

Carman-Ainsworth Community Schools



CARMAN-AINSWORTH HIGH SCHOOL

COURSE DESCRIPTION  
BOOK

2024-2025

*Charles LaClear, Principal*  
*Jeffrey Dompheh, Assistant Principal*  
*Rick Kalinin, Assistant Principal*  
*Austin Brinkman, Assistant Principal/Athletic Director*

## TABLE OF CONTENTS

	Page
<b>GENERAL INFORMATION</b>	4
<b>GRADUATION REQUIREMENTS</b>	5-6
<b>PASS/FAIL OPTION</b>	7
<b>HIGH SCHOOL PROFICIENCY TEST</b>	7
<b>PERSONAL CURRICULUM</b>	7
<b>PASS/FAIL FORM</b>	8
<b>GenNET/DISTANCE LEARNING &amp; ONLINE CLASSES</b>	9
<b>DUAL ENROLLMENT OPTIONS</b>	10-12
<b>NCAA APPROVED CORE COURSES</b>	13
<b>SUMMARY OF COURSES</b>	14
<b>COURSE REQUEST FORMS</b>	15-18
<b>ENGLISH LANGUAGE ARTS</b>	19-21
<b>MATHEMATICS</b>	21-23
<b>SCIENCE</b>	23-25
<b>SOCIAL STUDIES</b>	25-27
<b>WORLD LANGUAGES</b>	28-29
<b>PHYSICAL EDUCATION</b>	29-30
<b>HEALTH</b>	30
<b>PERFORMING AND VISUAL ARTS</b>	30
<b>MUSIC</b>	30-31

<b>THEATRE</b>	32
<b>ART EDUCATION</b>	32-33
<b>CAREER AND TECHNICAL EDUCATION</b>	33
<b>HEALTH SCIENCES</b>	33-34
<b>BUSINESS</b>	34-37
<b>FAMILY &amp; CONSUMER SCIENCE</b>	38
<b>INDUSTRIAL ARTS AND TECHNOLOGY</b>	39-40
<b>WORK BASED LEARNING PROGRAM</b>	41-44
<b>SERVICE COURSES</b>	45
<b>CLASSES OFFERED THROUGH DEPARTMENTALIZED SPECIAL EDUCATION CURRICULUM</b>	46-50
<b>SPECIAL EDUCATION EMOTIONALLY IMPAIRED CLASS OFFERINGS</b>	51-52
<b>SPECIAL EDUCATION SELF-CONTAINED CLASS OFFERINGS</b>	53-54
<b>GenNET COURSE OFFERINGS</b>	55
<b>GENESEE CAREER INSTITUTE (GCI) PROGRAMS</b>	56

## GENERAL INFORMATION

### To the Student:

This booklet has been created to aid you in the preparation of your program for the fall semester. Wise course selections are very important. Selections should be planned with regard to your ability, interests, previous achievement, and future career plans as outlined in your EDP. When selecting courses, be sure to keep the necessary graduation requirements, Career Pathways, and your Education Development Plans (EDP) in mind.

The classes you select now will be the classes for which you will be scheduled in the fall. Pick your classes carefully. **In general, schedule changes will NOT be considered, and we are not able to honor teacher requests or teacher changes. Advanced Placement (AP) classes will not be dropped as that violates the agreement signed when registering for the class.**

Classes are offered on a demand basis. If there are not enough students requesting a particular course, the class will not be offered. Should a class not be offered, it will be necessary for those students affected to select an alternate course.

Students are responsible for complying with prerequisites or seeking written permission from instructors. Students, who elect to take a class without meeting the published prerequisites, will be responsible for their choice and held to all rules and regulations governing grades, drop and add procedures, and the like.

### To the Parents/Guardians:

This booklet provides you with information about classes offered at Carman-Ainsworth High School. We believe it is important for you to discuss with your child the importance of proper class selections. If you have questions, feel free to call for assistance at 591-3244.

#### PRINCIPAL:

**Mr. Charles LaClear**

#### ASSISTANT PRINCIPALS:

**Mr. Jeffrey Dompree**

**Mr. Rick Kalinin**

**Mr. Austin Brinkman**

#### COUNSELING OFFICE:

**Guidance Office Secretary**

**591-3244**

#### COUNSELORS:

**Ms. Jennifer Malone (last name beginning A – G) 591-5507**

**Ms. Letitica Stinson (last name beginning H – O) 591-5517**

**Ms. Julie Santamour (last name beginning P – Z) 591-5509**

#### CAREER CENTER:

**Ms. Melody Bondon-McGee, CC Secretary**

**591-5524**

### How to Use This Book:

1. Review the graduation requirements.
2. Read the course descriptions when determining the classes you will select. Make sure you meet the prerequisite/grade level requirements for your choices.
3. If a class requires special permission, **you must have the written permission prior to registering for the course. Your counselor will collect the written permission.**
4. You should select classes that fit your Career Pathway and EDP.
5. Repeating a class you have already passed **will not earn credit** toward graduation.
6. If you have any questions about the content of a particular class, see your counselor or the teacher of the class.

# Carman-Ainsworth High School

## Graduation Requirements

<b>English - 4 Credits</b>	English 9 English 10 English 11 or AP English Language and Composition English 12 or AP English Literature and Composition
<b>Math - 4 Credits</b>	Algebra I Geometry Algebra II Algebra IIA Pre-Algebra Algebra IIB Introduction to Calculus Trigonometry & Probability (Sem. Course=.5 cr) Functions & Statistics (Sem. Course=.5 cr) AP Calculus Personal Finance Accounting I or II Computer Science I or II PLTW Engineering Courses (Intro. to Engineering, Principles of Engineering & Engineering Design & Development) Design and Build Physics ( <i>If not used as a 3rd year Science course</i> ) Physical Science
<b>4th year Math or Math related options:</b>	
<b>Science - 3 Credits</b>	Biology or AP Biology Chemistry or AP Chemistry Physics or AP Physics Senior Year Recommendations: AP Biology or AP Chemistry
<b>Social Studies - 3 Credits</b>	U.S. History/AP U.S. History Civics (Sem. Course=.5 cr.) Economics (Sem. Course=.5 cr.) World History/AP World History
<b>Physical Education – 0.5 Credit</b>	Essential Physical Education
<b>Visual, Performing, &amp; Applied Arts - 1 Credit</b>	Art (I, II, III, IV) Interior Design (Sem. Course=.5 cr.) Healthy Living I (Nutrition & Wellness) (Sem. Course =.5 cr.) Choirs (JV Choir, Chorale, Treble Ensemble) Bands (Freshmen, Concert, Symphony, Orchestra, Percussion) Web Design/Adv. Web Design Theater (I, II, Production) Technical Theatre Computer Science I or II (see math above) PLTW Engineering courses (see math above) Journalism-Yearbook Design and Build Woodworking (I, II, III) Peer Counseling (I, II, III) Health
<b>Health - 0.5 Credit</b>	
<b>Computer Literacy - 0.5 Credit</b>	Computer Essentials (Sem. Course=.5 cr.) BMA I (10-12 ONLY) Web Design/Adv. Web Design Computer Science I or II ( <i>If not used as a 4th year Math course</i> ) Spanish I, Spanish II, French I, French II GenNET language options, see GenNET page
<b>World Language -2 credits (or 1 year World Language + CTE program completion or additional VPAA course</b>	
<b>ELECTIVES – 5.5 Credits</b>	

**STUDENT LOAD:** All students are required to take six (6) credits per year. Freshmen and Sophomores must take 6 credits on site. In some cases, Juniors and Seniors who are taking an approved, school-related, credit-bearing course of study such as GCI, Dual Enrollment, Internship, Co-op, or online classes, may combine that experience with on-site classes for a total of six (6) credits. All students will be full-time.

**CREDIT:** All classes carry a value of ½ credit per semester, with the exception of Genesee Career Institute classes, which may carry 1½ credits per semester, Co-op, which carries one credit per semester, and those classes which meet for more than one hour per day.

**ACADEMIC YEAR:** The school year is approximately 180 school days in length and is divided into two semesters of approximately 90 days each. Each semester is divided into three grade-reporting periods. The first report card will reflect progress during the first marking period. The second report card will repeat the first marking period grades plus reflect the second marking period grades. The third marking period grades will include first and second marking grades plus the final exam grades and the semester grades. **Only** the semester grades become part of the student's permanent record.

**CHOICE OF ELECTIVES:** Pupils may choose any elective that is offered at their grade level for which they have met the prerequisites (necessary requirements). Students should choose electives that match their career pathway.

**HIGH SCHOOL/COLLEGE DUAL ENROLLMENT:** Current students may take college classes along with their high school schedule. **They must meet the Michigan Merit Exam requirements and other criteria as published in district dual enrollment information** (see pages 10-12). They must also meet the dual enrollee requirement at the college of their choice (see handbook of particular college). In most cases, the school district will support only one dual enrollment class per semester. **Written permission to take a class must be given by a parent, counselor, and the building principal prior to enrollment. See your counselor for details and necessary paperwork and applications.**

The PSAT will be used to determine dual enrollment eligibility. Carman-Ainsworth Middle School will administer the M-STEP to all 8<sup>th</sup> grade students and CAHS will administer PSAT to all Freshman. **\*\*Changes may be made to testing requirement based on state testing mandates not finalized at the time the course book goes to print.**

**AUDIT OPTION FOR STUDENTS OF LIMITED ENGLISH LANGUAGE PROFICIENCY:** Students entering Carman-Ainsworth High School, who are of limited English language proficiency, have the option of taking classes on an audit basis. This option will be discussed with the student and parent at registration. They will be informed that an audit arrangement can be determined at any time during the duration of the course. The parent and student will be notified that classes taken as an audit receive no credit. Testing for reading skills is available and recommended.

**TRANSFER STUDENTS:** **The application of transfer credits, after a careful evaluation of all records, will be determined by the building principal. In addition, transfer students will be subject to grade-level and course placement by school officials. A senior who transfers in after the senior year begins will be held to the graduation credit requirement of Carman-Ainsworth High School. Students may not use transfer to circumvent graduation requirements or disciplinary action by a sending school.**

**COLLEGE PREPARATION:** Students who expect to attend post-secondary training should plan their high school program with specific post-secondary training requirements in mind. The high school classes taken, the difficulty of those classes and grade point average are key factors in admission to educational opportunities after high school. The counseling department encourages students to make use of its services in the selection of a particular program to follow. Students should check with the post-secondary training program you are interested in to see if the institution has additional curriculum requirements for admission, especially for specific degree programs.

**TRANSCRIPTS:** Are available through the Guidance office. Students will need to register with Parchment for sending their transcript to colleges and other post-secondary institutes of learning.

## PASS/FAIL OPTION

Eleventh and twelfth grade students with an overall grade point average of 2.5 or above may take **one elective class** on a pass/fail basis. Only one class may be taken on the Pass/Fail basis over the last two years of high school. The classes listed below are the electives that may be selected. In the fall, students **must decide to declare pass/fail by the end of the fifth week of school**. In January, students **must declare pass/fail by the end of the second week of second semester**. **Declaration of pass/fail must be made each semester, even for yearlong courses**. This declaration is made with the classroom teacher. The Pass/Fail form (available on the next page) must be completed, including all required signatures, and returned to the classroom teacher. Once that choice has been made, it cannot be reversed. The classes taken Pass or Fail will **not** be counted when the overall grade point average is calculated. Credit toward graduation will be granted if the student receives a "Pass." College-bound students should consult with counselors before taking Pass/Fail classes.

### MATH

Trigonometry & Probability  
Introduction to Calculus  
Statistics & Functions  
AP Calculus

### SCIENCE

Chemistry I  
AP Chemistry  
Physics  
AP Biology

### SOCIAL STUDIES

AP U.S. History\*  
AP Psychology  
AP World History\*  
\*If US/World History have  
already been passed.

### WORLD LANGUAGE

French III      Spanish III  
French IV      Spanish IV

### ENGLISH

AP English Language and Composition  
AP English Literature and Composition

## HIGH SCHOOL PROFICIENCY TEST

As a graduation requirement, all students must take the Michigan Merit Exam in the spring of their junior year. The Michigan Merit Exam will be comprised of the SAT test and additional state mandated tests in Math, Social Studies, and Science.

## PERSONAL CURRICULUM

The Personal Curriculum (PC) is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements. The PC option allows the board of a school district or public-school academy to award a regular high school diploma provided the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable. A parent, legal guardian, emancipated student, or school personnel may request a PC at any time. While every request to modify a student's graduation requirements is considered, the school district may deny a PC request. For more information, please speak with the school counselor.

REQUEST FOR PASS/FAIL FORM  
CARMAN-AINSWORTH HIGH SCHOOL

STUDENT NAME \_\_\_\_\_ GRADE \_\_\_\_\_

G.P.A. \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

CLASSROOM TEACHER \_\_\_\_\_

This declaration:

- Must be made with the classroom teacher.
- Must be made by the end of the **third week of first semester.**
- Will remain in place, second semester, unless changed by the student, by the end of the **third week of the semester.**
- Designates the class will not be counted when the overall G.P.A. is calculated.
- Designates credit will be assigned if the student receives a “Pass.”

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

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

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

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

Copies to: Teacher, Student, Parent and Counselor



## GenNET/DISTANCE LEARNING AND ONLINE CLASSES

### Interactive TV (ITV)

GenNET means “Genesee Network for Educational Telecommunications” and refers to a countywide project for distance learning. Carman-Ainsworth High School’s participation in this project makes selected classes, which may not currently be a part of our curriculum, available to students. Using an interactive TV (ITV) classroom, students may receive these classes from other high schools across the county, interacting with an instructor and students through live voice, video, and data transmission. Students may also be a part of a distance-learning class that originates from our school and involves students from other, remote sites. Credit will be issued in the appropriate content areas. These classes are open to 11<sup>th</sup> and 12<sup>th</sup> grade students. Tenth grade students may register for a World Language. If you have questions about distance learning classes, please contact the Guidance Office. Final approval is granted by the building principal. Please see the GenNET course offering page for course listings and descriptions.

### Online Classes

With the creation of online course delivery systems and the use of Blackboard, eligible students may gain access to classes not otherwise available to them.

Appropriate online courses are typically multimedia, independent study classes that include at least 150 hours of curriculum, an online teacher who answers questions and grades student work, and ongoing assessment reporting.

Students have greater freedom and schedule flexibility in an online class than in a traditional classroom, so they must be ready to ***assume more responsibility*** for their own progress and exhibit a high level of discipline and drive. They also must have strong writing skills and the ability to analyze and discuss issues critically and coherently. Access to high-speed internet and an active email address are required and the responsibility of the student.

**With the approval of the counselor and principal**, sophomores, juniors, or seniors may take one class per semester and earn up to one high school credit through online/internet courses per year. The student must be enrolled in both the district and the online class during the district’s regular academic year and be enrolled in at least five other high school credit-bearing classes. The total number of combined credits may not exceed six (6) per semester. Online/internet courses taken as a 7<sup>th</sup> hour are paid for by the student.

Unless there is an irresolvable schedule conflict, as determined by the principal, students may only elect online classes that are **not** offered by Carman-Ainsworth High School. The course list and course descriptions are available through the counselor.

Students and parents will be required to sign a contract, which outlines terms and conditions for enrollment. Students must complete the course, including the final exam, during the semester in which the course is taken. If not, credit for the class might be forfeited.

Credits granted will be counted toward graduation requirements and subject area requirements of the district. Credit earned through virtual high schools will be entered on the transcript and the grade, issued by the online instructor, will be factored into the GPA. The NCAA Eligibility Center does not accept all online courses. The NCAA Eligibility Center does not accept all online courses. Be sure to let your counselor know if you plan to be a college athlete.

If you have questions, please contact the Guidance Office 591-3244

## **DUAL ENROLLMENT**

### **What is it?**

Dual enrollment has existed in Michigan since 1991. It is an opportunity for high school students to enroll in high school and college courses at the same time, prior to graduation.

### **Benefits?**

Dual enrollment eases the transition to college by giving students firsthand exposure to college-level work while earning high school and college credit simultaneously. Students should investigate the transferability of the college courses they intend to take, as well as investigating the college they plan to attend after high school. Dual enrollment can also provide a wider range of course options to the high school student. Students can enroll in eligible classes that are not offered by the high school and/or not available to the student due to a scheduling conflict beyond the student's control.

### **How Do I Enroll?**

Interested students need to meet with their counselor to discuss the dual enrollment process and their eligibility.

### **Is There Cost?**

YES! The student and family will pay some of the expenses (books, transportation, etc.). However, the tuition and mandatory fees of certain college courses may be partially covered by the high school. Again, students will need to discuss the specifics of each course with their counselor. Family contribution depends on which college or university, number of college credits and number of CA classes.

### **Eligibility Requirements**

- ✓ A student's most recent test scores on the ACT Explore, ACT Plan, ACT, PSAT, or SAT will be used to determine academic eligibility.
- ✓ A student should check with his/her counselor to see if they have eligible scores on their most recent standardized test.
- ✓ Students may be required to take a placement test(s) at the college in which they intend to dual enroll. Students should contact the college they plan to attend to make the necessary arrangements and seek out their counselor for assistance.
- ✓ Physical education, hobby craft, divinity, or religious education courses are not eligible for tuition support.
- ✓ Approval by administrator after review of student's school records.

### **Payment Process for Dual Enrolled Classes**

*The district is not obligated to pay for college classes that would exceed a six- (6) hour day.*

Carman-Ainsworth Community Schools will pay the lesser of:

- ✓ The actual charge for tuition, mandated course fees and registration fees; OR
- ✓ The state portion of the student's foundation allowance, adjusted to the proportion of the school year the student attends the post-secondary institution.
- ✓ If the student enrolls for a third semester during the school year, he/she will not be reimbursed the above amounts.

For example: Students were reimbursed \$725.00 for each dual enrolled course in 2022-2023 that did not put them beyond a 6-hour day. This may or may not have covered the total cost of the course. This amount may be higher or lower for the 2024-2025 school year.

### **How Credit is Determined**

1. High school credit granted:
  - 1 or 2 credit courses = .5 high school credit per semester
  - 3 credit course = .75 high school credit per semester
  - 4 or 5 credit course = 1 high school credit per semester
2. Students must have a combined schedule of high school and college that equals six (6) credits. Once the college course starts, students may NOT change their credit designation on the application, nor may the class be dropped.

## DUAL ENROLLMENT PROGRAMS OFFERED AT CARMAN-AINSWORTH HIGH SCHOOL

### 1. University of Michigan-Flint DEEP (Dual Enrollment Educational Partnership) PROGRAM for Medical Sciences, STEM and Humanities

The Western Genesee Consortium (Carman-Ainsworth, Flushing, and Swartz Creek High Schools) is partnering with the University of Michigan-Flint to offer the Dual Enrollment Educational Partnership (DEEP). The DEEP initiative allows motivated students to earn college credit by taking accredited courses taught by UM-Flint faculty on-site at our high school. DEEP will do exactly what its name implies: deepen the students' knowledge and understanding of course material, while providing in-depth college courses that will prepare students for their university experience. It is required that students have a **3.0 GPA** and the ability and motivation to succeed in rigorous college-level coursework. Through this partnership, students could earn up to 12-13 college credits while saving over \$5,000 in tuition, fees, and textbook costs.

#### Medical Sciences Program (12<sup>th</sup> grade only) Hosted by Carman-Ainsworth High School

Prerequisites include a **3.0 GPA or higher**, excellent attendance and a motivation to succeed at college level work. Medical sciences candidates must have completed Biology and Chemistry (can be concurrently enrolled) with a 3.0 GPA or higher, are currently enrolled in a mathematics course beyond Algebra II, and have strong writing skills.

- HCR 206 Health Science Application – 2 college credits/0.5 high school credits
- BIO 104 Introduction to Human Biology – 4 college credits/1.0 high school credits
- PHL 168 Philosophy of Bioethics – 3 college credits/0.75 high school credits
- BIO 307 Topics in Human Anatomy – 4 college credits/1.0 high school credits

#### Humanities Program (11<sup>th</sup> and 12<sup>th</sup> grade) offered as Online Classes or on the UN-Flint Campus

Prerequisites include a 3.0 GPA or higher, excellent attendance and a motivation to succeed at college level work. Courses will include these of similar classes that fulfill various general education requirements.

- COM 200, Introduction to Human Communication, 3 college credits/0.75 high school credits
- HIS 114, 20th Century World History, 3 college credits/0.75 high school credits
- ARH 112 History of Renaissance to Modern Art, 3 college credits/0.75 high school credits
- PSY 100 Principles of Psychology, 3 college credits/0.75 high school credits

### 2. C-A STEM Early College

In collaboration with the University of Michigan-Flint, Carman-Ainsworth High School offers the C-A STEM Early College to provide an opportunity for high school students to earn up to 50 college credits through a three-year early college program (grades 11-13). In addition to high school courses, students will take specialized courses for Medical Sciences, STEM, or other career fields. Students must have a **3.0 GPA or higher** and must go through the application process to become part of the early college.

