Novi High School Course Catalog

2021-2022

PATHWAYS TO YOUR FUTURE

Novi Community School District

MISSION: Educating all students to fulfill their potential within Novi HIgh School and beyond.

Board of Education Members: Paul Cook, Kathy Hood, Willy Mena, Bobbie Murphy, MaryAnn Roney, Danielle Ruskin, Tom Smith

District Administration

Superintendent: Dr. Steve Matthews
Assistant Superintendent of Academic Services: Dr. RJ Webber
Assistant Superintendent of Business and Finance: Gregory McIntyre
Assistant Superintendent of Human Resources: Dr. Gary Kinzer
Director of Special Education Programs & Services: Shailee Patel
Director of Student Support Services: Darby Hoppenstedt

Novi High School Administration and Student Services

Principal: Nicole Carter
Assistant Principal: Katy Dinkelmann
Assistant Principal: Dr. Melissa Jordan
Assistant Principal: Ron Kane
Athletic Director and Club Advisor: Brian Gordon
School Resource Officer: Detective Jon Zabick
Counselor: Erin Boedeker
Counselor: Megan Sergison
Counselor: Andrea Tobis
Counselor: Lori Ultch
Counselor: Michael Zelinski
Counselor/K-12 Career Specialist: Sarah Lephart
IB/AP Coordinator: Alaina Brown
Social Worker/504 Coordinator: Katrina Milliken
Social Worker: Danielle Tagai
Speech-Language Pathologist: Allison Larson
Teacher Consultant: Amanda Squires
Transition Coordinator: Kristin Corrion
School Psychologist: Ashley Weinert

Telephone Numbers

High School Administrative Office: 248.449.1500
High School Fax: 248.449.1519
Attendance Office: 248.449.1507
Attendance Fax: 248.449.1532
Athletic Office: 248.449.1509
Student Service Center: 248.449.1516
Student Service Center Fax: 248.449.1539
Transportation Department: 248.449.1245
Educational Services Building: 248.449.1200

Novi High School - 24062 Taft Road - Novi, MI 48375 – Website: Novi High School

Novi High School: A National School of Excellence

Message to Students and Parents/Guardians

This catalog is designed to give students and parents detailed information about the selection of classes and curricular aspects of the Novi HIgh School program. It is our belief that it is in the students" best interest to explore many different types of courses when planning their future. Students should consider their future college and career choices when using this catalog and plan wisely to avoid the need for schedule changes and misplacement.

Novi HIgh School offers a broad selection of classes and activities dedicated to fostering well-rounded students who are prepared for their future. Selecting appropriate electives with attention to their future plans, their interests, aptitudes and talents will help students to focus their education and will give them the opportunity to explore specific career areas.

The schedule is based upon student course selections from the previous school year. This limits the opportunity for course changes once the schedule has been set. If changes are necessary to core classes, students must submit a schedule change form to their counselor at August registration. Given that the master schedule is based upon student selections, desired course changes are often difficult to honor and need to be academically justified if they are able to be changed. If space allows, academic justification may include: enrolling in an advanced course, remediation, or medical reasons. **Requests for changes based upon lunch preference, teacher, class period or friends cannot be granted.**

The high school experience is full of opportunities that prepare each student for adulthood. Exploring, understanding, and choosing wisely from the many opportunities that are available will provide each student with purpose and focus beyond the high school years.

We welcome all students and parents/guardians to Wildcat Country and hope that the high school experience will be meaningful, challenging, and memorable!

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It is the policy of the Novi Community School District that no person shall, on the basis of gender, race, color, religion, national origin or ancestry, age, disability, height, weight, or marital status or any other status covered by federal, state, or local law be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service, or in employment. For further information or if a person suspects a discriminatory practice, please contact the Assistant Superintendent of Human Resources at 25345 Taft Road, Novi, MI 48374 or call 248.449.1200.

EQUAL EMPLOYMENT OPPORTUNITY AND NONDISCRIMINATION

Grievance Procedure for:

Title VI of the Civil Rights Act of 1964
Title IX of the Education Amendment Act of 1972
Section 504 of the Rehabilitation Act of 1973
Age Discrimination Act of 1975
Title II of the Americans with Disability Act of 1990

Section I

Any person believing that the Novi Community Schools or any part of the school organization has violated the laws or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975 and (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Assistant Superintendent of Human Resources
Novi Community Schools
25345 Taft Road
Novi, Michigan 48374
248-449-1200

Section II

The person who believes a valid basis for a grievance exists shall discuss the grievance informally and on a verbal basis with the Assistant Superintendent of Human Resources, who shall in turn investigate the complaint and reply with an answer within ten (10) business days. If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the Assistant Superintendent of Human Resources within ten (10) business days of receipt of answers to the informal complaint. The Assistant Superintendent shall further investigate the matters of grievance if he/she believes further investigation is warranted and reply in writing to the complainant within ten (10) business days.

Step 2

A complainant wishing to appeal the decision of the Assistant Superintendent may submit a signed statement of appeal to the Superintendent of Schools within ten (10) business days after receipt of the Assistant Superintendent's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within ten (10) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

The days noted above for purposes of this policy are days when the School District's business office is open for business to the general public. The time limits noted above may be extended by the Assistant Superintendent if warranted.

Anyone at any time may contact the U.S. Department of Education/Office of Civil Rights for information and assistance at 216-522-4970. If the grievance has not been satisfactorily settled, further appeal may be made to the Regional U. S. Department of Education, Office for Civil Rights, 600 Superior Ave. East, Bank One Center, Suite 750, Cleveland, OH 44114-2611.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, U.S. Department of Education, 400 Maryland Ave., SW, Washington D.C. 20202.

The Compliance Officer, on request, will provide the complainant with a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Assistant Superintendent's office.

PUBLIC NOTICE OF NONDISCRIMINATION IN CAREER AND TECHNICAL EDUCATION CLASSES

Each year, the Novi Community School District offers Career and Technical Education programs at Novi High School. These programs are designed to prepare youth for a broad range of employment and training services and are offered under the guidance of certified teachers, counselors and cooperative education coordinators. The following is a list of programs being offered this year and the criteria for admission,

Program	Criteria for Admission
Marketing	Must begin with Marketing I
Finance	Must begin with Finance I or Accounting I

Like all classes at Novi Community Schools, the CTE classes follow the District's policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender/sex, age, disability, height, weight or marital status in all programs, activities and employment. In addition, arrangements can be made to ensure that the lack of English language skill is not a barrier to admission or participation.

