based class, students will explore various STEM opportunities, develop basic CAD/Architecture skills, and learn about energy, civil engineering, and robotics. This class is project oriented and will give each student an excellent back-ground for future engineering/design classes.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

**80213/23 Renewable Energy Technology A/B (Seaholm)**

Welcome to the world of renewable energy! This course will demystify what renewable technologies are and their feasibility for the future. Activities include the building and testing of simple machines, wind and solar systems, electric vehicles, mini-hydropower, and fuel cells. The class introduces the basic aspects of energy and transportation systems using problem-solving skills, laboratory environments, and student-driven activities.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

May be taken as a 4th year math-related course

Credit: .25

**80152/62 Engineering Systems A/B (Seaholm)**

Students will learn engineering fundamentals of electrical, hydraulic, mechanical and pneumatic systems. This is a hands-on, lab driven course that includes house wiring, mechanisms, and fluid power. Students will also have the opportunity to design and build a VEX mobile robot. Industry credentials are available; see teacher for details.

Prerequisites: None

Grades Taught: 10, 11, 12

Credit: .5 per course

**82222/32 Robotics/Automation A/B (Seaholm)**

This course focuses on the in the fundamentals and application of industrial robots. Emphasis is placed on the use of micro-controllers to control robots. Topics include micro-controller programming, robot fundamentals, DC stepper motors, sensors, programming, gripper design, and safety. A major emphasis is placed on a hands-on project involving the design, build, and test of a mobile robot. Industry credentials are available; see teacher for details

Prerequisites: Engineering Systems A/B OR current enrollment or completion of Physics (full year) OR Honors Physics (full year)

Grades Taught: 11, 12

Credit: .5 per course

**82242/52 Advanced Robotics/Automation A/B (Seaholm)**

A course in the fundamentals and application of automated machines. Topics include programmable logic controllers, robot fundamentals, stepper motors, sensors, fabrication techniques, and safety. Emphasis is placed on the design and building of an automated machine that will compete in regional and national competitions. Industry credentials are available; see teacher for details.

Prerequisites: Robotics/Automation

Grades Taught: 12

Credit: .5 per course

## FINANCE CTE PROGRAM

CTE Program	Grade 10	Grade 11	Grade 12
<b>Finance</b>	Principles of Accounting	Principles of Accounting	Principles of Accounting*
	Advanced Accounting	Advanced Accounting	Advanced Accounting*
	Financial Management	Financial Management	Financial Management*
	Building Wealth	Building Wealth	Building Wealth*

\*May be taken as a 4th Year Math Credit.

### CTE Completer Pathway\* - Finance Program

\*Students must pass each course in the pathway, with a "C" or higher, to earn CTE Program Completer status.

**Pathway 1:** Principles of Accounting → Advanced Accounting

**Pathway 2:** Financial Management → Building Wealth

### 740020 Principles of Accounting (Formerly named Accounting A)

For all students interested in pursuing a business-related degree or becoming a business owner, mastery of accounting principles is essential. The complete accounting cycle for a service business is presented in this course; skills such as journalizing, posting, preparing a trial balance worksheet, understanding and completing financial statements, closing books, as well as bank reconciliation, are covered. Coursework is completed using a digital learning system to optimize the most up-to-date engaging content. Accounting principles, practices, procedures, and theories are emphasized for a solid foundation for any college business curriculum or to help students become more marketable in today's business environment. College credit and industry credentials are available; see teacher for details.

Prerequisites: None

Grades Taught: 10, 11, 12

Credit: .5

### 740120 Advanced Accounting (Formerly named Accounting B)

Advanced Accounting focuses on financial analysis, data interpretation, and payroll compliance practices within a business. Students will gain an understanding of analyzing financial statements, evaluating ratios, and interpreting financial data to make informed business decisions. Through a variety of engaging activities, students will develop critical thinking and problem-solving abilities, preparing them for further studies or careers in accounting and finance. College credit and industry certification available; see teacher for details.

Prerequisites: Principles of Accounting

Grades Taught: 10, 11, 12

Credit: .5

**721820 Building Wealth (Formerly named Investments)**

Building Wealth is a course that provides a broad introduction to the principles of investing. Topics include Why I Should Invest, What is the Stock Market, What is a Stock, What is a Bond, Investing in Funds, Investing for Retirement, Real Estate Investing, and Modern Investing tools. Students acquire an understanding of financial statements, calculate financial ratios, and make corporate financial management decisions based on their analysis of that financial data. College credit and industry certification available; see teacher for details.

Prerequisites: None

Grades Taught: 10, 11, 12

Credit: .5

**700620 Financial Management (Formerly named Personal Finance)**

Financial literacy for young adults is an essential component to future financial independence. Financial Management focuses on the management of personal finances while students learn the importance of maintaining a good credit score, in-depth budgeting, savings interest calculations, responsible spending, payroll tax computations, completion of personal income taxes, buying and leasing cars, obtaining loans, home mortgages, auto, and homeowners insurance. Students develop an understanding of how to protect themselves from identity theft and fraudulent activities. College credit and industry certification available; see teacher for details.

Prerequisites: None

Grades Taught: 10, 11, 12

Credit: .5

### Future Educators CTE Program

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CTE Program	Grade 11	Grade 12
Future Educators	Future Educators Education Careers: Field Experience	Future Educators Education Careers: Field Experience

**CTE Completer Pathway\* - Future Educators Program**

\*Students must pass each course in the pathway, with a "C" or higher, to earn CTE Program Completer status.

Future Educators → Education Careers: Field Experience

**85010 Future Educators (Groves)**

Future Educators is an innovative hands-on course designed for students interested in pursuing one of the many careers in the educational field. In this course, students will be exposed to the many facets of education through current events, class discussions, guest speakers, hands-on projects, classroom observations, field experiences, and interactions with successful administrators, counselors, teachers, and more. Students will also study and practice teaching methods and strategies, lesson planning, and classroom management.



Students will participate in Field Experiences, where they are able to observe and possibly assist in classrooms within our district. Students will also have the opportunity to participate in student leadership activities through projects and activities. College credit and industry credentials are available; see teacher for details.

Prerequisites: None  
Grades Taught: 11, 12  
Credit: .5

### **85012 Education Careers: Field Experience (Groves)**

This course is designed for students who wish to continue to explore the education field. Students will gain hands-on experience working in a classroom at the early childhood, elementary, or middle school level. Students will participate in many activities, including observing, tutoring, leading small groups, creating unique projects, and eventually developing and teaching their own lessons. Students will also be responsible for turning in weekly attendance sheets, writing reflective journals, attending weekly in class meetings, and completing a digital field experience portfolio. Students will also have the opportunity to participate in student leadership activities through projects and activities. The course may be repeated for credit, per teacher approval, but specific field placements are not eligible to be repeated. College credit and industry credentials are available; see teacher for details.

Course Prerequisites: Completion of Future Educators with a B or above, excellent attendance  
Grades Taught: 11, 12  
Credit: .5

## INFORMATION TECHNOLOGY (IT) CTE PROGRAMS

BPS offers two dynamic IT CTE programs - **Computer Science and Programming** and **Digital/Multimedia & Information Resources Design**. See the following pages for IT course offerings and descriptions, including available industry certifications.

### IT - Computer Science and Programming CTE Program Course Offerings

CTE Program	Grade 9	Grade 10	Grade 11	Grade 12
<b>IT - Computer Science &amp; Programming</b>	Programming A in Python*	Programming A in Python*	Programming A in Python*	Programming A in Python*
	Programming B in Python*	Programming B in Python*	Programming B in Python*	Programming B in Python*
	AP Computer Science Principles in JavaScript A/B	AP Computer Science Principles in JavaScript A/B*	AP Computer Science Principles in JavaScript A/B*	AP Computer Science Principles in JavaScript A/B*
		AP Computer Science A in Java A/B*	AP Computer Science A in Java A/B*	AP Computer Science A in Java A/B*

#### CTE Completer Pathway\* - IT - Computer Science and Programming Program

\*Students must pass each course in the chosen pathway, with a "C" or higher, to reach CTE Program Completer status.

**Pathway 1:** Programming A in Python → Programming B in Python

**Pathway 2:** AP Computer Science Principles in JavaScript A/B → AP Computer Science A in Java A/B

\*Please review prerequisites listed for AP Computer Science Principles in JavaScript and AP Computer Science Applications in Java

**Pathway 3:** Programming in A Python → AP Computer Science A in Java A/B

\*Please review prerequisites listed for AP Computer Science A in Java A & B

**Pathway 4:** AP Computer Science Principles in JavaScript A/B → Programming B in Python

\*Please review prerequisites listed for AP Computer Science Principles in JavaScript

#### 70101 Programming in A Python (Seaholm)

Programming A in Python is designed to introduce students to computer science and programming fundamentals using the Python language. Students will cover topics including printing and variables, user input, if statements, conditionals, looping, functions, exceptions, and data structures. This course provides a solid foundation in Python programming. Additionally, students will have the opportunity to take the IT Specialist in Python Certification. Through engaging projects like creating games such as Blackjack, Roulette, and Rock Paper Scissors, students will develop logical thinking and problem-solving skills. By the end of the course, participants will have acquired knowledge equivalent to a semester-long introductory programming course, making this course an ideal starting point for those with no prior background in computer science. College credit available; see teacher for details.

Industry Credential Offered: IT Specialist in Python

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .5

### **70102BL Programming B in Python (Seaholm)**

Programming B in Python is the next step in your journey to becoming a proficient programmer. Building on the foundational knowledge acquired in Programming A, this course delves deeper into the world of computer science and Python programming. Topics covered include advanced algorithms, data structures, functions, dictionaries, and object-oriented programming. Students will learn how to approach complex programming problems by breaking them down into logical steps, honing their problem-solving skills. The course emphasizes mastery through hands-on projects, culminating in Capstone projects that showcase your proficiency in applying these advanced concepts. This course has the possibility of a blended component. College credit available; see teacher for details. Industry Credential Offered: IT Specialist in Python

Prerequisites: Programming A.

Grades Taught: 9, 10, 11, 12

Credit: .5

#### **Pro Tip: How to choose between AP Computer Science A in Java & AP Computer Science Principles in JavaScript:**

AP Principles in JavaScript explores a variety of computer science areas and is open to a very broad group of students. The requirements are not as rigid to be in this class as they are in AP Computer Science A in Java. This is an AP class, and there is a lot of work; however, we cover a broad range of topics, not just programming, although that is a focus. Most, if not all, of the work can be completed during class. See the course descriptions below to help you decide which course is right for you.

### **72147/72157 AP Computer Science Principles in JavaScript A/B (Seaholm)**

AP Computer Science Principles (CSP) in JavaScript is a rigorous, entry-level course that introduces students to the foundations of modern computing and Computer Science. 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.

AP CSP introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem-solving and real-world applications, AP Computer Science Principles prepares students for college and careers in high demand. As a culmination of the course, students will demonstrate their proficiency by creating an App for their AP project, showcasing their ability to apply the principles and skills they've learned throughout the course. College credit available; see teacher for details. Industry Credential Offered: IT Specialist in JavaScript

Prerequisites: Programming is recommended.

Credit: 1

Grades Taught: 9, 10, 11, 12

### **70113/23 AP Computer Science A in Java A/B (Seaholm)**

AP Computer Science A (CSA) is an intensive course tailored for students considering computer science or computer engineering as a major in college. Focused on advanced programming, students delve into the world of object-oriented programming using Java, assuming the role of software engineers to gain practical, industry-relevant skills. Designed as a natural progression for students who have completed Python A & B or AP Computer Science Principles, CSA provides a rigorous curriculum covering topics such as primitive types, object utilization, conditional logic, loops, custom class creation, dynamic data structures, recursion, and exam preparation. This course equips students with the advanced knowledge and skills necessary for success in higher education and future careers in computer science and computer engineering. College credit available; see teacher for details. Industry Credential Offered: IT Specialist in Java

Prerequisites: Programming A and/or B in Python, AP Computer Science Principles in JavaScript, OR Teacher Approval

Credit: 1

Grades Taught: 10, 11, 12



CTE Program	Grade 9	Grade 10	Grade 11	Grade 12
IT - Digital/Multimedia & Information Resources Design	Web Design A using HTML & CSS	Web Design A using HTML & CSS	Web Design A using HTML & CSS	Web Design A using HTML & CSS
	Web Design B using HTML, CSS, & Bootstrap	Web Design B using HTML, CSS, & Bootstrap	Web Design B using HTML, CSS, & Bootstrap	Web Design B using HTML, CSS, & Bootstrap
	Game Design in Unity	Game Design in Unity	Game Design in Unity	Game Design in Unity
Industry Certifications are offered in these courses. See course descriptions for details.				

**CTE Completer Pathway\* - IT - Digital/Multimedia**

\*Students must pass each course in the chosen pathway, with a “C” or higher, to reach CTE Program Completer status.

Web Design A Using HTML & CSS → Web Design B Using HTML, CSS & Bootstrap

**71003 Web Design A using HTML & CSS (Seaholm)**

The HTML and CSS Fundamentals course is designed to provide a solid foundation in web development. In this course, students will learn the essential languages of the web - HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). HTML is the backbone of every web page, allowing us to structure content, while CSS enables us to style and format it. Students will start by mastering HTML, learning how to create headings, paragraphs, lists, links, images, and more. Then, we'll delve into CSS, exploring techniques for designing layouts, applying colors, fonts, and creating responsive designs for various screen sizes. Through hands-on projects and practical exercises, students will gain the skills and confidence to create visually appealing and functional web pages.

By the end of this course, students will have the ability to design and build their own web pages from scratch. They will understand the structure of a webpage, how to format content, and create visually appealing layouts. Additionally, students will be equipped with the knowledge to ensure their websites are accessible and user-friendly across different devices. Whether for personal projects or aspiring web development careers, this course provides a strong foundation for anyone looking to create compelling and effective web content. College credit available; see teacher for details. Industry Credential Offered: IT Specialist in HTML & CSS

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .5

**71013 Web Design B using HTML, CSS, & Bootstrap (Seaholm)**

Building upon the solid foundation laid in Web Design A, this course empowers students to create web experiences that are not only advanced, but also innovative and captivating. We'll kickstart the course with a quick review of HTML and CSS skills acquired in Web Design A. From there, we'll seamlessly transition into Bootstrap, a dynamic front-end framework originally crafted by designers and developers at Twitter. Today, it stands as one of the most widely used frameworks for building web pages worldwide. Harnessing the power of Bootstrap, students will craft fully functional, visually stunning websites, show-casing their proficiency in modern web design. By the conclusion of Web Design B, students will have honed their ability to design high-level web pages with finesse and creativity. They'll possess a comprehensive understanding of Bootstrap and its applications, enabling them to construct websites that not only function flawlessly, but also exude a professional aesthetic. This course serves as an instrumental step forward for those seeking to master the art of web design, equipping them with the tools and knowledge to create cutting-edge web experiences that leave a lasting impression. College credit available; see teacher for details. Industry Credential Offered: IT Specialist in HTML & CSS

Prerequisites: Web Design A

Grades Taught: 9, 10, 11, 12

Credit: .5

**71023 Game Design in Unity – (Seaholm)**

Dive into the exciting world of game design with our comprehensive Game Design in Unity course. Students will learn the fundamental principles of game design through hands-on experience with Unity's powerful game engine. By the course's end, students will have acquired a solid grasp of the design planning process, gained insights into potential careers in the industry, and mastered the navigation of the Unity environment, enabling them to independently craft their own immersive 3D games. Throughout the course, students will deepen their understanding of the design planning process, incorporating advanced techniques such as adding special effects, manipulating cameras, and implementing character animations. These skills are pivotal in creating captivating and dynamic 3D gaming experiences that will captivate players and leave a lasting impression.

Upon completion, students will not only possess the technical know-how to develop 3D games in Unity but will also have a comprehensive understanding of the broader game design industry. This course serves as a launchpad for budding game designers, providing them with the essential skills and knowledge to bring their creative visions to life in the dynamic realm of game development. Industry Credential Offered: IT Specialist in Unity

Prerequisites: Programming A and/or Programming B is recommended.

Grades Taught: 9, 10, 11, 12

Credit: .5

CTE Program	Grade 9	Grade 10	Grade 11	Grade 12
Marketing & Sales	Principles of Marketing	Principles of Marketing	Principles of Marketing	Principles of Marketing
	Principles of Marketing MUST BE TAKEN BEFORE any course below.			
	Fashion Marketing	Fashion Marketing	Fashion Marketing	Fashion Marketing
	Digital Marketing and Advertising	Digital Marketing and Advertising	Digital Marketing and Advertising	Digital Marketing and Advertising
	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing
	Principles of Marketing AND Fashion Marketing, Digital Marketing and Advertising, OR Sports & Entertainment Marketing MUST BE TAKEN BEFORE Marketing Management			
			Marketing Management*	Marketing Management*
*May be taken as a 4th year math-related course. Industry Certifications are offered in some Marketing courses; see course descriptions for details.				

Course Completion Pathway	
Principles of Marketing →	Digital Marketing and Advertising → OR Fashion Marketing → OR Sports & Entertainment Marketing

### 760020 Principles of Marketing (formerly Retail Marketing and Marketing & Sales)

In this course, students will learn the foundations of marketing including pricing, supply chain management, market research, sales strategies, promotion and product/brand fundamentals. Students will explore how and why marketers reach consumers through age, gender, location, income, hobbies, and many other segmentation techniques. Students will conduct marketing research to discover and understand consumer habits and patterns using industry methods such as observation, experiment, and survey. College credit available; see teacher for details.

Prerequisites: none

Grades Taught: 9, 10, 11, 12

Credit: .5

### 722120 Digital Marketing and Advertising (formerly Social Media & Marketing AND Advertising)

This course covers the advertising and digital marketing industries. Students will create product packaging, brand logos, creative marketing pieces as part of the product planning and brand strategy process. There will be a focus on enhancing communication, teamwork, and presentation skills as students work in teams to develop their own advertising campaign for a chosen product. Students will participate in creative projects, group activities, and learn about marketing careers. The course also explores

social media marketing strategies, including post management and audience engagement, reach and impressions on platforms like Twitter, Instagram, Facebook, LinkedIn, YouTube, and Snapchat. By taking this course, you are on your way to becoming a CTE Marketing program completer. Program completer status includes Principles of Marketing and Digital Marketing and Advertising. This course includes the opportunity to earn an industry approved credential and college credit; see teacher for details.

Prerequisites: Principles of Marketing

Grades Taught: 9, 10, 11, 12

Credit: .5

### **720220 Fashion Marketing (formerly called Fashion Merchandising A)**

Students will learn where designer inspiration comes from, the history of fashion through the decades, different fabrics used in apparel, how fashion influences culture and society, study backgrounds of influential and up-coming-designers, elements of fashion design and design their own collection. In addition to field trips and/or guest speakers, creative hands-on projects will help students learn fashion focused marketing concepts. By taking this course, you are on your way to becoming a CTE Marketing program completer. Program completer status includes Principles of Marketing and Fashion Marketing. This course includes the opportunity to earn an industry approved credential and college credit; see teacher for details.

Prerequisites: Principles of Marketing

Grades Taught: 9, 10, 11, 12

Credit: .5

### **74042 Sports and Entertainment Marketing**

This course is designed to teach students marketing and management concepts associated with the sports and entertainment industry. Students will learn techniques and practices used to make these global markets part of a multi-billion-dollar industry. Strategies used by successful sports and entertainment marketing and management firms and businesses will be evaluated. Students will create a new sports franchise team, conduct research and make marketing and management decisions that will affect their individual teams (i.e. location of the franchise, team logos, team colors, team mascot, team nicknames, etc.) Forms of revenue for teams are evaluated such as parking, concessions, sponsorship and fan engagement. The exploration of marketing within the music and movie industry will also be studied. By taking this course, you are on your way to becoming a CTE Marketing program completer. Program completer status includes Principles of Marketing and Sports and Entertainment Marketing. This course includes the opportunity to earn an industry approved credential and college credit; see teacher for details.

Prerequisites: Principles of Marketing

Grades Taught: 9, 10, 11, 12

Credit: .5

### **760120 Marketing Management (formerly named Retail Management)**

Apply and practice marketing and merchandising skills while working in a student-run business: The Falcon's Nest (Groves school store) or The Maple Tree (Seaholm school store). Students will design and build store and window displays, run creative store promotions, investigate new product offerings for the store, learn pricing techniques in retail such as markups, mark-downs, and perform fiscal/accounting responsibilities. Students will use a point-of-sale system to process customer purchases, track inventory, and generate sales reports. Students will also further develop skills in purchasing, sales, customer service, time management, teamwork, initiative, and leadership. Course may be repeated with instructor approval. This course includes the opportunity to earn an industry approved credential and college credit; see teacher for details.

Prerequisite: Principles of Marketing PLUS one of the following: Fashion Marketing, Sports and Entertainment Marketing OR Digital Marketing and Advertising. See chart for program sequence requirements.