#### STEM Early College – Year 1 (11<sup>th</sup> grade)

- EDM 100 Problem Solving for College Students - 3 credits/.75 high school credits
- COM 210 Intro to Public Speaking – 3 credits/0.75 high school credits
- PHL 201 Intro to Philosophy - 3 credits/0.75 high school credits
- ENG 298 Topics in Writing for the Sciences - 3 credits/0.75 high school credits

#### STEM Early College – Year 2 (12<sup>th</sup> grade)

- See DEEP Medical Sciences/Humanities above or customized program - 12-13 college credits

#### STEM Early College – Year 3 (13<sup>th</sup> grade)

- UM Math or Math related, as part of MMC Requirements
- Customized program at UM-Flint - 24+ college credits

### 3. Mott Community College

Carman-Ainsworth High school partners with Mott Community College to provide students with the opportunity to begin earning college credits while still in high school through traditional dual enrollment. These students will be able to take classes at Mott Community College's state of the art facilities (students will need to provide their own transportation to MCC). Courses offered on-campus at Mott Community College for 11th or 12th grade vary, and schedules must be customized through the guidance office and MCC. Requirements include acceptance to Mott and completion of Accuplacer testing.

**4. Genesee County CTE Early Middle College**

As part of the GISD, Carman-Ainsworth students will have the opportunity to participate in the three-year early college program (11th, 12th, and 13th grades) with other students from Genesee County. Courses will be offered on-site at CAHS and GCI (Genesee Career Institute) for 11th and 12th, and on-campus at a local college for the 13<sup>th</sup> year. Please see the GCI Course Offering page for a complete list of the courses students can take at GCI for the Early Middle College option.

**Please check with your counselor about developing dual enrollment options for the 2024-2025 school year.**

## NCAA APPROVED CORE COURSES

The NCAA has approved the following courses for use in establishing the initial-eligibility certification status of student-athletes from Carman-Ainsworth High School. Courses with an asterisk (\*) are courses that may be used only by students with a diagnosed disability. NCAA Divisions I and II require 16 core courses. Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math and natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement. When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. STUDENTS MUST HAVE A 2.3 CUMULATIVE GPA IN CORE CLASSES TO BE ELIGIBLE FOR NCAA. For more information, visit the NCAA Eligibility Center at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

### **English**

English 9  
\*CT English 9  
\*SR English 9  
English 10  
\*CT English 10  
\*SR English 10  
English 11  
\*CT English 11  
\*SR English 11  
English 12  
\*CT English 12  
\*SR English 12  
AP English Language and Composition  
AP English Literature and Composition  
Creative Writing  
Heroes and Heroines  
Public Speaking I  
Public Speaking II

### **Mathematics**

Algebra I  
\*CT Algebra I  
\*SR Algebra IA (.5 cr.)  
\*SR Algebra IB (.5 cr.)  
Algebra II  
Algebra IIA (.5 cr.)  
Algebra IIB (.5 cr.)  
\*CT Algebra IIA (.5 cr.)  
\*CT Algebra IIB (.5 cr.)  
\*SR Algebra II  
Geometry  
\*CT Geometry  
\*SR Geometry  
Statistics & Functions (.5 cr.)  
Trigonometry & Probability (.5 cr.)  
Introduction to Calculus  
Trigonometry & Introductory Calculus  
AP Calculus  
Computer Science I & II

### **Social Science**

U.S. History  
AP U.S. History  
\*CT U.S. History  
\*SR U.S. History  
Civics  
\*CT Civics  
\*SR Civics  
Economics  
\*CT Economics  
\*SR Economics  
World History  
AP World History  
\*CT World History  
\*SR World History  
Current Events  
Michigan History  
Psychology  
AP Psychology  
Sociology  
You & Law

### **Natural/Physical Science**

Physical Science: Introduction to  
Physics and Earth Science  
\*CT Physical Science  
\*SR Physical Science  
Biology  
AP Biology  
\*CT Biology  
\*SR Biology  
Chemistry  
AP Chemistry  
\*CT Chemistry  
Physics  
AP Physics  
\*CT Physics  
Earth Science  
AP Physics B  
SR Earth Science  
Environmental Biology  
Microbiology & Bioethics

### **Additional Core Courses**

French I  
  
French II  
French III  
French IV  
Spanish I  
Spanish II  
Spanish III  
Spanish IV

## SUMMARY OF COURSES

Semester course (.5 credit) are designated by an asterisk (\*)

### ENGLISH

1001/2 English 9 (9-12)  
1081/2 English 10 (10-12)  
1111/2 English 11 (11-12)  
1131/2 English 12 (12)  
1211/2 AP English Lang and Comp (11-12)  
1301/2 AP English Lit and Comp (12)  
\*1100 Language Arts Lab (9-12)  
\*1120 Heroes and Heroines (9-12)  
\*1140 Creative Writing (9-12)

### COMMUNICATION SKILLS

\*2001 Public Speaking I (9-12)  
\*2002 Public Speaking II (9-12)  
2011/2 Journalism/Yearbook (9-12)  
2021/2 Journalism/Broadcasting (9-12)

### FOREIGN LANGUAGES

2611/2 French I (9-12)  
2621/2 French II (10-12)  
2631/2 French III (11-12)  
2641/2 French IV (12)  
2811/2 Spanish I (9-12)  
2821/2 Spanish II (10-12)  
2831/2 Spanish III (11-12)  
2841/2 Spanish IV (12)

### MATHEMATICS

\*2100 Math Lab (9-10)  
3221/2 Pre-Algebra (9)  
BL3241/2 Block Algebra I (9)  
3241/2 Algebra I (8-12)  
3251/2 Algebra IIA (11)  
3271/2 Algebra IIB (12)  
3261/2 Algebra II (10-12); 3<sup>rd</sup> yr. course  
3361/2 Geometry (9-12); 2<sup>nd</sup> yr. course  
5-3651/2 AP. Calculus (11-12)  
\*3270 Statistics & Functions (11-12)  
\*3280 Trigonometry & Probability (11-12)  
3281/2 Introduction to Calculus (12)

### SCIENCE

4231/2 Physical Science P & E (9)  
4251/2 Biology I (9-12)  
4271/2 AP Biology (11-12)  
4301/2 Environmental Biology (11-12)  
4351/2 Chemistry I (10-12)  
4361/2 AP Chemistry (11-12)  
4401/2 Physics (11-12)  
9311/2 Principles of Biomedical Science (PLTW) (10-12)  
4321/2 Earth Science (11-12)  
4411/2 AP Physics (11-12)

### SOCIAL STUDIES

5101/2 World History (11-12, req.)  
5111/2 AP World History (11-12)

5281/2 U.S. History (9-12, req.)  
5321/2 AP U.S. History (10-12, meets req.)  
5331/2 AP African American Studies  
\*5400 Civics (10-12, req.)  
\*5410 Economics (10-12, req.)  
\*5450 Psychology (11-12)  
5451/2 AP Psychology (11-12)  
\*5460 Sociology (11-12)  
\*5500 Current Events (11-12)  
\*5550 You and the Law (9-12)

### COMPUTER LITERACY/SCIENCE

\*7190 Computer Essentials (9-12)  
3661/2 Computer Science I (10-12)  
3671/2 Computer Science II (11-12)  
\*7100 Web Design (9-12)  
\*7110 Advanced Web Design (9-12)

### PHYSICAL EDUCATION

\*6040 Essential P.E. (9-10)  
6081/2 Advanced P.E. (9-12)  
\*6101 Body Development I (9-12)  
\*6102 Body Development II (9-12)  
\*6100 Female Fitness (9-12)  
\*6110 Lifetime Sports (9-12)

### HEALTH

\*6400 Health (9-10)

### MUSIC DEPARTMENT

8001/2 Symphony Band (9-12)  
5-8031/2 Freshmen Band (9)  
5-8041/2 Concert Band (9-12)  
5-8051/2 Percussion (9-12)  
5-8061/2 Orchestra (9-12)  
5-8071/2 Junior Varsity Choir (9-12)  
8101//2 Treble Ensemble (9-12)  
8121/2 Chorale (10-12; audition)

### THEATER

2421/2 Theatre I (9-12)  
2431/2 Theatre II (10-12)  
2441/2 Technical Theatre (9-12)  
2451/2 Theatre/Play Production (10-12)

### ART EDUCATION

8151/2 Art I (9 -12)  
8191/2 Art II (10-12)  
8211/2 Art III (11-12)  
8251/2 Art IV (12)

### CAREER & TECHNICAL EDUCATION

#### Health Science

6501/2 Medicine and Health Care I (10-12)  
9611/2 Medicine & Health Care II - Human Body Systems (PLTW) (11-12)  
9621/2 Medical Interventions (PLTW) (12)  
9311/2 Principles of Biomedical Science (PLTW) (10-12)

#### Business

\*7100 Web Design (9-12)  
\*7110 Advanced Web Design (9-12)  
7211/2 BMA I, Management Support (10-12)  
7231/2 Accounting I (10-12)  
7241/2 BMA II-VE, Virtual Enterprise (11-12)  
7251/2 Accounting II (11-12)  
7261/2 BMA III-Advanced Virtual Enterprise (11-12)  
7301/2 Personal Finance (11-12)  
7431/2 Marketing I (9-12)  
7441/2 Marketing II (11-12)  
7451/2 Marketing III (11-12)

#### Family/Consumer Science

\*9010 Healthy Living II (Life Management) (11-12)  
\*9020 Parenting I (9-12)  
\*9200 Parenting II (9-12)  
\*9030 Interior Design (9-12)  
\*9050 Healthy Living I (Nutrition & Wellness) (9-12)  
\*9070 Healthy Living III (Relationships) (11-12)  
\*8880 Peer Counseling I (10-12)  
\*8890 Peer Counseling II (10-12)

### INDUSTRIAL ARTS/TECH

9251/2 Woodworking I (9-12)  
9261/2 Woodworking II (10-12)  
9271/2 Woodworking III (11-12)  
9281/2 Design & Build (9-12)  
9291/2 Intro to Engineering (PLTW) (9-12)  
9301/2 Principles of Engineering (10-12) (PLTW)  
9401//2 Engineering Design & Dev. (11-12) (PLTW)

### WORK BASED LEARNING PROGRAM

7401/2 Work Based Learning Intern (1.0)  
7421/2 Work Based Learning Co-op (2.0)

Carman-Ainsworth High School  
2024-2025 Course Request Form  
9<sup>th</sup> grade

Student's English Teacher & Hour

Student name \_\_\_\_\_ Parent Signature \_\_\_\_\_  
(Please Print)

All boxes must have a course in it to be considered complete	English	Math	Science	Social Studies	Elective	Elective	Alternate Choice(s)
1 <sup>st</sup> Semester							
2 <sup>nd</sup> Semester							

Summary of Course Choices  
Semester course (.5 credit) are designated by an asterisk (\*)

<u>Core and/or Required Courses</u>  <u>English Core</u> 10011/2 English 9  <u>Math Core</u> 3221/2 Pre-Algebra (D or below in 8 <sup>th</sup> grade math or Teacher Rec.) 3241/2 Algebra I 3361/2 Geometry 3261/2 Algebra II BL3241/2 Block Algebra I (Teacher Rec. see course book for more information)  <u>Science Core</u> 4231/2 Physical Science 4251/2 Biology (Strong A in Math & Science) 4271/2 AP Biology (Strong A in Math & Science)  <u>Social Studies Core</u> 5281/2 US History 5321/2 AP US History  <u>Physical Education/Health (Both Required)</u> 6040 Physical Education* 6400 Health*  <u>Computer Literacy (One Required)</u> 7190 Computer Essentials* 7100 Web Design* (VPAA) 7110 Advance Web Design* (VPAA)  <u>World Language (One Subject; both I &amp; II Required)</u> 2611/2 French I 2621/2 French II 2811/2 Spanish I 2821/2 Spanish II	<u>Core Electives</u>  <u>English Electives</u> 1100 Language Arts Lab* 1120 Heroes and Heroines* 1140 Creative Writing* (8 <sup>th</sup> grade Young Authors or B or better in 8 <sup>th</sup> grade English)  <u>Math Elective</u> 2100 Math Lab* (Teacher/Test Rec.)  <u>Social Studies Electives</u> 5550 You and the Law* 5050 Michigan History*  <u>General Electives</u>  <u>Communication Electives</u> 2001 Public Speaking I* 2002 Public Speaking II* 2011/2 Journalism: Yearbook (B or better in 8 <sup>th</sup> grade English or Teacher Rec.) (VPAA) 2021/2 Journalism: Broadcasting (VPAA)  <u>Theater Elective</u> 2421/2 Theatre I (VPAA) 2441/2 Technical Theatre (VPAA)  <u>Music Department Electives</u> 8001/2 Symphony Band (VPAA) 5-8031/2 Freshman Band (VPAA) 5-8031/2 Concert Band (VPAA) 5-8051/2 Percussion (VPAA) 5-8061/2 Orchestra (VPAA) 5-8071/2 JV Choir (VPAA) 8101/2 Treble Ensemble (VPAA)	<u>Art Education Electives</u> 8151/2 Art I (VPAA)  <u>Physical Education Electives</u> 6102 Body Development II* (2 <sup>nd</sup> Sem ONLY, pre req. 6040 PE) 6082 Advanced Physical Education* (2 <sup>nd</sup> Sem. ONLY; pre req. 6040 PE) 6100 Female Fitness* (2 <sup>nd</sup> Sem. ONLY, pre req. 6040 PE) 6110 Lifetime Sports* (2 <sup>nd</sup> Sem. ONLY, pre req. 6040 PE)  <u>Career &amp; Technical Education (CTE) Electives</u>  <u>Business Elective</u> 7431/2 Marketing I  <u>Family/Consumer Science Electives</u> 9020 Parenting I* 9200 Parenting II* 9030 Interior Design (VPAA)* 9050 Healthy Living I (Nutrition & Wellness)* (VPAA)  <u>Industrial Arts/Tech Electives</u> 9251/2 Woodworking I (VPAA) 9281/2 Design & Build (VPAA) 9291/2 Intro to Engineering (PLTW) (VPAA)
---	---	---

Carman-Ainsworth High School  
2024-2025 Course Request Form  
10<sup>th</sup> grade

Student's English Teacher & Hour

Student name \_\_\_\_\_ Parent Signature \_\_\_\_\_  
(Please Print)

All boxes must have a course in it to be considered complete	English	Math	Science	Social Studies	Elective (Or Failed Courses)	Elective (Or Failed Courses)	Alternate Choice(s)
1 <sup>st</sup> Semester							
2 <sup>nd</sup> Semester							

Summary of Course Choices  
Semester course (.5 credit) are designated by an asterisk (\*)

<u>Core and/or Required Courses</u>  <u>English Core</u> 1081/2 English 10  <u>Math Core</u> 3241/2 Algebra I 3361/2 Geometry 3261/2 Algebra II BL3241/2 Block Algebra I  <u>Science Core</u> 4251/2 Biology 4271/2 AP Biology 4351/2 Chemistry 4361/2 AP Chemistry  <u>Social Studies Core</u> 5400 Civics* 5410 Economics*  <u>Physical Education/Health (Both Required)</u> 6040 Physical Education* 6400 Health*  <u>Computer Literacy/Science (One Required)</u> 7190 Computer Essentials* 3661/2 Computer Science I (VPAA) 7100 Web Design* (VPAA) 7110 Advance Web Design* (VPAA)  <u>World Language (One Subject; both I &amp; II Required)</u> 2611/2 French I 2621/2 French II 2631/2 French III 2811/2 Spanish I 2821/2 Spanish II 2831/2 Spanish III GN2701/2 GenNet American Sign Lang. I GN2721/2 GenNet American Sign Lang. II  <u>Failed (or not yet taken) Required Core Courses</u> 1001/2 English 9 5281/2 US History 4231/2 Physical Science	<u>Core Electives</u>  <u>English Electives</u> 1100 Language Arts Lab* 1120 Heroes and Heroines* 1140 Creative Writing*  <u>Math Elective</u> 2100 Math Lab* (Teacher/Test Rec.)  <u>Social Studies Electives</u> 5550 You and the Law* 5050 Michigan History*  <u>Science Electives</u> 9311/2 PLTW Principles of Biomedical Science  <u>General Electives</u>  <u>Communication Electives</u> 2001 Public Speaking I* 2002 Public Speaking II* 2011/2 Journalism: Yearbook (VPAA) 2021/2 Journalism: Broadcasting (VPAA)  <u>Theater Electives</u> 2421/2 Theatre I (VPAA) 2431/2 Theatre II (VPAA) 2441/2 Technical Theatre (VPAA) 2541/2 Theatre/Play Production (VPAA)  <u>Music Department Electives</u> 8001/2 Symphony Band (VPAA) 5-8031/2 Concert Band (VPAA) 5-8051/2 Percussion (VPAA) 5-8061/2 Orchestra (VPAA) 5-8071/2 JV Choir (VPAA) 8101/2 Treble Ensemble (VPAA) 8121/2 Chorale (audition) (VPAA) 8131/2 Choraleers (audition) (VPAA)	<u>Art Education Electives</u> 8151/2 Art I (VPAA) 8191/2 Art II (VPAA)  <u>Physical Education Electives</u> 6101 Body Development I* 6102 Body Development II* 6081/2 Advanced Physical Education* 6100 Female Fitness* 6110 Lifetime Sports*  <u>Career &amp; Technical Education (CTE) Electives</u>  <u>Health Science Electives</u> 6501/2 Medicine and Health Care I  <u>Business Electives</u> 7211/2 BMA I Management Support 7231/2 Accounting I 7431/2 Marketing I 7441/2 Marketing II  <u>Family/Consumer Science Electives</u> 9020 Parenting I* 9200 Parenting II* 9030 Interior Design (VPAA)* 9050 Healthy Living I (Nutrition & Wellness)* (VPAA) 9010 Healthy Living II (Life Mtg.)* 9070 Healthy Living III (Relationships)* 8880 Peer Counseling I* (VPAA) 8890 Peer Counseling II* (VPAA)  <u>Industrial Arts/Tech Electives</u> 9251/2 Woodworking I (VPAA) 9281/2 Design & Build (VPAA) 9291/2 PLTW Intro to Engineering (VPAA) 9301/2 PLTW Principles of Engineering (VPAA)
--	--	--



Carman-Ainsworth High School  
2024-2025 Course Request Form  
11<sup>th</sup> grade

Student's English Teacher & Hour

Student name \_\_\_\_\_ Parent Signature \_\_\_\_\_  
(Please Print)

All boxes must have a course in it to be considered complete	English	Math	Science	Social Studies	Elective (Or Failed Courses)	Elective (Or Failed Courses)	Alternate Choice(s)
1 <sup>st</sup> Semester							
2 <sup>nd</sup> Semester							

Summary of Course Choices

Semester course (.5 credit) are designated by an asterisk (\*)

<u>Core and /or Required Courses</u>  <u>English Core</u> 1111/2 English 11 1211/2 AP Language & Composition  <u>Math Core</u> 3361/2 Geometry 3261/2 Algebra II 3251/2 Algebra IIA 3270 Statistics & Functions* 3280 Trigonometry & Probability* 3281/2 Introduction to Calculus 5-3651/2 AP Calculus  <u>Science Core</u> 4351/2 Chemistry 4361/2 AP Chemistry 4401/2 Physics 4411/2 AP Physics  <u>Social Studies Core</u> 5101/2 World History 5111/2 AP World History  <u>Physical Education/Health (Both Required)</u> 6040 Physical Education* 6400 Health*  <u>Computer Literacy/Science (One Required)</u> 7190 Computer Essentials* 3661/2 Computer Science I (VPAA) 3671/2 Computer Science II (VPAA) 7100 Web Design* (VPAA) 7110 Advance Web Design* (VPAA)  <u>World Language (One Subject; both I &amp; II Required)</u> 2611/2 French I 2621/2 French II 2631/2 French III 2641/2 French IV 2811/2 Spanish I 2821/2 Spanish II 2831/2 Spanish III 2841/2 Spanish IV GN2701/2 GenNet American Sign Language I GN2721/2 GenNet American Sign Language II  <u>Failed (or not yet taken) Required Core Courses</u> 1001/2 English 9      1081/2 English 10 3241/2 Algebra I      5281/2 US History 5400 Civics      5410 Economics 4231/2 Physical Sci.      4251/2 Biology	<u>Core Electives</u>  <u>English Electives</u> 1100 Language Arts Lab* 1120 Heroes and Heroines* 1140 Creative Writing*  <u>Social Studies Electives</u> 5331/2 AP African American Studies 5450 Psychology* 5451/2 AP Psychology 5460 Sociology* 5500 Current Events* 5550 You and the Law* 5050 Michigan History*  <u>Science Electives</u> 4321/2 Earth Science 4301/2 Environmental Biology 9311/2 PLTW Principles of Biomedical Sci.  <u>General Electives</u>  <u>Communication Electives</u> 2001 Public Speaking I* 2002 Public Speaking II* 2011/2 Journalism: Yearbook (VPAA) 2021/2 Journalism: Broadcasting (VPAA)  <u>Theater Electives</u> 2421/2 Theatre I (VPAA) 2431/2 Theatre II (VPAA) 2441/2 Technical Theatre (VPAA) 2541/2 Theatre/Play Production (VPAA)  <u>Music Department Electives</u> 8001/2 Symphony Band (VPAA) 5-8031/2 Concert Band (VPAA) 5-8051/2 Percussion (VPAA) 5-8061/2 Orchestra (VPAA) 5-8071/2 JV Choir (VPAA) 8101/2 Treble Ensemble (VPAA) 8121/2 Chorale (audition) (VPAA) 8131/2 Choraleers (audition) (VPAA)  <u>Art Education Electives</u> 8151/2 Art I (VPAA) 8191/2 Art II (VPAA) 8211/2 Art III (VPAA)	<u>Physical Education Electives</u> 6010 Body Development I* 6102 Body Development II* 6081/2 Advanced Physical Education* 6100 Female Fitness* 6110 Lifetime Sports*  <u>Career &amp; Technical Ed. (CTE) Electives</u>  <u>Health Science Electives</u> 6501/2 Medicine and Health Care I 9611/2 Medicine and Health Care II  <u>Business Electives</u> 7211/2 BMA I Management Support 7261/2 BMA II Advance Mtg. Support 7231/2 Accounting I 7251/2 Accounting II 7431/2 Marketing I 7441/2 Marketing II 7451/2 Marketing III  <u>Family/Consumer Science Electives</u> 9020 Parenting I* 9200 Parenting II* 9030 Interior Design (VPAA)* 9050 Healthy Living I (Nutrition & Wellness)* (VPAA) 9010 Healthy Living II (Life Mtg.)* 9070 Healthy Living III (Relationships)* 8880 Peer Counseling I* (VPAA) 8890 Peer Counseling II* (VPAA)  <u>Industrial Arts/Tech Electives</u> 9251/2 Woodworking I (VPAA) 9281/2 Design & Build (VPAA) 9291/2 PLTW Introduction to Engineering (VPAA) 9301/2 PLTW Principles of Engineering (VPAA) 9401/2 PLTW Engineering Design & Dev. (VPAA)  <u>Work Based Learning Program</u> 7401/2 Work Based Learning Intern (1.0) 7421/2 Work Based Learning Co-op (2.0)
---	--	---