For general information about these programs, contact:

Assistant Superintendent of Academic Services
25345 Taft Rd.
Novi, Michigan 48374
248-449-1200

Inquiries regarding nondiscrimination policies should be directed to:

Assistant Superintendent of Human Resources
25345 Taft Rd.
Novi, Michigan 48374
248-449-1200

PROJECT FIND, SPECIAL EDUCATION/SECTION 504 NOTICE

The Novi Community School District offers evaluations, programs, and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the **Individuals with Disabilities Education ACT (IDEA)** or **Section 504 of the Rehabilitation Act of 1973**. These services are available to eligible persons ages birth-26 who reside within or attend a K-12 school program within the Novi Community School District attendance boundaries. Referrals are accepted from parents, staff members, community agencies, and other interested parties.

For more information about available services, parent/student rights or referral procedures, contact the Novi Community School District Office of Special Education at 25345 Taft Road, Novi MI 48374, or call (248) 449-1200.

For questions about Section 504 classification, please contact your student's assigned counselor or Katrina Milliken, 504 Coordinator.

GENERAL INFORMATION

Accreditation: The Novi Community School District is fully accredited by AdvanceEd.

Policies and Resources

ATTENDANCE

Research shows that the single greatest factor contributing to student achievement is attendance at school. While a student who is absent from school may be able to cover a missed chapter, copy missed notes, complete a missed assignment and receive help after school, other important aspects of a lesson that will make a difference to learning cannot be retrieved. Discussion, recitation, listening, note taking, questions, explanations, and clarifications are among the important interactions that cannot be retrieved despite the most sincere efforts at make-up work. Student success depends on a solid educational background, and such a background can only be gained through regular school attendance. Please familiarize yourself with the high school's current Attendance Policy, located on the Novi HIgh School webpage.

GRADING

Report Cards: Students will receive four academic report cards at 9-week intervals throughout the year to inform parents and students of academic progress. The semester report card is the final grade for each course and indicates the student's grade and credit earned. All classes are graded using cumulative scoring/grading. Current student progress can be monitored via Schoology.

Grading System: Students will receive both a weighted and an unweighted grade point average (GPA) on their transcript. The GPA will only differ if AP or IB coursework has been taken. Note that plusses and minuses appear on the transcript, but do not affect the GPA calculation. Passing marks for both unweighted and weighted are A+ through D-. **Please note: Novi High School does NOT calculate exact rank.**

Unweighted Four Point Scale:

A+, A, A- = 4
B+, B, B- = 3
C+, C, C- = 2
D+, D, D- = 1
E= 0

Weighted Scale for Advanced Placement and International Baccalaureate coursework:

A+, A, A- = 5
B+, B, B- = 4
C+, C, C- = 3
D+, D, D- = 2
E= 0

Incompletes: Grades posted as "Incomplete" or "I" will revert to an "E" grade after a period of one semester. If the incomplete grade has not been changed, an "E" will be placed on the transcript. A teacher retains the right to change the "E" grade at a later date if circumstances warrant the change.

Grade Appeals: Students have until the end of the next semester to meet with their teacher regarding a grade challenge. This opportunity is forfeited after one semester.

Repeated Coursework: Coursework may be repeated if a student received an unsatisfactory or failing grade. The new grade will not replace the original grade. Both grades will be factored into the GPA and both will be reflected on the transcript. Credit recovery coursework receives credit (RC) or no credit (NC)and does not factor into the GPA.

Academic Honor Roll: Students who achieve a 3.5 unweighted grade point average (GPA), or better, for the academic school year are part of the Honor Roll. Students who maintain a 3.5 unweighted GPA are encouraged to pursue membership in the National Honor Society. An academic letter is available for purchase to students who meet the Honor Roll criteria.

Early Completion: Seniors may complete their senior year prior to their graduating class if all graduation requirements have been met and all state endorsed proficiencies have been attained. Students who wish to complete early should consult with their counselor and complete the "early completion application" by October 1 of their senior year. Early completion students may attend any senior activities and will receive their diploma with the rest of their class at the graduation ceremony.

Parent-Teacher Conferences: Evening parent-teacher conferences are scheduled each semester. Teachers meet with parents in designated locations throughout the building or via Zoom. Parents may confer with teachers regarding student progress and academic program requirements and expectations. Private conferences can also be arranged with teachers during their conference period.

Media Center: The Novi HIgh School Media Center provides a variety of services for students, staff, and community. In addition to a book collection of approximately 25,000 volumes, the media center makes available an electronic card catalog, numerous online research databases, writing and citation tools, test preparation materials, and more. Our databases contain both primary and secondary resources, and offer perspectives from around the world on current events, science, history, literature provided through popular sources as well as academic journals. Four instructional areas and four computer labs are available for individual and class use. See our media center homepage at : Library Media Center - Novi High School

Personal Curriculum (PC): The personal curriculum is a process to modify specific credit requirements and/or content expectations for graduation based on the individual learning needs of a student. Additional information about requesting PC's can be obtained by contacting your student's counselor.

Homebound Services: Homebound and hospitalized services are designed to provide continuity of educational services for students with medical conditions that prevent them from physically attending school for a period of time during a school year. Parents are responsible for notifying the school district when the student is going to be homebound or hospitalized for a period longer than five (5) school days. Parents should contact their child's counselor for additional information and paperwork should they believe their child may qualify for services.

Academic Eligibility for Athletics and Extracurricular Activities:

- **Previous Semester High School Eligibility**: During the previous semester, the student-athlete or club member must have passed a minimum of five classes of academic work. If a student-athlete or club member fails to pass a minimum of five classes for the semester, he/she will be ineligible to compete or participate for the entire next semester.
- **Current Marking Period High School Eligibility**: During the current marking period, the student-athlete or club member must be passing five classes at the nine week eligibility check in order to be eligible to compete or participate for the remainder of that semester. Student-athletes and club members who are determined to be ineligible at one of the nine week reports will be ineligible for a minimum of one week. After one week, an academic progress report must be circulated to the student-athlete's or club member's teachers and submitted to the athletic director (for student athletes) or the sponsor of the extra-curricular activity (for club members) for eligibility verification. This process will continue until the student-athlete's or club member's progress report indicates that he'she is currently passing five classes.