Grades Taught: 11, 12

Credit: .5

CTE Program	Grade 11	Grade 12
Work Based Learning: Internship Programs	Business Internship CTE Internship, Paid CTE Internships, Unpaid CTE In-District Internship	Business Internship CTE Internship, Paid CTE Internships, Unpaid CTE In-District Internship
We encourage students to register for a WBL course during the scheduling process to reserve their spot. Contact Mrs. Slatin for more information on what type of Internship is right for you. <b>bslatin@birmingham.k12.mi.us</b>		

### 77040 Business Internship

Business and Career Internships are a unique working relationship between the student, school, and the business community. It is an option for students who are well-established academically and are interested in a work-based learning course credit. Students can work in positions related to their desired future career pathway(s). The school provides the related course instruction and the business community contributes the actual paid work experience. Working hours may be during school hours, after school, or on weekends. A minimum of 10 hours a week must be spent working on the job. Students may be eligible to have one release period per semester while enrolled in the internship.

We encourage students to register for this course during scheduling to reserve their spot. This course may be taken as a 7th hour. This course may be repeated for credit per teacher approval.

Prerequisites: None  
Grades Taught: 11 and 12  
Credit: .5

### 77016 CTE Internship, Paid

CTE Internships is a unique working relationship between the student, school, and the business community. It is an option for students, who are well-established academically and are a CTE program “concentrators” and have taken several classes within a CTE Program Pathway. Students will work in positions related to their respective CTE area of focus. The school provides the related course instruction and the business community provides the actual paid work experience. This experience gives the student a better understanding of the career pathway they are interested in pursuing. This experience frequently becomes the stepping-stone to a college major and/or lifetime career. Working hours may be during school hours, after school or on weekends.

A minimum of 10 hours a week must be spent on the job. Students may be eligible to have up to two release periods per semester while taking CTE Internship. We encourage students to register for this course during scheduling to reserve their spot. This course may be taken as a 7th hour. This course may be repeated for credit per teacher approval.

Prerequisites: Junior or Senior academic standing and concurrently enrolled in a related CTE class.  
Grades Taught: 11 and 12  
Credit: 1

**77030 CTE Internship, Unpaid**

Students who have identified a specific career path and would like to work in that field as an unpaid intern for one semester during their junior or senior year may select this option to earn a ½ credit. Approval of a Work-Based Learning/internship position is subject to state, federal and program restrictions. Student may be eligible for one release period. Students must work at least 45 hours to receive credit. We encourage students to register for this course during scheduling to reserve their spot. This course may be repeated for credit, per teacher approval.

Prerequisites: Junior or Senior academic standing and concurrently enrolled in a related CTE class.

Grades Taught: 11 and 12

Credit: .5

**77020 CTE In-District Internship**

Students may select this unpaid Internship opportunity with teacher and counselor recommendation. They will be assigned to an office or department within the school district. This is an unpaid Work-Based Learning opportunity designed to develop workplace skills in a students' desired career pathway. Spots for In-District Internships are limited and there is an application and interview process. If a student is provided an In-District Internship, they are assigned to work during one class period for one semester. This course may be repeated for credit, per teacher approval.

Prerequisites: Junior or Senior academic standing and concurrently enrolled in a related CTE class.

Grades Taught: 11 and 12

Credit: .5



Program Level	Grade 9	Grade 10	Grade 11	Grade 12
<b>Foods and Nutrition</b>	Foods and Nutrition	Foods and Nutrition Multicultural Foods	Foods and Nutrition Multicultural Foods	Foods and Nutrition Multicultural Foods
<b>Personal Skills Development</b>	Computer Applications Career Focus	Computer Applications Career Focus Child Development & Parenting A/B Life Skills: High School & Beyond	Computer Applications Career Focus Child Development & Parenting A/B Life Skills: High School & Beyond	Computer Applications Career Focus Child Development & Parenting A/B Life Skills: High School & Beyond

### 700520 Computer Applications

Embark on a journey to master the essential tools of modern computing with our Computer Applications course. This course thoroughly covers Microsoft Word, PowerPoint, Excel, and Access, ensuring a solid grasp of these vital applications used in almost all career pathways. Successful completion of this course leads students to prestigious Microsoft Office Industry certifications, which significantly enhances students' professional credentials and employability skills. In addition to technical skills, students will develop problem-solving abilities, attention to detail, and efficient time management – all highly valued in today's workplace. Through hands-on exercises, students will become proficient users of these applications and learn to leverage them for enhanced productivity. Join us in Computer Applications and equip yourself with the skills and certifications needed to excel in today's professional landscape. This course may be repeated for credit per teacher approval. (Pending board approval)

Prerequisites: None

Credit: .25

Grades Taught: 9, 10, 11, 12

Industry Credentials: Microsoft Office Certification in Word, PowerPoint, Excel, Outlook and Access are available.

### 72232 Career Focus

Career Focus is a course devoted to college and career planning. Through guided research and personal interest inventories, students develop personal goals and identify professional interests. The course encourages students who have already chosen their desired career path to take a careful look at all the options available within that career while others may focus on selecting a suitable career path. Work environments, work styles, aptitudes and interests are examined through the use of digital programs such as Xello. Students also devote time to exploring post-secondary opportunities and other important factors regarding their futures.

Prerequisites: None

Credit: .25

Grades Taught: 9, 10, 11, 12



**68002 Foods and Nutrition**

This course is designed to provide students with skills necessary to apply proper nutrition to meal planning and preparation. Students will have opportunities to participate in many labs that include the preparation of fruits, grains, dairy products, meats, vegetables and various dessert recipes. Course activities focus on nutrition, kitchen safety, sanitation and healthy lifestyle choices. Course cannot be repeated.

Prerequisites: None  
Grades Taught: 9, 10, 11, 12  
Credit: .5

**68012 Multicultural Foods**

This course is designed to provide students the opportunity to expand their knowledge and skills in food planning and preparation. The focus of this class will be on the characteristics of foods from different cultures, regions, and countries. Students will demonstrate a favorite cultural/regional recipe. Course may be repeated with teacher permission.

Prerequisites: Foods and Nutrition  
Grades Taught: 10, 11, 12  
Credit: .25

**68322 Child Development and Parenting A**

This course is designed to provide students with the opportunity to gain knowledge about parenting and child development. Course topics include: parenting practices and theories, reproduction, prenatal development, childbirth, infant stages of development, and safety concerns. The importance of strong parent-child relationships on a child's social, emotional, physical and intellectual development are explored. Students will have the opportunity to learn the responsibilities of parenting by participating in a simulation using a computerized "Real Care Baby". In addition to learning about parenting, this course offers a great foundation for anyone who wants to learn about human development and has an interest in working with children.

Prerequisites: None  
Grades Taught: 10, 11, 12  
Credit: .5

**68324 Child Development and Parenting B**

This course is a continuation of Child Development and Parenting 1. This course is designed for students who have a passion for learning about and working with young children. Topics of study include, but are not limited to, developmental milestones for young learners, conducting authentic observations of students in classrooms, daily personal reflections, exploration of art, math, and literacy in an early childhood educational setting. Students will have the opportunity to create lessons and activities and apply in classroom settings.

Prerequisites: Completion of Child Development & Parenting 1 with "C" or better  
Grades Taught: 10, 11, 12  
Credit: .5

**68333 Life Skills: High School & Beyond** *(formerly called Contemporary Life Issues)*

This course will focus on a deeper understanding of self, personal responsibility, decision-making, and communication skills that will enhance students' quality of life; time spent on areas will be tailored to class needs and interests. The core areas of focus include: character and values, personal and family relationships, goal setting, conflict resolution, coping skills, basic personal finance, aging and the life cycle, and independent living. After taking Life Skills: High School & Beyond, students will better understand how to handle personal, family, and social challenges.

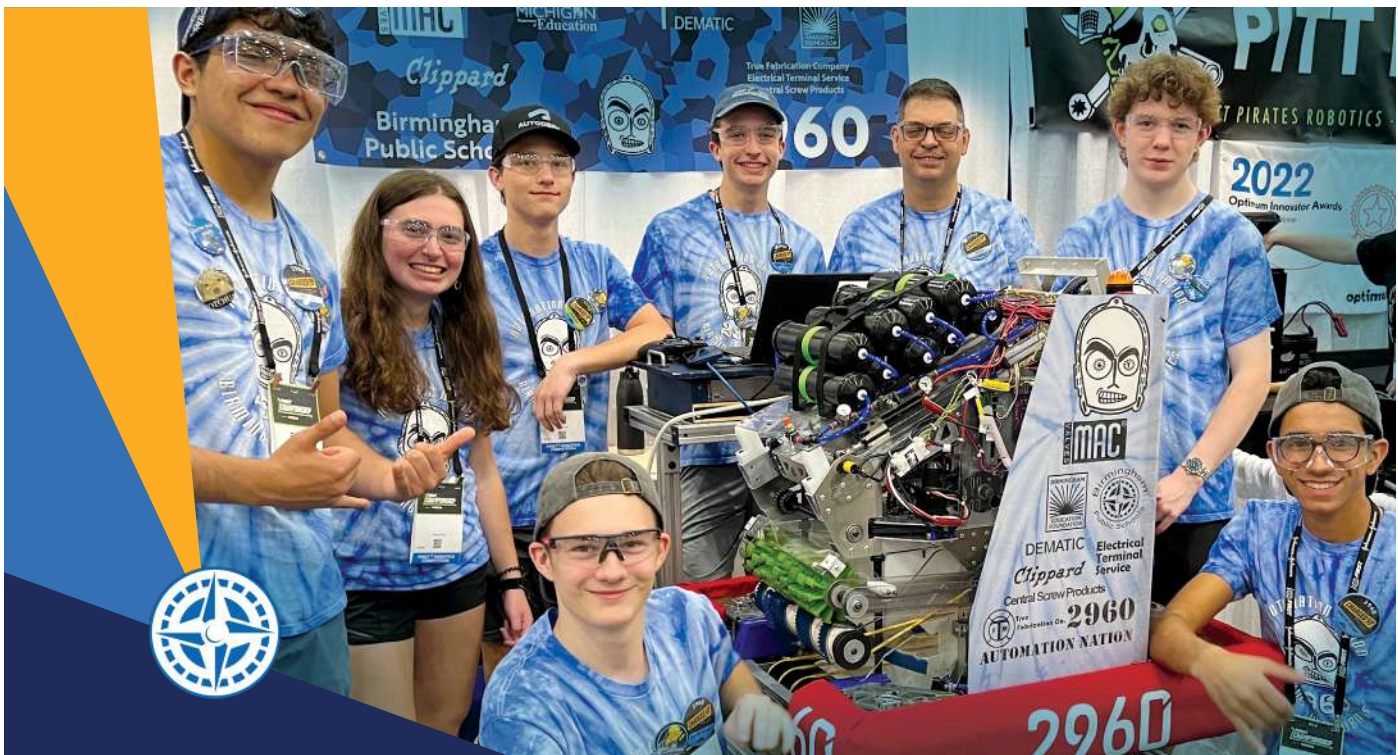
Prerequisite: None  
Grades Taught: 10, 11, 12  
Credit: .25

### ALL OSTC programs can lead to completion of a CTE program.

Bus transportation is available if students attend a program at the OSTC Royal Oak campus. For more information about OSTC, go to <https://www.ostconline.com> and talk with your counselor.

### The following CTE programs are available at the designated OSTC campuses:

- Agri science and Environmental Technologies (Wixom campus)
- Automotive Technology (Royal Oak campus)
- Collision Repair and Refinishing (Royal Oak campus)
- Computer Programming (Royal Oak campus)
- Construction Technology (Royal Oak campus)
- Cosmetology (Pontiac campus)
- Culinary Arts/Hospitality (Royal Oak campus)
- Cybersecurity and Networking (Royal Oak campus)
- Energy – Electrical Technology (Royal Oak campus)
- Engineering/Robotics/Mechatronics (Royal Oak campus)
- Entrepreneurship & Advanced Marketing (Royal Oak campus)
- Graphic and Communication Design (Royal Oak campus)
- Health Sciences (Royal Oak campus)
- Machining (Pontiac campus)
- Welding (Royal Oak campus)



## ENGLISH DEPARTMENT MISSION STATEMENT

The Groves and Seaholm English Departments are committed to offering an integrated program of language arts instruction which feature diverse and challenging texts from classic and contemporary literature which compel students to explore, evaluate and respond to universal ideas. Our writing program will develop students' skills from basic grammar and composition to logical, textually-supported meaningful and authentic essays and reflections. The departments offer a rich array of opportunities for students to grow in their reading, writing, listening, speaking, and viewing skills. We believe that our mission is to prepare students for all phases of their educational lives, and to help with the formation of good character and the development of empathy through our content and our conversations. The Groves and Seaholm English Departments strive to help students not only understand themselves, but one another; to see not only the particular but also the universal, which ties all human beings together. It is a beautiful thing indeed that through a fictional world we begin to make sense of reality; that through the particular we begin to understand the universal; and that through the other we come to know ourselves.

### English Department Core Scope and Sequence

Program Level	Grade 9	Grade 10	Grade 11	Grade 12
Advanced Placement/Honors	Honors English 9	Honors English 10	AP Language	AP Literature
College Preparatory	English 9	English 10	English 11	Selection of two English 12A courses and English 12B
Interdisciplinary at Groves	Excel 9/Excel 9 Honors: Humanities	Excel 10/ Excel 10 AP Seminar: American Literature	Excel 11/Excel 11 honors: Global year	Excel 12/Excel 12 Honors: Contemporary American Studies
Interdisciplinary at Seaholm	Honors Flex English	Honors Flex English	Honors Flex English	Honors Flex English

English Department Electives			
Literature Electives	Writing Electives	Fine Arts Electives	Communication Electives
Film as Literature	Creative Writing	Creative Writing	Broadcasting
Honors Humanities	Grammar and Vocabulary	Forensic/ Advanced Forensic	Debate/ Advanced Debate
Holocaust Literature	Honors Creative Writing	Honors Creative Writing	Radio Speech/ Audio Digital Media Production
Readings in Literature	Journalism/Newspaper	Journalism/Newspaper	Speech
		Journalism/Yearbook	
		Theatre 1	Video Production/ Advanced Video Production
		Theatre 2	
		Theatre 3	
		Theatre 4	
		Theatre 5a	
		Theatre 5b	
		Advanced Theater Research	

### 102020 English 9

English 9, a ninth-grade college preparatory course, provides students opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills. The course pursues a thematic focus appropriate for the transitional year to high school and uses a variety of literary texts as vehicles for discussion. A diverse study of novels, drama, films, essays, and poetry provide the basis for discussion and critical thinking. This course offers the foundation for reading and writing expectations at the high-school level. Emphasis is placed on viewing the self as a practicing writer through writing process and research techniques.

Prerequisites: None  
 Grades Taught: 9  
 Credit: 1  
 NCAA Approved

### 103020 Honors English 9

Honors English 9, provides students opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills. The course pursues a thematic focus appropriate for the transitional year to high school and uses a variety of literary texts as vehicles for discussion. A diverse study of novels, drama, films, essays, and poetry provide the basis for discussion and critical thinking. This course offers the foundation for reading and writing expectations at the high-school level. Emphasis is placed on viewing the self as a practicing writer through writing process and research techniques. In addition, the ninth-grade courses are the first of the four-year sequence of courses in the vertical team approach to Advanced Placement English.

Prerequisites: None  
 Grades Taught: 9  
 Credit: 1  
 NCAA Approved

## **Excel 9: Humanities (Groves), Honors Excel 9: Humanities (Groves)**

This Excel ninth grade course encompasses the study of the social, political, economic and religious elements of world history, as well as the arts and literature of the era. By using a thematic focus appropriate for the transitional year to high school that integrates social studies and English, Excel fosters creativity, adaptability, critical reasoning, and collaboration. The interdisciplinary approach will allow students to develop a greater perspective of the interconnected nature of our world.

To meet 9th grade English standards, Excel 9 provides students with the opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills in the context of exploring world history. A variety of literature and informational texts are used as vehicles for discussion. Students write in multiple writing genres including: narrative, argumentative, research, impromptu, and journal writing. Emphasis is placed on reading, writing, research, and discussion skills.

To meet 9th grade Social Studies standards, Excel begins with an exploration of early civilizations and the origins of the world's great belief systems, and continues through the twentieth century, examining how communities cope with stress and change, and how power struggles impact societies. Students develop their ability to read and critique texts, using primary source documents, as well as drawing from a wealth of contemporary materials. Students are challenged to think critically and communicate their learning through a variety of assessment tasks.

Prerequisites: None

Grades Taught: 9

Credit: 2

NCAA Approved

### **102220 English 10**

Tenth-grade English is a two-term course designed to provide sophomores with the opportunity to examine works of classic and contemporary authors while improving students' reading, writing and speaking skills on their journey to become ready for the literacy demands of college and career. The class format provides a workshop approach, including substantial time for both reading and writing daily, as well as significant choice in selection of their readings. Students will read, write, and participate in collaborative discussions within the context of becoming an empathetic global citizen.

Prerequisites: English 9

Grades Taught: 10

Credit: 1

NCAA Approved

### **103220 Honors English 10**

Honors English 10 is a two-term course designed to provide sophomores with the rigorous study of classic and contemporary authors, while improving students' reading and writing skills. The complexity of the text and level of the writing demands creates a foundation for future Advanced Placement study. Students will read, write, and participate in collaborative discussions within the context of becoming an empathetic global citizen.

Prerequisites: B or better in English 9 or teacher recommendation

Grades Taught: 10

Credit: 1

NCAA Approved

## **Excel 10: American Studies AP Seminar (Groves)**

### **Honors Excel 10: American Studies AP Seminar (Groves) (Pending Board Approval)**

From the era of Reconstruction, to the economic, social, and geopolitical developments at the end of the 20th century, students will be engaged in those persisting questions which directed America's historical, literary and cultural development. Key areas of study include Post Civil War Reconstruction, Westward expansion, American Imperialism, World War 1, the Progressive Era and women's rights, the Roaring Twenties, the Great Depression and the New Deal, World War 2, the Cold War, the Vietnam War, Civil Rights, and America's role as a world superpower. Alongside these eras, modes of American literary trends and expression, inspired by social phenomena and geographical connections, will be explored.



Students will take an active part in their education by participating in mock trials, recreating Senate debates, conducting oral histories, analyzing artifacts, refashioning constitutional amendments and government policies. Students will react to the literature and historical materials of 19th and 20th century America, by recording their responses in a variety of modes including journal reflections, editorials, formal essays, creative projects, position papers, critical reviews and literary analyses.

AP Seminar is a foundational course that aims to equip students with the skills to analyze and evaluate information with accuracy and precision, to conduct effective research and evaluate evidence, to construct evidence-based arguments, and collaborate and communicate their own perspective. Utilizing these skills, the overall objective of this interdisciplinary course is to develop students into strategic critical thinkers and problem solvers in an interdependent world of competition and conflict. Students will be given the option to opt into the AP Seminar portion of Excel 10.

Prerequisites: Excel 9 or English 9 and World History

Grades Taught: 10

Credit: 2

NCAA Approved

### **102420 English 11**

English 11 is designed to reinforce the reading and writing skills begun in earlier grades with an emphasis on analysis and argument. Students will study complex American documents such as the Declaration of Independence, but also modern pieces to examine the author's purpose and structure in conveying that purpose. In addition, students will analyze complex works of literature, as well as practice for the timed writing portion of the SAT, write informative and argumentative essays and develop the college essay. Students will read models to inspire and augment their writing. This course emphasizes preparation for college-level academic reading and writing.

Prerequisites: English 10

Grades Taught: 11

Credit: 1

NCAA Approved

### **105000 AP English Language and Composition**

Advanced Placement Language and Composition is a course designed in conjunction with the recommendations and requirements of the College Board. In this college-level class, students will study intensely the rhetorical conventions of authors from the 17th century to the contemporary 21st century, emphasizing analysis of nonfiction prose. In turn, they will practice their own rhetorical skills frequently, with topics derived from AP prompts (actual former tests). Students will study and apply rhetorical modes of narration, description, definition, comparison/contrast, cause and effect, persuasive and research-based argumentation. Feedback and assessment will follow the standards and rubrics designated by the College Board.

The class focuses on nonfiction reading and writing, with an emphasis on various forms of essays. Students will write almost every day, and the course begins with a significant summer assignment that includes reading books and submitting written work. (Two semesters) Summer Reading will be announced in the spring.