Carman-Ainsworth High School  
2024-2025 Course Request Form  
12<sup>th</sup> grade

Student's English Teacher & Hour

Student name \_\_\_\_\_ Parent Signature \_\_\_\_\_  
(Please Print)

All boxes must have a course in it to be considered complete	English	Math	Science or Elective	Social Studies or Elective	Elective (Or Failed Courses)	Elective (Or Failed Courses)	Alternate Choice(s)
1 <sup>st</sup> Semester							
2 <sup>nd</sup> Semester							

Summary of Course Choices

Semester course (.5 credit) are designated by an asterisk (\*)

<p><u>Core and /or Required Courses</u></p> <p><u>English Core</u> 1131/2 English 12 1301/2 AP Literature &amp; Composition</p> <p><u>Math Core</u> 3261/2 Algebra II 3251/2 Algebra IIA 3261/2 Algebra IIB 3270 Statistics &amp; Functions* 3280 Trigonometry &amp; Probability* 3281/2 Introduction to Calculus 5-3651/2 AP Calculus</p> <p><u>Physical Education/Health (Both Required)</u> 6040 Physical Education* 6400 Health*</p> <p><u>Computer Literacy/Science (One Required)</u> 7190 Computer Essentials* 3661/2 Computer Science (VPAA) 3671/2 Computer Science II (VPAA) 7100 Web Design* (VPAA) 7110 Advance Web Design* (VPAA)</p> <p><u>World Language (One Subject; both I &amp; II Required)</u> 2611/2 French I 2621/2 French II 2631/2 French III 2641/2 French IV 2811/2 Spanish I 2821/2 Spanish II 2831/2 Spanish III 2841/2 Spanish IV GN2701/2 GenNet American Sign Language I GN2721/2 GenNet American Sign Language II</p> <p><u>Failed (or not yet taken) Required Core Courses</u> 1001/2 English 9 1081/2 English 10 1111/2 English 11 3241/2 Algebra I 3361/2 Geometry 5281/2 US History 5101/2 World History 5400 Civics 5410 Economics 4231/2 Physical Sci.      4251/2 Biology 4351/2 Chemistry        4401/2 Physics</p>	<p><u>Core Electives</u></p> <p><u>English Electives</u> 1100 English Language Lab* 1120 Heroes and Heroines* 1140 Creative Writing*</p> <p><u>Social Studies Electives</u> 5331/2 AP African American Studies 5450 Psychology* 5451/2 AP Psychology 5460 Sociology* 5500 Current Events* 5550 You and the Law* 5050 Michigan History*</p> <p><u>Science Electives</u> 4321/2 Earth Science 4301/2 Environmental Biology 4361/2 AP Chemistry 4411/2 AP Physics 9311/2 PLTW Principles of Biomedical Sci.</p> <p><u>General Electives</u></p> <p><u>Communication Electives</u> 2001 Public Speaking I* 2002 Public Speaking II* 2011/2 Journalism: Yearbook (VPAA) 2021/2 Journalism: Broadcasting (VPAA)</p> <p><u>Theater Electives</u> 2421/2 Theatre I (VPAA) 2431/2 Theatre II (VPAA) 2441/2 Technical Theatre (VPAA) 2541/2 Theatre/Play Production (VPAA)</p> <p><u>Music Department Electives</u> 8001/2 Symphony Band (VPAA) 5-8031/2 Concert Band (VPAA) 5-8051/2 Percussion (VPAA) 5-8061/2 Orchestra (VPAA) 5-8071/2 JV Choir (VPAA) 8101/2 Treble Ensemble (VPAA) 8121/2 Chorale (audition) (VPAA) 8131/2 Choraleers (audition) (VPAA)</p> <p><u>Art Education Electives</u> 8151/2 Art I (VPAA) 8191/2 Art II (VPAA) 8211/2 Art III (VPAA) 8251/2 Art IV (VPAA)</p>	<p><u>Physical Education Electives</u> 6101 Body Development I* 6102 Body Development II* 6081/2 Advanced Physical Education* 6100 Female Fitness* 6110 Lifetime Sports*</p> <p><u>Career &amp; Technical Ed. (CTE) Electives</u></p> <p><u>Health Science Electives</u> 6501/2 Medicine and Health Care I 9611/2 Medicine and Health Care II 9621/2 Medicine and Health Care III</p> <p><u>Business Electives</u> 7301/2 Personal Finance 7211/2 BMA I Management Support 7241/2 BMA II Advance Mtg. Support 7261/2 BMA III Virtual Enterprise 7231/2 Accounting I 7251/2 Accounting II 7431/2 Marketing I 7441/2 Marketing II 7451/2 Marketing III</p> <p><u>Family/Consumer Science Electives</u> 9020 Parenting I* 9200 Parenting II* 9030 Interior Design (VPAA)* 9050 Healthy Living I (Nutrition &amp; Wellness)* (VPAA) 9010 Healthy Living II (Life Mtg.)* 9070 Healthy Living III (Relationships)* 8880 Peer Counseling I* (VPAA) 8890 Peer Counseling II* (VPAA)</p> <p><u>Industrial Arts/Tech Electives</u> 9251/2 Woodworking I (VPAA) 9281/2 Design &amp; Build (VPAA) 9291/2 PLTW Introduction to Engineering (VPAA) 9301/2 PLTW Principles of Engineering (VPAA) 9401/2 PLTW Engineering Design &amp; Dev. (VPAA)</p> <p><u>Work Based Learning Program</u> 7401/2 Work Based Learning Intern (1.0) 7421/2 Work Based Learning Co-op (2.0)</p>
--	---	---

## ENGLISH LANGUAGE ARTS

### **1001/2 English 9**

**Full Year**

**Grade 9 - 12**

Prerequisite: None

This required course needs to be elected in 9<sup>th</sup> grade and includes experience in reading, writing, speaking, listening, visualizing and study skills, as well as grammar instruction, all of which build upon skills learned in 8<sup>th</sup> grade. Vocabulary development, spelling, visual literacy, and media/library skills are also emphasized. Students will write expository, narrative, and descriptive essays, as well as reflective pieces. All students will write a research paper in the MLA format. Students will develop writing fluency by writing personal pieces in a variety of forms, which might include journal or creative writing. They will read short stories, poetry, non-fiction and plays from diverse time periods and drawn from diverse ethnic groups. Students will read novels such as: *Warriors Don't Cry*, *Romeo and Juliet*, *To Kill a Mockingbird*, *The Odyssey*, *Mississippi Trial, 1955*, various short stories, poems, and choice novels. Required viewings will include: *Romeo and Juliet* (Zerefelli and Luhrman versions); *The Odyssey*, clips from *To Kill a Mockingbird* and others as announced. Students will use techniques to involve them in their own learning that might include methods such as cooperative learning, literature circles, and reading/writing workshop. NOTE: Any student who does not pass English 9 in 9<sup>th</sup> grade must re-take this course in 10<sup>th</sup> grade.

### **1081/2 English 10**

**Full Year**

**Grade 10 - 12**

Prerequisite: Student must have taken both semesters of English 9, passing at least one semester.

This required course draws on the skills mastered in English 9. Expository, narrative, and descriptive essays will be written, as well as assignments that increase fluency, which might include learning logs, journals, portfolio collections, and creative writing. Students will practice reading and writing for the MME. A research paper will be written in MLA format. Grammar, vocabulary, and mechanics will be emphasized as well as experience in writing more complex organizational styles than in previous years. Reading will include various poems, short stories, plays, non-fiction pieces, and novels drawn from diverse time and ethnic groups throughout American History. Texts may include such things as: *The Crucible*, *The Adventures of Huckleberry Finn*, *Of Mice and Men*, and *A Raisin in the Sun*. Students will practice public speaking, interpretation of literature, listening and group skills.

### **1100 Language Arts Lab**

**Semester**

**Grade 9-12**

Prerequisite: Desire to improve reading comprehension/a demonstrated need to improve reading comprehension

The goal of this course is to improve your reading comprehension skills. To be successful in high school and beyond, students must be fluent readers and able to understand what they read. Students will receive whole group, small group, and individualized instruction in the art of reading. The course will concentrate on vocabulary, comprehension, reading rate, and fluency. Students will be pre-tested to determine reading ability and individual programs will be built with the aid of the instructor. Materials will include a variety of sources, including, but not limited to, articles of interest, short stories, novels, and reading computer program. Students will also write in response to their reading. There will be opportunities for independent reading. Enjoying reading once again will be a natural outcome of this course.

### **1111/2 English 11**

**Full Year**

**Grade 11 - 12**

Prerequisite: Student must have taken and passed both semesters of English 9 and taken and passed at least one semester of English 10.

This required course draws on the skills mastered in English 10. Analytical, research- driven, persuasive, and descriptive essays will be written, as well as assignments that increase fluency such as journals, the portfolio, creative writing, and multi-media presentations. Grammar, vocabulary, and mechanics will be emphasized, as well as presentation skills and the research process. Reading will be inspired from British Literature, both classic and modern. Reading will include poems, short stories, novels, articles, and plays from British-English authors. Examples of the readings include *Lord of the Flies*, *Beowulf*, *Canterbury Tales*, *Frankenstein*, and *Hamlet*.

Students will practice group collaboration, public speaking, literary analysis, interpretation of literature, note-taking skills, and listening skills.

### **1131/2 English 12**

**Full Year**

**Grade 12**

Prerequisite: Student must have taken and passed English 10 and one semester of English 11.

English 12 is a one-year course that includes intensive reading, speaking and writing, preparing students for a higher education. Anchor texts include *Animal Farm*, *1984*, *Night*, *The Great Gatsby*, and *Their Eyes were Watching God*. Students study a wide variety of rigorous college-preparatory literature including novels, drama, poetry, short stories, non-fiction and essays. Numerous expository essays will be written including literary analysis, compare/contrast, and other complex pieces. A term paper will be required in MLA/APA form. A major oral presentation using audio-visual aids and/or PowerPoint will be created. Major projects include the College Portfolio and the Senior Exit Presentation.

**1121/2 Advanced Placement English Language and Composition                      Full Year                      Grade 11**

Prerequisite: English 10, a strong desire to do college level work and teacher permission

AP Language is a course for highly motivated juniors which will focus on the rhetorical analysis of nonfiction pieces across various genres and time periods. In addition to the development of rhetorical analysis in reading, students will work towards the application of rhetorical choices in their own writing through the genres of memoir/personal narrative, rhetorical analysis, argumentative, and synthesis. The end goal for this course is for students to take the AP Language Test in May and earn a 3 or higher. Students will use AP Classroom to help them in test preparation. As well, students will practice test prep for the SAT test in April.

**1301/2 Advanced Placement English Literature and Composition                      Full Year                      Grade 12**

Prerequisite: English 11, a strong desire to do college level work and teacher permission

This is an accelerated course intended for students who have attained the reading and writing skills generally expected at the beginning of the Freshman year in college, but who have not necessarily received training in literary analysis. The goal of the A.P. course will be to develop the students' awareness of language and to sharpen their skills in effective writing and critical reading. The course should also encourage students to develop individual style adaptable to different occasions for writing in college. Upon completion of the course and successful performance on the A.P. exam, a student may receive up to a year's college credit in English. For the purposes of sectioning classes, successful performance on a sample essay may be required.

**2001 Public Speaking I    Full Year    Grade 9 - 12**

Prerequisite: Must be taking English 9 concurrently or have previously taken English 9

Public Speaking is the course for students interested in improving their speaking ability. It deals with effective ways to research, organize, deliver, and critique speeches for different occasions. Students will read research materials, prepare notes and outlines, deliver speeches, and listen to and evaluate other speakers. This course is especially suitable for students going into college or business careers. Group discussions are also part of the course work.

**2002 Public Speaking II    Second Semester    Grade 9 - 12**

Prerequisite: Public Speaking I

Public Speaking II is designed for students who have become aware of the importance of effective oral communication in Public Speaking I. It provides more specialized practice with speech skills. Debate and other speaking skills such as oral interpretation, media broadcasting and book reviews will be practiced. In this course, students will read research materials, prepare notes and outlines, write radio scripts, deliver speeches, and listen to and evaluate other speakers.

**2011/2 Advance Journalism/Yearbook    Full Year    Grade 9- 12**

Prerequisite: B or better in 8<sup>th</sup> grade English or Teacher Recommendation

Yearbook is a course that has its purpose the design and production of the school yearbook. Skills used in the production of a yearbook will be emphasized. Some of these are writing techniques that include editorials, features, and news. There will also be editing, design, graphics, and layout in the production process.

Note: With permission of the instructor, Yearbook class may be repeated for additional credit.

**2021/2 Journalism: Broadcasting    Full Yearbook    Grade 9-12**

Prerequisite: None

This course is for those who have a strong interest in multimedia technology and communication. Students are expected to develop and practice newscasts for the CAHS staff and students. Student will:

- Learn basic video production strategies and editing techniques
- Improve on all communication skills
- Learn basic interviewing and investigative reporting skills
- Develop critical thinking, creative expression, and decision -making skills
- Approach news with an ethical and balanced viewpoint
- Work as a team, developing interpersonal and leadership skills.
- Students will be expected to work closely with high school staff and administrators, as well as attend many after-school functions.

**1120 Heroes and Heroines    One Semester    Grade 11-12**

Prerequisite: None

In this class students will grapple with their ideas of modern heroism based on time, place, and culture. Students will explore how

heroism evolves as society changes.

### **1140 Creative Writing**

**One Semester**

**Grade 11-12**

Prerequisite: Students must have taken and passed both semesters of English 9 and passed at least one semester of English 10.

In this class students will be taken on a journey of identity through their own writing while critiquing some of literature and society's finest creative thinkers from Maya Angelou to Jason Reynolds to Kendrick Lamar and J. Cole. Students will work on various genres (poetry, spoken word, fiction, memoir, mixed media) while creating a collaborative writing community.

## **MATHEMATICS**

### **3221/2 Pre-Algebra**

**Full Year**

**Grade 9**

Prerequisite: Did not pass 8<sup>th</sup> grade Math and/or teacher recommendation

In the Pre-Algebra course, students will learn the mathematical skills and concepts that are needed for students to be successful in Algebra recognized by the Michigan Merit Curriculum. This course will focus on the following areas; (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **3241/2 Algebra I**

**Full Year**

**Grade 7 - 9**

Prerequisite: D- or better in 8<sup>th</sup> grade math

Algebra I is the first course in the series for students at the high school level and will cover the Michigan Merit Curriculum high school content expectations for Algebra I. The course will continue the study of number systems and properties, absolute value relationships, factoring of algebraic expressions, and equations and inequalities. The study of linear relationships will be further developed to include systems of equation with up to three variables, function notation and bivariate data analysis (including linear regression and scatterplots and correlation). Students will also gain a deeper knowledge of exponential and logarithmic functions including rules of exponentiation, and a study of quadratic functions including standard and vertex forms for quadratic equations. Students will develop knowledge of power functions, including roots, cubic and quadratics, and will work with polynomial functions.

### **BL3241/2 Block Algebra I**

**Full Year**

**Grade 9**

Prerequisite: Teacher recommendation

This course covers the same material as a traditional Algebra I class using a 2-hour time period instead of a 1-hour time period. Students that typically struggled in middle school math would benefit from choosing this alternative as a transition into high school mathematics. The extended time allows students the opportunity for more peer collaboration, hands-on activities, teacher/student contact, and one-on-one tutoring if necessary. Students receive 1 math credit and 1 elective credit upon successful completion of this year long course.

### **3361/2 Geometry**

**Full Year**

**Grade 9 - 10**

Prerequisite: Algebra I

Geometry is the second course of mathematics for students at the high school level and will cover the Michigan Merit Curriculum high school content expectations for Geometry. Students should have prior knowledge of simple geometric shapes (recognizing, classifying, and applying properties), basic similarity and congruence theorems and have the ability to find area and volume of basic shapes. Students will further develop analytic and spatial reasoning skills and will apply information about two-dimensional figures to three-dimensional figures. The course will emphasize measurement and precision, mathematical reasoning, shape and shape relationships between figures, right triangle trigonometry, formal logic and proof, geometric postulates, definitions and theorems, and transformations of figures in the plane.

### **3261/2 Algebra II**

**Full Year**

**Grade 10 - 11**

Prerequisite: Successful completion of Algebra I & Geometry

Algebra II is the third course in the series for students at the high school level and will cover the Michigan Merit Curriculum high school content expectations for Algebra II. The course will further the study of exponential and logarithmic functions. In addition, students will study rational functions, trigonometric functions (circular and triangular), conic sections, and will develop knowledge in the area of numeric and logarithmic ideas of accuracy, error, sequences and iteration. Students will also study univariate and bivariate statistics including measures of center and normal distributions. They will also learn about data collection for samples, surveys and experiments and will study probability models.

**3251/2 Algebra IIA****Full Year****Grade 11**

Prerequisite: Successful completion of Algebra I and Geometry, Teacher Recommendation

Algebra IIA is a third course in the series for students at the high school level and will cover the Michigan Merit Curriculum high school content expectations for Algebra II, first semester content. Topics include linear relations and functions, systems of equations and inequalities, matrices, quadratic functions and inequalities, and polynomial functions. Content of Algebra IIA will cover the first semester of Algebra II over a full year allowing for more depth of understanding and additional hands-on practice. This course requires a teacher recommendation and targets students with good attendance and a strong work ethic who may benefit from the alternative pacing.

**3271/2 Algebra IIB****Full Year****Grade 12**

Prerequisite: Successful completion of Algebra I, Geometry, Algebra IIA, Teacher Recommendation

Prerequisite: Successful completion of Algebra IIA, Teacher Recommendation

Algebra IIB is a fourth course in the series for students at the high school level and will cover the Michigan Merit Curriculum high school content expectations for Algebra II, second semester content. Topics include rational expressions and equations, rational expressions and equations, exponential and logarithmic relations, conic sections, sequences and series, and trigonometric functions. Content of Algebra IIB will cover the second semester of Algebra II over a full year allowing for more depth of understanding and additional hands-on practice. This course requires a teacher recommendation and targets students with good attendance and a strong work ethic who may benefit from the alternative pacing. This class is recommended as a senior level math class for those students who have successfully completed Algebra IIA and plan on attending college. **This course will fulfill the fourth-year mathematics requirement.**

**3270 Statistics and Functions****1<sup>st</sup> Semester****Grade 11 – 12**

Prerequisite: Successful completion of Algebra II

Statistics and Functions is a one-semester course in the fourth year of mathematics at the high school level. This course will study an introduction to statistics, organization of data, measures of central tendency and variation. In addition, linear, quadratic, exponential and logarithmic functions and matrices will be studied.

**3280 Trigonometry and Probability****2<sup>nd</sup> Semester****Grade 11 – 12**

Prerequisite: Successful completion of Algebra II

Trigonometry and Probability is a one-semester course in the fourth year of mathematics at the high school level. This course will study circular functions, trigonometry functions and further trigonometric explorations. In addition, probability, probability distributions, normal distributions, sampling distributions, estimation, hypothesis testing, regression and correlation will be studied.

**3281/2 Introduction to Calculus****Full Year****Grade 11-12**

Prerequisite: Successful completion of Algebra II

This is a full year course. Introduction to calculus starts with a review of functions and trigonometry and then students will study limits, derivatives, and differentiation. If you are a senior that will need to take a math class in college this class will help you build your math skills and introduce you to calculus concepts. This is especially helpful if you have to take a pre-calculus or calculus level college math class. **This course will fulfill the fourth-year mathematics requirement.**

**3651/2 AP Calculus****Full Year****Grade 11-12**

Prerequisite: Successful completion of Statistics &amp; Functions AND semester of Trigonometry and Probability

**Note: Introduction to Calculus and AP Calculus overlap and cannot both be taken for credit.**

The student will study topics in analytic geometry using Cartesian and polar coordinates, functions and derivatives, continuity and limits, techniques of integration and applications of derivatives and integrals. This class prepares the student for the Advanced Placement Calculus AB Exam.

**3661/2 Computer Science I****Full Year****Grades 10-12**

Prerequisite: Successful completion of Algebra I.