NCAA Eligibility: Any student planning to participate in a Division 1 or Division 2 college sport must be academically eligible and registered with the NCAA Eligibility Center.

- Ms. Boedeker will provide NCAA information at seasonal athletic meetings. If you have questions regarding the NCAA, please contact Ms. Boedeker as soon as possible.
- Interested students should register prior to their senior year. Students should plan their schedule based on NCAA requirements. If students do not register prior to senior year, they should do so asap.
- It is the student's and parent/guardian's responsibility to be familiar with these standards and guidelines. The NCAA guide and registration information is available at NCAA Eligibility Center
- **TIMELINE:**
    - **9th & 10th grade**: If students plan on playing athletics in college, they need to begin preparing now to become academically eligible through the NCAA Eligibility and register for a Profile Page with the NCAA Eligibility Center. Students should take academic college-preparatory courses and compare course selection with the list of NCAA-approved core courses.
    - **11th grade**: Future potential college athletes should register for a certification account with the NCAA Eligibility Center. Students should continue to take college preparatory courses and register for the SAT and/or ACT. At the end of junior year, once registered, transcripts will automatically be sent to the Eligibility Center. *Students are required to submit ACT/SAT scores.*
    - **12th grade**: Future potential college athletes should register for additional ACT/SAT tests if necessary, making sure to use code 9999 at the time of registration. Students will continue to take college preparatory courses to ensure they have met the core course requirement. On or after April 1st of senior year, students need to log back into their Eligibility Center account to update academic and amateurism information and request final amateurism certification. After graduation, final transcripts will automatically be sent to the Eligibility Center for all students with a registered NCAA Account.

      ******If students or parents/guardians have questions about the NCAA, contact the counselor.***

NCAA Approved Coursework at Novi High School

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core course grade point average. Likewise, if a student completes a course that is duplicative in content with another core course, the student will only receive credit for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student's core course grade point average.

*** *It is the student's responsibility to determine current course eligibility. This is simply a guide. An updated and complete list can be found on the Eligibility Center site at [NCAA Eligibility Center - High School Portal]*

ENGLISH
9th grade English
10th grade English
11th grade English
12th grade English
Creative Writing & Poetry
Debate
AP English Language & Composition
AP English Literature & Composition
English 12: Literature & Science
IB Literature HL1
IB Literature HL2
Practical Public Speaking
AP Research
AP Seminar
Wildcat Writing Den

MATH
Algebra 1
Algebra 2
Honors Algebra 2
Algebra 2A (max of .5 credits)
Algebra 2B (max of .5 credits)
Calculus
AP Calculus AB
AP Calculus BC
Computer Programming 1
Computer Programming 2
AP Computer Science
Geometry
Honors Geometry
IB Math SL1
IB Math SL2
IB Math Studies SL
Pre-Calculus
Honors Pre-Calculus
Statistics
Statistical Reasoning in Sports
AP Statistics

SCIENCE
Biology
AP Biology
IB Biology HL1
IB Biology HL2
Chemistry
AP Chemistry
Earth Science
AP Environmental Science
Forensic Science
Genetics & Medical Technology
Human Anatomy & Physiology
Physics
AP Physics C: Electricity & Magnetism
AP Physics C: Mechanics
IB Physics SL
IB Sports, Exercise & Health Sci HL1
IB Sports, Exercise & Health Sci HL2

SOCIAL STUDIES
Big History
Business Law
Civics
Economics
AP European History
International Relations
AP Macroeconomics
AP Microeconomics
Psychology
AP Psychology
Sociology
AP US Government & Politics
US History
AP US History
World History
IB World History SL/HL1
IB World History HL2

ADDITIONAL CORE CLASSES
ALL French Language coursework
ALL German Language coursework
ALL Japanese Language coursework
ALL Spanish Language coursework
IB Theory of Knowledge 1 & 2

- ➔ *Any Coursework taken through EdGenuity/E2020 or MiVHS Essentials is NOT NCAA approved.*
- ➔ *Online coursework may not be NCAA approved. Check the Eligibility Center for each program the student has used. Students taking online coursework through 21F must provide a certificate to NCAA for approval.*
- ➔ *It is the student's responsibility to verify eligibility of ALL coursework taken.*

GUIDANCE & COUNSELING

Student Support

Students may request to see their counselor whenever the need arises. They may stop into the Student Service Center and sign up or submit a request through the Counselor Contact Form. Parents may contact the counselor by calling the Student Service Center at 248.449.1516. Students are assigned to counselors upon enrollment at the high school and remain with that counselor throughout their high school career.

Novi High School is committed to mental health awareness. The well-being of our students is of utmost importance. Any student who has emotional/social concerns should seek out support with a trusted staff member. Novi High School has counselors and social workers who are available to support students and families. Counselors and social workers are housed in the Student Service Center.

Counselor Contact Information

Ms. Boedeker	erin.boedeker@novik12.org	248.449.1535
Ms. Lephart	sarah.lephart@novik12.org	248.449.1512
Ms. Sergison	megan.sergison@novik12.org	248.449.1515
Ms. Tobis	andrea.tobis@novik12.org	248.449.1513
Ms. Ultch	lori.ultch@novik12.org	248.449.5152
Mr. Zelinski	michael.zelinski@novik12.org	248.449.1514

Social Work Contact Information

Ms. Milliken	katrina.milliken@novik12.org	248.675.3450
Ms. Tagai	danielle.tagai@novik12.org	248.675.3454
Ms. Shefferly	tara.shefferly@novik12.org	248.449.1530 ext 1282

Main phone line in Student Service Center: 248.449.1516

Outside Resources for Students in Crisis
In an emergency, call 911
24/7 Crisis Text Line: text HOME to 741741
24-hour support at Common Ground Sanctuary: 248.456.0909
New Oakland Family Services 24-hour emergency: 1.877.800.1650
Oakland Family Services: 248.332.3331
24-hour Violence/Abuse support through HAVEN: 248. 334.1274
National Suicide Prevention Hotline: 1.800.273.8255
National Drug Helpline: 1.800.378. 4435