Prerequisite: Permission of the instructor is highly encouraged or a grade of B or better in Honors English Successful completion of Honors English 10 or teacher recommendation

Grades Taught: 11

Credit: 1

NCAA Approved

### **Excel 11: Global Studies (Groves), Honors Excel 11: Global Studies (Groves)**

Excel 11 offers an interdisciplinary course that blends English, Economics, and Global Issues, utilizing the coursework of AP Seminar designed by the College Board. AP Seminar is a foundational course that aims to equip students with the skills to analyze and evaluate information with accuracy and precision, to conduct effective research and evaluate evidence, to construct evidence-based arguments, and

collaborate and communicate their own perspective. Utilizing these skills, the overall objective of this interdisciplinary course is to develop students into strategic critical thinkers and problem solvers in an interdependent world of competition and conflict. Through the study of literature, essays, and films, the class analyzes how American foreign policy has attempted to navigate issues of war, human rights, environment, and economics with the powers of China and Russia. The work of the class pushes students to assess the options of a “weak player” under the jurisdiction of a group that does not consider them to be citizens. Ultimately, students will consider how much we should care about “righting” wrongs in the world versus prioritizing our security in a world that is permanently interconnected.

Excel 11 will fulfill the credit requirements for English 11, Global Issues, and Economics. Students will have the option to take the class for honors credit.

Prerequisites: Successful completion of excel 10 or equivalent  
Grades Taught: 11  
Credit: 2  
NCAA Approved

### **10342 English 12 Senior Seminar A: Future Studies**

This course helps students develop research, communication, and presentation skills while studying visions of the future explored by essayists, science fiction writers, and filmmakers. Students explore the social, literary, and scientific contexts that give rise to these various viewpoints and synthesize multiple sources into a coherent understanding of humanity's role in shaping its own future. Students should be prepared to write in varying genres, and engage in seminar discussions in order to enrich their critical thinking and analysis skills.

Prerequisite: Successful completion of English 11 or equivalent  
Grades Taught: 12  
Credit: .25  
NCAA Approved

### **10352 English 12 Senior Seminar A: Heroes and Humanities**

This course is an exploration of world literature through the lens of Joseph Campbell's Hero's Journey. Study of the universality of the ancient hero through archetypal characters sets the foundation for the study of heroism in the medieval and modern tradition. The integration of structured choice reading, classic and modern literature, poetry, art and film create a coherent study of the ways the hero reflects individual identity, culture, and social and historical context of a particular time period. Students should be prepared to write in varying genres, and engage in seminar discussions in order to enrich their critical thinking and analysis skills.

Prerequisite: Successful completion of English 11 or equivalent  
Grades Taught: 12  
Credit: .25  
NCAA Approved

### **10343 English 12 Senior Seminar A: Social Justice**

Everywhere in the country, from college campuses to ordinary workplaces, people are engaging in debate over the current problems of our time. Just as these issues have no obvious answer, our task will be to question and evaluate the claims, evidence, and reasoning of multiple perspectives in an effort to build a full understanding of these issues. This course seeks to develop your ability to research, present, think critically and form logical, well-supported arguments through the study, discussion, and writing on social issues.

Prerequisites: Successful completion of English 11  
Grades Taught: 12  
Credit: .25  
NCAA Approved



**103410 English 12 Senior Seminar A: Philosophy and Literature (Pending Board Approval)**

This course will explore the intersection between philosophy and literature, tracing the evolution of Western thinking from ancient Greece to contemporary culture. This seminar will ask students to engage with philosophical texts from various eras and schools of thought, considering them in relation to varying pieces of literature. Students will be challenged to be reflective and apply their understanding of these works to their own lives and cultures.

Prerequisite: Successful completion of English 11

Grades Taught: 12

Credit: .25

**103430 English 12 Senior Seminar A: Women's Voices (pending board approval)**

This course delves into the rich tapestry of women's literature, examining how diverse women authors respond to and reshape a literary tradition that has historically been dominated by male voices. Students will embark on an exploration of various critical themes, including:

- Women authors' selection of themes and literary genres.
- The intricate interplay between societal expectations for female readers and writers.
- The evolving societal roles of women writers, both in terms of self-expression and writing for a broader audience.
- The interconnectedness of race, class, and nationality in shaping the production and reception of women writers' works.

Throughout this course, students will refine their reading, writing, and analytical skills by engaging with a wide spectrum of women's literature from around the globe, spanning multiple genres and historical periods. By the course's conclusion, students will have gained a deeper understanding of the influential and transformative power of women's voices in literature.

Prerequisites: Successful completion of English 11

Grades Taught: 12

Credit: .25

**103420 English 12 Senior Seminar A: Sports Media (pending board approval)**

This course will apply the skills of literacy and rhetorical analysis to the world of sports media. Students will analyze how the reporting, analysis, and commentary on our favorite leagues, teams, and athletes has changed with the rise of sports betting, blogs, and podcasts as well as the decline of youth sports participation. They will investigate recent cases in sports commentary that will ask: To what extent should sports be a vehicle for social change? What lessons can we learn from the teams, coaches, and players that fall short and reach the mountaintop? Overall, this course will challenge students to think critically and write thoughtfully on issues in sports.

Prerequisites: Successful completion of English 11

Grades Taught: 12

Credit: .25

**10353BL English 12 Senior Seminar B**

With teacher guidance, seniors in this course select their own topic of study to research, examine, and then develop into a well-sourced project which they present to a panel of peers, faculty and/or experts for review. The class will offer extensive guidance in research and writing skills as well as multimedia and oral communication skills. This course has the possibility of a blended component.

Prerequisite: Successful completion of Senior Seminar A

Grades Taught: 12

Credit: .5

NCAA Approved

**Excel 12: Contemporary American Studies (Groves),  
Honors Excel 12: Contemporary American Studies (Groves)**

Excel 12 offers students an interdisciplinary, project-based learning approach to studying the concepts of government, psychology, and English, analyzing of the major challenges that threaten our ability to trust each other and solve our problems. The class will compare the visions of government according to the framers, literature, and contemporary essays, exploring the relationship between our ability to govern ourselves and research on our collective and individual psychology. The course will assess what securing our rights to “Life, Liberty, & the Pursuit of Happiness” looks like as a citizen in this modern society, utilizing Harvard’s Case Method Institute. The work of the course will emphasize the skills of critical thinking, case analysis, writing, and problem-solving, analyzing the various logics and perspectives for how to improve our communities, workplaces, relationships, and livelihoods.

This course has the possibility of a blended component. Excel 12 will fulfill the credit requirements for English 12A & 12B, Psychology, Government, or a social studies elective. Students will have the option to take the class for honors credit.

Prerequisites: Successful completion of Excel 11 or English 11

Grades Taught: 12

Credit: 2

NCAA Approved

**110420 AP Literature and Composition**

AP English Literature and Composition is an introductory college-level literary analysis course. AP English Literature and Composition prepares students for the AP test offered in May through which students, by strong performance on the exam, may earn up to one year of college credit. The course stresses close reading, analysis, and critical writing as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. The readings for the course include classics and contemporary fiction from various genres and periods and are both wide and deep, necessitating close, deliberate, and thoughtful attention to detail and complexity. Students develop the skills of literary analysis as they practice analyzing poetry and prose, then compose arguments about an interpretation of a literary work. In this AP Literature course, the mode of instruction, whether blended or not, will be determined by the teacher based on the specific needs and dynamics of the class.

Prerequisites: Successful completion of AP Language or equivalent

Grades Taught: 12

Credit: 1

NCAA Approved

### **Honors Flexible Scheduling ~ FLEX (Seaholm)**

Since 1964 The Flexible Scheduling Program (Flex) has offered Seaholm students the opportunity to be a part of a democratic community of inquiry. Flex is an honors English and Social Studies program, open to students in grades 9-12, which combines the study of literature, history, philosophy, and media within a four-year cycle. A daily, two-hour block of time for two semesters allows for the Flex team to provide an integrated approach to the units of study within the interdisciplinary curriculum, and to be active in the intellectual and developmental growth of each student. Flex students are expected to delve deeply into core-related materials through the mini-courses offered within the program, and to take advantage of the leadership and civic engagement opportunities presented throughout the course of their four years. In addition to the close study of fiction, non-fiction, and media materials, Flex students also develop critical thinking and analytical writing skills. As a writer, a Flex student can expect to study the foundations of essay writing in 9th grade, then advance to writing across genres and preparation for AP Seminar (pending board approval) in 10th grade, preparation for the AP Language and Composition exam in the 11th grade, and a capstone research writing project in the 12th grade. The Flex Program continues to provide an excellent opportunity for teachers and students to work together within a dynamic community of learners and students who remain in the program all four years will complete the English and Social Studies requirements for graduation. The Economics requirement is met in the 11th grade; and the Government requirement is met in the 12th grade. AP Seminar (pending board approval) will be incorporated into the Flex 10th Grade Writing Curriculum. Students will research and collaborate as they write research-based essays and design and give presentations both individually and on teams. At the conclusion of the 10th grade year, students will be eligible to sit for the AP Seminar Exam.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: 1.0 per year for English (10th grade AP Seminar- pending board approval); 1.0 per year for Social Studies; .5 Economics credit granted after 11th grade; .5 U.S. Government credit granted after 12th grade  
NCAA approved

### **Flex Concentrations**

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**2024-25: Our World:** Flex students examine the history and context of globalization and global economics. Students will also explore the world through the literature and history of Africa, Latin America, India, and China. Focus Question: What does it mean to be a member of a global community?

**2025-26: Our America:** From the classic works of American literature like F. Scott Fitzgerald's *The Great Gatsby* and Henry David Thoreau's *Walden*, to the great historical events of the American Revolution and the Civil Rights movement, Flex students will work to define the American experience. Focus Question: What is America?

**2026-27: The Human Experience:** Cultural anthropology is the basis for this year as students read literature including *Frankenstein*, investigate cultural perspectives of Russia and the Middle East, and study the act of genocide with an in-depth exploration of the Holocaust. Focus Question: What does it mean to be human?

**2027-28: The Examined Life:** From Socrates to the Twentieth Century, Flex students will ground their study of Western literature and Western civilization in philosophy. Students study major periods in European history and read literature including *Oedipus Rex* and works from William Shakespeare. Focus Question: Where is knowledge taking humanity?

### **12102 Broadcasting (Seaholm)**

In the Broadcasting course, students will explore audio and video production concepts, equipment, and digital technology in radio, internet, and television broadcasting. They will gain hands-on experience in news, sports, and entertainment broadcasting, simulating real-world production. Students will be involved in decision-making for audience-appropriate content, news production, technical preparations, and creating commercials through writing, filming, and editing. They will also contribute to producing, managing, and maintaining online and in-building content for Seaholm's daily announcements and WSHS Seaholm Radio Station. This course requires self-motivated, independent, and responsible students. It is repeatable for credit.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .1

NCAA Approved

### **11422 Creative Writing**

This course is designed to challenge serious readers and writers. Students read and write poetry and prose in a workshop format. The course focuses on three literary genres: poetry, short fiction, and drama. Students read professional writing in all three genres as models for their own writing. Emphasis is on the technique, craft and art of writing.

Prerequisite: none

Grades Taught: 9, 10, 11, 12

Credit: .25

NCAA Approved

### **11352BL Honors Creative Writing**

Live the writer's life in this blended course! Honors Creative Writing is the significant next step from Creative Writing. Students determine and create proposals for a large independent writing project they will spend the trimester creating. Students connect their proposal to state standards and through frequent writing opportunities produce a unified product such as a novel, book of poems, memoir, graphic novel, or script. Like professional writers, students who opt for the blended course format will do some work outside the building with regular meetings to receive peer and teacher feedback. This course has the possibility of a blended component.

Prerequisite: Successful completion of Creative Writing or teacher recommendation.

Grades Taught: 11, 12

Credit: .25

NCAA Approved

### **12022 Debate**

Students enrolled in debate undertake an in-depth analysis of various current controversial topics, which are predominantly chosen by the students. While students will work with one or more partners in the preparation of evidence and organization of speeches, students will be assessed individually. Students taking the course should demonstrate an above-average reading ability and proficiency in the written and verbal expression of ideas. Because success in debate depends on extensive preparation of ideas and support, the course is recommended for students that are willing to work hard in putting together and organizing opening and rebuttal arguments. Students will learn to excel at prepared and impromptu speaking, as well as strategically asking and answering questions.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

NCAA Approved

**12062 Advanced Debate**

This course is designed for debate students who are either participating actively in varsity level interscholastic debate competition or enjoyed and excelled in beginning Debate. Students work directly with beginning debate students on their research, case preparation and briefs. Students will also lead class lessons on beginning debate techniques and assist in modeling debates to the class. Students will coach beginning debate students during preparation and debate rounds. Students will learn advanced argumentation techniques to enhance their skills.

Prerequisites: B in Debate or a current member of the Debate Team

Grades Taught: 10, 11, 12

Credit: .25

NCAA Approved

**110220 Film as Literature**

This course introduces students to the vocabulary of film and achievements in cinema in the 20th century. Students explore the evolution of the cinematic arts from the creation of “moving pictures” to the present. Through study and screenings of films, students will gain an appreciation of cinematic techniques and aesthetics. Screenings include material from a variety of countries, and assignments will provide students with a diverse look at the nature of history of film. Emphasis is placed on some of the most significant directors and genres of this century, with some recent productions woven in to show the influence of past films. The class focuses on film analysis and provides opportunities for students to be exposed to film technique. Homework is minimal; attendance is essential. On occasion “R” rated films will be screened; however, a list of all films to be shown will be available for parents and students.

Prerequisite: None

Grades Taught: 11, 12

Credit: .25

**12032 Forensic**

This course begins with a clear analysis of public speaking and builds towards expertise in the performance of literature. It is designed to assist students with performance and presentation in connection with MIFA interpretation and public address categories. The specific interpretation events include: duo, storytelling, multiple, and prose. Students also work on building expertise in public speaking with in-depth research and preparation for a sales and informative presentation.

Prerequisite: None

Grades Taught: 9, 10, 11, 12

Credit: .25

**12072 Advanced Forensic**

This course is designed for forensic students who have successfully completed the introduction forensic course. Students are expected to model and critique presentations, making use of exceptional communication and leadership skills. They will also assist beginning forensic students with event preparation and critiques, and research speech topics for the public address events.

Prerequisite: Forensic class with B or better, teacher signature or current member of school forensic team

Grades Taught: 10, 11, 12

Credit: .25

**13012 Theatre 1: Groves**

In Theatre 1 students will achieve a basic understanding of the foundations of theatre. Students will study the fundamentals of Greek Theatre, blocking, pantomime, publicity, and monologues. The course provides students with training in voice and body based on dramatic pieces of literature. Students are encouraged to view one live theatrical production during this term.

Prerequisite: None

Grades Taught: 9, 10, 11, 12

Credit: .5

**13022 Theatre 2: Groves**

In Theatre 2 students will study more advanced methods of acting and how to expand one's knowledge of performing techniques. Students will study acting in duo scenes, improvisation and Shakespeare. Students are encouraged to view one live theatrical production during this term.

Prerequisite: Theatre 1 or instructor permission

Grades Taught: 9, 10, 11, 12

Credit: .5

**13032 Theatre 3 (Advanced Acting): Groves**

In Advanced Acting students will gain advanced performing experience in theatre. Students will focus on characterization. Students will focus on advanced acting and the techniques of Uta Hagen, Stanislavski and the Method approach. Students are encouraged to participate in the International Thespian Society's State Festival.

Prerequisite: Theatre 1 and 2

Grades Taught: 10, 11, 12

Credit: .5

**13042 Theatre 4 (Directing): Groves**

In Directing students continue to explore theatre in serious and demanding ways. The class will focus on providing students with opportunities to challenge their talents and share those talents. This class will focus on directing on the stage. Students will be required to serve as both actor and director for several scenes within the term.

Prerequisite: Theatre 1, Theatre 2 and Theatre 3 or with instructor approval

Grades Taught: 10, 11, 12

Credit: .5

**13052 Theatre 5A: Groves**

The class is a culmination and extension of concepts and ideas developed in the Theatre 1, 2, 3 and 4. Students will apply and evaluate the skills that they have learned in the previous courses as it applies to creating an actual theatre performance. Students will be involved in script analysis, design and construction of a set, designing costumes and make-up, casting and rehearsal of a play, all technical considerations, for a performance that takes place during Theatre 5B. This class is sequential and must be taken two terms.

Prerequisites: Theatre 1, 2, 3 and 4 or permission of instructor

Taken in conjunction with Theatre 5B

Grades Taught: 11, 12

Credit: .5

This course may be repeated for credit

**13062 Theatre 5B: Groves**

This course is a culmination and extension of concepts and ideas developed in the Theatre 1, 2, 3 and 4. This class is a continuation of Theatre 5A and is the time in which the theatrical performance is presented to an audience. Students continue to work on the production that was begun in Theatre 5A. Emphasis is placed on rehearsal, application of the technical considerations and the evaluation and/or adjudication of the theatre performance by a panel of evaluators (theatre professionals and university professors). May be repeated for credit.

Prerequisites: Theatre 1, 2, 3 and 4 or permission of instructor

Grades Taught: 11, 12

Credit: .5

**13072 Advanced Theatre Research: Groves**

This course is a culmination and extension of concepts and ideas developed in Theatre 1, Theatre 2, Theatre 3, Theatre 4 and Theatre 5A/B courses. Students will apply and evaluate the skills that they have learned in the previous courses as it applies to a major/minor area of study. Students may be involved in script analysis and dramaturgical study, design considerations, construction of a model set, designing and/or building costumes and focus on a major area of specialized study. Furthermore, students study the basics of communication and public speaking where they develop self-confidence in oral presentations while researching and presenting speeches on topics that relate to their major or minor area of study.

Prerequisites: Theatre 5 A/B or permission of instructor

\*This course may be repeated for credit

Grades Taught: 11, 12

Credit: .5

**11412 Readings in Literature**

This course is designed to promote the appreciation and love of reading by providing students with the opportunity to design and implement a personal reading plan. In addition to sustained reading over the course of the term, students will engage in book talks with the class and their teacher, and compose written reflections on their reading. This course may be repeated for credit.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

NCAA Approved

**12082/92 Video Production/Advanced Video Production**

This course gives students the opportunity to explore the power, presence, and influence of the media in today's society, while equipping them with the knowledge, tools, and basic skills required to create video projects of their own. While being provided a hands-on experience with professional video, audio, and editing equipment, students will be taught the basic skills required to write, film, and edit a variety of different video projects including: commercials, PSA's, short films, vlogs, music videos, documentaries, news reports, videos for streaming online and more.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

**120420 Radio Speech/Audio Digital Media Production (Seaholm):**

This course is for students interested in developing communication skills in a broadcast setting. They will learn physical and vocal delivery skills and audio production skills in group and individual settings to create speeches, public service announcements, radio productions and podcasts. They will get hands-on experience using technology and equipment simulating real-word production. These projects will be hosted and streamed on WSHS Seaholm's radio station.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

**11392 Holocaust Literature: Groves** (English or Social Studies Credit)

This course will focus on those European and American writers who witnessed and experienced the horrors of the Holocaust, documenting how survivors testified to the pain they endured through literary expression. The stories we will read and watch about the Holocaust will help us put a *human* shape on *inhuman* behavior. Holocaust narratives keep us from looking at photographs of victims as if they were simply anonymous beings, devoid of humanity-- exactly what the Nazis wanted the world to see. By reading and hearing the dignity of these victims' voices, their humanity is restored. When this history is personalized and recollected--when we see not just a mass genocide, but also personal tragedy--the distance closes between the victims and ourselves.



We will examine the roots of anti-Semitism the rise of Nazism and the world's response to it, the ghettos, the Final Solution, the experience of hidden children, and the role of rescuers. We will also explore the aftermath of the Holocaust, forgiveness and justice, as well as the subsequent persistence of hate groups, ethnic cleansing, and genocide around the world in the late 20th and early 21st centuries.

Prerequisite: None  
Grades Taught: 11, 12  
Credit: .25  
NCAA Approved

### **14022BL Journalism/Newspaper**

In this course, students join a cooperative team in a student-centered, interactive atmosphere, focusing on the working application of journalistic principles, standards, and ethics through the production of the school newspaper. Students are expected to grasp a “hands-on” style of learning, gaining knowledge and experience in many writing styles. Leadership, through editor positions, design principles, photography, drawing/cartoons, infographics, advertising or marketing, business management, and social media marketing methods are skills taught and applied. This course has the possibility of a blended component during junior or senior year. As seniors, students may take the course for English credit if they serve in the capacity of an editor and enroll for both semesters. **Students holding editor positions are encouraged to take it twice a year. Editors-in-Chief positions are required to enroll in two terms.**

Prerequisite: one  
Grades Taught: 9, 10, 11, 12  
Credit: .5  
NCAA Approved  
This course may be repeated for elective credit.

### **14042BL Journalism/Yearbook:**

Yearbook is a semester-long class that offers students an introduction to the basic elements of visual communication and the print world. This is a student-led publication where students are responsible for interviewing, reporting, and covering school events through-out the year. Members of the staff are expected to have a high level of maturity and the ability to work independently as well as collaboratively. Students will practice photography, journalism writing and interviewing, graphic design, photo editing as well as teamwork and initiative. Students may work as yearbook staff or apply for a role as a student editor to produce the yearbook. Out of class work is required to cover events happening outside the school day.