Using Visual Basic as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. This course can be the first in a student's programming experience. Computer Science helps students develop programming expertise and explore the workings of app development, visualization of data, simulation, loops, strings, arrays, and much more. Time will be spent programming in Visual Basic, Alice, Python, and MIT App Inventor.

**3671/2 Computer Science II\*****Full Year****Grade 11-12**

Prerequisite: Completion of Computer Science I

Computer Science II is for students who have successfully completed Computer Science I. Computer Science II will begin with a review of concepts learned in Computer Science I. After the review process is over, students will focus on more advanced topics in the languages previously covered. Students will also have an opportunity to code in new languages including C# and JavaScript. This class will give students a deeper understanding over multiple programming languages.

*\*Proposed Course pending Carman-Ainsworth Community School's Board of Education*

## **SCIENCE**

**4231/2 Physical Science: Introduction to Physics and Earth Science****Full Year****Grade 9-12**

Prerequisite: None

Physical Science is the 9<sup>th</sup> grade science course. There is a combination of Physics and Earth Science introduced in this class. Topics for first semester will include: Motion of Objects, Newton's Laws of Motion, and Energy. Topics for second semester will include: Space Systems, History of Earth, Earth Systems, Weather and Climate, and Human Sustainability.

The class has two semesters:

Physical Science-P covers Next Generation Physics standards.

Physical Science-E covers Next Generation Earth Science Standards.

If a student fails a semester, the correct semester must be retaken for credit to be earned.

**4251/2 Biology I****Full Year****Grade 10 - 12**

Prerequisite: None

The focus of this course is on six themes unifying the study of Biology: (1) interacting systems, (2) energy and life, (3) evolution, (4) patterns of change, (5) scale and structure, and (6) stability. The intent of the material presented is to minimize the detail, focusing instead on the process of change and recounting how it has produced the diversity of living things we see today. Issues covered include how evolution, driven by progressive change, explains the animals we see. Students learn how ecosystems work; how they cycle nutrients and process energy; how climate shapes who and what lives where; and how ecosystems respond to disruption. Other topics are genes and inheritance, human genetic disorders, cells, and chemical reactions in living things, what is life, how cells receive information, early life in the sea, how living organisms are organized, and variations in plants and animals.

**4301/2 Environmental Biology****Full Year****Grade 11 - 12**

Prerequisite: Complete Biology with a "B", Complete Chemistry or Physics with a "B" or better and have permission from instructor.

**Environmental Biology is a science elective. It cannot be counted as one of the three required science credits.**

Environmental Biology is a project and experience driven class. The students must be capable to manage independent work and projects. This yearlong class requires the first semester for the second semester. Students will plan (1<sup>st</sup> semester) and complete (2<sup>nd</sup> semester) a community project that will benefit the Carman-Ainsworth community. The student will also study concepts including the Flint Water Crisis, the impact of zoos, invasive species, homesteading, population, natural disasters, animal cruelty, agriculture, urban development, and the laws governing our political environmental decisions.

**4271/2 Advanced Placement Biology****Full Year****Grade 11 - 12**

Prerequisite: None

This AP Biology course conforms to the standards instituted by the College Board for all AP courses and covers all of the topics in the AP Biology Course Description. These include biochemistry, cell structure and function, metabolism, genetics, molecular basis of inheritance, DNA technology, evolution, microbiology, classification, plants, animals, animal physiology, and ecology.

This is a college-level course, with high expectations, that provides students with an opportunity to develop a conceptual framework for modern biology emphasizing applications of biological knowledge and critical thinking to environmental and social concerns. Students who successfully complete the exam may receive up to one year's college credit. Laboratory work will accompany each unit to reinforce lecture topics and to allow students to process information at the levels of analysis and application.

**4321/2 Earth Science****Full Year****Grade 11 - 12**

Prerequisite: Students should complete Physical Science and Biology before choosing this class. It is possible to take two science classes at the same time. **Earth Science is a science elective. It cannot be counted as one of the three required science credits.**

Earth Science is an interesting class covering many different topics concerning our Earth. Geology is the study of the earth's physical features and why natural disasters occur (volcanoes, earthquakes, and tsunamis). Are we depleting the earth of nonrenewable resources, like gold, silver, diamonds, and fossil fuels? What are our environmental responsibilities to this earth? Will we run out of water? Where does your water come from? Discover the importance of the oceans. Are we affecting the weather patterns? Are there more hurricanes, tornadoes, and floods than ever before? Learn to predict the weather. Explore outer space. (ET, are you out there?)

**4351/2 Chemistry****Full Year****Grade 10 - 12**

Prerequisite: Passing grade in Physical Science and Biology

This course is taught from a conceptual point of view using inquiry-based learning. Students who are interested in engineering, medicine, nursing, and related areas should find the study of chemistry rewarding. Chemistry is that part of science that deals with matter and the many changes that matter may undergo. This course deals with the basic principles of chemical changes. Student laboratory exercises are intended to complement each part of the course. Topics discussed are composition of matter, structure of the atom, forces that hold the atom together, gas laws, chemical reactions, and the acid/base theory. A good foundation in algebraic equations will help students achieve in this class.

**4361/2 Advanced Placement Chemistry****Full Year****Grade 11 - 12**

Prerequisite: Completed Algebra II with a "C" or better and enrolled in a higher math class. If taken as an 11<sup>th</sup> grader, teacher recommendation is required and must be concurrently enrolled in Physics or Accelerated Physics.

The AP designation means that this course will be taught following advanced placement content guidelines. The goal of the course will be to prepare students to take the advanced placement chemistry exam in the spring. Students who successfully complete the exam may receive up to one year's college credit in Chemistry.

Students who take this course will cover the same topics as would be covered in an introductory college chemistry course. Topics will include: equilibrium, oxidation reduction, electrochemistry and thermodynamics. Laboratory work will accompany each unit to reinforce lecture topics and to allow students to process information at the levels of analysis and application.

**4401/2 Physics****Full Year****Grade 11-12**

Prerequisites: Completion of Geometry with a "C-" or better.

Physics is a college prep class taught from a conceptual and mathematical point of view, and students should have a grasp of simple algebraic equations. Students who are interested in astronomy, engineering, health science, mathematics or related careers will find Physics an interesting and valuable class.

Physics includes the topics of motion, energy, gravity, sound, light, and electricity and magnetism. The class is organized around lectures, activities, and laboratory experiments. Participants must be registered citizens of our Universe or a nearby Universe.

**4411/2 Advanced Placement Physics I**

Prerequisite: Teacher Permission

**Full Year****Grade 11-12**

AP Physics is a one-year course covering, in depth, the major topics in physics including motion energy, thermodynamics, electricity, and magnetism, waves and optics, and atomic and nuclear physics. Many of these topics will have been covered in Physics and will only be reviewed. Several areas will be new to the student and will be covered in depth. The course moves quickly, and homework will be assigned for most nights. Physics is algebra and trigonometry-based, representative of the first-year course required of medicine or health majors, or science education majors.

**9311/2 Project Lead the Way- Principles in Biomedical Science Full Year****Grade 9-12**

Prerequisite: None

Project Lead the Way is a national curriculum focused on college and career readiness for high school students interested in the Health Sciences field. The course is project based and focuses six units around the death of Anna Garcia, exploring many fields from diabetes and cardiovascular health to crime scene investigation and epidemiology.

This is the first course in a 3-course series and is the prerequisite to PLTW- Human Body Systems.



**9611/2 Project Lead the Way- Human Body Systems****Full Year****Grade 10-12**

Prerequisite: Principles in Biomedical Science

Project Lead the Way is a national curriculum focused on college and career readiness for high school students interested in the Health Sciences field. From the PLTW website: “Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.”

This is the second course in a 3-course series and is the prerequisite to PLTW- Medical Interventions.

**6521/2 Project Lead the Way – Medical Interventions****Full Year****Grades 11-12**

Prerequisite: Human Body Systems

In the Medical Interventions course, students will investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to the wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Each family case scenario will introduce multiple types of interventions and will reinforce concepts learned in the previous two courses, as well as present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions of the future. This is the third course in a 3-course series.

## **SOCIAL STUDIES**

**5271/2 United States History****Full Year****Grade 9, Required**

Prerequisite: None

This course will survey major events in American history from the Civil War to the present. American History prior to the Civil War will be studied in a review unit at the beginning of the class. Then, the making of modern America will be studied in detail. As a part of this study, the contributions of all Americans will be emphasized. Political, economic, and social developments will be analyzed as well as America's advancement to the position of a world leader.

**5321/2 Advanced Placement United States History****Full Year****Grade 9 - 12**

Prerequisite: Recommendation from a teacher or counselor

*Summer reading and writing assignments will be given.*

Advanced Placement U.S. History is *strongly recommended* for highly motivated students with strong reading and writing skills in the 9<sup>th</sup> through 12<sup>th</sup> grade that have successfully completed regular United States History.

The Advanced Placement U.S. History course is a survey course designed to encourage scholarship, curiosity, and analytical thought about our country's history.

Through extensive readings, lecture, class discussion, and essay assignments students will attain a grasp of American history and refine their ability to analyze and apply our history to current life and political situations. The students, through their studies of the past, should be better able to understand the present. Moreover, this course will provide students with a college level experience while still in high school. Having experienced the rigors of college work, the students should better understand what lies ahead and what they need to do to prepare for college. This course will prepare students to take the United States History Advanced Placement examination.

**5400 Civics****One Semester****Grade 10 – 12, Required**

Prerequisite: None

This one-half credit course is designed to give the high school sophomore a basic understanding of national, state and local government and all those things that work together to make it function as it strives to meet the needs of citizens. These topics are discussed in a world context through the use of current events, lectures, group discussion, individual and written reports, as well as multi-media research. The emphasis of this course is on useful citizen participation in a democracy.

**5410 Economics****One Semester****Grade 10 – 12, Required**

Prerequisite: None

This general survey course in Economics is designed to present the necessary background to acquire the ability to make informed economic decisions. Course content will include information on production and marketing, banking, housing, credit, supply and demand, international trade, market structure, taxation, investment, contracts, and consumer protection. Students can expect a variety of instruction including guest speakers, lectures, group discussions, audio-visual presentations and reports. Subject matter will be related to current life situations.

**5101/2 World History****Full Year****Grade 11 -12, Required**

Prerequisite: None

As students study World History, they will learn about the human experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human and social forces that have influenced and continues to influence us. Studying World History connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales.

**5111/2 Advanced Placement World History****Full Year****Grade 11 -12**

Prerequisite: Recommendation from a teacher or counselor

The Advanced Placement World History course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. The course covers all periods of world history with emphasis on political, economic, cultural, and social history from the time of the first civilizations through the modern era. Students will read and write extensively in this course.

The AP World History course is an academic, yearlong course with an emphasis on non-Western history. The course relies heavily on college-level texts, primary sources, and outside readings. Students will be required to participate in class discussions, as well as in-group and individual assignments. A special emphasis will be given to historical writing through essay (Continuity and Change Over Time, and Comparative) and document-based questions (DBQ). In addition, objective exams, simulations, and integrated computer-technology assignments will be incorporated into the curriculum.

AP World History is an academically rigorous course that can easily become overwhelming if you get behind in your work. There are substantial reading assignments almost nightly, and quizzes are not uncommon. Additionally, students will be required to write essays throughout the course. Students must quickly become accustomed to presenting clear, concise, relevant, and well-substantiated arguments in their written assignments, as well as in class discussions. It is also imperative that you keep up with all assignments. Advanced Placement World History is a college level course.

**5050 Michigan History****One Semester****Grade 9 - 12**

Prerequisite: None

Michigan History is designed to give students a broad knowledge of their home state. Historical and current developments are covered, with a specific emphasis on the influence of the French and English, as well as the early Indians of the Great Lakes area.

Early industries such as copper mining, iron mining and lumbering are covered. Students will also learn about Michigan's developments as an integral part of the Great Lakes area in recent years, politically, socially, and economically.

**5450 Psychology****One Semester****Grade 11 - 12**

Prerequisite: None

Psychology is a survey course that studies human behavior. In psychology, you will investigate different approaches to the study of the human mind, child development, adolescence, the brain, sensation & perception, classical & operant conditioning, memory & thought, motivation, and abnormal psychology.

We will use a variety of methods to analyze the subject matter. This will include, but is not limited to, lecture, research papers, right brain activities, and educational films. Psychology is essential for college bound students and corresponds well with sociology.

**5451/2 Advanced Placement Psychology****Full Year****Grade 11 - 12**

Prerequisite: Recommendation from a teacher or counselor

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students learn about some of the explorations and discoveries made by psychologists over the past century. Students assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and socio-cultural perspectives. Most important, students come to an appreciation of how psychologists think (or at least an appreciation of the kind of critical analysis that psychologists espouse and hope to model in their words and actions).

Upon completion of the course and successful performance on the A.P. exam, a student may receive up to a year's college credit in Psychology.

**5460 Sociology**  
Prerequisite: None

**One Semester**

**Grade 11 - 12**

Sociology is a survey course that studies group behavior. In sociology, you will study different sociological points of view, cultural diversity, cultural conformity & adaptation, social structure, socialization, adolescence, adulthood, and deviance & social control. We will examine sociology from a number of different perspectives. This will include, but is not limited to, cooperative learning, persuasive essays, hands-on projects, and informative videos. Like psychology, sociology is essential for college bound students and a perfect companion to psychology.

**5500 Current Events**

**One Semester**

**Grade 11 - 12**

Prerequisite: Successfully completed U.S. History

In this course, the student will study current local, national and world problems which affect their lives. Students will be introduced informally to various disciplines in social sciences as they relate to the topics being studied. Current newsmagazines and newspapers will be used in the classroom. Students will be urged to dig more deeply into topics through the use of the media center. Discussion and debate will be a vital part of the course.

**5550 You and the Law**

**One Semester**

**Grade 9 – 12**

Prerequisite: None

This course is designed to provide practical knowledge on how the law affects the individual. Practical experiences will highlight the course including mock trials, courtroom/jail visitations, speakers, films, etc. Students interested in law-related careers as well as those interested in learning more about our system of justice would find this course interesting and useful. Emphasis is placed on criminal law, but civil procedures will be covered. Current issues in law will be included.

**5331/2 Advanced Placement African American Studies Full Year**

**Grade 9 – 12**

Prerequisite: Successful completion of U.S. History

Prerequisite: Recommendation from a teacher or counselor

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.

AP African American Studies Course Framework

The course framework in the AP African American Studies course is organized by four thematic units that follow a chronological flow across the course. Throughout each unit, students build interdisciplinary analytical skills through deep encounters with a wide range of texts and sources.

Unit 1: Origins of the African Diaspora (~900 BCE–16th century)

Unit 2: Freedom, Enslavement, and Resistance (16th century–1865)

Unit 3: The Practice of Freedom (1865–1940s)

Unit 4: Movements and Debates (1940s–2000s)

## **WORLD LANGUAGES**

The first year of each language is appropriate for students of average and above average abilities. The student who plans to go to college or to achieve any significant skill or knowledge in a foreign language should plan to take at least two years of the same language beginning at this level.

At least three years, and preferably four years, are needed if the student intends to attempt advanced college placement tests or to become proficient enough to use foreign language skills to advance in a business or professional career.

### **2611/2 French I**

**Full Year**

**Grade 9 - 12**

Prerequisite: None

French I is a beginning level class. In French I, the student learns a basic French vocabulary and the simple structures needed to speak or write about everyday situations. Through simple stories or essays about French customs and cultures, the student also learns about the people all over the world who speak French. The vocabulary and grammar will help the student to better understand English grammar and vocabulary, as well as provide the required basics for French II.

### **2621/2 French II**

**Full Year**

**Grade 9 - 12**

Prerequisite: French I

French II begins with a review of the material learned in French I. The student then learns to expand vocabulary and speak more naturally. The reading, writing, and listening activities are more sophisticated, varied, and interesting. This year builds on French I and prepares the student for French III.

### **2631/2 French III**

**Full Year**

**Grade 10 - 12**

Prerequisite: A passing grade in French II

French III begins with an extensive review and drill of the grammatical structures learned in French I and II. More vocabulary is learned along with the review. By the end of the year, most grammatical concepts have been presented and more emphasis is put on speaking. Reading selections continue to show students more and more of the authentic use of the language. At this level the student is feeling more confident with their ability to use the new language in everyday situations.

### **2641/2 French IV**

**Full Year**

**Grade 11- 12**

Prerequisite: A passing grade in French III

French IV concentrates on reading, writing, and practicing the grammatical concepts already learned. As always, more vocabulary is learned and any remaining grammatical concepts are presented. Whenever possible, the students practice speaking. This class prepares the student for college French.

### **2811/2 Spanish I**

**Full Year**

**Grade 9 - 12**

Prerequisite: None

Spanish I is a beginning level class. In Spanish I, the student learns a basic Spanish vocabulary and the simple structures needed to speak or write about everyday situations. Through simple stories or essays about Spanish customs and cultures, the student also learns about the people worldwide who speak Spanish. The vocabulary and grammar will help the student better understand English grammar and vocabulary, as well as provide the required basics for Spanish II.

### **2821/2 Spanish II**

**Full Year**

**Grade 9 - 12**

Prerequisite: Spanish I

Spanish II begins with a review of the material learned in Spanish I. The student then learns to use expanded vocabulary and speak more naturally. The reading, writing, and listening activities are more sophisticated, varied, and interesting.

### **2831/2 Spanish III**

**Full Year**

**Grade 10 - 12**

Prerequisite: Passing Grade in Spanish II

Spanish III begins with an extensive review and drill of the grammatical structures learned in Spanish I and II. More vocabulary is learned along with the review. By the end of the year most grammatical concepts have been presented and more emphasis is put on speaking. Reading selections continue to show students more and more of the authentic use of the language.

The students frequently work individually or in small groups in Spanish III. This allows ambitious students who wish to attempt a college-board achievement test to get extra help from the teacher to prepare for the exams.

#### **2841/2 Spanish IV**

**Full Year**

**Grade 11-12**

Prerequisite: Passing Grade in Spanish III

Spanish IV concentrates on reading, writing, and practicing the grammatical concepts already learned. As always, more vocabulary is learned and any remaining grammatical concepts are presented. Whenever possible, the students practice speaking. The reading, writing, and speaking assignments for the Spanish IV student can be almost completely individualized according to the student's goals. For example, those interested in taking a college-board achievement test or being able to communicate in Spanish in a particular occupation, may tailor their studies to reach their goal.

## **PHYSICAL EDUCATION/HEALTH**

#### **6040 Essential Physical Education**

**Semester**

**Grade 9–10, Recommended**

Prerequisite: None

Essential Physical Education meets the one semester P.E. requirement for graduation. A two-semester class is offered to meet scheduling constraints and/or the wants of the student. This is a prerequisite class for all of the elective classes offered by the C-A Physical Education Department. Essential Physical Education is a basic program for all high school students at various levels of skill and physical fitness. Emphasis is on learning/improving fitness, basic skills, sport specific knowledge and sportsmanship taught to the norms of American society.

Units covered but not limited to:

##### **Team Sports**

Basketball  
Soccer  
Volleyball  
Flickerball/Football

##### **Individual Sports**

Badminton  
Paddleball  
Personal Fitness  
Tennis

##### **Exercise Physiology**

Skeletal Anatomy  
Muscular Anatomy

#### **6041/2 Essential Physical Education**

**Full Year**

**Grade 9–10, Recommended**

Prerequisite: None

This class meets the graduation requirement for physical education. This class is a prerequisite for all the elective classes offered by the Physical Education Department. Essential Physical Education (Full Year) covers all the essential outcomes of the one semester class. However, the second semester provides the opportunity to build upon the learning from the first semester. Greater Emphasis is placed on fitness, skill development, and strategy concepts:

##### **Team Sports**

Basketball  
Floor Hockey  
Volleyball  
Soccer  
Softball/Baseball  
Flickerball/Football

##### **Individual Sports**

Badminton  
Paddleball  
Tennis  
Personal Fitness

##### **Exercise Physiology**

Skeletal Anatomy  
Muscular Anatomy

#### **6081/2 Advanced Physical Education**

**Full Year**

**Grade 9- 12**

Prerequisite: Essential Physical Education

This elective class is for the student seeking to develop lifelong skills in sports and fitness. Students will compete against each other in a variety of individual and team sports. Fundamental skills, drills, strategies, and rules will be taught and reinforced throughout the class. Emphasis will be placed upon performing skillfully to the best of one's ability in athletic competition. Sportsmanship and a winning attitude will be stressed. Students need to possess average athletic skills and/or the desire to improve upon their physical fitness, skill, and cognitive processing in sport. Activities may include, but are not limited to:

##### **Team Sports**

Basketball  
Soccer  
Volleyball  
Softball/Baseball

##### **Individual Sports**

Badminton  
Paddleball  
Tennis

##### **Exercise Physiology**

Skeletal Anatomy  
Muscular Anatomy  
Blood Pressure  
Body Composition

**6101 Body Development I****First Semester****Grade 10-12**

Prerequisite: Essential Physical Education

Body Development is a one-semester course open to tenth, eleventh, and twelfth grade students. The focus of this course will involve strength training methods, with an emphasis on sound techniques and personal progress. Students will be allowed to elect this class for four semesters. They may not take the class twice during the same semester. This course is designed to encourage complete body development through various weightlifting and aerobic activities. Emphasis is placed on overall muscular performance and cardiovascular training to develop lifelong healthy habits.