Counselor Assignments by Graduation Year and Student Last Name

Class of 2022

- A-C & Z: Mr. Michael Zelinski
- D-I: Ms. Erin Boedeker
- J-K: Ms. Lori Ultch
- L-Ma: Ms. Sarah Lephart
- Mb-Se: Ms. Andrea Tobis
- Sf-Y: Ms. Megan Sergison

Class of 2023

- A-C: Mr. Michael Zelinski
- D-I: Ms. Erin Boedeker
- J-K: Ms. Lori Ultch
- L-M: Ms. Sarah Lephart
- N-Se: Ms. Andrea Tobis
- Sf-W: Ms. Megan Sergison

Class of 2024

- A-C, X-Z: Mr. Michael Zelinski
- D-J: Ms. Erin Boedeker
- J-K: Ms. Lori Ultch
- L- Me: Ms. Sarah Lephart
- Mf- R: Ms. Andrea Tobis
- S-W: Ms. Megan Sergison

Class of 2025

- A-C: Mr. Michael Zelinski
- D-I: Ms. Erin Boedeker
- J-K: Ms. Lori Ultch
- L-Mb: Ms. Sarah Lephart
- Mc-Sh: Ms. Andrea Tobis
- Si-Z: Ms. Megan Sergison

Counseling Services

As a team, counselors, teachers, administrators, and support staff share the responsibility of assisting young people in preparing for the challenges of post-secondary life. The counselor's primary commitment is to help the student realize their potential academically, personally, and socially. Some topics you may contact your counselor about include:

- Academic Support
- ACT/SAT/PSAT/NMSQT testing opportunities and registration
- Alternative Education Options
- Armed Services Opportunities
- Career Planning Resources
- College Applications
- College Information
- College Representative Visits
- Crisis Support
- Dual Enrollment Opportunities
- Four Year Plan and Scheduling
- Graduation Audits
- Interpersonal Counseling and Referrals/Social-Emotional Support
- Military Academy Applications
- NCAA Eligibility Center
- New Student Registration
- Novi Youth Assistance
- Oakland Schools Technical Campus (OSTC)
- Online Learning Options
- Scholarship/Financial Aid Information
- Summer School Information
- Transcript Requests
- 504 Plans

Scheduling

Important Scheduling Information: Course selection is one of the most important processes that a high school student will undertake. Choosing the correct courses (along with teacher, parent, and counselor input) is key to a successful high school and post-secondary experience. The master schedule is based upon student course selections. Therefore, changing courses at a later date is not guaranteed. Please read this entire course catalog for the most updated information regarding scheduling.

Schedule Changes: Schedule changes will only be considered during the first week of each semester. If core class changes are necessary, students must submit a schedule change form to their counselor. *Requests for teacher or hour changes will not be accommodated.*

Schedule adjustments during the senior year may impact college acceptance. The senior year schedule is used in the admissions process when a student applies to college. Therefore, it is recommended that the student contact colleges which have received an application to inform them of schedule changes, as offers could be rescinded based upon schedule changes.

Advanced Placement (AP) Program: The College Board's Advanced Placement (AP) Program gives high school students an opportunity to pursue college level studies while still in high school. Some colleges award college credit and/or advanced standing if the student achieves a particular score on the AP exam. AP courses run for two semesters unless otherwise specified below. The AP Capstone diploma can be pursued by students who qualify. See pages 22-23 for additional information on the program. Information can also be found online at AP Capstone - AP Central | College Board

AP Biology
AP Calculus AB & BC
AP Chemistry
AP Computer Science
AP English Language & Composition
AP English Literature & Composition
AP Environmental Science
AP European History
AP French Language
AP Japanese Language
AP Macroeconomics (1 semester)
AP Microeconomics (1 semester)
AP Psychology
AP Physics
AP Research
AP Seminar
AP Spanish Language
AP Statistics
AP U.S. Government & Politics
AP U.S. History

International Baccalaureate (IB) Diploma Program: The IB at the high school level is a comprehensive curriculum, based on international standards, which can complement and enhance an already rigorous curriculum. The IB Diploma Programme, as well as

individual IB courses, are taught and well recognized around the world. If a student achieves the appropriate score within an IB course then some colleges will award college credit for the coursework. For more information please see pages 24-25 and visit the Novi IB link at: AP/IB - Novi High School

IB Biology HL
IB Business Management HL
IB French SL
IB German SL
IB Japanese SL
IB Literature HL
IB Math Analysis & Approaches SL
IB Math Applications & Interpretations SL
IB Physics SL
IB Spanish SL
IB Sports, Exercise & Health Science HL
IB Theory of Knowledge
IB Visual Art HL
IB World History SL/HL

AP/IB Workload: The workload for these courses is equivalent to college courses. Students can expect up to 10 hours of homework per week for each AP or IB class taken. For example, one class would require 10 hours per week, while three classes would require 30 hours per week of homework.

Summer Work: Please be aware that several of our Honors, AP, and IB courses require completion of a summer packet or summer reading/writing assignments that are due upon the return in the fall. Teachers will contact students to share summer work.

Course Prerequisites: Many courses at Novi High School have prerequisites that must be satisfied before a student can move ahead. (i.e.: Painting 1 before Painting 2, Biology before Human Anatomy) Also, all Advanced Placement courses have prerequisites. *Please refer to the course listings in the course catalog for specific prerequisite information.* It is the responsibility of the student to familiarize themself with prerequisite coursework and choose classes accordingly.

Courses Requiring a Special Application: The following courses require an application or special permission to enroll. Applications are online within the scheduling section of the counseling website. Check deadlines, as some applications require that you seek letters of recommendation.

- Dual Enrollment: See your counselor
- IB Diploma
- Journalism II: Newspaper & Yearbook
- Marketing: Store Operations
- Medical Careers Exploration
- Oakland Schools Technical Campus coursework; must be a junior or senior
- Online Opportunities (21F): See your counselor
- Peer to Peer
- Sports Officiating
- Teacher Cadet
- TV News and Production
- Wildcat Writing Den
- Work-Based Learning: see Mrs. Moss for an application; must be a junior or senior.