This product-based course requires both in class and after school time. This is a wonderful opportunity for members of the team to exercise their creativity, while developing new skills in computer design, photography, copywriting, and project management. Creating the yearbook is a fun process and the end result of all the effort is a product of which all students can be proud.

This course has the possibility of a blended component for students in grades 11 and 12. For more information about our district Blended Courses, please see the Regulations and Policies section of this catalog.

Prerequisites: None  
Grades Taught: 9, 10, 11, 12  
Credit: .5  
NCAA approved  
This course may be repeated for elective credit.

**12002 Speech**

This course provides a fundamental approach to public speaking through the development of oral communication and individual speech techniques. Students study the basics of communication and public speaking where they develop self-confidence in oral presentations. Students also learn the characteristics of effective writing for speeches and improve their listening strategies. Students research and present speeches on the following topics: informative, persuasive, demonstration, special occasion and oral interpretation.

Prerequisite: one  
Grades Taught: 9, 10, 11, 12  
Credit: .25  
NCAA Approved

**10032 Honors Humanities (Seaholm)**

This is a seminar-based course where students will read and discuss complex texts with philosophical underpinnings. We will also look at the influence of the visual art and music of the times, taking into consideration how culture permeates all aspects of life and how the thought of a time period can be reflected in many forms of art, not simply its literature. Through the seminar format, students will continue learning how to examine difficult material, think critically, question intelligently and posit their own opinions with textual support. Students will be expected to read outside of class and be prepared for meaningful conversations about the subject matter.

Prerequisites: None  
Grades Taught: 11, 12  
Credit: .25  
NCAA approved

**12122 Grammar and Vocabulary (Seaholm)**

Grammar and Vocabulary is a course strongly recommended for all students to take in addition to their core English class. Grammar and Vocabulary concentrates on the basic skills of English grammar and usage that allow us to communicate effectively about language and writing. In addition, students study a weekly list of vocabulary words commonly tested on the ACT, SAT, and Advanced Placement tests.

Prerequisites: None  
Grades Taught: 10, 11, 12  
Credit: .25

## **English Language Development for Multilingual Learners**

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**ELD/ESL Course Descriptions**

Birmingham Public Schools offer English Language Development (ELD) integrated and Designated language instruction and ELD content classes. These courses are specifically designed to meet the language needs of our multilingual learners. In addition, the ELD staff has been trained to provide research-based strategies to support English learners both socially and academically.

Seaholm and Groves High Schools are proud of the diversity in our academic communities. We have students from a vast number of countries who speak a variety of languages. Their cultural, ethnic, and linguistic backgrounds add an exciting dimension to our schools. It is our collective responsibility to serve the academic, social, and emotional needs of our students. Our goal is that our multilingual students will develop linguistic and literacy skills in English as well as to preserve their native language(s). The course descriptions for classes which support ELD instruction are as follows:

**150020 ELD 1**

This class is for students who are at an Entering or Emerging level in their English language development, evidenced by WIDA screener scores, and students who are new to Birmingham Public Schools. This course aims to teach foundational language skills that enable students to use English to communicate in social and academic settings. This course focuses on basic grammar skills, reading and

comprehending simple text in English (literary and expository), high-frequency vocabulary, and listening and speaking skills. Students will progress through writing at the sentence, paragraph level, and basic essay structure. Students use various multimedia as additional resources. This course is sequential, and students are expected to take both semesters.

Grades Taught: 9, 10, 11, 12

Prerequisites: English is not the dominant language.

Credit: 1

### **150220 ELD 2**

This class is for students at an Emerging to Developing level in their English language development, evidenced by WIDA screener or WIDA Access scores. This class aims to help students develop increased fluency in their reading and read increasingly complex texts in English for multiple purposes. This class focuses on applying various reading strategies in various genres, the continued learning of high-frequency and academic vocabulary, note-taking in academic settings, and further development of listening and speaking skills. Students develop increased skills in the use of more complex grammatical conventions. Writing skills are developed at the essay level using various organizational patterns and composing narrative and poetic pieces. Students increase their proficiency in the use of multimedia as tools for language development. This course is sequential, and students are expected to take 2 semesters.

Grades Taught: 9, 10, 11, 12

Prerequisites: English is not the dominant language at home, born outside of the United States, or new learner of English. Demonstrated English language proficiency as outlined in ELD 1 course description objectives. Placement testing is required.

Credit: 1

### **150420 ELD 3 Study of American Culture/Expressions and Speech/Composition**

This course is designed for students at an Expanding to Bridging level in their English language development. It is intended to educate non-native speakers of English about American culture through various projects, activities, social relationships, and readings. The course focuses on American values, assumptions, communicative styles, customs, politics, family life, and education. In addition, dialogues and various media presentations present American colloquial, slang, and idiomatic expressions. The American writing style is thoroughly explored in this course, including all aspects of the writing process and advanced grammar conventions to develop well-organized essays utilizing various organizational patterns. Students will learn oral communication principles and methods of organizing and delivering various speech types.

Grades Taught: 9, 10, 11, 12

Prerequisite: Demonstrated English language proficiency as outlined in ELD 2 course description objectives. Placement testing

Credit: 1

### **150620 Multilingual Student Support**

The goal of this class is to provide tutorial support for students who are non-native speakers of English that need academic assistance with their content area classes. Staff will provide academic support and assistance to students while working closely with the students' content area teachers. During this course, staff will also assist students in setting personal goals to promote success in other academic courses. This course counts toward elective credit.

Prerequisite: English is not the dominant language at home.

Grades Taught: 9, 10, 11, 12

Credit: 0.5

May be repeated for credit.

## HEALTH

### 68112 Today's Health

Today's Health is designed to provide students with the practical life skills necessary to maintain total health and wellness today and in the future. This course provides opportunities for students to engage in group discussions as well as participate in activities that apply their knowledge to real-life topics. Major course emphasis is placed on the dimensions of wellness, understanding oneself and others, substance use and abuse, and human sexuality. Abstinence from high-risk behaviors is the primary focus of this course. Students will learn and practice self-advocacy skills necessary to help them avoid harmful behaviors.

\*Fulfills the MMC graduation requirement for Health Education.

Prerequisites: None

Grades Taught: 11, 12

Credit: .5

### 68022BL Human Sexuality (Seaholm)

Human Sexuality is a senior-level elective course that takes a deeper dive into health-related topics. This course is designed to provide students with a comprehensive study of human sexuality. Topics of study will include- self-concept, exploring individual values, sexual development, reproductive health, healthy and unhealthy relationships, decision-making and communication skills, consent, and the law.

Prerequisites: None

Grades Taught: 12

Credit: .25

## INTERDISCIPLINARY

Course Sequence				
Program Level	Grade 9	Grade 10	Grade 11	Grade 12
Elective Classes	Academic Lab	Academic Lab	Academic Lab	Academic Lab
	9th Grade Leadership	Natural Resources	Natural Resources	Natural Resources
	Peer to Peer Support (LINKS)	Peer to Peer Support (LINKS)	Natural Resources Advanced	Natural Resources Advanced
	Student Congress	Personal Contract Learning	Peer to Peer Support (LINKS)	Peer to Peer Support (LINKS)
		Student Congress	Personal Contract Learning	Personal Contract Learning
			Student Congress	Student Congress

### 85232 Academic Lab

Designed to provide guided practice and support in reading and/or math, this course will also support students' individual class work and homework. The teacher will work closely with the students' primary instructors and provide tutorial and supervisory assistance. Teachers and student mentors specialized in other curricular areas may be available for further assistance during this time. Students will receive credit through the pass/fail option.

Prerequisite: None

Credit: .25

Grades Taught: 9, 10, 11, 12

This course may be repeated. for credit.

**86202 Natural Resources**

"NR", as Natural Resources is affectionately known, is a course in which students are presented with numerous physical and intellectual "challenges", which they are then expected to resolve or complete. The class is one which emphasizes teamwork and cooperation, problem-solving, positive and mutual reinforcement, and individual effort. Building self-confidence and responsible decision-making are also goals of the course. Most class activities take place outdoors, regardless of the season. High-ropes and low-ropes elements, as well as a climbing wall, are some of the more individual activities included in the course.

Prerequisite: None

Credit: .5

Grades Taught: 10, 11, 12

**86232 Natural Resources Advanced (Groves)**

Commonly called NR II, this course follows the successful completion of your participation in Natural Resources. This term focuses on assisting others with the development of positive skills and attitudes. There are two major components to this class: 1) A 20-hour community service component teaching cooperative games to elementary school students, accomplished during your school class period twice each week for 10 weeks, and 2) Competency with belay skills for the High Ropes Course will be taught. Proficiency will allow students to belay and support each other at the ropes course facilities at both Seaholm and Groves High schools. Group awareness, trust, cooperation and self-exploration will be emphasized.

**Students may complete both Natural Resources and Advanced Natural Resources in the same year. Counselors will help arrange the sequencing of these in your trimester plan.**

Prerequisite: Natural Resources

Credit: 5

Grades Taught: 11, 12

**68342 Peer to Peer Support (LINKS)**

In Peer to Peer Support, students are trained as a peer mentor who will accompany students with special needs to one of their general or special education classes. The Peer to Peer student will model and support appropriate social skills and behavior in the academic setting so that the student with special needs may meet success. The students work together in an integrated, positive fashion, to promote socialization, independence and strong friendship bonds that last throughout high school and beyond. Students will learn about a variety of disabilities throughout the course. This course may include field trips and other social activities to promote positive social interactions. This course may be taken multiple semesters. Peer to Peer Course Credit Programs represent one model of 21st Century instructional design that incorporates applied (experiential) learning in a non-traditional manner.

Prerequisite: None

Credit: .5

Grade Taught: 9, 10, 11, 12

**85122 Student Congress**

This class is designed for all elected student government officers and class representatives. They will have the responsibility of planning, organizing and implementing a variety of school and community activities for the school year. In the process students will learn about and demonstrate effective leadership skills as they serve as positive role models for their school. Students will be graded on how well they participate and fulfill clearly defined expectations of individual leadership and work. Enrollment is open only to those selected or appointed by the advisors. All students are expected to schedule this

class for first quarter. Once elected, students need to discuss their specific schedule with the advisors. Please contact Kara Mason (Groves) at [KMason@birmingham.k12.mi.us](mailto:KMason@birmingham.k12.mi.us) or Katie Goetz (Seaholm) at [kgoetz@birmingham.k12.mi.us](mailto:kgoetz@birmingham.k12.mi.us) if you are interested in this class. Students must take this course a minimum 3 out of 4 quarters of the school year.

Prerequisite: None

Credit: .25

This course may be repeated for credit.

Grades Taught: 9, 10, 11, 12

### 961250 9th Grade Leadership

This course is based on student interest and teacher recommendation. Students will learn a variety of leadership styles and skills. Students in this program will work with others as well as independently to promote community within the school. They will learn to set goals, plan and implement events to help promote a positive school culture and climate. This course cannot be repeated

Prerequisite: None

Credit: .25

Grades Taught: 9

## MATHEMATICS

Program Level	Grade 9	Grade 10	Grade 11	Grade 12
Honors	Honors Integrated Math 2	Honors Integrated Math 3	AP Pre-Calculus	AP Calculus BC
Accelerated	Integrated Math 2	Integrated Math 3	Pre-Calculus	AP Calculus AB AP Statistics
College Preparatory	Integrated Math 1	Integrated Math 2	Integrated Math 3	Pre-Calculus Math Analysis Algebraic Modeling for Data Analytics Probabilistic Modeling for Data Analytics AP Statistics
Essential	Pre-Algebra	Integrated Math 1	Integrated Math 2	Integrated Math 3

The State of Michigan and Birmingham Public Schools require 4 credits in Math to include three years of an integrated sequence. All students must take one math course or a math-related course during their senior year.

The mathematics program in Birmingham is a multi-level program with course offerings at the honors and college preparatory levels. Within the college preparatory sequence of classes, students may be accelerated. The course offerings are listed in sequential order on the flow chart. Students taking courses in one level may elect courses in a different level. It is recommended students discuss these changes with their teacher.

Students should earn a B- or better to remain in the honors or accelerated program. It is also recommended that students not elect honors or accelerated courses pass/fail. The recommendation of the mathematics teacher should be considered in course selection.

**310020 Pre-Algebra**

Pre-Algebra is for students who need to strengthen their mathematical skills prior to taking Integrated Math 1. Fundamental skills of arithmetic are expanded and problem-solving skills are practiced. Elementary algebra and geometry topics, including equations, inequalities, data analysis, graphing, probability, areas, and volumes are introduced. Emphasis is placed on real-world applications and making connections to other disciplines.

Prerequisites: None

Grades Taught: 9

Credit: 1

**380020 Integrated Math 1**

Integrated Math 1 aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

Prerequisites: None

Grades Taught: 9, 10

Credit: 1

NCAA Approved

**39002 Introduction to Integrated Math 2**

This course is intended for students new to Birmingham Public Schools who have successfully completed a traditional Algebra 1 course. Introduction to Integrated Math 2 will cover topics that were developed in Integrated Math 1 that are not typically taught in Algebra 1 courses. Topics include modeling bivariate data, sequences, triangle congruence, coordinate geometry, and exponential functions.

Prerequisites: Algebra 1 outside of BPS

Grades Taught: 9, 10

Credit: .25

**380220 Integrated Math 2**

Integrated Math 2 aims to formalize and extend the geometry that students have learned in previous courses by focusing on establishing triangle congruence criteria using rigid motions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, and work within the rectangular coordinate system to verify geometric relationships. Integrated Math 2 begins developing concepts around quadratic functions and right triangle trigonometry. Students also use the language of set theory to compute and interpret probabilities for compound events, model with functions, and explore circles and solids algebraically and geometrically.

Prerequisites: Integrated Math 1

Grades Taught: 9, 10, 11

Credit: 1

NCAA Approved

**380620 Honors Integrated Math 2**

Students will investigate the same standards as regular Integrated Math 2. In Honors Integrated Math 2, these topics are developed with greater depth, breath, and rigor. A higher degree of mastery and attention to detail will be expected. Lessons and assessments may include additional questions, investigations, or projects.

Prerequisites: Integrated Math 1

Grades Taught: 9, 10, 11

Credit: 1

NCAA Approved



**380420 Integrated Math 3**

Integrated Math 3 aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in drawing statistical conclusions.

Prerequisites: Integrated Math 2

Grades Taught: 10, 11, 12

Credit: 1

NCAA Approved

**380820 Honors Integrated Math 3**

Students will investigate the same standards as regular Integrated Math 3. In Honors Integrated Math 3, these topics are developed with greater depth, breath, and rigor. A higher degree of mastery and attention to detail will be expected. Lessons and assessments may include additional questions, investigations, or projects.

Prerequisites: Honors Integrated Math 2 or Integrated Math 2

Grades Taught: 10, 11

Credit: 1

NCAA Approved

**333120 Pre-Calculus**

Pre-Calculus is the study of functions, analytic trigonometry, advanced algebra, analytic geometry, and limits. Special attention is given to higher degree polynomial functions, rational functions, exponential and logarithmic functions, and trigonometric functions. The graphing calculator is used to develop understanding of concepts and to aid in problem-solving.

Prerequisites: Integrated Math 3

Grades Taught: 10, 11, 12

Credit: 1

NCAA Approved

**342120 AP Precalculus**

AP Precalculus is the in-depth study of functions, advanced algebra, analytic geometry, analytic trigonometry, and limits. Students focus on procedural and symbolic fluency, multiple representations of functions, communication, and reasoning while learning about polynomial, rational, exponential, logarithmic, trigonometric, and polar functions. The course emphasizes conceptual understanding and problem-solving with the goal of preparing students to take AP Calculus BC the following year. This course prepares students to take the Advanced Placement Precalculus exam.

Prerequisites: Integrated Math 3 or Honors Integrated Math 3

Grades Taught: 10, 11, 12

Credit: 1

NCAA Approved

**332520 Math Analysis**

Math Analysis is designed for students who have completed Math 3 and are seeking a fourth-year capstone course that extends understanding of broadly useful ideas from statistics and probability, algebra and functions, and discrete mathematics that are relevant to many college majors and careers. Students explore methods for interpreting categorical data, modeling change with functions, counting methods, binomial distributions, statistical inference, and mathematics of democratic decision-making. Students who have completed the Math 1, 2, and 3 course sequence but are not pursuing Pre-Calculus in preparation for Calculus may also benefit from this course.

Prerequisites: Integrated Math 3

Grades Taught: 11, 12

Credit: 1

NCAA Approved

**343320 Algebraic Modeling for Data Analytics (Seaholm)**

Algebraic Modeling for Data Analytics teaches students how to use sophisticated mathematics to make complicated decisions. Algebraic models will be created to solve meaningful problems facing individuals, businesses, and governments. Multi-criteria decision making will be used to make decisions with competing objectives. For single-objective scenarios, students will formulate decisions as mathematical programming problems. Fidelity of the models, sensitivity of solutions, and interpretation of results will be thoroughly investigated. Extensive use of spreadsheets and other software will be made to find and analyze optimal solutions to these problems.

Prerequisites: Integrated Math 3

Grades Taught: 11, 12

Credit: .25

NCAA Approved

**343420 Probabilistic Modeling for Data Analytics (Seaholm)**

Probabilistic Modeling for Data Analytics teaches students how to use sophisticated mathematics to make complicated decisions. Probabilistic models are created to solve meaningful problems facing individuals, businesses, and governments. Students will learn to understand randomness in order to make better decisions in the face of uncertainty. Basic probability, conditional probability, and several distributions of random variables will be used to model real-world problems in an effort to make better decisions. Graphing calculators and spreadsheet software will be used extensively to work through problems.

Prerequisites: Integrated Math 3

Grades Taught: 11, 12

Credit: .25

NCAA Approved

**330420 AP Calculus AB**

AP Calculus AB is the study of functions and their derivatives and integrals. Problems are explored from multiple viewpoints, including algebraic, numerical, and graphical. Graphing calculators are used extensively. Problem-solving is developed throughout the course with practical applications from many disciplines included. This course prepares students to take the Advanced Placement Calculus AB examination.

Prerequisites: Pre-Calculus

Grades Taught: 11, 12

Credit: 1

NCAA Approved

**343120 AP Calculus BC**

AP Calculus BC is the study of functions, including vector and polar functions, derivatives and integrals, infinite sequences and series. Formal proofs of major theorems are presented. Problems are explored from multiple viewpoints, including algebraic, numerical, and graphing. Graphing calculators are used extensively. Problem-solving is developed throughout the course, with practical applications from many disciplines included. This course prepares students to take the Advanced Placement Calculus BC examination.

Prerequisites: Honors Pre-Calculus

Grades Taught: 11, 12

Credit: 1

NCAA Approved

### **350020 AP Statistics**

The major themes of the content of Advanced Placement Statistics are exploratory analysis of data, planning a study, probability and statistical inference. Students will describe patterns and departures from patterns, plan and conduct studies, explore random phenomena using probability and simulation, estimate population parameter test hypotheses. Students use computers and graphing calculators to fit mathematical models to data, and also to produce graphs designed for statistical analysis. Students are expected to read critically and interpret problem situations described in writing, and to write reports. This course prepares students to take the Advanced Placement Statistics examination. Students opting for this course as an alternative to Pre-Calculus or Math Analysis should discuss their selection with their sschool counselor, as it may have implications for college admissions.

Prerequisites: Integrated Math 3

Grades Taught: 11, 12

Credit: 1

NCAA Approved

### **34400DE Calculus 3 & Differential Equations (Groves)**

First semester is Calculus 3. Students will learn the following topics: three-dimensional analytic geometry, vectors, vector-valued functions, motions in space, functions of several variables, partial differentiation and applications including the method of LaGrange multipliers , multiple integration, integration of vector fields, Green's Theorem, Stokes' Theorem and Divergence Theorem. Dual enrollment opportunity through Lawrence Technological University and students will earn four college credits from LTU. Second semester is Differential Equations. Students will learn the following topics: solving first and second-order differential equations and first-order linear systems of differential equations by various techniques such as separation of variables, integrating factors, substitution methods, variation of parameters, and Laplace Transforms. Emphasis will be placed on applications of differential equations arising from engineering applications and the natural sciences. Dual enrollment opportunity through Lawrence Technological University, and students will earn three college credit for semester 2 from LTU.

Prerequisites: AP Calculus BC

Credit: 1

Grade Taught: 12

### **Math-Related Courses**

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There are several courses in the Business, Engineering, and Social Studies departments that are approved math related courses (not for math credit). Courses such as Accounting, Investments, and Engineering Technology are examples of math-related courses. See Course offerings section for a list of approved math related courses.