**6102 Body Development II****Second Semester****Grade 9-12**

Prerequisite: Essential Physical Education

Body Development II is a one-semester course open to all students who have met the pre-requisite, designed to be a continuation of Body Development I. This course will focus on strength-training methods, with an emphasis on sound techniques and personal progress. Students will be allowed to elect this class for four semesters. They may not take the class twice during the same semester. This course is designed to encourage complete body development through various weightlifting and aerobic activities. Emphasis is placed on overall muscular performance and cardiovascular training to develop lifelong healthy habits.

**6100 Female Fitness****One Semester****Grade 9-12**

Prerequisite: Essential Physical Education

Female Fitness is a one-semester course open to all female students who have met the prerequisite. The focus of this course will involve strength training methods with an emphasis on sound technique and person progress. This course is designed to prepare students encourage complete body development through various weightlifting and aerobic activities. Emphasis is placed on overall muscular performance and cardiovascular training to develop lifelong healthy habits for females.

**6110 Lifetime Sports****One Semester****Grade 9-12**

Prerequisite: Essential Physical Education

This course is **designed to introduce and provide opportunities for students to develop the basic and intermediate skills in a variety of sports/activities and conditioning.** The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime.

**NOTE: Taking more than one Physical Education course in a semester requires instructor's approval.**

**6400 Health****One Semester****Grade 9–10 Required**

Prerequisite: None

This one semester required class addresses the current issues in the field of health education. The class includes topics on nutrition, fitness and exercise, substance abuse, disease prevention, reproductive health, and AIDS awareness. This course is designed to prepare students to make decisions about their physical, mental, and social wellbeing that will allow them to make informed decisions.

## **PERFORMING AND VISUAL ARTS**

### **MUSIC**

**8001/2 Symphony Band****Full Year****Grade 9 - 12**

Prerequisite: Audition

This class is for advanced musicians who are placed by audition only. Daily rehearsals include work on furthering development of proper tone production, sight reading, rhythmic and technical studies as well as personal musicianship. The performance of advanced literature of varied styles and historic periods will be the primary focus of this ensemble. Activities include sectionals, rehearsals and performances as deemed appropriate by the faculty. Students must participate in all scheduled performances as part of the course grade. Students may choose to participate with the *Blue Brigade* Marching Band as an extra-curricular activity.

**8031/2 Freshmen Band****Full Year****Grade 9**

Prerequisite: Open to all incoming 9<sup>th</sup> grade woodwind or brasswind students who have previous instrumental music training. Others admitted by consent of instructor. All students must be able to read music.

This class is for all incoming 9<sup>th</sup> grade band students (excluding percussion). Freshmen Band is designed to ease the transition into the rigors of the high school band program. Daily rehearsals include work on further development of proper tone production, sight-

reading, rhythmic and technical studies as well as personal musicianship. The performance of appropriate literature of varied styles and historic periods will be the primary focus of the ensemble. Activities include sectionals, rehearsals and performances as deemed appropriate by faculty. Students must participate in all scheduled performances as part of the course grade. Students may choose to participate with the *Blue Brigade* Marching Band as an extra-curricular activity.

**8041/2 Concert Band**

**Full Year**

**Grade 10 - 12**

Prerequisite: Open to all woodwind or brasswind students in grades 10-12 who have previous instrumental music training or by audition for incoming freshmen. Others admitted by consent of instructor.

Class meets daily for one period. Daily rehearsals include work on furthering development of proper tone production, sight-reading, rhythmic and technical studies as well as personal musicianship. The performance of appropriate literature of varied styles and historic periods will be the primary focus of this ensemble. Activities include sectionals, rehearsals and performances as deemed appropriate by faculty. Students must participate in all scheduled performances as part of the course grade. Students may choose to participate with the *Blue Brigade* Marching Band as an extra-curricular activity.

**8051/2 Percussion**

**Full Year**

**Grade 9 - 12**

Prerequisite: Previous percussion experience and by permission of instructor. All students should be able to read music.

This class is for all 9-12 percussion students. Any student who plays percussion needs to register for this class. Technique on all percussion instruments will be explored. Performance styles will include marching band, rock, jazz, rudimental and traditional music. The class will perform as a percussion ensemble as well as combining with other instrumental ensembles for performances. Activities include sectionals, rehearsals and performances as deemed appropriate by faculty. Students must participate in all scheduled performances as part of the course grade. Students may choose to participate with the *Blue Brigade* Marching Band as an extra-curricular activity.

**80631/2 Orchestra**

**Full Year**

**Grade 9 - 12**

Prerequisite: Open to all students in grades 9-12 who have previous training in a string class and/or private lessons. Others admitted by consent of the instructor. All students must be able to read music.

This class is for students who play string instruments (violin, viola, cello, bass). Daily rehearsals include work on furthering development of proper tone production, sight reading, rhythmic and technical studies as well as personal musicianship. The performance of literature of varied styles and historic periods will be the primary focus of this ensemble. Activities include sectionals, rehearsals and performances as deemed appropriate by the faculty. Students must participate in all scheduled performances as part of the course grade. Students may choose to participate with the *Blue Brigade* Marching Band as an extra-curricular activity.

**8071/2 Junior Varsity Choir**

**Full Year**

**Grade 9 - 12**

Prerequisite: None – Middle school or church choir desired

This is a beginning choir for all students who wish to learn how to sing and sight-read choral music. Emphasis will be placed on training the voice, breath control, and studying basic music theory. Music will include Bach, Mozart, contemporary and pop music (Spring Concert). There are at least 3 to 4 concerts per year.

**8101/2 Treble Ensemble**

**Full Year**

**Grade 9 - 12**

Prerequisite: JV Choir or church choir experience helpful

This is an intermediate level ensemble for female voices. Emphasis will be placed on tone production, performance skills, basic music theory, and learning how to sight read music. Music will be two and three parts. This class will include performing some of the finest choral music available for female voices. Classical music, contemporary, and pop music (Spring Concert) will be performed. Women's Ensemble performs on major concerts and festivals throughout the year.

**8121/2 Chorale**

**Full Year**

**Grade 10 - 12**

Prerequisite: Audition and/or interview with instructor

The Chorale (Varsity Choir) is a mixed ensemble of selected voices who are dedicated to studying and performing the finest chorale music possible. Classical music, contemporary, and pop music (Spring Concert) will be performed. Chorale is a group of musicians who have experience in singing, the ability to stay focused, and possess a strong work ethic. In addition to major concerts and festivals, they participate in several honors and invitational concerts. Chorale will maintain the tradition of excellence through the study of vocal techniques, sight reading, and music theory.

**8131/2 Choraleers**

**Full Year**

**Grade 10 - 12**

Prerequisite: Private Audition (with instructor)

Choraleers is one of two select auditioned ensembles in the Choral Music Program. This select mixed ensemble is the most advanced ensemble. Choraleers focus on music from various periods, including jazz and pop music (Spring Concert) and must possess sight

reading music skills. In addition to annual concerts, Choraleers make guest appearances for community events and fundraisers.

## THEATRE

### **2421/2 Theatre I**

**Full Year**

**Grade 9 - 12**

Prerequisite: None

Theatre I is the basic course in theatre. Students learn about theatre as a collaborative art. This includes studying various design elements as well as beginning acting. The year will culminate in a final project in which students will put into practice the design and acting methods learned.

### **2431/2 Theatre II**

**Full Year**

**Grade 10 - 12**

Prerequisite: "C" or better in Theatre I

Theatre II is for students who have successfully completed Theatre I. Using the main stage productions as the basis for learning, students study the technical aspects of theatre in greater depth. Students also do a series of in-depth character studies to enhance their acting skills. After school auditions are required.

### **2441/2 Technical Theatre**

**Full Year**

**Grade 10 - 12**

Prerequisite: None

Technical Theatre is an exploration into the 'other side' of the stage. This is not a performance class, but the opportunity to find out what it takes to make a theatre production complete. Areas of study include lighting, sound, scenery, costumes/hair/makeup and marketing. Work done in these areas will not only support the curricular and extra-curricular theatre program but it will help students develop practical skills that will be used for life.

### **2451/2 Theatre/Play Production**

**Full Year**

**Grade 10 - 12**

Prerequisite: Theatre I, Theatre II and Permission of Instructor

Theatre/Play Production is for those interested in studying a specific area of theatre in depth. By producing a number of plays, the students will have the opportunity to sharpen their skill in specific areas. Productions will be done for the public. After school auditions are required.

NOTE: Theatre/Play Production may be repeated for additional credit.

## ART EDUCATION

### **8153 Art I**

**Full Year**

**Grade 9 - 12**

Prerequisite: None

Art I is a beginning course for students who desire to develop a basic understanding and awareness of art. Emphasis is placed on the basics of Elements & Principles of Art. Two-dimensional compositions will be the guiding premise for works rendered during the course of study. During the course of study, students will read/ annotate art related text, observe, analyze, describe and interpret works of art and design. Art projects may include, yet are not limited to: 2D drawings, painting, and mediums of support. The art activities will provide opportunities to apply art knowledge and aesthetic judgment to personal life, home, or community planning. This course is a prerequisite for Art II. Assignments will be, yet are not limited to: Basic introduction to Art History, Drawing, Basic Painting, Art History Basics.

### **8193 Art II**

**Full Year**

**Grade 10 - 12**

Prerequisite: Art I

This is a second-year art course designed to prepare students for a focus in art. Emphasis is on the basics of Elements & Principles of Art. Furthermore, two-dimensional compositions will be the guiding premise for works rendered during the course of study. During the course of study, students will read, observe, analyze, describe and interpret. Additionally, students have more autonomy to use what they have learned in Art I to demonstrate their skill or mastery of the assignment, incorporating Art History and Critique, and demonstrating a deeper understanding of Art Education. Art projects may include yet are not limited to: 2-D and 3-D projects and



mediums of support. Activities will include introduction of a possible portfolio (for those who may intend on moving toward Art III), painting, drawing, watercolor, charcoal, and mixed media; this course is a prerequisite for Art III. Assignments will be, yet are not limited to: Plastered historical and cultural masks, pre- and post-assessments, sketchbook and painting.

### **8213 Art III**

**Full Year**

**Grade 11 - 12**

Prerequisite: Art II

This is a third-year advanced course. The areas of concentration will focus on primarily on 3-Dementional works of art such as clay, plaster, and installations of art. Painting with mediums, i.e., watercolor, acrylics and other mediums i.e., drawing, pottery, printmaking etc., will be a center of interest using Art History, the Critique as a guide, which may demonstrate a deeper understanding of Art Education. This is the class students are introduced to building their portfolio. The portfolio will be the basis for all assignments for the school year. Assignments will be, yet are not limited to: Portfolio, Mural Painting, Independent Painting, and minimalist sculpture.

### **8253 Art IV**

**Full Year**

**Grade 12**

Prerequisite: Art III

This course is for those students who wish to specialize in a given area of the art experience. Based on their portfolio from Art III, students will submit four (4) large-scale assignments in combination with installations, i.e., showcases and art exhibitions, and / or art shows. Therefore, students will demonstrate a mastery of the elements taught and garnered from the art experience. Students will design their individual program, emphasizing the student's strengths in areas of achievement in the art field. Assignments will be, yet are not limited to: Understanding the connection and artistic expression/production of art renderings and the world they live in.

## **CAREER AND TECHNICAL EDUCATION**

Career and Technical Education (CTE) Programs are elective courses designed to help students learn valuable skills and knowledge in career paths that fit their educational development plans (EDP) and career goals. Students are encouraged to make a high school plan that integrates required courses with career electives in the areas of Health Care/Biomedical, Business Management Administration, Marketing, Family Consumer Science, Engineering Design & Build, and Drafting.

Along with the CTE courses offered, students may also enroll in one of the Work Based Learning (WBL) Programs available. Students may earn credit for real work experiences that coordinates with their career paths and classroom instruction. WBL opportunities include: Co-op, Pre Co-op, and Internship. Students must fill out an application, complete with parental approval, and obtain a copy of their transcripts and attendance record to be considered for the programs. **Students accepted into one of these programs will need a resume and reliable transportation.** After a successful interview, students are placed in selected businesses and organizations in the Genesee County area, including placement within the school district, which have proved to be valuable sources of learning and positive student experiences. **Actual WBL placement will depend on job availability.**

## **HEALTH SCIENCES**

### **6501/2 Medicine and Health Care I**

**Full Year**

**Grade 10 - 12**

Prerequisite: Biology and Algebra ("B" or better)

This class provides students with an introduction to healthcare and medicine as career choices. Classroom instruction incorporates the **fundamentals of human anatomy & physiology, medical terminology, OSHA-10 and HIPAA certification, C.P.R. and First Aid Certification, medical math, introductory clinical skills such as taking blood pressures and vital signs, professional attitudes and behavior in the medical field, and employability skills.**

The anatomy and physiology, medical math, and medical terminology instruction provides a strong, yet challenging science foundation for those students who plan to pursue medical career pathways that require a college education. Students who successfully finish Medicine and Health Care I may be eligible for articulated college credit in Medical Terminology with an 80% or better. Students must pass the class with a 75% or better and pass the National Health Science Assessment at the end of the year to be eligible for Medicine and Health Care II (Advanced Nursing).

**9311/2 Project Lead the Way- Principles in Biomedical Science Full Year****Grade 9-12**

Prerequisite: None

Project Lead the Way is a national curriculum focused on college and career readiness for high school students interested in the Health Sciences field. The course is project based and focuses six units around the death of Anna Garcia, exploring many fields from diabetes and cardiovascular health to crime scene investigation and epidemiology.

This is the first course in a 3-course series and is the prerequisite to PLTW- Human Body Systems.

**6511/2 Medicine and Health Care II – Advance Nursing****Full Year****Grade 11-12**

Prerequisite: Medicine and Health Care I (“C” or better and teacher referral)

This second-year unique course provides students with a challenging and rigorous in-depth healthcare curriculum along with hands-on clinical time and the **opportunity to become a State of Michigan Certified Nursing Assistant**. Classroom instruction will incorporate **a deeper understanding of human anatomy & physiology, disease processes, medical math, pharmacology, nutrition, and certifications for: BLS for healthcare providers, Stop the Bleed, and HIPAA.**

Within the Advanced Nursing curriculum, students will learn basic nursing skills along with the academics, professional attitudes, behaviors, problem-solving, and critical thinking skills necessary for employability for careers in health care. Students must pass the class with a 75% or better and turn 17 years old before the end of the school year to be eligible for CNA clinical site placement and to sit for the State of Michigan CNA exam. Students will need to have their own transportation to and from the clinical site during school hours. Students who successfully finish Medicine and Health Care II may be eligible for articulated college credit in Nutrition with an 80% or better.

**6521/2 Med 3 - PLTW – Medical Interventions****Full Year****Grades 11-12**

Prerequisite: Med 2 – PLTW Human Body Systems

In the Medical Interventions course, students will investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to the wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics.

This is the third course in a 3-course series.

## **BUSINESS**

**7100 Web Design****One Semester****Grade 9 - 12**

Prerequisite: None

Students should be comfortable navigating windows, managing files and folders, and have experience working in a Windows environment. Web Design I is a one semester-long course of study. Students will develop skills that lay the foundation for producing Web-ready communications. Students will learn basic graphic design principles, web site development, and web site re-design strategies. Project activities focus on developing effective web communications using Dreamweaver. Students develop a variety of graphical images, logos, banners, websites, and interactive graphics. Students will also be exposed to the capabilities and structure of basic XHTML coding language.

**7110 Advanced Web Design****One Semester****Grade 9 - 12**

Prerequisite: Successful completion of Web Design I.

Students should be comfortable navigating windows, managing files and folders, and have experience working in a Windows environment. Students should be comfortable using Dreamweaver, Photoshop, and have a basic understanding of XHTML coding language. Advanced Web Design is a one-semester course of study. Students will expand their skills for producing Web-ready communications and address new design challenges.

Students will build on design and development skills by working collaboratively to develop and maintain Web sites. Students will also design projects for client reviews and develop designs that solve specific communication challenges. They build design and

technical skills to address client needs.

### **7190 Computer Essentials**

**One Semester**

**Grade 9 - 12**

Prerequisite: None

This is a fast-paced course and should be chosen only by students who need an introduction to computer software applications. Students will gain a proficiency in the use of Windows Applications and the Microsoft Office Suite, including Word, Excel, and PowerPoint. Emphasis will be placed on integration between the Microsoft Office applications.

**To continue in the Business Management Career pathway and/or to be eligible for Community Based Learning (CBL), a student must take BMA I-Management Support (10<sup>th</sup> grade); however, this course will satisfy the computer literacy requirement for graduation.**

### **7211/2 BMA I—Management Support**

**Full Year**

**Grade 10 – 12**

Prerequisite: None

BMA I is for students planning to attend college possibly in the areas of accounting, finance, management, law, and other business-related areas. Students will have opportunities to receive in-depth instruction in business management and administration practices using Microsoft Office software applications. Students enrolled in this course are qualified to join DECA and Young Entrepreneurs, a club preparing students to become emerging leaders and entrepreneurs. This course is the prerequisite for all other courses in the BMA career pathway.

Units of study in Management Support will include: an overview of business principles and leading-edge practices that examine in-depth the major issues in owning a business and that which will shape the future of business: entrepreneurship, small business management, business ethics, economics, financial market, customer satisfaction, quality, career development, global business, and the impact in technology.

This course is the first step in the Business Management Career Pathway. This course is the prerequisite to BMA II/VEI (Virtual Enterprise International).

**The A.C.T. college planning guide strongly recommends one year of hands-on experience in computer literacy. Mott Community College, Oakland Community College, Ferris State, U of Michigan-Flint, Davenport University and Baker College. This means that if a student plans to attend one of these colleges and has successfully completed BMA, a student will be able to obtain free college credit while attending CAHS.**

**This course satisfies the computer literacy graduation requirement.**

### **7231/2 Accounting I**

**Full Year**

**Grade 10 - 12**

Prerequisite: None

This beginning accounting course will teach students to keep financial records and prepare financial statements for a single-owner (Sole Proprietorship) business and a partnership. In addition, students will learn the principles and practices of basic accounting including journalizing transactions, posting transactions, journalizing adjusting entries and closing entries, and preparing financial statements for both service and merchandising companies, inventories, cash, internal control, and receivables. Where appropriate, these skills will be taught through the use of the computer software (CENGAGE). Practice sets (simulations) will be used to replicate real business situations and to reinforce the accounting concepts learned.

Accounting is an essential course for college bound students who are considering a major in business. Accounting is also a very appropriate choice for those students who plan to own their own business, manage a business, or work in an office/management support role. Students who are currently enrolled in this course are eligible for WBL (Work Based Learning) placement. Consult the WBL section for requirements and course descriptions.

### **7241/2 BMA II—Advance Management Support**

**Full Year**

**Grade 11- 12**

Prerequisite: BMA I-Management Support

Students will have opportunities to receive advanced instruction and practice in the use of business management and administrative practices.

This advanced management support course is focused on preparing students to be competent and productive business assistants in... Business Management Skills, Communication Skills, Internet Basics, Microsoft Excel, Microsoft Word, Microsoft PowerPoint, Microsoft Publisher, Employability Skills and Career Skills, and Personal Management Skills. Students are given a deeper

understanding of the administrative side of entrepreneurship and workplace skills needed to succeed.

This course is also articulated with local colleges and provides college credit.

Students enrolled in this course are qualified to join DECA and Young Entrepreneurs, clubs preparing students to become emerging leaders and entrepreneurs. This course is the second course in the Business Management Career Pathway. It is a prerequisite for BMA III/VE Virtual Enterprise.

Students who are currently enrolled in this course are eligible for WBL (Work Based Learning) placement. Consult the WBL section for requirements and course descriptions.

Students have opportunities to attend a field trip to a business-focused university/college. Students are also provided an opportunity to attend a field trip to real life businesses such as Comerica Park, Ford Field, Motown, and The Ford Rouge Plant, just to name a few.

**CAHS has an articulation agreement with Mott Community College, Oakland Community College, Ferris State, U of Michigan-Flint, Davenport University and Baker College. This means that if a student plans to attend one of these colleges and has successfully completed BMA, a student will be able to obtain free college credit while attending CAHS.**

### **7251/2 Accounting II**

**Full Year**

**Grade 11 - 12**

Prerequisite: Accounting I

This course will take students beyond the first-year course and increase the knowledge of financial record keeping, preparing financial statements and general accounting procedures for both single owners (Sole Proprietorships) and partnerships. Computerized accounting and practice simulations (CENGAGE) will be used to reinforce and replicate the concepts to reflect real business situations and the learned accounting concepts.

The study of a second year of accounting helps qualify students for jobs and careers at higher levels than one year study would allow. It is also excellent background and preparation for college business and accounting courses and business majors. In addition, the cost, budgeting, and financial analysis topics are useful tools for the new entrepreneur.

Students who are currently enrolled in this course are eligible for WBL (Work Based Learning) placement. Consult the WBL section for requirements and course descriptions.

### **7261/2 BMA III- Virtual Enterprise**

**Full Year**

**Grade 11 - 12**

Prerequisite: BMA II-Advanced Management Support

Students will put their BMA I and II skills into practice, and integrate their advanced software applications with various financial/business services including business management skills, Accounting, E-Commerce, banking/personal finance, entrepreneurship, advertising, marketing, and business law, etc. Students will be responsible for developing and operating their own virtual business.