Senior Math-Related Classes: Students must have four math credits (through Algebra II) to graduate. Students entering their senior year with only three math credits will need one full math or math-related credit in their senior year. Students with 3.5 or more credits can choose a .5 credit course as their senior math class. (Double dipping graduation requirements is not permitted.)
Courses that fulfill the senior math-related requirement for graduation:

All Art classes
All Accounting classes
All Chemistry classes
All Computer Programming classes
All CTE classes
All Finance classes
All OSTC coursework
All Physics classes
AP Macro & Micro Economics
Food Science
Genetics and Medical Technology
IB Business Management
IB Sports, Exercise & Health Science
Journalism II: Yearbook
Life and Leadership
Marketing: Store Operations
Medical Math
Newspaper & Modern Media

Statistical Reasoning in Sports
The Incubator

Visual, Performing & Applied Arts Credit (VPA): These courses may fulfill the graduation requirement for the Visual, Performing & Applied Arts credit. One full VPA credit is required.

All Art classes
All CTE classes
All Dance & Music classes
All OSTC Coursework
Acting I & II
AP Computer Science
Broadcast Communication
Computer Applications
Computer Programming I & II
Debate
Early Childhood Education
Food Science
IB Business Management
Introduction to Theatre
Journalism I
Journalism II: Yearbook
Marketing I
Marketing: Sports/Fashion/Entertainment
Marketing: Store Operations
Medical Careers
Newspaper & Modern Media
Peer to Peer
Practical Public Speaking
Teacher Cadet
TV News & Production

Alternative Opportunities

There are a number of opportunities for students to earn credits toward high school graduation. The following options may be used for either advancement or credit recovery.

Accelerated College Experience (ACE): Oakland ACE is an early college program for students in Oakland County districts, and is designed for those facing challenges to college enrollment and success. Oakland ACE offers students the opportunity, guidance, and support to earn an associate degree, or up to 60 transferable credits, while still in high school. Students must meet eligibility criteria and apply during 10th grade. If accepted, students add a fifth year of high school (grade 13). During grades 11, 12, and 13, students split time between courses at Novi High School and Oakland Community College. Therefore, working toward their high school diploma and an associate degree simultaneously. There is no cost to students for tuition, fees, or books. Contact the student's assigned counselor for more information.

Novi Career Preparation High School: Novi Career Prep provides a nontraditional schedule with classes beginning in the midmorning. The same Michigan Merit requirements and curriculum is followed to obtain a high school diploma or credit recovery. Students must be 16 years of age to enroll. Novi High School students must receive counselor permission to enroll in the evening classes and are discouraged from doing so unless they need to make up credit deficiencies.

Community Volunteer Service (CVS): In the CVS program, students seek out a non-profit community organization for volunteer work experience. Students have the opportunity to grow personally, gain satisfaction from helping others, and explore a future career through their volunteer work. CVS students do not receive any transportation or monetary compensation nor do they receive any early release time. National Honor Society applicants may complete their 40 hours of community service (a required prerequisite) through CVS. To earn an optional 1.0 elective credit, students must complete 100 volunteer hours in one calendar year in a pre-approved non-profit work site. A maximum of 25 summer hours can be counted toward the 100 hours needed for credit. Hour sheets must be submitted monthly. Credit will be granted after all signed documentation of hours are verified, along with a written paper. The written paper must be completed within two weeks after the hours are completed. A maximum of one elective credit may be earned per academic year. A maximum of two CVS credits may be earned by any student in their high school career. (Court or community ordered volunteer hours may NOT be used for credit purposes.) Twelfth grade students must have all hours submitted by April 1st of their senior year.

Dual Enrollment: Novi High School students may take postsecondary courses that may count for both high school and college credit(s), as long as they are enrolled and attending at least one high school course. For every course a student enrolls in at the local college, the student will reduce their high school course load. For additional information, please refer to the dual enrollment packet which can be found online or talk with a counselor.

Edgenuity (E2020): Edgenuity (E2020) is an online credit recovery program offered for electives 7th period only. It is a multimedia-rich virtual program that engages students in the learning process through animations, simulations, video based presentations, online content, vocabulary and exploration activities that support each lesson presented by a teacher. E2020 is aligned to national and state standards and provides a comprehensive curriculum in elective courses. Approximately 10 elective classes are available for .5 credit. To receive credit, students must have a grade of 70% or better after completing 100% of the coursework. Students will receive credit/no credit for E2020 coursework, rather than a letter grade. Further information about course offerings in the E2020 program is available online at Online Curriculum & Coursework for K–12 Education | Edgenuity Inc. Counselor recommendation is required in order for a student to enroll in this course.

MIVHS Essentials Coursework: Michigan Virtual High School (MIVHS) is an online credit recovery program offered for core classes during the school day. Students taking a Michigan Virtual credit recovery course will have a highly qualified instructor that is certified by the State of Michigan and endorsed in the subject area and grade level associated with each credit recovery course. In addition, students will have a certified Novi High School teacher who serves as an on-site mentor for students taking a MIVHS course. MIVHS is aligned to the national and state standards and provides a comprehensive curriculum in the core areas. To receive credit, students must earn a grade of 60% or better after completing 100% of the coursework. Students will receive credit/no credit for MIVHS credit recovery coursework, rather than a letter grade. Further information about course offerings in the MIVHS program is available online at Online High School and Middle School Courses - For Students - Michigan Virtual. Counselor recommendation is required to enroll in this course.

State of Michigan Provision for Online Courses: State of Michigan legislation (see Michigan Compiled Laws, Section 388.1621f) allows students to enroll in online courses. Additional information about this option is available in the online opportunities application. In order to take online coursework, students must contact their school counselor. Applications must be submitted at least 1 week prior to the start of the semester. Students taking one or two courses through 21F (MiVHS) will complete the coursework on campus at Novi High School.

Virtual Learning Academy Consortium (VLAC): VLAC is a high-quality, home-based virtual learning opportunity for students in grades K-12. This program is a public school option for parents/guardians preferring a flexible, home-based environment and who are willing to guide their child's learning. Parents/guardians, students, and staff in the VLAC program work together to keep students engaged in learning.

Summer School: A student must have prior permission of the counselor to enroll in any summer school class. If permission is not granted then credit will not be granted. Summer school classes are offered through the Novi Community Education Department and neighboring school districts. Summer school course work must be taken through a Michigan Public High School if credit is being sought. Prior to enrolling in a summer school program outside of the Novi Community School District, it is recommended that you first meet with your counselor.