# FREQUENTLY ASKED QUESTIONS

## What is the difference between the Accelerated and Honors math courses?

The Accelerated math courses are the same as the College Preparatory courses. Students in the Accelerated sequence are considered to be one year ahead of students in the College Preparatory sequence and will reach AP Calculus AB their senior year (opportunity to earn one semester of college calculus credit with the AP exam). The Honors math courses are not only one year ahead, but they also operate at a higher and more rigorous level, extending students' conceptual thinking and problem-solving skills. These students will reach AP Calculus BC their senior year (opportunity to earn two semesters of college calculus credit with the AP exam).

## What Advanced Placement (AP) classes are offered in the Math Department?

**AP Statistics** is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.

**AP Calculus AB** is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus.

**AP Calculus BC** is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series.

## Can I make it into an AP math class if I take Integrated Math 1 in the ninth-grade?

AP Statistics can be taken immediately following Integrated Math 3.

## Do I have to take calculus?

No. Calculus is a powerful tool for certain fields and a common requirement for some majors. If you plan on pursuing a STEM-related career, then calculus will serve you well. For many other college majors and careers, probability, statistics, data analysis, quantitative reasoning, and mathematical modeling may be much more valuable and relevant tools. Not everybody needs to take calculus.

## What happens if you are two or three years accelerated in math?

Students who take Honors Math 3 as a ninth-grader need to consider their four-year plan. A common path for double- and triple-accelerated students is to take Calculus 3 and Linear Algebra courses at a local college or university through a dual-enrollment arrangement. This involves you finding and taking evening classes at a nearby college campus that fit into your schedule. Another option is to take AP Statistics between Honors Math 3 and Honors Pre-Calculus. These two options are outlined in the table below. Your math teacher or the head of the math department can advise you about these options.

Option	9th Grade	10th Grade	11th Grade	12th Grade
Stay on campus	Honors Math 3	AP Statistics	Honors Pre-Calculus	AP Calculus BC
Take Dual Enrollment course	Honors Math 3	Honors Pre-Calculus	AP Calculus BC	Calculus 3 and Diff Equations (Dual enrollment)

## Placement Tests

Mathematics students wanting more guidance in their math course selection, or students new to the district, may register for a math placement test. Please contact the Seaholm Math Department Head, Thad Wilhelm, at [twilhelm@birmingham.k12.mi.us](mailto:twilhelm@birmingham.k12.mi.us) or the Groves Math Department Head, Stuart Kane at [skane@birmingham.k12.mi.us](mailto:skane@birmingham.k12.mi.us) for more information or to register.

### VISION:

High School Music courses include Concert Band, Symphony Band, Choir, Concert Orchestra, Symphony Orchestra, Class Piano, ASD Music and AP Music Theory. Each of these ensemble-based courses have multiple performances a year and challenge students to grow as an individual performer as well as a member of an ensemble. Scaffolding from our previous years of instrumental and vocal music instruction, High School music ensembles showcase our BPS talented students in many ways throughout the community. Local and International field trips help us share our musical understanding to the world as well as gain hands-on experience in once in a lifetime opportunity. Our students have performed in Spain, Italy, London, Vienna, Hawaii, Disney World, and more!

Students involved in music courses are eligible to participate or audition for extracurricular activities such as Marching Band, Jazz Band, Electronic String Ensembles, Show choirs, and musicals.

All music courses are a full year course with the exception of Class Piano.

### **642420 Concert Choir**

This exciting ensemble is designed for all students with a desire to sing and perform. Students will present concerts for the community, as well as compete in local, state, and national choral festivals which showcase their talent and abilities. A variety of challenging vocal styles are presented, including classical, musical theater, jazz, pop, and spirituals. Vocal techniques and learning to work as an ensemble will be stressed. As a performing arts ensemble, students are required to attend all performances and it is recommended that students are enrolled in Choir for the entire school year.

Prerequisite Courses: None

Grades Taught: 9, 10, 11, 12

Credit: .5

This course may be repeated for credit

### **643020 Chamber Choir**

This ensemble is designed for advanced choral students with a desire to sing and perform. Students will present concerts for the community, as well as compete in local, state, and national choral festivals which showcase their talent and abilities. A variety of challenging vocal styles are presented, including classical, musical theater, jazz, pop, and spirituals. Vocal techniques and learning to work as an ensemble will be stressed. As a performing arts ensemble, students are required to attend all performances. This is an audition based ensemble with auditions being held by the teacher each spring.

Prerequisite Courses: Choir

Grades Taught: 9, 10, 11, 12

Credit: .5

This course may be repeated for credit

### **624020 9th Grade Band (Seaholm)**

The 9th Grade Band will include all freshman members. This ensemble will produce the highest quality concert band literature when performing at concerts and festivals. All performances are required as well as some evening rehearsals determined by the band directors. It is expected that students are enrolled in Freshman Band for the entire year.

Prerequisite Courses: 3-4 years of instrumental music training including 8th grade band, or audition

Grades Taught: 9

Credit: 1

This course may be repeated for credit

### **630020 Concert Band**

Concert Band can include Freshman, Sophomores, Juniors, and Seniors. This ensemble will produce the highest quality concert band literature when performing at concerts and festivals. All performances are required as well as some evening rehearsals determined by the band directors. It is expected that students are enrolled in Concert Band for the entire year.

Prerequisite Courses: 3-4 years of instrumental music training including 8th grade band, or audition

Grades Taught: 9, 10, 11, 12

Credit: 1.

This course may be repeated for credit

### **632020 Symphony Band**

Symphony Band is an auditioned ensemble made up of Sophomores, Juniors, and Seniors. Students within the Symphony Band will focus on playing an advanced and collegiate level repertoire. All performances are required as well as some evening rehearsals determined by the band directors. It is expected that students are enrolled in Symphony Band for the entire year.

Prerequisite Courses: 4-5 years of instrumental music training, or audition

Grades Taught: 10, 11, 12

Credit: 1

This course may be repeated for credit

### **632220 Concert Orchestra**

The Concert Orchestra is a full year course that includes students in grades 9-12. Students will learn a variety of classical, contemporary, and alternative styles (rock, pop, jazz) of string orchestra literature. Students will perform at festivals and concerts throughout the year, as well as have the opportunity to take musically enriching trips around the world. Instruction includes advanced string techniques to improve musical performance skills. Students enrolled in the Orchestra program will also have the opportunity to participate in Solo & Ensemble Festival, audition for the Electric String Ensemble, as well as Pit Orchestra for the musical. Every member is expected to attend all performances and functions throughout the year.

**PLEASE NOTE: Once a student is no longer in the Orchestra program, they may not enroll again without specific permission from the director.**

Prerequisite Courses: 3-4 years of instrumental training, including 8th Grade Orchestra, or audition.

Grades Taught: 9, 10, 11, 12

Credit: 1.

This course may be repeated for credit



### **632620 Symphony Orchestra**

The Symphony Orchestra is a full year course and is the most musically advanced orchestra offered. It is an audition-based ensemble that is open to students in grades 9-12. Students will learn a variety of advanced classical, contemporary, and alternative styles (rock, pop, jazz) of string orchestra literature. Students will perform at festivals and concerts throughout the year, as well as have the opportunity to take musically enriching trips around the world. Instruction includes advanced string techniques to improve musical performance skills. Students enrolled in the Orchestra program will also have the opportunity to participate in Solo & Ensemble Festival, audition for the Electric String Ensemble, as well as Pit Orchestra for the musical. Every member is expected to attend all performances and functions throughout the year.

**PLEASE NOTE: Once a student is no longer in the Orchestra program, they may not enroll again without specific permission from the director.**

Prerequisite Courses: 3-4+ years of instrumental training, including 8th Grade Orchestra, or audition.

Grades Taught: 9, 10, 11, 12

Credit: 1.

This course may be repeated for credit

### **64072 Class Piano**

This course is open to any student either beginner, intermediate, or advanced. Students will progress at their own level and ability. Electronic keyboards with headsets will be used to practice independently with guidance and instruction from the music teacher. Basic music theory and music listening will be included with an element of music appreciation and creative.

Prerequisite Courses: none

Grades Taught: 9, 10, 11, 12

Credit: .5

This course may be repeated for credit

### **640420 AP Music Theory (Seaholm)**

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a music score/orchestration. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. This course is spread throughout an entire year, and culminates in the opportunity to take the AP Music Theory exam to earn college credit.

Prerequisite Courses: Two years of either participation in musical groups, private music instruction, or permission from the instructor.

Grades Taught: 11, 12

Credit: 1.

This course may be repeated for credit



### VISION:

Our high school physical education program is more than just a class; it's a holistic experience that shapes your child's physical, mental, and emotional well-being. We offer an array of exciting electives like aerobics, net sports, and even scuba diving, ensuring they find their passion. Your child will gain competence in motor skills, build and maintain physical fitness, and make informed decisions about a healthy lifestyle. Moreover, they'll develop essential character traits and connect with community resources, setting the stage for a lifetime of physical activity and well-being.

### **90002 Personal Fitness**

Personal Fitness is the physical education foundation course which focuses on those concepts and experiences designed to help students establish a habit of lifelong physical activity and a healthy lifestyle. Through health and fitness self-assessments, students learn how to design their own personal fitness programs. Daily classroom experiences emphasize positive decision-making related to reducing cardiovascular risk factors. Students are required to work with a portfolio and will include weekly lectures. Heart rate monitors are used to help students understand the physiological effects of exercising. Activity units include components of Health-Related Fitness Skills, Skill-Related Fitness Skills and swimming. All students must successfully complete this course to fulfill graduation requirements or speak with their counselor regarding a personal curriculum to meet this graduation requirement.

Prerequisites: None

Grades Taught: 9 (could be taken 10, 11, 12 if unable to fit it into 9th grade year)

Credit: .25

### **90062 Aerobics**

This course is for students who wish to attain optimal fitness levels through fun and challenging experiences. Fitness activities may include, but are not limited to, power walking, teacher led Step classes, circuit training, fit ball workouts, kickboxing, and High Intensity Interval Training. This course involves the use of individual assessments, personalized goal setting and progressive self-improvement activities in the areas of personal conditioning.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

### **91012 Basketball**

This course is for students wishing to pursue the comprehensive development of basketball fundamentals including strategies, techniques, execution of progressive developmental skills and competitive play.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

### **91032 Football Techniques**

This advanced course is designed for students wishing to pursue a more rigorous study of football techniques and strategies. Contemporary issues related to football will be explored. The course will be divided into three equal components: Speed/agility training, weight lifting, and fundamental football techniques.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**91102 Lifeguarding**

This course is designed to teach students not only the basics in water safety but also the proper protocol when dealing with any emergencies around water. The class will be taught through lecture style format along with crucial hands-on training in order to teach effective techniques to deliver prompt care to those in need. Students will learn how to respond safely and efficiently to water emergencies. There will be a \$45 fee for the certification from the Red Cross if a student successfully passes the required tests.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**90042 Adjusted/Adapted Physical Education**

Adapted physical education is a highly individualized program designed to meet the needs of students with special consideration and provide activities intended to enhance traditional therapy. Program objectives include: fitness improvement/maintenance, motor development, sports skill development, self-care skills and appropriate decision-making strategies.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**91052 Team Sports**

This course is designed for those students who have mastered basic skills and wish to pursue vigorous team activities beyond the fundamental required team skills. Major activities will include invasion sports, net wall sports, and striking and field sports. Emphasis will be placed on the development of fitness through participation in these vigorous activities.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**91062 Lifetime Sports (Groves)**

Lifetime Sports offers instruction in lifelong activities with emphasis on off-campus community-based activities. The experiences in this course will focus on instruction and enjoyment of a variety of activities and stress the need for lifetime participation. The following activity units are taught depending on the availability of facilities: kickboxing, archery, golf, group fitness and yoga. A fee (to be determined based on facilities they are attending) payable at the beginning of the term is required to cover facility fees and transportation costs. Students should expect daily activities and/or lessons pertaining to our philosophy of being A.B.L.E. We will explore topics dealing with Attitude (character development), Body (fitness components), Life-Saver (CPR), and Energy (Nutrition).

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**92002 Volleyball**

This advanced course is designed for students wishing to pursue a more rigorous study of volleyball techniques and strategies.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**90072 Net Sports**

Net/Racquet Sports activity units may include tennis, volleyball, badminton and pickleball. This course is designed to assist students in developing skills and game strategies to successfully play each of the sports with carryover value for lifelong participation.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**92012 Soccer (Groves)**

This advanced course is designed for students wishing to pursue a more rigorous study of soccer techniques and strategies.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**99082 Swimming**

For anyone, from non-swimmers to competitive swimmers wishing to pursue a more intensive swim development program are encouraged to enroll in this course which emphasizes swimming biomechanics, fundamentals and individual technique development.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**91122 Total Fitness**

This course gives students an opportunity to actively engage in a program to promote total fitness. Students will participate in the use of personal health risk appraisals, nutritional analysis and fitness assessments to develop individual program prescriptions. Resistance machines, free weights, core exercises, aerobic conditioning including the use of cardio machines, and plyometric circuit workouts will be utilized to accommodate and individualize interest and developmental differences. Students should also expect to create and conduct workouts for the class. .

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: .25

This course may be repeated for credit

**VISION:**

As the Birmingham Public Schools Science Department, we are committed to fostering a community of critical thinkers, problem-solvers and ethical science students who push the boundaries of knowledge through real-world opportunities, experiential learning, inquiry and a culture of inclusivity backed with trust and validation. We equip students with the knowledge and passion for future study in the sciences and enable positive contributors to their communities.

<b>Graduation Requirement (Pending Board Approval)</b>	<b>Course options</b>
1.0 credit Biology	1.0 credit Biology
0.5 credit Chemistry	0.5 credit Chemistry A 1.0 credit Honors Chemistry A and B
0.5 credit Physics	0.5 credit Physics A 1.0 credit AP Physics 1 A and B
1.0 credit elective(s)	0.5 credit science elective from course catalog (The B term of Chemistry, Honors Chemistry, Physics, or AP Physics 1 courses, when taken as part of the full-year course, also meet this requirement.)

<b>Possible Pathways</b>			
<b>Grade 9</b>	Biology		
<b>Grade 10</b>	Chemistry A* and B*	Chemistry A and Elective	Chemistry A* and B*
<b>Grade 11</b>	Physics A** and B**	Physics A and Elective	Physics A and Elective
<b>Grade 12</b>	Possible AP course and/or Elective	Possible AP course and/or Elective	Possible AP course and/or Elective

\*Honors level offered but both A and B must be taken

\*\*AP level offered but both A and B must be taken

**411020 Biology**

Biology is a required inquiry-based course in which students will investigate the fundamentals of biology, including scientific methodology, ecological systems, evolution, cellular systems, and genetics. Credit in Biology is required for graduation.

Honors/Pre-AP Credit pending Board approval.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: 1.0

NCAA Approved

**42022 Chemistry A**

Chemistry A is a laboratory-based program for students bound for college or other post-secondary training. Topics covered include properties of matter, atomic structure, energy changes, chemical bonding, introduction to gas laws and chemical reactions. Emphasis is on laboratory skills, laboratory reporting, data analysis, and general chemistry theory.

Prerequisites: Integrated Math 1  
Grades Taught: 10, 11 12  
Credit: 0.5  
NCAA Approved

### **42032 Chemistry B**

Chemistry B extends student learning to cover additional topics in chemistry, including quantitative analysis, stoichiometry, solutions, quantitative gas laws, thermodynamics, reaction rates, and acids and bases. Students will engage in laboratory experiments designed to introduce, illustrate, and apply concepts learned in class.

Prerequisites: Chemistry A; Integrated Math 2 preferred  
Grades Taught: 10, 11 12  
Credit: 0.5

### **421220 Honors Chemistry**

Honors Chemistry provides an opportunity for students to develop an in-depth understanding of the major areas of chemistry. Students will study the underlying principles and theories of chemistry while using mathematical skills during data-analysis and problem-solving activities. Students will engage in laboratory experiments designed to introduce, illustrate, and apply concepts learned in class. Topics of study include chemical change, atomic structure, bonding, chemical quantities, states of matter, equilibrium, acids and bases, and thermodynamics. Successful completion of this class will prepare students for the rigors of both Advanced Placement and collegiate level chemistry.

Prerequisites: Integrated Math 1; Integrated Math 2 preferred  
Grades Taught: 10, 11 12  
Credit: 1.0  
NCAA Approved

### **44022 Physics A**

Physics A is the first semester of a two semester, lab-based, college preparatory course that covers the fundamental concepts of physics and how they model aspects of the physical world. Topics of study include forces, energy, momentum, waves, and an introduction to electricity and magnetism. Technological applications of physics are explored.

Prerequisite: Integrated Math 1  
Grades Taught: 10, 11, 12  
Credit: 0.5  
NCAA Approved

### **44032 Physics B**

Physics B is the second semester of a two semester, lab-based, college-preparatory course that covers the fundamental concepts of physics and how they model aspects of the physical world. Topics of study include electric field, circuits, magnetism, kinematics, circular motion, optics, simple harmonic motion, and sound. Technological applications of physics are explored.

Prerequisite: Integrated Math 1 and Physics A. Integrated Math 2 must be taken previously or concurrently.  
Grades Taught: 10, 11, 12  
Credit: 0.5  
NCAA Approved

### **440020 AP Physics 1**

AP Physics 1 is a two-semester laboratory course in which students develop many physics concepts from their own laboratory work. Students develop an understanding or awareness of the natural world and how ideas of physics are interrelated with experience, experiments, and technology. Major topics of study include mechanics, waves, sound, optics, electricity, and magnetism. Successful completion of this course may enable students to earn credit through the Advanced Placement Test offered in the spring.

Prerequisite: Integrated Math 2  
Grades Taught: 10, 11, 12  
Credit: 1.0  
NCAA Approved

## SCIENCE ELECTIVES

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### **410420 AP Biology**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Successful completion of this course may enable students to earn college credit through the Advanced Placement exam offered in May of each year.

Prerequisites: Biology, Honors Chemistry or Chemistry  
Grades Taught: 11, 12  
Credit: 1.0  
NCAA Approved

### **420420 AP Chemistry**

AP Chemistry is the equivalent of a one-year introductory college general chemistry course. Students will learn about the fundamental concepts of chemistry, including atomic structure and properties, molecular and ionic compound structure, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases and applications of thermodynamics. Students will engage in hands-on investigations and use chemical calculations to solve problems. Successful completion of this course may enable students to earn college credit through the Advanced Placement exam offered in May of each year.

Prerequisites: Integrated Math 3; Honors Chemistry preferred  
Grades Taught: 10, 11 12  
Credit: 1.0  
NCAA Approved

### **450420 AP Environmental Science**

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Successful completion of this course may enable students to earn college credit through the Advanced Placement exam offered in May of each year.

Prerequisites: Biology, Chemistry A or Honors Chemistry A, Integrated Math I  
Grades Taught: 11, 12  
Credit: 1.0  
NCAA Approved

### **440620 AP Physics Calculus-Based**

Advanced Placement Physics Calculus-Based is a two-semester college course that explores areas of physics not studied in depth in AP Physics 1 as well as many new topics while following the Advanced Placement Physics "C" outline. Major topics of study include mechanics and electricity and magnetism, with an emphasis on using calculus to analyze concepts and to problem solve. Students who are

interested in pursuing university programs in engineering, physics, or chemistry should consider taking this course. Successful completion of this course may enable students to earn college credit through the Advanced Placement exams offered in May of each year.

Prerequisite: AP Physics 1 or Physics, AP Calculus must be taken previously or concurrently

Grades Taught: 11, 12

Credit: 1.0

NCAA Approved

#### **440820 AP Physics 2 Algebra-Based (Seaholm)**

Advanced Placement Physics 2: Algebra-Based is a two-semester college level course that explores topics in classical mechanics, electricity and magnetism, thermodynamics, waves and optics, atomic and nuclear physics, and fluids. Students will investigate these topics in the laboratory as they design experiments, observe and measure real phenomena, analyze data, analyze errors, and communicate results. An emphasis is placed on using algebra and trigonometry to solve problems. Students who are interested in life science, business, law or not sure of their college major should consider taking this course as it offers a broad range of topics. Successful completion of this course may enable students to earn college credit through the Advanced Placement exam offered in May of each year.

Prerequisites: AP Physics 1 OR Physics; Integrated Math 3 or Precalculus must be taken previously or concurrently

Grades Taught: 10, 11, 12

Credit: 1.0

NCAA Approved

#### **450020 Anatomy and Physiology**

Anatomy and Physiology course is designed to prepare students for college anatomy and physiology, as well as careers in the health sciences. Students will explore the human body using a body-systems approach. Students will interact with a variety of healthcare professionals and experience real-world anatomy and physiology applications. Extensive laboratory time is spent exploring the structure and function of tissues, bones, muscles, and organs. This class will consist of classroom, online, and off-site study. All students who sign up for the class will have the opportunity to complete additional coursework in order to have their credit labeled as Honors on their transcript.