Virtual Enterprise students will prepare and attend trade shows with hundreds of other business students, selling their virtual products and practicing their soft skills. Students enrolled in this course are qualified to join DECA and Young Entrepreneurs, clubs preparing students to become emerging leaders and entrepreneurs.

Students who are concurrently enrolled in this course are eligible for WBL (Work Based Learning) placement. Consult the WBL section for requirements and course descriptions. Students have opportunities to attend field trips to business focused universities and colleges. They also have an opportunity to attend multiple field trips, visiting a variety of businesses, trade centers, and professional sports facilities. These real-life experiences assist the students in making connections from the classroom to the real world.

**NOTE:** *This class is completely hands-on. No textbook for the course.*

### **7301/2 Personal Finance**

**Full Year**

**Grade 11 - 12**

Prerequisite: None

The Personal Finance class is a comprehensive coverage of personal and business-related math topics. This class will prepare students to be smart shoppers, informed taxpayers, and valued employees. This class will offer students the opportunity to learn financial literacy skills which will allow them to become successful, fiscally responsible adults. As an added benefit, if taken during the senior year, this business class will fulfill their graduation requirements for a fourth-year math-related class.

This class will ensure that students have life-long math skills in areas of financial literacy such as, but not limited to, the following: banking services, credit cards, loans, owning vs. renting a home or car, business costs, insurance, and investments, calculating a household budget, mortgages, installment loans, mortgages, and retirement planning.

### **7431/2 Marketing I**

**Full Year**

**Grade 9 - 12**

Prerequisite: None

Learn how Marketing creates our lifestyle, changes our attitudes, adjusts and impacts our patterns, and shapes world economies through the nine functions of Marketing which include distribution, financing, information management, pricing, product/service

planning, promotion, purchasing, risk-management and selling. Acquire skills including employability, basic economics, proper change-making, store systems design, effective selling techniques and competitive methods of sales promotion. Prepare yourself to work in the Marketplace (Marketing/Market Place Store) or to go into Marketing/Management, Marketing/Pre Co-op or Co-op. This course offers students a competitive edge through project-based learning and the development of 21st century entrepreneur skills. It is the first step in developing a marketing/management career plan and is appropriate for college bound students and for students seeking entry-level employment directly after graduation from high school. Included with this course is the opportunity to experience an offsite visit to a Marketing Based destination as a field trip. Upon successful completion of this course a student may be eligible for college credit through our articulation program with local colleges. Please see counselor/instructor for information. Students enrolled in this course are eligible for Work Based Learning (WBL) placement. Consult the WBL section for requirements and course descriptions or contact the instructor for more information and with any questions.

Students enrolled in this course are eligible for Work Based Learning (WBL) placement. Consult the WBL section for requirements and course descriptions.

## **7441/2 Marketing II**

**Full Year**

**Grade 10 - 12**

Prerequisite: Marketing I or Approval of Instructor

Put the skills, abilities, and attitudes gained in Business Marketing I into action as you act as a merchandise buyer, product designer, enter data into computer files, build displays, create advertisements, sell merchandise, and manage fellow employees in the Marketplace Student Operated School Store. Learn special skills that include; bankcard processing, order forms, merchandise design, artwork, computer sales use and Economic Basics. This is a real business, a performance-based class where your opportunity to explore what happens in a real retail environment is experienced from the ground-floor. Your grade is based on how well you can demonstrate and improve the skills you have learned and how well you can function as a member of the Marketplace Team. You will combine both the classroom and School Store activities to better understand the curriculum and learn the material for this course. In addition, students are encouraged to work in the Marketplace during the open evenings and weekends: i.e., report card pick-up, craft shows, open houses, etc. Other options for work experience chances for credit include assisting in the Marketplace Concession Stands at the Football Stadium and in the Gymnasium Entry during Basketball and other Gym area activities. Included with this course is the opportunity to experience an offsite visit to a Marketing Based destination as a Field Trip. Upon successful completion of this course a student may be eligible for college credit through our articulation program with local colleges. Please see counselor/instructor for information.

Students enrolled in this course are eligible for Work Based Learning (WBL) placement. Consult the WBL section for requirements and course descriptions or contact the instructor for more information and with any questions.

## **7451/2 Marketing III**

**Full Year**

**Grade 11 - 12**

Prerequisite: Marketing I or Marketing II/Marketplace Store or Approval of Instructor

Learn how to relate as a manager with other managers, how to successfully manage others, how to increase your average sale, and set and meet management sales objectives, identify self-defeating behaviors that can interfere with business, career, and personal success. Learn business psychology, effective communications, and human relations techniques and, economic basics. Individual co-op job adjustment and career-planning assistance is provided. Your grade is based on how well you can demonstrate and improve the skills you have learned and how well you can function as a member of the Marketplace Team. You will combine both the classroom and School Store activities to better understand the curriculum and learn the material for this course. In addition, students are encouraged to work in the Marketplace during the open evenings and weekends: i.e., report card pick-up, craft shows, open houses, etc. Other options for work experience chances for credit include assisting in the Marketplace Concession Stands at the football stadium and in the gymnasium entry during basketball and other gym area activities. Included with this course is the opportunity to experience an offsite visit to a marketing-based destination as a field trip.

Upon successful completion of this course a student may be eligible for college articulation credit. Please see counselor/instructor for information. Students enrolled in this course are eligible for Work Based Learning (WBL) placement. Consult the WBL section for requirements and course descriptions.

### **Notes:**

Upon successful completion of the Business Marketing Education Program, you may be eligible for articulation of college credit for your course work at Carman-Ainsworth High School. See Instructor.

The classes you select and the options you choose will lead you to a one-, two-, or four-year post-secondary educational experience and/or you may be employed in a Business Marketing/Management/Administration related career immediately after high school.

# FAMILY AND CONSUMER SCIENCE

## **9050 Healthy Living I (Nutrition and Wellness)**

**One Semester**

**Grade 9 -12**

Prerequisite: None

Nutrition & Wellness is the perfect choice for students interested in living a healthy lifestyle. This class stresses the importance of healthful eating and regular physical activity as permanent lifestyle habits rather than short-term programs. Students will learn they have much control over their state of wellness through the decisions they make. Students will also study the significance of caring for their mental and social health as part of the total wellness picture. Students will learn the food sources of several nutrients as well as how their bodies use nutrients. Students learn about the kitchen environment, including cooking appliances, cooking utensils, and sanitation practices, in order to ensure safe and satisfying cooking experiences. Students will have useful hands-on practice in food preparation. This class will cover weight management, eating disorders, and global hunger as well as physical fitness, substance abuse, consumer issues, and careers.

## **9010 Healthy Living II (Life Management)**

**One Semester**

**Grade 11 - 12**

Prerequisite: None

Learn the practical steps to living your own independent life. Gain control of your money and how to achieve the goals you set. Students will go through the steps of establishing their first home, independent of their family, by looking at personal financial planning, healthy eating, selecting housing, getting and keeping a job. Students will learn to use decision-making techniques in their daily lives and for crisis situations. Students will also explore the factors related to balancing work and family. Additional topics include; positive patterns of communication used at work and home, federal laws regarding benefits employers must provide, management skills used in work, home and community settings, impact of unemployment on the family, the role of child care in balancing work and family roles, and creating a personal development plan in preparation for balancing work and family.

## **9070 Healthy Living III (Relationships)**

**One Semester**

**Grade 11 - 12**

Prerequisite: None

This class explores issues about oneself. Maturity, basic needs, self-concept, personality development, and attitudes are discussed. Gaining an understanding about oneself will help students appreciate the relationships within their own age group, as well as the interactions of people of all ages. In addition, this class focuses on building better relationships with others. Relationships with parents, brothers and sisters, older adults, friends, teachers and employers, and dating partners are discussed. This class examines aspects of marriage and family relationships which include choosing a partner, love, commitment, role expectations, career, finances, family crises, and counseling.

## **9030 Interior Design**

**One Semester**

**Grade 9 - 12**

Prerequisite: None

This class introduces the basic elements and principles of design. It is a beginning “art” class for home. The design elements covered are color, line, shape, form, pattern, and texture. The design principles covered are balance, scale, harmony, rhythm, and emphasis. Typical projects include color mixing, designing a logo for a business card, and creating bulletin boards for teachers. When the semester ends, each student will have created a design portfolio showcasing their knowledge of the elements and principles of design.

## **9020 Parenting I**

**One Semester**

**Grade 9 - 12**

Prerequisite: None

Child development is a fun and stress-free class. Pregnancy, birth, stages of child development, discipline, and child abuse are discussed. A parenting simulation with a computerized doll is assigned. The doll cries at random intervals and requires round-the-clock care. Students will also have an opportunity to wear an “empathy belly” which simulates what it feels like to be in the third trimester of pregnancy. This is a must take class if you plan on pursuing a career in childcare, elementary education, or pediatrics. Also, it is important to take this class if you plan to be a parent. Student leadership (FCCLA) may be an integral part of the course.

## **9200 Parenting II**

**One Semester**

**Grade 9 - 12**

Prerequisite: None

Parenting II will teach students how to provide the care and guidance that can lead to a child’s healthy development. Students will discover that toddlers and preschoolers learn through play. Selecting toys, equipment and educational materials will be practiced. Characteristics of physical, social, emotional, and intellectual development of toddlers and preschoolers will be covered. Not only

is this course excellent for any student who hopes to be a parent, but also a “must” for students who plan careers dealing with children. Students who successfully finish this course may be eligible for college credits in Early Childhood Education through articulation agreements with local colleges. Students also attend a field trip to The Learning Community at the end of the semester.

### **8880 Peer Counseling I**

**One Semester**

**Grade 10-12**

Prerequisite: None

This entry-level semester class will be open to 10th-12th grade students. The primary focus of this class is to improve students' abilities to communicate more effectively by helping them become aware of their communication strengths and weaknesses. Students will be challenged to think introspectively and encouraged to step out of their comfort zones when it comes to talking to others. However, what is stressed is that communication is a 3-part model that requires more than talking; it requires active listening and responding which is a general weakness for many of today's youth. Below are some of the topics that are covered in this course:

- **Group Skills:** Many of the activities will be designed to help students develop trust and confidentiality among group members. Trust and confidentiality are essential, and they promote the growth and development of all members.
- **Self-Awareness Skills:** This knowledge will be incorporated in lessons throughout the semester. Students need to understand themselves better in order to be more able to help themselves and their peers.
- **Listening Skills:** The methods of listening enable a person to become an effective listener and to be understanding of what is really being said. A true communications model is taught with emphasis on the listening and responding components. If the students choose to use these facilitative responses, they often are able to solve their own problems.
- **Personal Problem-Solving Skills:** A major focus will be on individual problem solving. Students are shown a 5-step process to apply to themselves and others.
- **Assertiveness Skills:** These verbal and non-verbal behaviors enable students to maintain their respect and confidence while accomplishing their needs and wants. Students learn that these skills do not involve passive, passive-aggressive, or aggressive tendencies.
- **Life Skills:** We hope that after the Peer I class many students will feel that they have really learned skills that help them lead happier, more productive lives. We will discuss many different topics about their lives that they often feel stronger and better equipped to handle what comes their way.

### **8890 Peer Counseling II**

**One Semester**

**Grade 10-12**

Prerequisite: Successful Completion of Peer Counseling I

This semester long course will provide the training for those students who would like to become Peer Counselors for the school. Students will receive training in personal problem solving, conflict mediation, and various issues teens grapple with regularly. At the end of the course, the Counselors will determine if the individual student is capable of being an actual peer counselor. The Counselor looks for a student who is trustworthy, empathetic, and someone who has a great understanding of the strategies taught. Even if students are not chosen to be a counselor, they are still learning skills to apply in all areas of their life both in the present and the future.

Major components of this class include role-plays, presentations, and class discussions. Students will read articles, novels, and watch documentaries to supplement the training provided by the Counselors. Essentially, each day is treated like a job interview in which students are demonstrating their desire and skill to be chosen as a peer counselor.

## **INDUSTRIAL ARTS AND TECHNOLOGY**

### **9251/2 Woodworking I**

**Full Year**

**Grade 9 - 12**

Prerequisite: None

The course will begin with students learning to read an orthographic drawing of a typical project. Reading of the ruler will be reviewed and reinforced for those needing help. Use of hands-on tools and their maintenance will be covered. How to figure board feet and cost estimating will be done early in the course. Operation of power tools will include safety rules for operation of the various machines. Students will be required to demonstrate their knowledge of safety rules before they will be allowed to operate power equipment. Joinery, gluing and clamping, fasteners, layout work and selection of stock will be included in the course. Students will learn to identify common woods and their properties. Finishing materials and their application will be studied. Students will be working on required projects for a major portion of the class. Some student-selected projects may be allowed late in the course if the student has demonstrated competency in the skills covered in the course.

### **9261/2 Woodworking II**

**Full Year**

**Grade 10 - 12**

Prerequisite: Woodworking I

The course will begin with a review of safety rules and operation of power equipment. The student must once again demonstrate s/he is competent to safely operate power equipment. Student selected projects will be more comprehensive than those offered in Woodworking I. Areas of study in Woodworking I will be expanded throughout the year. During the second semester, students will be required to develop plans and build projects from their plans. Instructor guidance will be given in the development of their plans and projects. Students will be charged a nominal fee for some materials.

**9271/2 Woodworking III**  
Prerequisite: Woodworking I & II

**Full Year**

**Grade 11 - 12**

Students at this level will once again be checked for machine operation and safety rules. Then the students will be required to design and complete projects of their choosing. Students will be required to work regularly on design and project completion. Some service activities may be included in the course. These projects would be used in and around the school, various clubs, organizations, and departments. Students will be charged a nominal fee for some materials.

**9281/2 Design and Build**  
Prerequisite: None

**Full Year**

**Grade 9 - 12**

Design and Build is a hands-on course that focuses on design for industry using two different computer aided design (CAD) packages. You will learn to draw mostly mechanical parts as a professional designer or engineer would. There will be some building, too, as time as space will allow.

**9291/2 Project Lead the Way- Introduction to Engineering Design**  
Prerequisite: None

**Full Year**

**Grade 9-12**

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. This is a Project Lead the Way (PLTW) course.

**9301/2 Project Lead the Way-Principles of Engineering** **Full Year**  
Prerequisite: Introduction to Engineering Design

**Grade 10-12**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This is a Project Lead the Way (PLTW) course.

**9401/2 Project Lead the Way-Engineering Design & Development**  
Prerequisite: Principles of Engineering

**Full Year**

**Grade 11-12**

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as students identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. This is a Project Lead the Way (PLTW) course.



# WORK BASED LEARNING PROGRAM

## General Information

The purpose of the Work Based Learning (WBL) Program is to provide students an opportunity to develop career awareness and experience beyond the classroom. Depending on the program component in which the student is enrolled, the student may be working on strategies to solve community problems, observe and train next to a community/business mentor, or apply entry-level technical skills in a job situation. The WBL Program has three components:

- Pre-Cooperative Education (8-12 hours per week / 135 per semester)
- Full-Cooperative Education (15-28 hours per week / 270 per semester)
- Internship (5 hours per week / 90 per semester)

Students can earn credit for successfully participating in the co-op or internship program. Students must fill out the WBL application and establish career goals with a WBL coordinator (Mrs. Moore, Rm 529). The coordinator will also review the student's transcript and attendance record before accepting the student into the WBL program. The student will complete the WBL application (found in this course book), the year prior (10<sup>th</sup> or 11<sup>th</sup> grade to participate during their 11<sup>th</sup> or 12<sup>th</sup> grade year) to their co-op or internship experience. If not completed the year prior, it is likely all positions allowed, have been filled. Other program requirements are listed below.

- Students must provide a **résumé** for their WBL file.
- Students **must arrange for their own transportation** to and from their work, training site in the community, or school.
- Students may be placed in selected businesses and organizations in the community and expected to interview for placement, depending on the business mentor's needs. If you are currently employed, please inquire if current position may apply for a co-op or internship position.
- Students will be evaluated by both their business mentor/supervisor and their WBL coordinator every marking period.
- Students will record their hours and duties weekly, signed by their supervisor, weekly reports are due every Tuesday. If they do not turn in their weekly reports on time, then points will be lost.
- Students will maintain an employability portfolio for this experience. This will also become part of the student's grade in the program.

There are several career-related programs at Carman-Ainsworth High School that include both class instruction and co-op/internship options. Students should take the first level of these courses during their sophomore/junior year allowing them to qualify for an advanced career-related course AND WBL program during their Junior and/or Senior years.

They CTE programs are:

Business Management and Administration  
Financial Planning/Accounting  
Medicine and Health Care  
Engineering/Drafting Design  
Marketing Management

In addition, some students may form an individualized **internship** program, based on their transcript and related courses, career/EDP goals, and community placement. Students cannot work for a relative. **This can only be done with the approval of the WBL coordinator.**

## Credit

Students in the WBL Program must follow Carman-Ainsworth Program guidelines as well as the State of Michigan and Federal Child Labor Laws. Therefore, students are limited to 48 hours of school hours and work hours combined per week. Credit is based on the program and the *average recommended* number of work hours per week.

- Internship Experience                      ½ credit per semester
- Work Based Learning II Co-op        1 credit per semester

**The completed application form and required documents must be turned into the Guidance/Counseling Office by the announced deadlines, the year prior to participating in the program.**

Following is a list of course descriptions for the WBL Program. Please see the WBL coordinator, Mrs. Moore, Room 529 for more information on specific course details.

**Carman-Ainsworth High School**  
**Work Based Learning Program Application**  
*PLEASE PRINT IN BLUE OR BLACK INK!*

**Program Component:**

Co-op (2 hrs release=2 credits) \_\_\_\_\_ Pre Co-op (1hr release=1 credit) \_\_\_\_\_ Internship (1 hr release = 1 credit) \_\_\_\_\_

Program Career Interest:

Business \_\_\_\_\_ Education \_\_\_\_\_ Engineering \_\_\_\_\_ Finance \_\_\_\_\_ Marketing \_\_\_\_\_

Medical/Health Science \_\_\_\_\_ Other (please specify) \_\_\_\_\_

**Student Information:**

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Home phone: (       ) \_\_\_\_\_ Age: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Cell phone: \_\_\_\_\_ Email: \_\_\_\_\_

Birth date: \_\_\_\_\_ Date of Graduation: \_\_\_\_\_

Your Career **GOAL**: \_\_\_\_\_

Your **EDP Career Pathway**: \_\_\_\_\_

What sports or extracurricular activities do you participate in? \_\_\_\_\_

**Do you have a car?** \_\_\_\_\_ Students in this program **MUST** have reliable transportation. If you do not have a car, how will you get to work/internship? \_\_\_\_\_

Driver's License Number \_\_\_\_\_

Auto Insurance Carrier \_\_\_\_\_

**Work / Volunteer Experience:**

<u>Name of Firm</u>	<u>Address (city/zip)</u>	<u>Position Held</u>	<u>Manager</u>	<u>Phone</u>
---------------------	---------------------------	----------------------	----------------	--------------

Current Job:

(If you have not been employed, write N/A)

Does this relate to your career goal? \_\_\_\_\_

If yes, would you like to keep this job for your Co-op experience? \_\_\_\_\_

Name of Firm	Address (city/zip)	Position Held	Manager	Phone
--------------	--------------------	---------------	---------	-------

Previous Jobs:

1.)

2.)

(If you have not been employed, write N/A)

**References:**

**List three character references:** (must be 18, and not related to you. They could be neighbors, teachers, coaches, and friends of your parents who know you well. Work or school-related references are best.)

Name	Occupation	Address (city/zip)	Phone
1.)			
2.)			
3.)			

Name of Parents/Guardians:	Parent Information: Occupation	Employed at:	Phone
(Father)			
(Mother)			

**List the classes you are planning to take Next Year. One must be a 2<sup>nd</sup> year of a CTE-related class. You are required to take 6 credits every year. Co-op/Internship is 1-2 credits. Please put a star by the class you would *most likely drop* if you are accepted into the WBL program.**

1.)	4.)
2.)	5.)
3.)	6.)
	7.) Co-op / Internship

Your Current G.P.A.: \_\_\_\_\_

Number of Days Absent This Year:    0-3       4-6       7-9       10+ over    (CIRCLE ONE)

**ATTACH A COPY OF YOUR TRANSCRIPT. (See counseling office)**

**ATTACH A COPY OF YOUR EDP. (See counseling office)**

**ATTACH A COPY OF YOUR CURRENT YEAR'S ATTENDANCE. (See Attendance Office)**

**ATTACH A COPY OF YOUR RESUME. (Copy from 1<sup>st</sup> year CTE course)**

**If you have a question obtaining any of the above information, please see Mrs. Moore in Room 529.**

**7401/2 Work Based Learning****Full Year****Grade 11-12**

Prerequisite: Work Based Learning (WBL) Application and Coordinator approval.

“C” or better in beginning CTE course

Concurrent enrollment in advance CTE course

**Students must see counselor to sign up for this course. Students must fill out an application form as well as attach a copy of their transcripts, attendance record and resume, the year prior to participating. The WBL Coordinator will determine whether a student meets program criteria and is accepted into the WBL program.**

The internship students may work in a variety of business, accounting, marketing, engineering, or health care businesses within the community, depending on the student’s specific career pathway, EDP alignment and CTE courses completed or concurrently enrolled. The students is supervised by a workplace supervisor/mentor as well as by the WBL coordinator from the high school. Placement tasks and intern responsibilities will enhance the development of career and employability skills learned in the classroom. Students will conclude their participation in this program with a short presentation and portfolio of their experiences. Students do receive evaluations from **both** their employer and the WBL coordinator for this course.