Test Out Option: If students feel that they have pre-acquired skills for a course, students may request an opportunity to "test out" of a course. Testing is offered limited times during the school year. On the high school website, follow the Test Out Information link for policies, procedures, dates and registration. For more information, the student should consult his or her counselor.

Personal Curriculum (PC): The personal curriculum is an option a student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose. See your counselor for additional information about PCs.. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success.

Unique Course Opportunities

Oakland Schools Technical Campus (Students in Grades 11 and 12 Only)

At Oakland Schools Technical Campuses (OSTC), you can find your career direction, fulfill high school graduation requirements, earn college credits, join student organizations and make new friends who share your interests. Whether you plan to attend OSTC to get a jump on college credit offerings or earn industry-based certifications to immediately pursue a career, OSTC's industry and educationally certified staff will guide you in reaching your career goals. Enrollment is open to all high school junior and senior students. You must complete an application and have an updated EDP to apply. Enrollment is limited and not guaranteed. Many of the OSTC programs offer an Early College option. Please see this link: Early College Through OSTCs (ostconline.com)for details. For more information and to pick up an application, please contact Ms. Lephart in the Counseling Office.

The complete list of Oakland Schools Technical Campus course offerings is posted on the OSTC website.

OSTC course offerings are subject to change. Final course availability and descriptions will be available in the spring. Students selecting these courses will be notified of any changes.

Students electing to take a course at OSTC will follow an altered schedule during the school year.

- Departure to OSTC:

The OSTC bus departs from Novi Meadows at 7:15 am. Students will be permitted to ride to Meadows on the Meadows busses. High School students will be required to sit in the first 2 rows of the Meadows busses. If a student has his/her own transportation he/she will need to arrive at OSTC for the start of the day at 7:45 am

- OSTC class schedule: Start time: 7:45 am - 10:15 am
- Return to Novi Schools:

Students will return for the final 3 hours of the day. They will be back in time to eat lunch with their peers.

Scheduling a College Prep Program

Colleges and universities continue to stress the importance of students maintaining a strong curriculum in the five core areas of mathematics, science, language arts, social studies and world language. These courses, along with exploratory electives that are thoughtfully considered, will ensure a well-rounded student. We encourage students to refer to individual college websites for specific admission criteria. We also encourage students to attend college fairs, take college tours and see their counselor for any individual assistance they may need.

If a student chooses to take a math-related course then please understand that it may not meet university math requirements. Students should contact a university admissions representative if you have questions regarding math-related coursework.

➢ *It is important to maintain a strong senior year schedule including core classes in order to meet university admissions requirements. Schedule changes may impact the college admission decision. Contact your admissions office before dropping core coursework.*

University Admission Requirements: The state universities of Michigan have specific admission requirements for students who graduate from high school and wish to enter any four-year university. To be eligible for regular admission to a university, a high school student should maintain a minimum of four core credits all four years of high school. *Please recognize that admission criteria varies from college to college. For specific information, students are encouraged to visit the websites of colleges they wish to apply to.*

Students should have regular conversations with their counselor regarding college planning and college admissions. Thorough and up to date information is shared at the annual junior and senior meetings held by the counseling team.

Novi High School Graduation Requirements

4 English Credits

- ❑ Ninth Grade English
- ❑ Tenth Grade English
- ❑ Eleventh Grade English, AP English Language & Composition, or AP English Literature & Composition, or IB English HL1
- ❑ Twelfth Grade English (all options), AP English Language & Composition, AP English Literature & Composition, or IB English HL2 **AP courses may not be repeated for credit.*

4 Math Credits

- ❑ Algebra 1
- ❑ Geometry or Honors Geometry
- ❑ Algebra 2, Honors Algebra 2, Algebra 2A and 2B
- ❑ Additional math or math-related course in final year of high school

3 Social Studies Credits

- ❑ US History, AP US History or IB World HL2: History of The Americas
- ❑ Civics or AP US Government & Politics
- ❑ Economics or AP Microeconomics AND AP Macroeconomics
- ❑ World History, AP European History, or IB World History SL/HL1

3 Science Credits

- ❑ Biology, AP Biology, or IB Biology
- ❑ Chemistry or AP Chemistry
- ❑ Physics, AP Physics (either), or IB Physics

1 Credit of Health and PE

- ❑ Fundamentals of PE
- ❑ Health

1 Visual, Performing, Applied Arts (VPA) Credit

- ❑ Two .5 credit Visual, Performing, or Applied Arts (VPA) classes
  - ❑ _____
  - ❑ _____

2 World Language Credits

- ❑ Two (2.0) full credits of the same world language
  - ❑ _____
  - ❑ _____

  ** Completion of formal CTE program or 1 additional VPA credit may substitute the 2nd year of world language*

4 Additional Credits

- ❑ Students must take additional coursework to fulfill the additional four credits requirement. ***Any course or credit that is not fulfilling one of the above listed graduation requirements will fall into this category.***

Multi-Tiered System of Support (MTSS)

What is MTSS?
MTSS Stands for Multi-Tiered System of Support. Students are in one of three tiers at the high school.

Tier 1: Teachers use research-based best practices to instruct and engage students. When a student does not master a skill, teachers offer other opportunities and ways of learning.

Tier 2: When a student consistently demonstrates that they are not proficient in a subject area, teachers identify students to receive additional support time with an instructional coach. This may occur inside or outside of the academic class in small groups of 5-8 students, several times a week.

Tier 3: When a student is receiving support in tier two and consistently demonstrates that they are not proficient in multiple subject areas with group support, they will receive individualized and small group support with a coach 4-5 times per week in groups of 1-3 students.

About the Team
The MTSS Team was created to better meet the needs of students who are struggling to succeed in the traditional classroom setting. The team splits their days between classroom teaching and student support hours. During the student support hours, coaches work with small groups of students in their classes, reteach concepts for students who are struggling, and support students individually as needed.

Student Qualification Criteria
Students have been identified as needing extra support if they have multiple data points indicating they are struggling. The team examines NWEA scores, end of course final exams, and final grades. In addition to data, students past and current teachers provide feedback on student performance in class.

Types of Support Available

One-on one support: With the help of classroom teachers, the MTSS team will occasionally provide identified students with additional one-on-one instruction or practice during class or Academic Advisory.