Prerequisites: Biology, Chemistry A or Honors Chemistry

Grades Taught: 11, 12

Credit: 1.0

NCAA Approved

#### **40042BL STEMx Research and Design 1 (Seaholm)**

Honors STEMx Research and Design 1 course provides opportunities for students to develop a STEM related project while embedding authentic data internships with professionals from the surrounding area. Students are introduced to the fundamental steps in scientific research methodologies, engineering design, and combining quantitative/qualitative methods of data analysis. In addition, students learn engineering skills by designing and analyzing processes and process units in order to assess product quality, measurement issues, economics, safety, and environmental/sustainability impact. This course will provide both information on how to carry out and present various types of research, as well as knowledge of what STEM professionals must do to be successful in their work.

Prerequisites: Biology, Chemistry, Physics must be taken previously or concurrently. Integrated Math 3 must be taken previously. Students must agree to District Policy for off-campus exploration.

Grades Taught: 11, 12

Credit: 0.5

NCAA Approved

This course may be repeated for credit.



**40052BL STEMx Research and Design 2 - (Seaholm)**

Honors STEMx Research and Design II will introduce students to action research, a form of self-reflective systematic inquiry by students on their own research practice. Action research is a flexible spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time. The goals of action research are the improvement of research methodologies, a better understanding of data measurables, and an improvement in the "action" in which the research is carried out. The primary objective of the course is to prepare students to do action research in a long-term externship over the trimester. · Research response groups will be formed and will meet weekly. They will identify, interpret, analyze, and synthesize research-based literature for the purpose of writing a review of the literature associated with a selected topic of interest in STEMx · Design, implement, and measure an action research project related to the selected topic(s).

Prerequisites: STEMx Research and Design I. Biology, Chemistry, Physics must be taken previously or concurrently, Integrated Math 3 must be taken previously. Students must agree to District Policy for off-campus exploration. This course can be repeated for credit.

Grades Taught: 11, 12

Credit: 0.5

NCAA Approved

**40062 Astronomy**

Astronomy is a one-semester course that covers easily observed solar and lunar phenomena, as well as constellations. Students will learn how electromagnetic energy and various telescopes are used to study the sun and the evolution of stars into white dwarfs, neutron stars and black holes. Students will study the formation of our solar system and celestial objects like planets, moons, asteroids/meteoroids and comets. Moving beyond the solar system, students will compare our galaxy to others and learn about theories of the universe.

Prerequisites: None

Grades Taught: 10, 11, 12

Credit: 0.5

NCAA Approved

**44052 Forensic Science**

Forensic science is a one trimester laboratory based investigative class which will cover a wide range of science concepts. Students will apply biology, chemistry, and physics concepts to solve real-world forensic science questions. Students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. The course will explore the investigation of crime scenes, blood, DNA, hair and fiber, documents, toxicology, arson, and career exploration.

Prerequisites: Biology, Chemistry A taken previously or concurrently

Grades Taught: 11, 12

Credit: 0.5

NCAA Approved

**45022 Environmental Science**

This course investigates both natural and human changes in the environment. Students will be introduced to the tools and techniques needed to understand and analyze environmental issues. Lab activities will introduce basic ecosystem concepts necessary for understanding the environmental issues covered in the remainder of the course. Topics include history of the Earth, the hydrosphere, the geosphere, climate, the atmosphere, use of natural resources, pollution, and our unending quest for energy. Information is presented in an objective, scientific manner, allowing students to reach their own conclusions regarding environmental issues.

Prerequisite: Biology Sem 1

Grades Taught: 10, 11, 12

Credit: 0.5

NCAA Approved

## SOCIAL STUDIES

### VISION:

Study in the Social Studies Disciplines is essential to an individual's growth in a democratic society. We have included the table below of the Requirements (State Law, and Birmingham Board of Education) as well as the Electives that can be used for completion of the Social Studies Require Program of Study. The courses provide many opportunities in a wide range of skill and development levels.

Graduation Requirement	Course Options
1.0 credit World History	World History Honors Flex 9 Excel 9 Honors Excel 9
1.0 credit U.S. History	U.S. History AP U.S. History Honors Flex 10 Excel 10 Honors Excel 10A
0.5 credit Economics	Economics AP Economics A (Microeconomics) and AP Economics B (Macroeconomics) (must complete both semesters to fulfill graduation requirement) Honors Flex 11 Excel 11 Honors Excel 11
0.5 credit Government	U.S. Government AP U.S. Government and Politics (must complete both semesters) Honors Flex 12 Excel 12 Honors Excel 12
0.5 credit elective	AP European History AP Psychology AP African American History-Pending Board Approval (Groves) African American History (Groves) Anthropology (Seaholm) Court Cases – Constitutional History and Law (Groves) Critical Issues (Seaholm) Family History (Seaholm) Global Issues (Groves) The History of American Feminism (Groves) Women's Studies (Groves) Holocaust (Groves) Roots of Western Philosophy (Groves) Modern Philosophy (Groves) Law and You (Seaholm) Psychology Psychology and the Individual (Groves) Topics in Psychology World Geography (Groves) World War II(Seaholm)

### **23102 AP Economics A (Microeconomics)**

This Advanced Placement course is designed to provide an in-depth overview of the principles of economics that apply to an economic system as a whole and to the functions of individual decision makers, both consumers and producers, within the larger economic system. The aim of Advanced Placement Economics is to provide a learning experience equivalent to that obtained in a college level introductory economics course. Prior economics courses are not required for entry into this course. First semester microeconomic concepts include: the nature and functions of product markets, factor markets, efficiency, equity, and the role of government. **A student must take this course for both semesters to fulfill the economics and personal finance graduation requirement. College Board Administers separate exams for Microeconomics and Macroeconomics.**

Prerequisites: Grades of B or above in prior social studies courses. Strength in mathematics is helpful.

AP Economics A is a strongly recommended prior to the selection of AP Economics B

Grades Taught: 11, 12

Credit: .5

NCAA Approved

### **23112 AP Economics B (Macroeconomics)**

This Advanced Placement course is designed to provide an in-depth overview of the principles of economics that apply to an economic system as a whole and to the functions of individual decision makers, both consumers and producers, within the larger economic system. The aim of Advanced Placement Economics is to provide a learning experience equivalent to that obtained in a college level introductory economics course. Prior economics courses are not required for entry into this course. Second semester macroeconomic concepts include: measurements of economic performance, national income and price determination, economic growth, international finance, exchange rates, and balance of payments. **A student must take this course for both semesters to fulfill the economics and personal finance graduation requirement. College Board Administers separate exams for Microeconomics and Macroeconomics.**

Prerequisites: Grades of B or above in prior social studies courses. Strength in mathematics is helpful.

AP Economics A is a strongly recommended prior to the selection of AP Economics B

Grades Taught: 11, 12

Credit: .5

NCAA Approved

### **281220BL AP European History**

The AP European History course is a year-long course designed to provide an in-depth survey of the social, cultural, economic, and political developments of European History from c. 1450 through the modern era via a variety of historical interpretive lenses. This course is intended for the student who has a strong interest in history, will develop continued sophisticated writing skills, and promotes continued strength in reading comprehension. The course is designed to prepare students to take the Advanced Placement Exam. As such, students will extensively read and analyze primary and secondary sources, write a variety of essays, engage deeply with thorough content knowledge, and effectively communicate their historical understanding through discussion. This course is a Social Studies elective open to Juniors and Seniors. AP European History includes a required summer assignment.

Prerequisites: None, Taking AP US History would be helpful but not required

Grades Taught: 11th, 12th

Credit: 1

NCAA Approved

### **230820 AP United States Government and Politics**

Advanced Placement United States Government and Politics is a full year course in which students explore in depth the workings of our federal government system. Students examine primary sources, such as the Constitution and Federalist papers, to gain insights into our governing documents and the historical and political climate of that time period. By engaging in critical readings from an extensive and varied list of primary and secondary materials, students analyze and draw conclusions about the

democratic principles of popular sovereignty, federalism, limited government and personal freedoms, separation of powers, checks and balances, and judicial review. Students also take a closer look at the Congress, the Presidency, and the federal courts, and apply critical thinking to their discussions and to their analytical writings about the inter-relationships among the three branches of government. They deal with the connections of our national government to political parties and interest groups, to the media and public opinion, and to state and local governments. The course is designed to fulfill the United States government requirement and to prepare students for the AP test given in the spring of each year. The first term includes the following topics: Introduction to US Government, The Constitution, Federalism, Public Opinion, Political Participation, Political Parties, Campaigns and Elections. The second term includes: Interest Groups, Congress, The Presidency, The Bureaucracy, The Judiciary, Civil Liberties and Civil Rights.

Prerequisites: Students may self-select; however, students who are successful have taken other AP courses and have strong reading and writing skills. Students are required to take the full year course for graduation and State of Michigan requirement.

Grades Taught: 11, 12

Credit: 1

NCAA Approved

### **222920 AP Psychology**

The purpose of the AP course in Psychology is to introduce students to the scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the methods psychologists use in their science and practice. It is the aim of AP Psychology to provide a learning experience equivalent to that obtained in a college level introductory psychology course. AP Psychology is intended for juniors and seniors who are genuinely interested in gaining a deeper understanding of psychology in preparation for further exploration in college. This course, which is a social studies course, is especially helpful for students who wish to pursue majoring in psychology or neuroscience, which is now a significant component of the MCAT (Medical College Admissions Test).

Prerequisites: Students may self-select; Successful AP students have a B average on tests in other social studies classes. AP Psychology A is a prerequisite for AP Psychology B.

Grades Taught: 11, 12

Credit: 1

NCAA Approved

### **280120 AP US History**

AP US History is a year-long course designed to provide an in-depth survey of the social, cultural, economic, and political developments of the United States from Pre-Columbian American society through the modern era via a variety of historical interpretive lenses. This course is intended for the student who has a strong interest in history, will develop continued sophisticated writing skills, and promotes continued strength in reading comprehension. The course is designed to prepare students to take the Advanced Placement Exam. As such, students will extensively read and analyze primary and second-ary sources, write a variety of essays, engage deeply with thorough content knowledge, and effectively communicate their historical understanding through discussion. This course satisfies the US History graduation requirement. AP US History includes a required summer assignment.

Prerequisites: None

Grades Taught: 10

Credit: 1

NCAA Approved

### **200420 World History**

World History is a year-long course designed to introduce students to the essential knowledge base of human social development through the study of the origins and development through time of an ever-changing global society. Students will be introduced to the study of history and, throughout the

year, enhance their critical thinking skills, civil discourse, oral and written expression, and the technical skills of gathering and analyzing data. In the first semester, students will explore ancient civilizations, the collapse or decline of empires, diffusion of religions or philosophies, growth of trade networks, war, and a rapidly evolving technological world. In the second term, students continue their investigation through the comparison and analysis of political and economic revolutions, 20th and 21st century global conflict, and globalization.

Prerequisites: None

Grades Taught: 10

Credit: 1

NCAA Approved

### **23022 Economics**

Economics is a 1 semester course that fulfills the State of Michigan graduation requirements for Economics and Personal Finance. This course will examine the principles of economics that apply to individual decision makers and economic systems as a whole. This course will provide an overview of both microeconomic and macroeconomic concepts. Microeconomic topics covered include supply and demand, scarcity, opportunity costs, consumer choice, factor markets, business, personal finance, inflation, and interest rates. Macroeconomic topics covered include economic indicators such as: GDP, employment, wages, international trade, inflation, interest rates, and wealth disparity. Personal finance topics covered include investments, credit, housing and personal loans, interest rates, banking, and retirement planning.

Prerequisites: None

Grades Taught: 11, 12

Credit: .5 Unit of Economics credit and .5 unit of Personal Finance credit

NCAA Approved

### **22252BL Law and You- (Seaholm)**

This 1 Semester course will begin with an investigation of the structure of our court system and explore the differences between criminal and civil law. Students will complete various projects throughout the semester. Topics include True Crime Documentaries, Michigan Cold Cases, and strange laws of states. Students will be expected to locate their own resources for projects. This may include visiting courtrooms, shadowing attorneys and/or police officers, visiting crime labs, visiting the Oakland County jail and other real-life experiences. Successful students are self-motivated, independent learners. This course has the possibility of a blended component.

Prerequisites: None

Grades Taught: 11, 12

Credit: .5

NCAA Approved

### **23032 Psychology and the Individual**

Psychology and the Individual is a 9-week course designed to introduce you to the fascinating world of psychology, focusing on how it relates to individual behavior, thoughts, and emotions. Whether you are interested in understanding human behavior, improving your self-awareness, or simply want to explore the inner workings of the human mind, this course offers valuable insights and practical knowledge. Throughout the academic year, we will explore five major units, each delving into a different aspect of psychology. By the end of this course, you will have a deeper understanding of personality, stress and health, motivation and emotion, intelligence, and performance psychology. These units will provide you with a solid foundation for further studies in psychology or related fields and will empower you to apply psychological principles to your own life and experiences.

Prerequisites: None

Grades Taught: 10, 11, 12

Credit: 0.25

NCAA Approved

**25100 World Geography**

In High School World Geography, students will embark on a captivating journey around the globe to explore the dynamic and interconnected aspects of our planet. This comprehensive course is designed to provide students with a deep understanding of both the physical and human geography that shape our world. Through engaging lessons, hands-on activities, and critical thinking exercises, students will develop the knowledge and skills necessary to become citizens of the world. Beyond theoretical knowledge, we inspire students to explore diverse cultures and global destinations, bridging the gap between classroom learning and real-world experiences.

Prerequisites: None

Grades 9-10 : 9

Credit: 0.5

NCAA Approved

**22282 Psychology**

High School Psychology is an enlightening and comprehensive course designed to introduce students to the dynamic world of psychology. This semester-long course will immerse students in the fundamental concepts, theories, and practices that contribute to our understanding of human behavior and mental processes. The units included in this course are Introduction to Psychology, Social Psychology, Biological Perspectives, Consciousness, Psychopathology and Therapies. This course could provide a solid knowledge base for students looking to pursue other Psychology courses, including AP Psychology, Topics in Psychology and Psychology and the Individual.

Prerequisites: None

Grades 9-10 : 10

Credit: 0.5

NCAA Approved

**23162BL Topics in Psychology**

Topics in Psychology is a one-semester course designed to expand upon a student's understanding and interest in the field of Psychology. Topics in Psychology as a course relies heavily on student-ownership in the learning process. This course is centered around the Impact Project, a semester-long research project where students generate their own topics based around developing and running their own psychological experiment and research or examining a societal ill and providing a solution for this ill. Research will be conducted utilizing resources and experts within our community. Topics that will be covered outside of the Impact Project include Positive Psychology, Love and Relationships, Addiction, and many more. A base-level understanding of psychology and the concepts involved will be required for success in this course. This course is a requirement for students pursuing a degree in psychology.

Prerequisites: Credit in any psychology-based course, including Psychology, Psychology and the Individual or AP Psychology.

Grades 9-11 : 11

Credit: 0.5

NCAA Approved

**211020 United States History**

This year-long course offers a comprehensive journey through United States history, starting from the aftermath of the Civil War and continuing to the present day. Students will explore key historical periods, including industrialization, urbanization, and the rise of the United States as an imperial power. Significant events such as the Spanish-American War, World War I, and the economic fluctuations of the 1920s and '30s will be closely examined. Additionally, students will delve into U.S. history from World War II onward, focusing on critical themes like the Cold War, the Civil Rights movements, America's involvement in Korea and Vietnam, and the nation's evolving global role as a superpower. Through meticulous analysis and the study of primary sources, participants will develop a profound understanding of America's past and its enduring relevance in contemporary society.

Prerequisites: None

Grade 10 : 10

Credit: 1

NCAA Approved

**23002 U.S. Government**

The semester-long U.S. government course provides students with an overview of the constitutional foundations, the legislative, executive, and judicial functions of government, the rights and responsibilities of citizens, U.S. foreign policy and the political system of the United States. By examining the Constitution, students gain insight into the principles of federalism, popular sovereignty, limited government, judicial review, separation of power and checks and balances. Through landmark court rulings, students will examine the Bill of Rights to determine where the line is drawn between the protection of individual liberties and the right of government to restrict these freedoms. As a result of their understanding of the principles of a democracy, students will be better prepared to function as informed, involved citizens.

Prerequisites: None

Grades 11 h : 12

Credit: .5

NCAA Approved

**21082 African American History (Groves)**

African American people and culture have profoundly shaped the history and evolution of the United States. While certain dimensions of African American history are often addressed in middle and high school history courses (most often pertaining to slavery, Reconstruction, the Harlem Renaissance, and the modern Civil Rights Movement), this course takes a deeper look at a range of characteristics and aspects of the African American experience. The teachers of this course recognize that it would be impossible to examine all facets of the African American historical experience in a 12-week long course. Therefore, this course offers a broad exploration of the African American experience from the early African American presence in the United States through the present. The course is focused on the following 6 units: (1) Introduction to the Study of African American History, (2) Identity Politics: Exploring the Multiple Meanings of Blackness, (3) Major Debates in African American Leadership, (4) African American Women, (5) African American Struggles for Civil Rights and the Long Black Freedom Movement, (6) Contemporary Issues in African American Life during the "Age of Obama."

Prerequisites: None

Grades 11 h

Credit: .5

NCAA Approved

**252010 The History of American Feminism**

This class will focus on the four waves of feminism, beginning with the push for suffrage; afterwards, the push for equal opportunities in education and the workforce and reproductive freedom; finally, the push for more diverse women in power, an end to sexual harassment and assault, and the continuing fight over reproductive freedom.

Prerequisites: None

Grades 11 h : 12

Credit: .25

NCAA Approved

**252000 Women's Studies**

This class will focus on current issues facing American women including equal pay (using the women's National Soccer Team as a case study), media representation of women, the fight for reproductive freedom, LGBTQ+ issues, legal challenges currently facing women, and the #metoo movement and its ramifications.

Prerequisites: None

Grades 11 h : 12

Credit: .25

NCAA Approved



**221920 Court Cases: Constitutional History - Founding through Civil War (Groves)**

In this course, students will explore the development of the Constitution and its impact on future generations. Students will connect the origins of the United States to foundations of law, and investigate the social, economic, political, and legal developments affecting the interpretation of the Constitution from its formative years through the Civil War. Students will develop an understanding of both the Supreme Court and the Constitution, and how its decisions impact their world. An interactive, participatory approach to learning is emphasized, including debate, mock court simulations, and Socratic discussions.

Prerequisites: None

Grades Taught: 11, 12

Credit: .25

NCAA Approved

**221930 Court Cases: Constitutional History - Reconstruction through the Modern Court (Groves)**

In this course, students will explore the development of the Constitution and its impact on future generations. Students will connect the origins of the United States to foundations of law, and investigate the social, economic, political, and legal developments affecting the interpretation of the Constitution from a period of rapid industrialization through the modern day. Students will develop an understanding of both the Supreme Court and the Constitution, and how its decisions impact their world. An interactive, participatory approach to learning is emphasized, including debate, mock court simulations, and Socratic discussions.

Prerequisites: None

Grades Taught: 11, 12

Credit: .25

NCAA Approved

**24052 Global Issues (Groves)**

This course examines the development and future implications of major global problems resulting from the social, political, economic, military, and technological interdependence of the peoples of the world. Students consider major issues such as human rights, war and peace in the post-Cold War age, terrorism, international migration, global environmental challenges, and nuclear proliferation. A case study approach is emphasized, with teacher generated supplemental materials which are continually updated. Students who have taken or are simultaneously enrolled in Excel Global Studies are not permitted to take this course.

Prerequisites: None

Grades Taught: 11, 12

Credit: .25

NCAA Approved

**221320 Roots of Western Philosophy - Honors (Groves)**

The first 9 weeks of this class will focus on the early roots of Western philosophy by analyzing the major concepts of Greek philosophers like Socrates, Plato, and Aristotle. Then we will examine the medieval and Renaissance philosophers like St. Augustine and Aquinas. It will conclude by examining the major disagreement between Rationalists like Descartes and Spinoza vs. the Empiricists like Locke, Hume, and Berkeley. The big topics we will tackle will include an emphasis on ethics, an examination of Plato's Allegory of the Cave, fate vs. free will, and philosophers' arguments for and against the existence of a higher power, and an analysis of how we know what we know (epistemology).

Prerequisites: None

Grades Taught: 10, 11, 12

Credit: .25

**221120 Modern Philosophy - Honors (Groves)**

The final 9 weeks of this class will continue to analyze Western philosophy through Kant, Hegel, Kierkegaard, and Nietzsche as well as the Naturalists (Marx, Darwin, Freud). There will be an in-depth look at utilitarianism (the greatest good for the greatest number), as well as existentialism and philosophy's response to the horrors of the 20th Century. The big topics that we will tackle will include a further exploration of ethics with Kant and Michael Sandel, the Trolley Problem, the problems with language, and modern takes on utilitarianism as exemplified by the philosophy of Peter Singer.