**Actual placement depends on job availability.** Students can expect to work 5-12 hours per week. Students must submit a weekly report to WBL coordinator and follow other WBL program guidelines. Failure to submit weekly reports will result in loss of internship placement and will affect the student’s grade. **Students must also provide their own transportation to and from the workplace.**

**7421/2 Work Based Learning Co-op****Full Year****Grade 12**

Prerequisite: Work Based Learning (WBL) application and Coordinator approval

“C” or better in beginning CTE course

Concurrent enrollment in advance CTE course

**Students must see counselor to sign up for this course. Students must fill out an application form as well as attach a copy of their transcripts, attendance record and resume, the year prior to participating. The WBL Coordinator will determine whether a student meets program criteria and is accepted into the WBL program.**

The internship students may work in a variety of business, accounting, marketing, engineering, or health care businesses within the community, depending on the student’s specific career pathway, EDP alignment and CTE courses completed or concurrently enrolled. The students is supervised by a workplace supervisor/mentor as well as by the WBL coordinator from the high school. Placement tasks and intern responsibilities will enhance the development of career and employability skills learned in the classroom. Students will conclude their participation in this program with a short presentation and portfolio of their experiences. Students do receive evaluations from **both** their employer and the WBL coordinator for this course.

**Actual placement depends on job availability. Co-op is typically a paid position in a workplace** and students can expect to **work 15-28 hours per week**, depending on their employer expectations, school schedule and labor laws. Students must submit a weekly report to the WBL coordinator and follow other WBL program guidelines. Failure to submit weekly reports will result in loss of internship placement and will affect the student’s grade. **Students must provide their own transportation to and from the workplace.**

## SERVICE COURSES

(Only one credit will be accepted toward graduation)

**\*\*Must see counselor to sign up for courses\*\***

### **9411/2 Media Apprentice**

**Full Year**

**Grade 11-12**

Prerequisite: Approval of the Media Specialist

The library/media program is open to all students who are service-oriented and willing to learn the library/media routine. This includes understanding the Dewey cataloging system, circulation desk, reading shelves, sorting and filing magazines and newspapers and assisting with inventory. Media staff approval is necessary before signing up for this class.

### **9431/2 Teacher Apprentice**

**Full Year**

**Grade 12**

Prerequisite: Permission of Teacher

Some of the duties of the teacher apprentice will be typing papers, helping with bulletin boards, helping set up science experiments, correcting some papers, etc. Because the skills and ability of the student depends upon the area in which the services are needed, the student must meet with the teacher to discuss what will be expected of him or her. If the student has the necessary skills and wishes to work for the teacher, the teacher must give him/her written permission in order for the student to register as a teacher assistant. The student will be under the supervision of the teacher for the class period for which s/he has been scheduled.

### **9431/2 Counselor Apprenticeship**

**Full Year**

**Grade 11-12**

Prerequisite: Approval of Counselor

Some of the duties of the Counseling Apprentice will be typing papers, helping with bulletin boards, taking new students on building tours, filing non-confidential paperwork, and helping schedule military and college visits. Students will also be responsible for light office work such as answering the phone when needed and assisting other students when they arrive in the counseling office. The students will be under the supervision of the of an assigned counselor for the class period for which s/he has been scheduled.

### **9101/2 Seminar (Advisory)**

**Full Year**

**Grade 9-12**

This course will provide students additional time during the school week to be in an environment where they can learn strategies that facilitate their success in school. Topics covered will include Career Cruising, Educational Development Plans (EDP), time management skills, study skills, mentoring, etc.

**CLASSES OFFERED THROUGH DEPARTMENTALIZED  
SPECIAL EDUCATION CURRICULUM (Co-Taught & Resource)**

**\*\*These courses must be scheduled through a School Counselor\*\***

**SOCIAL STUDIES**

**R9601/2 SR U.S. History**

**Full Year**

**Grade 9**

Prerequisite: IEP placement, recommendation of caseload teacher or counselor

This one-year course is designed for 9<sup>th</sup> grade high school students requiring a modified curriculum to be successful. The same topics will be covered as in the regular U.S. History course. American History prior to the Civil War will be reviewed at the beginning of the class. Then major events from the Civil War to the present will be surveyed, with a detailed study of the making of modern America. The contributions of all Americans will be emphasized. Political, economic, and social developments will be analyzed as well as America's advancement to the position of a world leader.

**CT9601/2 CT U.S. History (Co-Taught)**

**Full Year**

**Grade 9**

Prerequisite: Recommendation of caseload teacher or counselor

This one-year course is designed for high school students who can be successful with the regular U.S. History curriculum with additional support during class time. There are two teachers, one from the Social Studies Department and one from the Special Education Department, for a better student/teacher ratio. For a course description, see U.S. History.

**R9611/2 SR World History**

**Full Year**

**Grade 11**

Prerequisite: IEP placement, recommendation of caseload teacher or counselor

This one-year course is designed for 11<sup>th</sup> grade high school students requiring a modified curriculum to be successful. The same topics will be covered as in the regular World History course. This course comprises a survey of man's history from caves to cars with greatest stress on western civilization. From beginning to today, certain trends of man will be followed and discussed. Who makes history? What is my role in history? These are two questions approached, not to be answered, but to be understood, since each individual's answer to any problem is different. Perspective is the value of history.

**CT9611/2 CT World History (Co-Taught)**

**Full Year**

**Grade 11**

Prerequisite: Recommendation of caseload teacher or counselor

This one-year course is designed for high school students who can be successful with the regular U.S. History curriculum with additional support during class time. There are two teachers, one from the Social Studies Department and one from the Special Education Department, for a better student/teacher ratio. For a course description, see World History.

**R9710 SR Civics**

**One Semester**

**Grade 10-12**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

This semester course is designed for high school students requiring a modified curriculum to be successful. The same topics will be covered as in Civics. It is designed to give the high school sophomore a basic understanding of national, state and local government and all those things that work together to make it function as it strives to meet the needs of citizens. These topics are discussed in a world context through the use of current events, lectures, group discussion, panel reports, individual and written reports, as well as library research. The emphasis of this course is on useful citizen participation in a democracy.

**CT9710 CT Civics (Co-Taught)**

**One Semester**

**Grade 10-12**

Prerequisite: One year of high school completed, recommendation of caseload teacher or counselor

This semester course is designed for high school students who can be successful with the general Civics curriculum with additional support during class time. There are two teachers, one from the Social Studies Department and one from the Special Education Department, for a better student/teacher ratio.

**R9720 SR Economics**

**One Semester**

**Grade 10-12**

Prerequisite: IEP placement, one year of high school completed, and recommendation of caseload teacher or counselor

This semester course is designed for high school students requiring a modified curriculum to be successful. The same topics will be covered as in Economics. It is a general survey course in Consumer Economics that will provide the necessary background to make informed economic decisions. Course content will include information on production and marketing, banking, housing, credit, insurance, taxation, investment, contracts, and consumer protection. Students can expect a variety of instruction methods, including lectures, group discussions, audio-visual presentations, projects and reports. Subject matter will be related to current life situations.

**CT9720 CT Economics (Co-Taught)****One Semester****Grade 10-12**

Prerequisite: Recommendation of caseload teacher or counselor and one year of high school completed

This semester course is designed for students who can be successful with the general Economics curriculum with additional support during class time. There are two teachers, one from the Social Studies Department and one from the Special Education Department, for a better student/teacher ratio.

**ENGLISH****R9631/2 SR English 9****Full Year****Grade 9-12**

Prerequisite: IEP placement

This one-year course is designed for first year high school students requiring a modified curriculum to be successful in English. It focuses on providing experiences in reading, writing, speaking, listening, visualizing, study skills, vocabulary development, spelling, visual literacy and media/library skills. Students will write expository, narrative, and descriptive essays, as well as reflective pieces. Students will develop writing fluency by writing some personal writing, which might include journal or creative writing. The literature will include short stories, poetry, non-fiction and plays and novels from diverse time periods and ethnic groups. Anchor texts include *Romeo and Juliet*, *The Odyssey*, and *To Kill a Mockingbird*.

**9641/2 SR English 10****Full Year****Grade 10-12**

Prerequisite: IEP placement and enrollment in both semesters of English 9, passing at least one semester

This one-year course is designed for second year high school students requiring a modified curriculum to be successful in English. It focuses on expanding the skills presented in SR English I. Expository, narratives, and descriptive essays will be written, as well as assignments that increase fluency, such as learning logs, journals, portfolio collections, and creative writing. Students will practice reading and writing for the MEAP/MHST. Research will be done based on a career of the student's choice. Students will practice public speaking, interpretation of literature, listening and group skills. Grammar, mechanics, and vocabulary will be emphasized. Reading will be varied, including poems, short stories, plays, non-fiction, and novels drawn from diverse American literature. Anchor texts include *Huck Finn*, *Of Mice and Men*, *A Raisin in the Sun*, and *The Crucible*.

**R9651/2 SR English 11****Full Year****Grade 11**

Prerequisite: IEP placement, student must have taken and passed English 9 and at least one semester of English 10

This one-year course is designed for the junior requiring extra help with reading or written expression, and a modified curriculum to be successful in English. In this course, students will read and discuss quality modern literature and use those readings and discussions as springboards for writing. Assignments will include activities and projects. Expository, narrative, and descriptive essays will be assigned. Technical writing for real-life situations will be practiced whenever appropriate. Reading will be inspired from British Literature, both classic and modern. Readings will include such books and plays as: *Canterbury Tales*, *Beowulf*, *Hamlet*, *Frankenstein*, and *Lord of the Flies*.

**R9661/2 SR English 12****Full Year****Grade 12**

Prerequisite: IEP placement, student must have taken and passed English 9, English 10, and one semester of English 11.

This one-year course is designed for the senior requiring extra help with reading or written expression and a modified curriculum to be successful in English. In this course students will read and discuss quality modern literature and use those readings and discussions as springboards for writing. Assignments will include activities and projects. Expository, narrative, and descriptive essays will be assigned. Technical writing for real-life situations will be practiced whenever appropriate. Readings may include: *Animal Farm*, *1984*, *Night*, *The Great Gatsby*, and *Their Eyes were Watching God*. Major projects include the College Portfolio and the Senior Exit Presentation.

**CT9631/2 English 9 (Co-Taught)****Full Year****Grade 9-12**

Prerequisite: Recommendation of previous English teacher, caseload teacher, or counselor

This one-year course is designed for first year high school students who can be successful with the general English curriculum with additional support during class time. There are two teachers, one from the English Department and one from the Special Education Department, for a better student/teacher ratio. See general English 9 curriculum.

**CT9641/2 English 10 (Co-Taught)****Full Year****Grade 10-12**

Prerequisite: SR English 9, or English 9, recommendation of previous English teacher, caseload teacher, or counselor and enrollment in both semesters of English 9, passing at least one semester.

This one-year course is designed for second year high school students who can be successful with the general English curriculum with additional support during class time. There are two teachers, one from the English Department and one from the

Special Education Department, for a better student/teacher ratio. See general English 10 curriculum.

**CT9651/2 English 11 (Co-Taught)**

**Full Year**

**Grade 10-12**

Prerequisite: SR English 10, or English 10, recommendation of previous English teacher, caseload teacher, or counselor and enrollment in both semesters of English 10, passing at least one semester.

This one-year course is designed for third year high school students who can be successful with the general English curriculum with additional support during class time. There are two teachers, one from the English Department and one from the Special Education Department, for a better student/teacher ratio. See general English 11 curriculum.

**CT9661/2 English 12 (Co-Taught)**

**Full Year**

**Grade 11-12**

Prerequisite: SR English 11, or English 11, recommendation of previous English teacher, caseload teacher, or counselor and enrollment in both semesters of English 11, passing at least one semester.

This one-year course is designed for fourth year high school students who can be successful with the general English curriculum with additional support during class time. There are two teachers, one from the English Department and one from the Special Education Department, for a better student/teacher ratio. See general English 12 curriculum.

**R9550 S SR Essential English Skills**

**One Semester**

**Grade 9-10**

This semester course is designed for high school students requiring extra support to develop their English skills. It will focus on improving students' writing and reading skills. Emphasis is placed on sentence and paragraph structure, vocabulary development, comprehension, and reading rate. Students will be taught using a variety of texts and materials. Material and content covered will be geared to the needs of the individual.

## **MATHEMATICS**

**CT9911/2 Pre-Algebra (Co-Taught)**

**Full Year**

**Grade 9**

Prerequisite: Did not pass 8<sup>th</sup> grade Math and/or teacher recommendation

In the Pre-Algebra course, students will learn the mathematical skills and concepts that are needed for students to be successful in Algebra recognized by the Michigan Merit Curriculum. This course will focus on the following areas; (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**R9841/2 SR Algebra I**

**Full Year**

**Grade 9-12**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

This one-year course is designed for students requiring a modified curriculum to be successful. The content areas covered will be patterns in data, patterns of change, graph models, linear models, and patterns in space and visualization. Through investigations of real-life situations, students will develop an understanding of these important mathematical concepts. The course will incorporate the use of graphing calculators, hands-on activities, and group work to enhance student's ability to solve problems.

**CT9901/2 CT Algebra I (Co-Taught)**

**Full Year**

**Grade 9-12**

Prerequisite: Recommendation of previous math teacher, caseload teacher, or counselor

This one-year course is designed for students who can be successful with the general math curriculum with additional support during class time. There are two teachers, one from the Math Department and one from the Special Education Department, for a better student/teacher ratio. For a course description, see Algebra I.

**R9861/2 SR Geometry**

**Full Year**

**Grade 10-12**

Prerequisite: IEP placement or completion of SR Algebra IB

Geometry is the second course of mathematics for students at the high school level and will cover the Michigan Merit Curriculum high school content expectations for Geometry. The course will emphasize measurement and precision; mathematical reasoning, logic and proof; plane and 3D geometric figures and their properties; relationships between figures; and transformations of figures in the plane. The curriculum will be modified in order to help students be successful.



**CT9861/2 CT Geometry (Co-Taught)****Full Year****Grade 10-12**

Prerequisite: Recommendation of previous math teacher, caseload teacher, or counselor

This one-year course is designed for students who can be successful with the general math curriculum with additional support during class time. There are two teachers, one from the Math Department and one from the Special Education Department, for a better student/teacher ratio. For a course description, see Geometry.

**R9741/2 SR Algebra II****Full Year****Grade 11-12**

Prerequisite: Algebra I (C- grade or better), or SR Algebra IB (C- grade or better)

Algebra II is the third course in the series for students at the high school level and will cover the Michigan Merit Curriculum high school content expectations for Algebra II. The course will further the study of exponential and logarithmic functions. In addition, students will study rational functions, trigonometric functions (circular and triangular), conic sections, and will develop knowledge in the area of numeric and logarithmic ideas of accuracy, error, sequences and iteration. Students will also study univariate and bivariate statistics including measures of center and normal distributions. They will also learn about data collection for samples, surveys and experiments and will study probability models. The curriculum will be modified in order to help students be successful.

**CT9881/2 CT Algebra IIA****Full Year****Grade 11-12**

Prerequisite: Successful completion of Algebra I and Geometry, Teacher Recommendation

Content of Algebra IIA will cover the first semester of Algebra II over a full year allowing for more depth of understanding and additional hands-on practice. This one-year course is designed for students who can be successful with the general math curriculum with additional support during class time. There are two teachers, one from the Math Department and one from the Special Education Department, for a better student/teacher ratio. For a course description, see Algebra IIA.

## **SCIENCE**

**R9731/2 SR Biology****Full Year****Grade 10**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

This one-year course is designed for 10<sup>th</sup> grade students requiring a modified curriculum to be successful. It will meet the 10<sup>th</sup> grade science graduation requirement. Biology topics learned in this course are scientific inquiry, reflection and social implications, organization and development of living systems, interdependence of living systems and the environment, genetics, and biodiversity. Students learn about the science behind these issues because this knowledge will affect their futures.

**CT971/2 CT Biology (Co-Taught)****Full Year****Grade 10**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

This one-year course is designed for students who can be successful with the general science curriculum with additional support during class time. There are two teachers, one from the Science Department and one from the Special Education Department, for a better student/teacher ratio. For a course description, see Biology.

**R9761/2 SR Physical Science****Full Year****Grade 9**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

This one-year course is designed for first year high school students requiring modifications in presentation to be successful. It will be taught by a special education certified teacher. Successful completion of both semesters will meet the ninth grade Physical Science graduation requirement. The course will cover the same topics as regular Physical Science, use the same textbook and take the same final exam. First semester will cover basic Physics concepts: motion, forces, energy, electricity, sound, and light. Second semester will deal with an introduction to Chemistry, covering such topics as states of matter, atomic structure, chemical reactions, acids, and bases. Some knowledge of algebra is helpful when working with the necessary formulas, but these concepts will also be taught in class.

**CT9761/2 CT Physical Science (Co-Taught)****Full Year****Grade 9**

Prerequisite: IEP placement or recommendation of caseload teacher or counselor

This one-year course is designed for first year high school students that can be successful in the general Physical Science classroom with additional support during class time. There are two teachers, one from the Science Department and one from the Special Education Department, in order to create a better student to teacher ratio. For a course description, see Physical Science.

**R9751/2 SR Earth Science****Full Year****Grade 11-12**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

This one-year course is designed for third year high school students requiring a modified curriculum to be successful. The same topics will be covered as in Earth Science. It is designed to cover all Earth Science curricula that may be tested on the 11<sup>th</sup> grade Michigan Merit Exam. Topics include natural disasters, weather, outer space, natural resources, and the oceans. This class meets the third-year science requirement.

**CT9801/2 CT Chemistry (Co-Taught)****Full Year****Grade 11-12**

Prerequisite: IEP placement or recommendation of caseload teacher or counselor

This one-year course is designed for third year high school students that can be successful in the general Chemistry classroom with additional support during class time. There are two teachers, one from the Science Department and one from the Special Education Department, in order to create a better student to teacher ratio. For a course description, see Chemistry.

**CT9811/2 CT Physics (Co-Taught)****Full Year****Grade 11-12**

Prerequisite: Passing grade in Physical Science and Biology, IEP placement, and recommendation of caseload teacher or counselor.

This one-year course is designed for third year high school students that can be successful in the general Physics classroom with additional support during class time. There are two teachers, one from the Science Department and one from the Special Education Department, in order to create a better student to teacher ratio. For a course description, see Physics.

**ELECTIVE COURSES****R9681/2 Study Skills-D****Full Year****Grade 9 - 12**

Prerequisite: IEP Placement

The goal of this course is to have students become better organized and pass regular education courses. Techniques on how to study, how much to study and how to take tests will be taught. Teachers will work with students individually on time budgeting, establishing study patterns and developing organizational skills. The materials for this class will be the students' texts from their other classes. A variety of materials are available in the resource room in case a student has no assignment from a regular education class.

**SPECIAL EDUCATION CLASS OFFERINGS**  
**Emotionally Impaired (E.I.)**

**\*\*These courses must be scheduled through a counselor\*\***

**ESR8721/2 U.S. History** **One Year** **Grade 9**

Prerequisite: IEP placement, recommendation of caseload teacher or counselor

**This course is designed to follow the general education curriculum.**

This year course is designed for first year high school students requiring a modified curriculum to be successful. The same topics will be covered as in the regular U.S. History course. American History prior to the Civil War will be reviewed at the beginning of the class. Then major events from the Civil War to the present will be surveyed, with a detailed study of the making of modern America. The contributions of all Americans will be emphasized. Political, economic, and social developments will be analyzed as well as America's advancement to the position of a world leader.

**ESR8741/2 World History** **Full Year** **Grade 9-12**

Prerequisite: IEP placement, recommendation of caseload teacher or counselor

**This course is designed to follow the general education curriculum.**

This course comprises a survey of man's history from caves to with greatest stress on western civilization. From beginning to today, certain trends of man will be followed and discussed. Who makes history? What is my role in history? These are two questions approached, not to be answered, but to be understood, since each individual's answer to any problem is different. Perspective is the value of history.

**ESR8740 Michigan History** **One Semester** **Grade 9-12**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

**This course is designed to follow the general education curriculum.**

The course will give students a broad knowledge of their home state. Historical and current developments are covered, with a specific emphasis on the influence of the French and English, as well as the early Native Americans of the Great Lakes area. Early industries, such as copper mining, iron mining, and lumbering, as well as current developments are also covered.

**ESR8760 Current Events** **One Semester** **Grade 9-12**

Prerequisite: IEP placement, credit for one year of U.S. History, and recommendation of caseload teacher or counselor

**This course is designed to follow the general education curriculum.**

In this course, the student will study current local, national and world problems which affect their lives. Students will be introduced informally to various disciplines in social sciences as they relate to the topics being studied. Current newsmagazines and newspapers will be used in the classroom. Students will be urged to dig more deeply into topics through the use of the media center. Discussion and debate will be a vital part of the course.

**ESR8730 Civics** **One Semester** **Grade 9-12**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

**This course is designed to follow the general education curriculum.**

It is designed to give the high school junior/senior a basic understanding of national, state, and local government and all those things that work together to make it function as it strives to meet the needs of citizens. These topics are discussed in a world context through the use of current events, lectures, group discussion, panel reports, individual and written reports, as well as library research. The emphasis of this course is on useful citizen participation in a democracy.