Additional Scaffolding: The MTSS team will work with a students teacher to help break assignments into smaller, more manageable chunks. Additional resources such as graphic organizers, brainstorming activities or additional practice opportunities may be provided as well.

Collaboration: The MTSS team is a connection between parents, counselors, teachers, and students. Better communication can help deliver instruction that is more responsive to individual student needs.

Four Year Calendar: Preparing for College

Freshman Year

- Maintain college preparatory schedule (Math, Science, English, Social Studies and World Language) and strong grades.
- Consider taking the PSAT in April as a practice for the SAT.
- Research available career and college materials in the Media Center, the Student Service Center and online.
- Visit college campuses if opportunity presents itself.
- Consider volunteer opportunities.
- Get involved at Novi High School: clubs, sports, fine arts, leadership, activities, etc.
- Attend meetings with college representatives who visit Novi High School.
- Check your school email regularly for college-related updates.

Sophomore Year

- Maintain college preparatory schedule and strong grades.
- Consider taking the PSAT as a practice for the SAT.
- Continue to research and visit colleges as time permits.
- Attend meetings with college representatives who visit Novi High School.
- Continue to take advantage of opportunities to volunteer.
- Stay involved in school extra-curricular activities.
- Check your school email regularly for college-related updates.
- Students planning to play college athletics must become eligible through the NCAA. See Mrs. Boedeker for more information.
- Attend a national college fair in the spring.

Junior Year

- Maintain college preparatory schedule and strong grades.
- Attend meetings with college representatives who visit Novi High School.
- Sign up for test preparation workshop, if desired. (College Board recommends using the free online resource Khan Academy)
- Take the PSAT/NMSQT in October (National Merit Scholarship Qualifying Test).
- Register for ACT and/or SAT to be taken in the winter or spring.
- Take the Michigan Merit Exam (MME) at school in the Spring (includes SAT).
- Re-take the ACT/SAT if a better score is desired.
- Continue research of career/college options.
- Visit college campuses during summer.
- Continue to look for ways to be involved and be a leader on campus at Novi High School.
- Create a resume/list of activities.
- Check your school email regularly for college-related updates.
- Students planning to play college athletics must become eligible through the NCAA. See Mrs. Boedeker for more information.
- Meet with a counselor for scheduled Junior/Senior Meeting in May/June.

Senior Year

FALL

- Check your school email regularly for college-related updates.
- Review Senior Newsletter for updates relating to college admissions.
- Register for and take the fall ACT or SAT if unsatisfied with the previous score.
- Attend meetings with college representatives who visit Novi High School.
- Apply online to the college of your choice or sign up for on-site admissions.
- Research scholarship opportunities; apply before deadlines.
- Ask teachers for letters of recommendation if college applications require them.
- Schedule visits to colleges; many colleges have special fall visiting days for high school students.

- Students planning to play college athletics must become eligible through the NCAA. See Mrs. Boedeker for more information.
- Attend financial aid night at Novi High School.
- FAFSA available online starting October 1st.

WINTER

- Apply for local scholarships in December; forms available online (follow the Local Scholarships link on the Counseling/Student Services page).
- File the FAFSA online by March 1st (preferable completion date is January) at Home | Federal Student Aid
- Attend financial aid workshops offered by colleges
- Submit completed financial aid forms to the appropriate colleges/agencies as soon as possible.
- Continue to research scholarship opportunities and apply before deadlines.
- Inform counselor if college has requested your seventh semester grades.

SPRING

- Decide which college to attend; pay deposit if you have not already done so.
- Notify any colleges you do not plan to attend.
- Notify the Student Service Center of your decision by May 1st, your senior transcript will be sent automatically.

AP Capstone Diploma Program

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

AP Seminar

This foundational course, taken in grade 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses and consider multiple points of view to develop a deep understanding of complex issues as they make connections between these issues and their own lives.

Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues.

Teachers have the flexibility to choose appropriate themes that allow for deep exploration based on student interests, local and civic issues, global or international topics, and concepts from other AP courses.

Sample Topics or Themes

- ➢ Education
- ➢ Innovation
- ➢ Revolution
- ➢ Sustainability
- ➢ Technology

Students are assessed with two through-course performance tasks and an end-of-course exam. The AP Seminar score is based on all three assessments and is reported on the standard 1– 5 AP scoring scale.

AP Research

(AP Seminar is a prerequisite for AP Research) The second course, taken in grade 12, allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues.

Students further the skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to build, present, and defend an argument.

Students are assessed through culminating performance tasks:

- ➢ Academic thesis paper (approximately 5,000 words) with a defined structure
- ➢ Presentation, performance, or exhibition and oral defense of research and presentation

The AP Research score is based on these components and is reported on the standard 1– 5 AP scoring scale.

Students can earn the AP Capstone Diploma™ or the AP Seminar and Research Certificate™.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

For more information: AP Capstone - AP Central | College Board

AP Capstone Diploma Courses and Prerequisites

Required Capstone Courses	Grade	Prerequisites
AP Seminar	11-12	No prerequisites
AP Research	12	AP Seminar -Completion of this course +4 other APs with scores of 3 or better = AP Capstone Diploma