Prerequisites: None

Grades Taught: 10, 11, 12

Credit: .25

**210830 AP African American Studies (pending board approval)**

AP African American Studies is a year-long interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. At the end of the class, students will be able to:

- Use a variety of lenses to evaluate historical developments and processes that have shaped Black experiences and debates;
- Compare and analyze a range of perspectives about the freedom movements, approaches, organizations, and key figures involved in these movements;
- Identify major themes that inform literary and artistic traditions of the African diaspora;
- Demonstrate understanding of the diversity and complexity of African societies and their global connections before the emergence of transatlantic slavery;
- Identify connections between Black communities in the United States and the broader African diaspora in the past and present;
- Evaluate the political, historical, aesthetic, and transnational contexts of major social movements;
- Develop a broad understanding of the many strategies African American communities have employed to represent themselves authentically, promote advancement, and combat the effects of inequality.

Prerequisites: None

Grades Taught: 12

Credit: 1

**Interdisciplinary Studies- EXCEL- Groves****Excel 9: Humanities (Groves)****Honors Excel 9: Humanities (Groves)**

This Excel ninth grade course encompasses the study of the social, political, economic, and religious elements of world history, as well as the arts and literature of the era. By using a thematic focus appropriate for the transitional year to high school that integrates social studies and English, Excel fosters creativity, adaptability, critical reasoning, and collaboration. The interdisciplinary approach will allow students to develop a greater perspective of the interconnected nature of our world.

To meet 9th grade English standards, Excel 9 provides students with the opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills in

the context of exploring world history. A variety of literature and informational texts are used as vehicles for discussion. Students write in multiple writing genres including narrative, argumentative, research, impromptu, and journal writing. Emphasis is placed on reading, writing, research, and discussion skills.

To meet 9th grade Social Studies standards, Excel begins with an exploration of early civilizations and the origins of the world's great belief systems, and continues through the twentieth century, examining how communities cope with stress and change, and how power struggles impact societies. Students develop their ability to read and critique texts, using primary source documents, as well as drawing from a wealth of contemporary materials. Students are challenged to think critically and communicate their learning through a variety of assessment tasks.

Prerequisites: None

Grades Taught: 9

Credit: 2

NCAA Approved

### **Excel 10: American Studies (Groves)**

#### **Honors Excel 10: American Studies (Groves)**

From the era of Reconstruction to the economic, social, and geopolitical developments at the end of the 20th century, students will be engaged in those persisting questions which directed America's historical, literary, and cultural development. Key areas of study include Post Civil War Reconstruction, Westward expansion, American Imperialism, World War 1, the Progressive Era and women's rights, the Roaring Twenties, the Great Depression and the New Deal, World War 2, the Cold War, the Vietnam War, Civil Rights, and America's role as a world superpower. Alongside these eras, modes of American literary trends and expression, inspired by social phenomena and geographical connections, will be explored.

Students will take an active part in their education by participating in mock trials, recreating Senate debates, conducting oral histories, analyzing artifacts, refashioning constitutional amendments and government policies. Students will react to the literature and historical materials of 19th and 20th century America, by recording their responses in a variety of modes including journal reflections, editorials, formal essays, creative projects, position papers, critical reviews, and literary analyses.

An honors student will complete additional project expectations, writing requirements, and test questions that require the student to demonstrate cognitive understanding and skill development at a deeper level than academic students. Additionally, standards and expectations on essays and assignments will exceed those of Academic level. Honors students will also read an additional novel or non-fiction book each semester and compose a synthesis essay that connects this reading to Excel topics and themes. Students must earn a B- final grade to earn Honors credit.

Prerequisites: Excel 9 or English 9 and World History

Grades Taught: 10

Credit: 2

NCAA Approved

### **Excel 11: Global Studies (Groves)**

#### **Honors Excel 11: Global Studies (Groves)**

Excel 11 offers an interdisciplinary course that blends English, Economics, and Global Issues. The overall objective of this interdisciplinary course is to develop students into strategic critical thinkers and problem solvers in an interdependent world of competition and conflict. Through the study of literature, essays, and films, the class analyzes how American foreign policy has attempted to navigate issues of war, human rights, environment, and economics with the powers of China and Russia. The work of the class pushes students to assess the options of a "weak player" under the jurisdiction of a group that does not consider them to be citizens. Ultimately, students will consider how much we should care about "righting" wrongs in the world versus prioritizing our security in a world that is permanently interconnected.

Excel 11 will fulfill the credit requirements for English 11, Global Issues, and Economics. Students will have the option to take the class for AP/honors credit.

Prerequisites: Successful completion of Excel 10 or equivalent  
Grades Taught: 11  
Credit: 2  
NCAA Approved

### **Excel 12: Contemporary American Studies (Groves)**

#### **Honors Excel 12: Contemporary American Studies (Groves)**

Excel 12 offers students an interdisciplinary, project-based learning approach to studying the concepts of government, psychology, and English, analyzing of the major challenges that threaten our ability to trust each other and solve our problems. The class will compare the visions of government according to the framers, literature, and contemporary essays, exploring the relationship between our ability to govern ourselves and research on our collective and individual psychology. The course will assess what securing our rights to “Life, Liberty, & the Pursuit of Happiness” looks like as a citizen in this modern society, utilizing Harvard’s Case Method Institute. The work of the course will emphasize the skills of critical thinking, case analysis, writing, and problem-solving, analyzing the various logics and perspectives for how to improve our communities, workplaces, relationships, and livelihoods. Excel 12 will fulfill the credit requirements for English 12A & 12B, Psychology, Government, or a social studies elective. Students will have the option to take the class for honors credit.

Prerequisites: Successful completion of Excel 11 or English 11  
Grades Taught: 12  
Credit: 2  
NCAA Approved

### **Honors Flexible Scheduling ~ (FLEX- Seaholm)**

Since 1964 The Flexible Scheduling Program (Flex) has offered Seaholm students the opportunity to be a part of a democratic community of inquiry. Flex is an honors English and Social Studies program, open to students in grades 9-12, which combines the study of literature, history, philosophy, and media within a four-year cycle. A daily, two-hour block of time for two semesters allows for the Flex team to provide an integrated approach to the units of study within the interdisciplinary curriculum, and to be active in the intellectual and developmental growth of each student. Flex students are expected to delve deeply into core-related materials through the mini-courses offered within the program, and to take advantage of the leadership and civic engagement opportunities presented throughout the course of their four years. In addition to the close study of fiction, non-fiction, and media materials, Flex students also develop critical thinking and analytical writing skills. As a writer, a Flex student can expect to study the foundations of essay writing in 9th grade, then advance to writing across genres and preparation for AP Seminar (pending board approval) in 10th grade, preparation for the AP Language and Composition exam in the 11th grade, and a capstone research writing project in the 12th grade. The Flex Program continues to provide an excellent opportunity for teachers and students to work together within a dynamic community of learners and students who remain in the program all four years will complete the English and Social Studies requirements for graduation. The Economics requirement is met in the 11th grade; and the Government requirement is met in the 12th grade. AP Seminar (pending board approval) will be incorporated into the Flex 10th Grade Writing Curriculum. Students will research and collaborate as they write research-based essays and design and give presentations both individually and on teams. At the conclusion of the 10th grade year, students will be eligible to sit for the AP Seminar Exam.

Prerequisites: None  
Grades Taught: 9, 10, 11, 12  
Credit: 1.0 per year for English (10th grade AP Seminar); 1.0 per year for Social Studies; .5 Economics credit granted after 11th grade; .5 U.S. Government credit granted after 12th grade;  
NCAA approved

**2024-25: Our World:** Flex students examine the history and context of globalization and global economics. Students will also explore the world through the literature and history of Africa, Latin America, India, and China. Focus Question: What does it mean to be a member of a global community?

**2025-26: Our America:** From the classic works of American literature like F. Scott Fitzgerald's *The Great Gatsby* and Henry David Thoreau's *Walden*, to the great historical events of the American Revolution and the Civil Rights movement, Flex students will work to define the American experience. Focus Question: What is America?

**2026-27: The Human Experience:** Cultural anthropology is the basis for this year as students read literature including *Frankenstein*, investigate cultural perspectives of Russia and the Middle East, and study the act of genocide with an in-depth exploration of the Holocaust. Focus Question: What does it mean to be human?

**2027-28: The Examined Life:** From Socrates to the Twentieth Century, Flex students will ground their study of Western literature and Western civilization in philosophy. Students study major periods in European history and read literature including *Oedipus Rex* and works from William Shakespeare. Focus Question: Where is knowledge taking humanity?

### **86202 Natural Resources**

"Natural Resources" refers to the development of a student's own natural skills and talents that are found within themselves. Often mistaken for a science or ecology class, this course is neither. Students are challenged to participate with peers in problem-solving activities, discussions, adventure initiatives and trust activities. Areas that are emphasized are personal goal setting, reflection, responsible decision-making, effective relationships and connecting the activities to life outside the class. A required journal allows students to explore connections, make observations and reflect personal and group growth throughout the term. In this somewhat non-traditional class, active use of indoor and outdoor facilities is used often.

Prerequisites: None  
Grades Taught: 10, 11, 12  
Credit: 0.5

### **86232 Natural Resources -Advanced**

This term focuses on assisting others with the development of positive skills and attitudes. There are two major components to this class: 1) A 20-hour community service component teaching cooperative games to elementary school students; 2) Competency with belay skills for the High Ropes Course will be taught. Proficiency will allow students to belay and support each other. Group awareness, trust, cooperation, and self-exploration will be emphasized. Take a challenge, have some fun, and serve others – these are the goals of this class

Prerequisites: completion of Natural Resources Class  
Grades Taught: 11, 12  
Credit: 0.5

### **22222 Family History (Seaholm)**

Genealogy is the study and tracing of family histories. It involves collecting the names of living and dead relatives, connecting and compiling names and other vital statistics, and telling one family's story. Compiling one's pedigree is important because it answers the age-old question "Why am I here?" Of course, some families are quite difficult to research. Some families came from areas where records are scarce, written in obscure languages, or even destroyed by fire, earthquake, or war. Others are difficult because of secrets. Also, as families come in all different shapes, sizes, and other arrangements, some people have adoptions, stepparents, half-siblings, honorary aunts and uncles, and a great number of other special circumstances that make every family unique. In Family History class, we will examine all types of families throughout United States history from the Native Americans through Leave It to Beaver to modern day, focusing on how our own families fit into the patterns and trends of families in United States history.

Prerequisites: None  
Grades Taught: 11, 12  
Credit: .5  
NCAA Approved

### **22262BL Critical Issues (Seaholm)**

Critical Issues is a service-learning class in which students will first examine what makes an issue “critical” and then move quickly into actual student selected projects that address a community issue of their choosing. The issue of food deserts will be an option for all students who choose to participate in the creation and maintenance of Maple Farm at Seaholm High School.

Prerequisites: None  
Grades Taught: 11, 12  
Credit: .5  
NCAA Approved

### **22232BL World War II (Seaholm)**

This one semester class will look at all aspects of the Second World War. Tracing the origins back to the First World War, there will be an examination of the causes of the war, and an exploration into possible alternative policies that might have prevented war from occurring. The events of the war in both the European and Pacific Theaters, and the impact of the war on civilians of all nationalities will be reviewed. Finally, the effects of the war, including a look at the origins of the Cold War, will be included. The course will take on an interdisciplinary focus as it explores one of the most turbulent eras in human history. This course has the possibility of a blended component.

Prerequisites: None  
Grades Taught: 11, 12  
Credit .5  
NCAA Approved

## **SPECIAL SERVICES**

The Special Services Department provides instruction and support for students with unique needs. Placement in Special Services is determined through the Individualized Educational Planning Committee meeting. Special services are provided by diagnostic, consultative, supportive, and direct instruction professionals who work cooperatively with general education teachers. The nature and intensity of services provided to a particular student is dependent upon the needs of that individual student.

### **98202 Learning Strategies**

This course is designed to aid students in becoming independent learners. Academic goals will be addressed and curriculum support will be offered. With these objectives in mind, a student may earn a quarter credit toward high school graduation each term that he/she is enrolled in the course. This credit will be noted as pass or fail on the report card and transcript. Can only take one Learning Strategies class per quarter unless other extenuating circumstances dictate otherwise.

Prerequisite: None  
Grades taught: 9, 10, 11, 12  
Credit: .25

### **161160 Individualized English 9**

Teachers and freshmen students will create a learning community that offers both consistency in expectations and differentiation of instruction. An ideal course for those students interested in develop-ing their love of reading and writing. A diverse study of novels, drama, film, essays, and poetry provide the basis for discussion and critical thinking. This course offers the foundation for reading and writing expectations at the high school level. This class follows the curriculum from English Team 9.

Grades taught: 9  
Credit: 1.0

**161180 Individualized English 10**

Teachers and sophomore students will create a learning community that offers both consistency in expectations and differentiation of instruction. A diverse study of novels, drama, film, essays, and poetry provide the basis for discussion and critical thinking. This course offers the foundation for reading and writing expectations at the high school level. This class follows the curriculum from English Team 10

Grades taught: 10  
Credit: 1

**10346 Individualized English 12 B Senior Seminar B**

With teacher guidance, seniors in this course select their own topic of study to research, examine, and then develop into a well-sourced research paper which they present to a panel of peers, faculty and/or experts for review. The class will offer extensive guidance in research and writing skills as well as multi-media and oral communication skills. Prerequisite: As determined by IEP team.

Grades taught: 12  
Credit: 0.5

**361220 Individualized Pre-Algebra**

This course is designed to aid students in making the transition from middle school mathematics to Algebra. It provides the student with prerequisite skills, concepts, and problem-solving processes such as collection, organization and presentation of data, as well as predictions and inferences. This class will provide individualized instruction and pacing to assist each student to reach his/her goals. The material covered during the year will include a review of addition and subtraction, review of multiplication and division, operations and decimals, number theory, operations and fractions, integers, sentences and integers, ordered pairs and graphing, rational numbers, ratios, proportions and percentages, introduction to geometry, lengths and measures, area and volume, probability and statistics, squares and square roots.

Grades taught: 9, 10, 11, 12  
Credit: 1

**370020 Individualized Integrated Math 1**

Individualized Integrated Math 1 aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

Prerequisites: Placement by IEP Team decision

Grades taught: 10, 11, 12  
Credit: 1

**370050 Individualized Integrated Math 2**

Individualized Integrated Math 2 aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two-dimensional objects, and work within the rectangular coordinate system to verify geometric relationships. Students also use the language of set theory to compute and interpret probabilities for compound events. Prerequisites: Integrated Math 1 or Individualized Math 1.

Grades Taught: 11, 12  
Credit: 1



**36102 Individualized Consumer Math**

Consumers Math will provide students of mixed abilities with key math concepts essential for successful adult living. Students gain practical math competence through real-world examples in the areas of money management, banking, credit-card math, career choices, consumerism, jobs, and everyday living. Basic skills lessons review and practice mathematical concepts essential to everyday life.

Prerequisite- must pass one trimester of Integrated Math 1

Grades taught: 10, 11, 12

Credit: 0.5

**354020 Practical Math**

This course is designed to introduce the methods of using decimals, fractions and percentages interchangeably while reinforcing basic mathematical operations. Daily living situations presented in story and chart format will serve as a means for enhancing step-by-step problem-solving skills. Students will progress to levels of greater independence in reasoning with respect to measurement, estimation, comparison and decision making. Math application skills involving scheduling, planning and organizing personal affairs will be emphasized.

Grades taught: 9, 10, 11, 12

Credit: 1.0

**991020 Individualized Work Study**

Work Study, also known as work-based learning, is a cooperative instructional program for students. Vocational instruction is combined with on-the-job training to enable the student to develop the vocational competence necessary to secure and retain employment. Students in the Work/Study program are employed a minimum of 15 hours per week. Prerequisite: Approval of coordinator

Grades taught: 9, 10, 11, 12

Credit: 1.0

## WORLD LANGUAGE

### Course Descriptions and Sequence

Program Level	Course Selection
Introductory Courses	ASL 1 & 2 Chinese 1 & 2 French 1 & 2 Spanish 1 & 2
Intermediate Courses	ASL 3 Chinese 3 & 4 French 3 & 4 Spanish 3 & 4 Honors Spanish 4
Advanced Placement Courses	AP French AP Spanish AP Chinese
Perspectives Courses	Honors French Perspectives Honors Hispanic Perspectives Honors Chinese Perspectives

## VISION:

Birmingham Public Schools World Language Department is that every World Language student in Birmingham will embrace the ongoing process of language acquisition, while building confidence to authentically communicate across different cultures and environments. We strive to achieve our vision through our mission, which is that the Birmingham World Language Department will provide authentic, relevant, and cultural experiences for our students. These opportunities will support all learners to build productive and receptive language skills, and prepare them to be active participants in our diverse world. Students are instructed and evaluated according to the Proficiency and Performance Guidelines set by the American Council on the Teaching of Foreign Languages.

Birmingham Public Schools requires that students graduate with two credits of a world language. Incoming students who have no prior experience with a world language, or students who have less than one year of world-language experience, enroll in the level 1 of the language of their choice. Students who have one year or more of a language prior to enrollment in high school enroll in the next level course of their particular language of study. **Most colleges and universities expect applicants to have completed two years of study of the same language, while highly selective universities expect three to four years.**

### World Language Level One

These courses are designed for students who may or may not have studied a language and/or have limited experience. They develop entry-level skills in speaking / expressive communication, listening/ receptive skills, reading, and writing, with an emphasis on interpretive abilities. They also foster an early understanding of the culture. Students will be able to understand and to ask simple questions on structured, familiar topics. They can only satisfy a small number of immediate needs. Discourse is usually limited to the present tense. (It is understood that BPS Spanish students may come with some prior experience.)

- ASL 1 (571020)
- Chinese 1 - Seaholm (560020)
- French 1 (500020)
- Spanish 1 (510020)

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Credit: 1

NCAA Approved

### World Language Level Two

These courses help students to recombine practiced material and interpret simple messages in speaking / expressive communication, listening / receptive skills, reading, and writing. They deepen a student's understanding of the culture. Students will begin to speak and write in longer, more complex sentences and communicate about the past. They will be comfortable with detailed personal information, and will read and comprehend simple instructions and stories.

- ASL 2 (571120)
- Chinese 2 – Seaholm (560220)
- French 2 (500220)
- Spanish 2 (510220)

Prerequisites: First year of the language

Grades Taught: 9, 10, 11, 12

Credit: 1

NCAA Approved

### **World Language Level Three**

The goal of these courses is the steady enhancement of language proficiency. Students will answer factual questions, and begin to utilize multiple tenses and moods. They will write logical paragraphs. Students will begin to create with the language in authentic contexts and use simple circumlocutions. Oral / Expressive proficiency continues to be emphasized.

- ASL 3 (572120)
- Chinese 3 - Seaholm (560420)
- French 3 (500420)
- Spanish 3 (510420)

Prerequisites: Second year of language

Grades Taught: 9, 10, 11, 12

Credit: 1

NCAA Approved

### **World Language Level Four – Spanish only**

This course is designed to provide students with an opportunity to further develop their proficiency in all four skills (reading, listening, speaking and writing in the target language).

It provides a review of the grammar topics covered in lower levels before moving forward to explore more advanced grammar topics. In addition, students will be exposed to a broader range of vocabulary and increase their processing speed as they work to transition to more natural communication on a variety of topics. This class is not designed to lead to the AP course.

- Spanish 4 (510620)

Prerequisites: Third year of language

Grades Taught: 10, 11, 12

Credit: 1

NCAA Approved

### **World Language Level Four Honors**

These courses are designed for those who wish to pursue their language study at a beginning intermediate level and continue to the AP class. Students will exhibit more structural accuracy in speaking and greater ease in understanding. They will be able to sustain listening comprehension, and will have more control in relaying specific messages. They will read authentic materials, and be able to follow video and audio presentations. Speaking and writing continue to be emphasized.

- Honors Chinese 4 - Seaholm (560620)
- Honors French 4 (502220)
- Honors Spanish 4 (512220)

Prerequisites: Third year of language

Grades Taught: 10, 11, 12

Credit: 1

NCAA Approved

**AP Level**

This course, by definition, is taught as a college-level course. Students should have good control of language structure. Any errors in language committed by the student would only cause minimal interference. Students are able to converse comfortably with native speakers on familiar subjects. All communicative skills are sharpened, and students are encouraged to take the Advanced Placement Test in the second semester of the course, but it is not a requirement.

- AP Chinese Language and Culture - Seaholm (560820)
- AP French Language and Culture (502420)
- AP Spanish Language and Culture (512420)

Prerequisites: Honors fourth year of language

Grades Taught: 11, 12

Credit: 1

NCAA Approved

**Perspectives – Chinese, French, Spanish**

This course introduces the study of the target culture and society through an examination of the cultural unities and diversities, continuities and discontinuities that comprise the historical development of the target civilization. The whole course is designed for students who want to proceed with a high level of language without concentrating on the AP exam preparation.