**ESR8700 Economics** **One Semester** **Grade 9-12**

Prerequisite: IEP placement, and recommendation of caseload teacher or counselor

**This course is designed to follow the general education curriculum.**

It is a general survey course in Consumer Economics that will provide the necessary background to make informed economic decisions. Course content will include information on production and marketing, banking, housing, credit, insurance, taxation, investment, contracts, and consumer protection. Students can expect a variety of instruction methods, including lectures, group discussions, audio-visual presentations, projects, and reports. Subject matter will be related to current life situations.

**ESR8751/2 English 9** **Full Year** **Grade 9-12**

Prerequisite: IEP placement

**This course is designed to follow the general education curriculum.**

It focuses on providing experiences in reading, writing, speaking, listening visualizing, study skills, vocabulary development, spelling,

visual literacy and media/library skills. Students will write expository, narrative, and descriptive essays, as well as reflective pieces. Students will develop writing fluency by writing some personal writing, which might include journal or creative writing. The literature will include short stories, poetry, non-fiction and plays and novels from diverse time periods and ethnic groups.

**ESR8791/2 English 10**

**Full Year**

**Grade 10-12**

Prerequisite: IEP placement and enrollment in both semesters of English I, passing at least one semester

**This course is designed to follow the general education curriculum.**

It focuses on expanding the skills presented in SR English I. Expository, narratives, and descriptive essays will be written, as well as assignments that increase fluency, such as learning logs, journals, portfolio collections, and creative writing. Students will practice reading and writing for the MEAP/MHST. Research will be done based on a career of the student's choice. Students will practice public speaking, interpretation of literature, listening and group skills. Grammar, mechanics, and vocabulary will be emphasized. Reading will be varied, including poems, short stories, plays, non-fiction, and novels drawn from diverse times and ethnic groups such as *To Kill a Mockingbird* and *The Pearl*.

**ESR8711/2 English 11/12**

**Full Year**

**Grade 11-12**

Prerequisite: IEP placement, student must have taken and passed English I and at least one semester of English II

This one-year course is designed for the junior or senior requiring extra help with reading or written expression and a modified curriculum to be successful in English. In this course students will read and discuss quality modern literature and use those readings and discussions as springboards for writing. Assignments will include activities and projects. Expository, narrative, and descriptive essays will be assigned. Technical writing for real-life situations will be practiced whenever appropriate. Readings may include such books and plays as: *I Know Why the Caged Bird Sings*, *Alive*, *Julius Caesar*, *Of Mice and Men*, *The Miracle Worker*, as well as more contemporary authors. A major project will be the Senior Memory Book. Juniors will begin their book the first year of the class and finish it in their senior year.

**Note: This class is designed to be taken in both 11<sup>th</sup> and 12<sup>th</sup> grade for a total of 2 credits, but this is not mandatory.**

**ESR9841/2 SR Algebra I**

**Full Year**

**Grade 9-12**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

This one-year course is designed for students requiring a modified curriculum to be successful. The content areas covered will be patterns in data, patterns of change, graph models, linear models, and patterns in space and visualization. Through investigations of real-life situations, students will develop an understanding of these important mathematical concepts. The course will incorporate the use of graphing calculators, hands-on activities, and group work to enhance student's ability to solve problems.

**ESR8831/2 Physical Science**

**Full Year**

**Grade 9**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

This one-year course is designed for first year high school students requiring a modified curriculum to be successful. It will meet the 9<sup>th</sup> grade science graduation requirement. The first semester will cover basic Physics concepts: motion, forces, energy, electricity, sound, and light. Second semester will deal with an introduction to Chemistry, covering such topics as atomic structure, changes in matter, chemical reactions, acids, and bases. Some knowledge of algebra is helpful when working with the necessary formulas, but concepts will also be taught in class. The focus will be on preparing students to take the regular Physical Science final exams.

**ESR8811/2 Personal Adjustment - S**

Prerequisite: IEP placement and recommendation of caseload teacher or counselor

This class will provide the student with exposure to decision-making, personal finance, personal hygiene, personal relationships, and independent living. Its purpose is to help students become, to the extent possible, well-adjusted, and functionally independent members of society. Materials for this course are based on the needs of the student.

**SPECIAL EDUCATION SELF-CONTAINED (SC) CLASS OFFERINGS**  
**Cognitively Impaired (C.I.)**

**\*\*These courses must be scheduled through a School Counselor\*\***

<b>SC8531/2 SC English 9</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course sharpens vital language skills. It teaches students how to find information, how information is organized and how to use reference tools necessary for daily living.		
<b>SC8521/2 SC English 10</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course allows students to appreciate a wider scope of literary works. Students will read a range of selections from fables, myths, tall tales, and legends to short stories, nonfiction, poetry, and drama. Students will prepare for their Senior Exit presentation as well.		
<b>SC8551/2 SC English 11</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course teaches skills for using English in the real world. It combines instruction in sentence patterns and parts of speech. Also includes instruction in social skills such as making introductions, using good manners, and resolving conflict. Students will also learn test taking strategies in preparation for any mandated testing.		
<b>SC8541/2 SC English 12</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course prepares students how to find, get, and keep a job. Students prepare a personal career portfolio for use in their future job search. Includes filling out forms, writing resumes, job interviews, and important interpersonal and communication skills.		
<b>SC8671/2 SC Math 9</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course is divided into two sections each a full yearlong.		
This course teaches students the math skills they need on the job, including whole numbers, fractions, decimals, averages, measurements, ratios and estimating. Students learn mathematical concepts relating to common workplace activities and how to apply the skills acquired. Skills help students to learn about the business world.		
<b>SC8651/2 SC Math 10</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course is divided into two sections each a full yearlong.		
This course teaches students the math skills they need on the job; including whole numbers, fractions, decimals, averages, measurements, ratios and estimating. Students learn mathematical concepts relating to common workplace activities and how to apply the skills acquired. Skills help students to learn about the business world.		
<b>SC8561/2 SC Math 11</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course provides comprehensive instruction that students need for independent living. The content includes spending money, adjusting recipes, fractions in the home, using math in sports, traveling and more. Instruction to enhance calculator skills and strategies to enhance comprehension are also included.		
<b>SC8571/2 SC Math 12</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course presents basic math skills presented in everyday situations. The course also covers earning money, buying food, paying taxes, banking, managing a household, and more.		
<b>SC8611/2 SC Earth Science</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course is designed to give students an overview of the Earth and its elements; including land forms, oceans and climate patterns. The course also covers the solar system including the planets, their moons, and the sun.		
<b>SC8691/2 SC Biology: Cycles of Life</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course is designed to give students an overview of the ever-evolving area of Biology. The course covers many aspects of Biology from the smallest unit of life- the cell to more complex biological systems. It studies cellular reproduction, genetics and concluding with communities and ecosystems.		
<b>SC8681/2 SC Physical Science</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course is designed to give students a scientific overview of their physical world. The course will cover materials including properties of matter, elements, compounds, and electricity. This course also includes the study of sound and light.		
<b>SC8701/2 SC Life Skills</b>	<b>Full Year</b>	<b>Grades 9-12</b>
This course prepares students for their life after high school. Topics include maintaining a healthy body, a safe home, understanding financial responsibilities, being socially aware, accessing computer technology, finding, and keeping a job and more.		

**SC8710 SC Social Awareness****Full Year****Grades 9-12**

This course continues to prepare students for life after high school. The course also prepares students to function independently and productively as family members, citizens, and workers and to enjoy fulfilling personal lives.

**SC8511/2 SC Civics/Economics****Full Year****Grades 9-12**

This course will allow students to explore legal issues in today's news. Students will investigate the U.S. legal system by learning key ideas about the different kinds of laws and their basic rights; including learning how law affects such daily activities as going to school, driving a car, shopping at the mall, and working part-time.

**SC 8631/2 SC U. S. History****Full Year****Grades 9-12**

This course will help students understand the history of the United States. This will include learning about the government, economic system and culture of our country as it grew and developed. Students will be immersed in historical information.

**SC8601/2 SC World History****Full Year****Grades 9-12**

This course will help students understand the world we live in. They will learn to identify and understand different countries and cultures throughout the world. Students will engage in activities to explore a variety of economic and political systems.

**SC8641/2 Vocational Education****Full Year****Grades 9-12**

This course is designed to initially prepare students for the world of employment. Coursework would emphasize job training and employability skill development for each student. Students could eventually be placed in a work environment during the school day.

**SC8661/2 Community-Based Instruction****Full Year****Grade 11– 12**

Prerequisite: IEPT determined, with permission of instructor/IEP placement **Three credits per year**

Community Based Instruction is an on-the-job situation. It is an unpaid position three hours a day with placement outside of the school that allows the student to acquire universal worker traits and attitudes. This is an individualized experience for each student with placement chosen by the instructor. Instructional goals of course relate to social/work skills allowing students to learn to become a contributing citizen in the community.

**SC8871/2 School-to-Work Transition****Full Year****Grade 11 - 12**

Prerequisite: IEPT Determined; Instructor approval required **Two credits per year**

School-to-Work is a training program run jointly with the Michigan Department of Career Development to provide employability skills training, job training, career exploration, and transition training. Students will be placed in a job and will work approximately 15 hours per week during the semester.

**SC9681/2 SC Study Skills****Full Year****Grade 9 - 12**

Prerequisite: None

The goal of this course is to have students become better organized and pass all courses. Teachers will work with students individually on time budgeting, retention skills and developing organizational skills. The materials for this class will be the students' texts from their other classes. A variety of materials are available in the resource room in case a student has no assignment from a regular education class.

### **GenNET Offerings**

**\*\*See your School Counselor to sign up for these classes. \*\***

**An application must be filled out and receive approval from the principal before registering for GenNET classes.**

**THIS IS A TENTATIVE SCHEDULE SUBJECT TO CHANGE.**

#### **GN2701/2 American Sign Language I**

**Full Year**

**Grade 10 - 12**

Prerequisite(s): Good attendance, positive behavior, and strong study skills.

This yearlong course, which is equivalent to two semesters of college level world language, will introduce students to American Sign Language and the culture of the people who utilize this language in and out of the Deaf community. Emphasis will be placed on ASL grammar, vocabulary, fingerspelling, and facial expression. Strategies for learning ASL will also be introduced. Class may not fulfill the world language requirement for college entrance.

#### **GN2711/2 American Sign Language II**

**Full Year**

**Grade 10 - 12**

Prerequisite(s): American Sign Language I, Good attendance, positive behavior, and strong study skills.

This yearlong course, which is equivalent the second year of a college level world language, elaborates on American Sign Language I and the culture of people who utilize this language in and out of the Deaf community. Emphasis will be placed on ASL grammar, vocabulary, fingerspelling and facial expression. This class may not fulfill the world language requirement for college entrance.

#### **GN5130 Black History & Global Issues**

**Semester 1**

**Grades 11 – 12**

Prerequisite: successful completion of U.S. History

This course focuses on both black history and current events. Students will leave the course with an enhanced understanding of the heritage of the African American race, as well as their role and responsibilities within it. Students will also learn about the world today including Africa in crisis, war and peace in the Middle East, drugs and politics in Latin America, human rights, terrorism, peacekeeping organizations and their efforts, Isis and the war in Syria, as well as other current events.

#### **GN5171/2 Criminal Justice**

**Full Year**

**Grades 11 – 12**

Prerequisite: None

This course is designed for students who are interested in a career in law enforcement, courts, or corrections. Students will explore occupations, activities and procedures involved in the criminal justice system. Students will experience simulations and practical laboratory work. Major units of study will include crime prevention, juvenile justice system, criminal investigations, patrol procedures, traffic control, search and seizure, court proceedings, crime scene protection, security and private agencies, criminology and law, and forensics. Students will be able to describe the organization of the criminal justice system and how each component is interrelated.

## GENESEE CAREER INSTITUTE (GCI)

**\*\*New students to the programs must register through a School Counselor\*\***

Carman-Ainsworth students may elect to enroll in a course of study at GCI as part of the regular school program during their junior and senior years. **Students must carry a total of six credits in combination with their GCI credits. Permission from the principal is required to combine GCI credits and on-site credits in excess of six.**

The purpose of the GCI is to provide educational opportunities for 11<sup>th</sup> and 12<sup>th</sup> graders who wish to develop specific entry-level job skills while still in high school. The class offerings are listed below. Detailed course descriptions are available from your counselor. Enrollment in GCI courses is limited; therefore, students interested in attending are asked to complete an application during their sophomore year for two-year programs and their junior year for one-year programs. Applications are available in the Guidance Office and Career Center. Completed applications should be turned into the Guidance Office.

GCI students spend a significant part of their day at GCI receiving instruction and hands-on experience for which credit will be received. There may be independent online work required for GCI credit. Please check with your counselor. The time spent at GCI is a part of the student's regular school day and bus transportation is provided for 2<sup>nd</sup> and 3<sup>rd</sup> session students. **1<sup>st</sup> session students must provide their own transportation to the high school and then ride the GCI bus provided for transportation.**

### GCI COURSE LISTING

#### Agriscience

Agriculture, Food and Natural Resources  
Agriculture, Food and Natural Resources- Adv. Studies  
Veterinary Medicine  
Veterinary Medicine – Advanced Studies

#### Architecture & Construction

Construction Trades  
Construction Trades – Advanced Studies  
\*Electrical Wiring

#### Arts, Audio/Video Tech. Communications

Digital Art, Design and Broadcasting  
Digital Art Design and Broadcasting – Adv. Studies

#### Education & Training

Early Childhood Education  
Early Childhood Education – Advanced Studies

#### Finance

Risk Management & Insurance  
Risk Management & Insurance – Advanced Studies

#### Government & Public Administration

Basic Junior ROTC (9<sup>th</sup> thru 11<sup>th</sup> grades)  
Adv. Junior ROTC (12<sup>th</sup> & 13<sup>th</sup> grades)

#### Health Sciences & Medicine

\*Emergency Medical Concepts (EMC)  
Emergency Medical Technician – Advanced Studies  
\*Forensic Science  
Forensic Science - Advanced Studies  
Medical Assistant  
Medical Assistant – Advanced Studies  
\*Medical Career Foundations (MCF)  
MCF Advanced Studies--Nursing  
\*Sports Medicine  
Sports Medicine – Advanced Studies

#### Hospitality & Tourism

\*Culinary Essentials I  
Culinary Essentials – Advanced Studies

#### Human Services

Cosmetology (11<sup>th</sup> grade students ONLY)  
Cosmetology – Advanced Studies

#### Information Technology

\*Computer Hardware Technician  
Computer Hardware Technician – Advanced Studies  
\*Game Programming  
Game Programming – Advanced Studies

#### Law, Public Safety, Corrections & Security

\*Public Safety/Homeland Security  
Public Safety/Homeland Security – Adv. Studies  
\*Fire Academy

#### Manufacturing

\*Mechatronics and Robotics  
Mechatronics and Robotics – Advanced Studies  
\*Welding  
Welding – Advanced Studies

#### Marketing

\*Marketing and Entrepreneurship  
Marketing and Entrepreneurship – Advanced Studies

#### Transportation, Distribution & Logistics

\*Automotive Technology  
Automotive Technology – Advanced Studies  
\*Aviation Academy  
Aviation Academy – Advanced Studies  
Medium/Heavy Duty Truck Technician  
Medium/Heavy Duty Truck Tech. – Advanced Studies

**\*Genesee County CTE Early Middle College option available**

GCI 1<sup>st</sup> Session: 6:35 am - 9:10 am

GCI 2<sup>nd</sup> Session: 8:20 am - 10:55 am

GCI 3<sup>rd</sup> session: 11:35am - 2:10 pm



## SUMMARY OF COURSES

Semester course (.5 credit) are designated by an asterisk (\*)

### ENGLISH

1001/2 English 9 (9-12)  
1081/2 English 10 (10-12)  
1111/2 English 11 (11-12)  
1131/2 English 12 (12)  
1211/2 AP English Lang and Comp (11-12)  
1301/2 AP English Lit and Comp (12)  
\*1100 Language Arts Lab (9-12)  
\*1120 Heroes and Heroines (9-12)  
\*1140 Creative Writing (9-12)

### COMMUNICATION SKILLS

\*2001 Public Speaking I (9-12)  
\*2002 Public Speaking II (9-12)  
2011/2 Journalism/Yearbook (9-12)  
2021/2 Journalism/Broadcasting (9-12)

### FOREIGN LANGUAGES

2611/2 French I (9-12)  
2621/2 French II (10-12)  
2631/2 French III (11-12)  
2641/2 French IV (12)  
2811/2 Spanish I (9-12)  
2821/2 Spanish II (10-12)  
2831/2 Spanish III (11-12)  
2841/2 Spanish IV (12)

### MATHEMATICS

\*2100 Math Lab (9-10)  
3221/2 Pre-Algebra (9)  
BL3241/2 Block Algebra I (9)  
3241/2 Algebra I (8-12)  
3251/2 Algebra IIA (11)  
3271/2 Algebra IIB (12)  
3261/2 Algebra II (10-12); 3<sup>rd</sup> yr. course  
3361/2 Geometry (9-12); 2<sup>nd</sup> yr. course  
5-3651/2 AP. Calculus (11-12)  
\*3270 Statistics & Functions (11-12)  
\*3280 Trigonometry & Probability (11-12)  
3281/2 Introduction to Calculus (12)

### SCIENCE

4231/2 Physical Science P & E (9)  
4251/2 Biology I (9-12)  
4271/2 AP Biology (11-12)  
4301/2 Environmental Biology (11-12)  
4351/2 Chemistry I (10-12)  
4361/2 AP Chemistry (11-12)  
4401/2 Physics (11-12)  
9311/2 Principles of Biomedical Science (PLTW) (10-12)  
4321/2 Earth Science (11-12)  
4411/2 AP Physics (11-12)

### SOCIAL STUDIES

5101/2 World History (11-12, req.)  
5111/2 AP World History (11-12)  
5281/2 U.S. History (9-12, req.)  
5321/2 AP U.S. History (10-12, meets req.)  
5331/2 AP African American Studies  
\*5400 Civics (10-12, req.)  
\*5410 Economics (10-12, req.)  
\*5450 Psychology (11-12)  
5451/2 AP Psychology (11-12)  
\*5460 Sociology (11-12)  
\*5500 Current Events (11-12)  
\*5550 You and the Law (9-12)

### COMPUTER LITERACY/SCIENCE

\*7190 Computer Essentials (9-12)  
3661/2 Computer Science I (10-12)  
3671/2 Computer Science II (11-12)  
\*7100 Web Design (9-12)  
\*7110 Advanced Web Design (9-12)

### PHYSICAL EDUCATION

\*6040 Essential P.E. (9-10)  
6081/2 Advanced P.E. (9-12)  
\*6101 Body Development I (9-12)  
\*6102 Body Development II (9-12)  
\*6100 Female Fitness (9-12)  
\*6110 Lifetime Sports (9-12)

### HEALTH

\*6400 Health (9-10)

### MUSIC DEPARTMENT

8001/2 Symphony Band (9-12)  
5-8031/2 Freshmen Band (9)  
5-8041/2 Concert Band (9-12)  
5-8051/2 Percussion (9-12)  
5-8061/2 Orchestra (9-12)  
5-8071/2 Junior Varsity Choir (9-12)  
8101/2 Treble Ensemble (9-12)  
8121/2 Chorale (10-12; audition)

### THEATER

2421/2 Theatre I (9-12)  
2431/2 Theatre II (10-12)  
2441/2 Technical Theatre (9-12)  
2451/2 Theatre/Play Production (10-12)

### ART EDUCATION

8151/2 Art I (9-12)  
8191/2 Art II (10-12)  
8211/2 Art III (11-12)  
8251/2 Art IV (12)

### CAREER & TECHNICAL EDUCATION

#### Health Science

6501/2 Medicine and Health Care I (10-12)  
9611/2 Medicine & Health Care II - Human Body Systems (PLTW) (11-12)  
9621/2 Medical Interventions (PLTW) (12)  
9311/2 Principles of Biomedical Science (PLTW) (10-12)

#### Business

\*7100 Web Design (9-12)  
\*7110 Advanced Web Design (9-12)  
7211/2 BMA I, Management Support (10-12)  
7231/2 Accounting I (10-12)  
7241/2 BMA II-VE, Virtual Enterprise (11-12)  
7251/2 Accounting II (11-12)  
7261/2 BMA III-Advanced Virtual Enterprise (11-12)  
7301/2 Personal Finance (11-12)  
7431/2 Marketing I (9-12)  
7441/2 Marketing II (11-12)  
7451/2 Marketing III (11-12)

#### Family/Consumer Science

\*9010 Healthy Living II (Life Management) (11-12)  
\*9020 Parenting I (9-12)  
\*9200 Parenting II (9-12)  
\*9030 Interior Design (9-12)  
\*9050 Healthy Living I (Nutrition & Wellness) (9-12)  
\*9070 Healthy Living III (Relationships) (11-12)  
\*8880 Peer Counseling I (10-12)  
\*8890 Peer Counseling II (10-12)

### INDUSTRIAL ARTS/TECH

9251/2 Woodworking I (9-12)  
9261/2 Woodworking II (10-12)  
9271/2 Woodworking III (11-12)  
9281/2 Design & Build (9-12)  
9291/2 Intro to Engineering (PLTW) (9-12)  
9301/2 Principles of Engineering (10-12) (PLTW)  
9401/2 Engineering Design & Dev. (11-12) (PLTW)

### WORK BASED LEARNING PROGRAM

7401/2 Work Based Learning Intern (1.0)  
7421/2 Work Based Learning Co-op (2.0)