- Honors Chinese Perspectives – Seaholm (560940)
- Honors French Perspectives (502640)
- Honors Hispanic Perspectives (512620)

Prerequisites: Fourth year of language

Grades Taught: 11, 12

Credit: 1

NCAA Approved

## GRADING

### Calculating Your GPA (Grade Point Average)

The grade point average (GPA) on your report card and transcript includes all courses taken at Groves and Seaholm and any other accredited institution. **If you have enrolled in Honors classes in BPS or in AP classes**, a WGPA (weighted grade point average) will also be recorded. Classes taken for credit only, or on a pass/fail will be recorded as “G” or “U”. **BPS uses a 4.0 grading scale.**

HOW TO CALCULATE YOUR GRADE POINT AVERAGE			
Grade	Grade .5 unit of credit per semester	Honors/AP .5 unit of credit per semester	OSTC 1.5 unit of credit per semester
A	2.00	2.50	6.00
A-	1.85	2.35	5.55
B+	1.65	2.15	4.95
B	1.50	2.00	4.50
B-	1.35	1.85	4.05
C+	1.15	1.65	3.45
C	1.00	1.50	3.00
C-	.85		2.55
D+	.65		1.95
D	.50		1.50
D-	.35		1.05

**Advanced Placement and Honor Classes will be awarded an extra honor point for grades C and above.**

#### Directions

1. Using the chart above, convert your letter grade to the numerical equivalent.
2. Add all numerical grades together.
3. Divide by the number of “Credits for GPA”. “Credits for GPA” encompasses all courses, including courses failed, except for classes taken on a pass/fail basis. Do not include any classes taken on a pass/fail basis when calculating GPA. “Credits for GPA” is currently available only on the transcript, not the report card.

#### Pass/Fail

Students may elect a total of two credits in grades 9 through 12 on a pass/fail basis. If this option is desired, the application must be completed and returned to the counselor. This completed form represents a contract, and a student must remain on pass/fail grading for the course. Symbols used on the transcript will be “G” for pass and “U” for fail. See your counselor for the necessary form. This pass/fail option is not recommended for AP or honors courses. Pass/fail courses carry no grade points and, therefore, will not affect a student's grade point average but will be regarded as a D- grade by most colleges. Check with a counselor regarding the impact pass/fail may have on a college application and the ramifications it may have with NCAA credits.

## Special Marking Letters for Grading

<b>F</b>	= Withdrawal: failure due to attendance
<b>G</b>	= Pass grade in pass/fail course (not figured in GPA)
<b>U</b>	= Failure grade in a pass/fail course (not figured in GPA)
<b>I</b>	= Incomplete (student should see the teacher)
<b>H</b>	= Excused for medical reasons (not figured in GPA)
<b>W</b>	= Withdrawal
<b>S</b>	= Satisfactory completion of requirement
<b>FC</b>	= Fail/credit - Failed due to attendance, but received credit by passing exam with a C+ or better
<b>AT</b>	= Audited course
<b>TO</b>	= Testing Out

**Note:** When a subject is repeated for grade replacement, only the higher final grade is included in determining the student GPA; however, both grades remain on the student's transcript.

## Transcripts

Official transcripts are available electronically using Parchment.com <http://www.parchment.com>, the etranscript provider for the State of Michigan. Students must have a Parchment account in order to request either a personal transcript copy or a transcript for distribution to a college or university. Alumni should follow the directions on the Parchment website for setting up an account. Transcript requests may be made at any time during the year. Updates will be made to transcripts at the end of every semester. Please see the registrars in the Student Center if you need assistance.

Groves – Julie Hourdak [jhourdak@birmingham.k12.mi.us](mailto:jhourdak@birmingham.k12.mi.us) or 248-203-3511

Seaholm - Catherine Henne [chenne@birmingham.k12.mi.us](mailto:chenne@birmingham.k12.mi.us) or 248-203-3754.

## SPECIALIZED PROGRAMS AND FLEXIBLE LEARNING OPTIONS:

### Lincoln Street Alternative High School

Lincoln Street Alternative is a comprehensive high school program designed for students from both Groves and Seaholm who, for various reasons, need or could benefit from an alternative environment for their high school experience. The school follows the same daily bell schedule as Groves and Seaholm and provides a full day of classes for grades 10 through 12. The smaller population allows a student to receive more individualized attention from the staff of four teachers and two paraprofessionals. LSA offers most of the classes a student needs to fulfill his/her graduation requirements, including both core and various elective classes based upon student interest and need. The staff has designed an integrated approach to learning, emphasizing interdisciplinary and group-oriented activities involving the whole school. In an attempt to relate learning to life, the staff promotes community involvement through field trips, speakers and community service activities. Students who attend the program will still be considered members of their original high school and may participate in all extra-curricular activities. Any students who graduate having taken classes at Lincoln Street Alternative will receive diplomas from either Groves or Seaholm.

## **English Language Development (ELD) Education**

Special assistance is available to students who are born outside of the United States or for whom English is not the dominant language at home. See courses at the end of the English Course listings the under the subheading “English Language Development (ELD) for Multilingual Learners.” For more information regarding this program, please contact Kaitlyn Billops, Curriculum Coordinator, at [kbillops@birmingham.k12.mi.us](mailto:kbillops@birmingham.k12.mi.us).

## **Oakland Schools Technical Campus (OSTC)**

The Oakland Schools Technical Campus (OSTC) offers 11th and 12th grade students the opportunity to explore career areas, prepare for specific college/advanced training majors or acquire the skills to go directly into the job market. The campuses provide practical career technical education to high school students from Oakland County's 28 public school districts, public academies, private learning institutions and home schools. Enrolled students spend part of their day studying at their home district and the other part actively involved in one of several career clusters. Cluster information can be found at <http://www.ostconline.com>.

BPS juniors and seniors have the opportunity to enroll at Oakland Schools Technical Campus (OSTC). OSTC is a valuable extension of our high schools and brings students customized self-directed learning that guides them toward future career success. At OSTC, students can find career direction, fulfill high school graduation requirements, earn college credits, join student organizations, and make new friends who share their interests. Whether students plan to attend OSTC to explore a career path they're interested in, get a jump on college credit offerings, or earn industry-based certifications to immediately pursue a career, OSTC's instructors will guide students toward reaching their career goals. Students will attend either the morning or the afternoon session along with students from neighboring school districts.

## **Blended Learning**

There may be courses offered at the high school level that include a blended learning component for instructional purposes. Blended courses provide students opportunities to engage in authentic learning through a combination of in-person learning and flexible learning off campus. During in-person learning, students will report to class with an instructor for traditional instruction. Flexible learning involves time for students to complete independent research, and may take place in environments such as online, in an internship setting, at a site visit, or service learning. The schedule for these courses will be provided to students by the instructor, and will involve parent permission forms. Please see specific course descriptions in this catalog for more information.

## **Dual Enrollment**

For many years, Birmingham Public Schools has allowed students to also attend classes at local colleges or universities in an effort to meet students' needs and interests. This arrangement is called “dual enrollment.” The student must be a full-time high school student (freshman-senior) for the year in which participation is sought. A foreign-exchange student is not eligible. A student is limited to enrollment in a subject area in which he or she has met the dual enrollment qualifying score criteria. In addition, the student must meet the eligibility requirements of the postsecondary institution of choice and be accepted by that institution. If a student has not met the dual enrollment qualifying score in all content areas (PSAT or ACT), the student is still eligible to take courses limited only to the content areas in which he or she has met the minimum dual enrollment qualifying score. A student is eligible to take courses within subjects for which there are no endorsements, and the courses are not offered by the district, as long as they have taken all test sections of one of the qualifying tests. Completed dual enrollment courses will receive a .5 credit on the high school transcript. The full college credit will be reflected on post-secondary institution's transcript. Qualifying students are eligible to have all or part of their college or university tuition and fees paid for by Birmingham Public Schools. The amount of funding for which a student may be eligible is dependent on the per student cost at the district level and the proportion of courses a student takes at the college level.



### **Requirements for Dual Enrollment Courses:**

1. Students must have exhausted all course offerings within the desired subject area in the district.
2. The course is not offered by the school.
3. The course is taken during the REGULARLY SCHEDULED school year.
4. The student's schedule at high school has been reduced to accommodate a dual enrollment course.
5. The student must apply at the desired college/university. Once accepted, the student must register/enroll in the desired course.
6. Student must request the university send transcripts/final grades to their high school counselor.
7. Students must receive college credit for any course taken. Failure to receive credit for a course will result in the student reimbursing the district any funds paid for the student's dual enrollment course.

A copy of the student's most recent transcript must be attached to the Dual Enrollment application. If a student is interested in dual enrollment, please see the counselor for this application.

[Click here for the Dual Enrollment Application](#)

### **Flexible Learning Options**

[Click here for More Information and Important Forms](#)

### **Personal Contract Learning**

Personal contract learning is a course designed to provide students with the opportunity to learn in a personalized yet controlled environment outside the confines of a classroom (group situation). Students may pursue a subject in which they have some basic background that is supplementary to the currently offered curriculum. Students should talk with their teacher to discuss this option and next steps.

Prerequisite: Basic background in subject and committee approval.

Grades Taught: 10, 11, 12

### **Personal Curriculum**

A Parent/guardian of a student may request a personal curriculum for the student that modifies certain Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then the Board may award a high school diploma to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard. Please contact your student's counselor for more information. Additionally, more information can be found at the end of this catalog.

#### **Personal Curriculum Options**

A Personal Curriculum is an option a student or family can explore as a way to modify certain Michigan Merit Curriculum (MMC) graduation requirements. It is intended to meet individual learning needs, allow students to earn a high school diploma, and provide preparation for life after high school.

A Personal Curriculum can be recommended by school personnel or requested by a parent or legal guardian, a student of age 18, or an emancipated student. A Personal Curriculum must be supported by a parent or legal guardian, meet the individual needs of the student, and be consistent with the post-secondary plans documented in the student's Educational Development Plan (EDP). State statute allows personal curriculum modifications in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world language courses; or by completing a department-approved formal career and technical education (CTE) program.

- Modify the Algebra II content.
- Modify, if necessary, the course requirements of a student with an Individualized Education Plan (IEP).
- Modify course requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

This document provides an overview of our current High School Graduation Requirements and allowable Personal Curriculum options. [http://www.michigan.gov/mde/0,1607,7-140-6530\\_30334\\_49879---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html)

## Virtual Learning

All students have the opportunity to take online classes under the 21F law and within the guidelines of the District's structure. Our responsibility will be to register a student for the online class, provide a mentor teacher to ensure progress/assistance, and provide communication as to student status. The Principal of Virtual Learning works alongside the Seaholm and Groves administration to develop protocols that will ensure student success. In addition to providing a mentor, students taking online classes will be required to be in a computer lab at their home school during the time for which the online course is scheduled. Students who take online courses will adhere to standard attendance policies. This helps to ensure students receive consistent support as well as progress monitoring while taking an online class. Students will need to sign up for online classes with their counselor by the cutoff date in order to have them signed up and ready to go at the beginning of the semester. Please see your counselor for the cutoff dates and to get the forms to see if your schedule will allow for the class or classes. The counselor and Principal of Virtual Learning will be in contact to set up the class and assign a mentor. If you have any questions regarding how to sign up or would like information regarding the District's online learning program, feel free to contact the Principal of Lincoln Street Alternative & Virtual Learning, David Brooks at [dbrooks@birmingham.k12.mi.us](mailto:dbrooks@birmingham.k12.mi.us)

## World Language Requirement Fulfillment By Exam

Students who can demonstrate proficiency in a foreign language acquired outside the Birmingham Public Schools setting may receive graduation credit for the language. This includes languages not taught in BPS. For more information about this process, please contact please contact Lindsey Aldridge, Curriculum Coordinator, at [laldrige@birmingham.k12.mi.us](mailto:laldrige@birmingham.k12.mi.us).

## Seal of Biliteracy

The Michigan Seal of Biliteracy (MI-SoBL) has been created to recognize High School graduates who exhibit language proficiency in English and at least one additional world language. The Seal may be awarded to any student receiving a high school diploma who has demonstrated Intermediate High Proficiency on acceptable world language assessments. The Seal has been created to encourage students to study world languages and embrace their native and heritage languages. The Seal will provide employers with a way to identify individuals with strong language and biliteracy skills. The Seal may serve as an additional tool for Colleges and Universities to recognize applicants' language abilities for admission and placement. For more information about this process, please contact please contact Lindsey Aldridge, Curriculum Coordinator, at [laldrige@birmingham.k12.mi.us](mailto:laldrige@birmingham.k12.mi.us).

## NCAA Eligibility Center

Any student who plans to participate in any sport at a Division I or Division II college or university must register with the NCAA Eligibility Center during his/her junior year or at the beginning of the senior year. It is of utmost importance that the student meets with his/her counselor to ensure the transcript will rate eligibility status. The NCAA Eligibility Center does not accept some of the academic courses for credit provided by Birmingham Public Schools. To review NCAA Approved Courses, please click here: <https://web3.ncaa.org/hspportal/exec/hsAction>. Be sure to include your NCAA High School Code, click Search, scroll to the bottom to see approved courses by curricular area.

**Seaholm:** 230327, **Groves:** 23033

## Testing Out of a Course

### Testing Out Conditions:

1. Students may attempt to “test out” of a course that is a graduation requirement or offered in Birmingham Public Schools where a final exam/assessment exists.
2. “Test out” opportunities are provided in both June and August where students will take an assessment to determine if they have mastered the standards for that course.
3. Students are not provided study guides or materials, but should review and be familiar with the state standards for the course in which they are attempting to test out.  
<https://www.michigan.gov/mde/services/academic-standards>
4. For English courses, students should also read and be familiar with the following texts:
  - a. English 9 The Odyssey (Homer) and I am Malala (Malala Yousafzai)
  - b. English 10 “Self-Reliance” (Ralph Waldo Emerson) and Of Mice and Men (John Steinbeck)
  - c. English 11 Kite Runner (Khaled Hosseini) and Hamlet (Shakespeare)
  - d. English 12 Siddhartha (Hermann Hesse) and Outliers (Malcom Gladwell)

\*\* Testing out of English 12 will also require completion of a research project.
5. Assessments will be graded by BPS teachers, and grades will be submitted to the counseling department, who will notify students of their grade on the assessment.
6. Students must earn a 78% or better on the provided assessment in order to earn credit for that course.
7. There are no “retake” opportunities for testing out besides the June and August dates.
8. If a student earns 78% or better on the assessment, the credit will be added to the student’s transcript with a grade of “G” (passing) and it will be listed as “Course Name – Tested Out”. A student’s grade point average is unaffected.

### YOUR FRESHMAN YEAR

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- ☐ Settle into the routine of high school
- ☐ Take strong academic courses with a blend of elective areas
- ☐ Use a planner to help you organize your homework and assignments
- ☐ Take the PSAT 9 Assessment Test
- ☐ Commit to volunteer projects
- ☐ Get involved in extracurricular activities

#### Take an inventory for yourself:

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- ⇒ What subjects do you like?
- ⇒ What outside activities give you pleasure?
- ⇒ What areas of study might you learn to explore in more depth in the next three years?

#### Explore future options:

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- ☐ Talk with your counselor about your future
- ☐ Ask your teachers and other adults why they chose the careers they did
- ☐ Visit college campuses in the area for sporting events or during a family vacation through a certain area

### YOUR SOPHOMORE YEAR

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- ☐ Keep your future options open by taking appropriately challenging courses
- ☐ Assess your aptitudes, skills, talents, interests, and personality by using the Xello Program
- ☐ Take the PSAT 10 Assessment Test
- ☐ Continue your involvement in volunteer and extracurricular activities
- ☐ Talk with your parents about college and financing your college education
- ☐ Begin to build a reference file about going to college and selecting a college

### YOUR JUNIOR YEAR

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- ☐ Keep your future options open by taking appropriately challenging courses
- ☐ Attend presentations made by visiting college representatives in the College & Career Center/Counseling Career Center during X-Block
- ☐ Attend College Fairs
- ☐ Attend "Junior Student & Parent's Night"
- ☐ Attend the Junior Series in March
- ☐ Take the PSAT/NMSQT

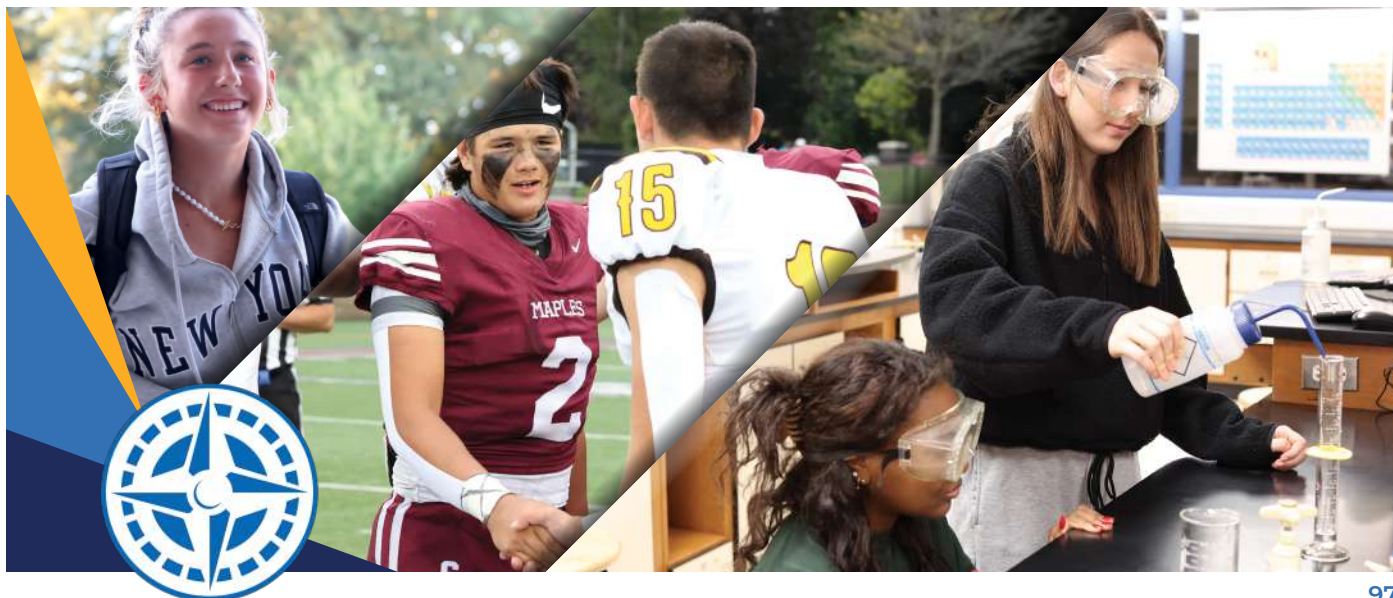
- ☐ Register for the ACT and/or SAT. All students take the SAT in April.
- ☐ Prepare for the ACT and SAT on your own by enrolling in test prep courses – free, online, test prep tools are available through College Board (SAT) and ACT
- ☐ Create a list of colleges to investigate
- ☐ If you plan to play a competitive sport at the college level, you may need to register with NCAA Clearinghouse <http://www.eligibilitycenter.org> or NAIA <http://www.PlayNAIA.org>

## YOUR SENIOR YEAR

- ☐ Register and take ACT and/or SAT tests as needed
- ☐ Check credits for graduation with your counselor
- ☐ Attend College Fairs · Research scholarship opportunities
- ☐ Narrow your long list of colleges to which you will apply
- ☐ Attend presentations made by visiting colleges in the College & Career Center/ Counseling Career Center during X-Block
- ☐ Visit colleges whenever possible – many offer virtual tours
- ☐ Submit college applications in advance of deadlines and create an account and order official transcripts via the Parchment Transcript service [www.parchment.com](http://www.parchment.com)
- ☐ Apply for FAFSA (Free Application for Federal Student Aid) in October
- ☐ Write to inform colleges you did not select that you will NOT be attending
- ☐ Write Thank-You notes to teachers who wrote you letters of recommendation
- ☐ Finish your senior year with the same commitment you have shown in previous years

## FOUR YEAR PLAN

We advise students to take courses in: English, math, science, social studies, and world language. We are on a semester schedule; therefore, each student will have six classes each semester totaling 12 classes per year. As you plan your classes for your four years of high school, please ensure you include all graduation requirements. Remember, the required courses are the baseline for your planning, but we encourage students to go above and beyond in the interests of study to expand their learning and prepare for post-secondary education. [Click Here](#) for a four-year plan with Birmingham Public Schools graduation requirements.



## **NONDISCRIMINATION ASSURANCE NOTICE OF NONDISCRIMINATION**

The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, genetic information, disability or age. The District prohibits harassment and other forms of discrimination whether occurring at school, on District property, in a District vehicle, or at any District related activity or event. The Superintendent will designate compliance officers and develop and implement regulations for the reporting, investigation and resolution of complaints of discrimination or harassment