Choose 4 AP Courses to take between 10th and 12th grade

Course	Grade	Prerequisites
English Language Arts		
AP English Language & Composition	11-12	Best prepared students consistently receive 4s on district writing rubric. Completion Of summer reading due first day of class.
AP English LIterature & Composition	11-12	Best prepared students consistently receive 4s on district writing rubric. Completion of summer reading due first day of class.
Mathematics		
AP Calculus AB	9-12	Successful completion of Hon. Geometry, Hon. Algebra II, and Hon. Pre-Calculus with a recommended grade of B or better.
AP Calculus BC	9-12	Successful completion of AP Calculus AB with a recommended grade of B or better.
AP Computer Science	10-12	Algebra I or Gemetry with a grade of B+ or better
AP Statistics	9-12	Honors Algebra II, Honors Pre-Calculus or Statistics with a grade of B or better **or** Algebra II with an A.
Science		
AP Biology	10-12	Chemistry and Biology (highly recommended)
AP Chemistry	9-12	10-12: Algebra II required, Chemistry highly recommended; 9th: Hon. Algebra II with a grade of B or better; concurrent enrollment with Hon. Pre-Calculus or higher, signed prerequisite override form.
AP Environmental Science	10-12	Biology require; Algebra I and Chemistry recommended
AP Physics C: Electricity & Magnetism	10-12	Must have completed or be enrolled in AP Calculus AB
AP Physics C: Mechanics	10-12	Must have completed or be enrolled in AP Calculus AB
Social Studies		
AP European History	10-12	Earned at least a B in all previous Social Studies and English courses
AP Macroeconomics	10-12	Successful completion or concurrent enrollment in AP US Gov & Politics, Civics, OR AP Microeconomics
AP Microeconomics	10-12	Earned at least a B in Algebra II or concurrent enrollment in at least Honors Algebra II
AP Psychology	11-12	Earned at least a B in all previous English and Biology courses
AP US Government & Politics	11-12	Earned at least a B in all previous Social Studies and English courses
AP US History	10-12	Earned at least a B+ in Social Studies and ELA 9
World Languages		
AP French	11-12	French IV or IB French SL1
AP Japanese	10-12	Japanese IV or IB Japanese SL1
AP Spanish	11-12	Spanish IV or IB Spanish SL1

IB Diploma Programme at a Glance

The IB Diploma Programme is a rigorous, two-year comprehensive curriculum for 11th and 12th grade students for post-secondary study through course and instructional techniques that emphasize the characteristics outlined below in the learner profile.

- ➢ Students select **six courses—** one from each group, 3-4 at the HL level and 2-3 at the SL level.
- ➢ Students also take **Theory of Knowledge** (ToK) - see page 71.
- ➢ Students complete an **Extended Essay** (EE) - 4,000 word independent research project under the guidance of a mentor teacher.
- ➢ Students reflect and evaluate on their compassion and growth through contributions to the community with **Creativity, Activity, and Service** (CAS).

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, and help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture curiosity, develop skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

IB Diploma Programme Course Prerequisites & Course Offerings

	9th Grade	10th Grade	11th Grade	12th Grade
Group 1: Language A	9th Grade English	10th Grade English	IB Literature HL 1	IB Literature HL 2
Group 2: Second Language	Spanish II	Spanish III	IB Spanish SL 1	IB Spanish SL 2 (AP Spanish)
	French II	French III	IB French SL 1	IB French SL 2 (AP French)
	German II	German III	IB German SL 1	IB German SL 2
	Japanese II	Japanese III	IB Japanese SL 1	IB Japanese SL 2 (AP Japanese)
Group 3: Individuals and societies	US History	Civics and Economics	IB World History SL*	
	Civics and Economics*****		IB World History HL 1	IB World HL 2 – History of The Americas
	Economics	AP U.S. Government & Politics	IB World History HL 1	IB World HL 2 – History of The Americas
	US History	AP U.S. Government & Politics AP Microeconomics AP Macroeconomics	IB World History SL/HL	
	None	AP U.S. Government & Politics AP Microeconomics AP Macroeconomics	IB World History HL 1	IB World HL 2 – History of The Americas
	US History	AP Microeconomics AP Macroeconomics	AP U.S. Government & Politics	IB World History SL
	No Prerequisites	No Prerequisites	IB Business Management HL 1	IB Business Management HL 2
**Group 4: Experimental sciences	Chemistry	Physics	IB Biology HL 1 - Cell Biology and Genetics	IB Biology HL 2 - Botany and Human Biology
	Biology	Chemistry	IB Physics SL*	
	No Prerequisites	No Prerequisites	IB Sports, Exercise and Health Science HL 1****	IB Sports, Exercise and Health Science HL 2****
	Honors or regular Geometry	Honors or regular Algebra 2	***IB Math SL 1: Analysis & Approaches or Applications & Interpretations	IB Math SL 2: Analysis & Approaches or Applications & Interpretations
	Honors Algebra II	***IB Math SL 1: Analysis & Approaches or Applications & Interpretations	IB Math SL 2: Analysis & Approaches or Applications & Interpretations	AP Statistics, AP Calculus AB, or AP Calculus BC++ with teacher permission
Groups 6: The Arts	1 credit of Art*****		IB Visual Art HL 1	IB Visual Art HL 2
Theory of Knowledge	No Prerequisites	No Prerequisites	TOK 1 (second semester .5 credit)	TOK 2 (first semester .5 credit)

* Courses can be taken during the Junior or Senior year

** Students are required to complete Biology, Chemistry and Physics prior to graduation.

*** Course can be taken during sophomore/junior year or junior/senior year

**** Course fulfils Health and PE requirement when all four semesters are successfully completed
*****Course can be taken during ninth or tenth grade
+ This course will become a two-year course in 2021-2022.
++ IB Math SL2:AA covers only 75% of the AP Calculus AB curriculum; therefore, students will need to self-study the remaining AP Calculus AB content and receive teacher permission to take AP Calculus BC.

TIPS for understanding this document:

1. *All courses listed in the 9th and 10th grade are prerequisite courses for that row*
2. *Students must enter 9th grade with the level 1 language requirement completed*
3. *Students can complete AP courses during their sophomore year when prerequisites are met*
4. *IB World History – History of The Americas fulfils Novi High School's United States History requirement.*
5. *Students must earn a Novi High School diploma in addition to pursuing their IB Diploma.*
6. *To learn more about the IB Programme please visit: IB Diploma - Novi High School*

Testing

The following tests are offered to Novi High School students:

"Testing Out" Option
If students feel that they have pre-acquired skills for a course, students may request an opportunity to "test out" of a course. Testing is offered several times during the school year. On the high school website, follow the Test Out Information link for test out policies, procedures, dates and registration. For more information, the student should consult his or her current counselor.

Michigan Merit Exam
Students must complete the State of Michigan High School Michigan Merit Exam (MME) in order to comply with the district's requirements for graduation. Students must take all portions as directed by the State Department of Education to comply with the requirement. The exams will be administered during the school day within a testing window of dates designated by the State Department of Education.

NWEA Testing (Grades 9 and 10)
NWEA testing is conducted twice during the school year. Students will be tested in the fall and again in the spring, to measure growth in English and math.

PSAT / National Merit Scholarship Qualifying Test (Grade 11)
The PSAT is strongly recommended to college-bound juniors. PSAT measures verbal and mathematical aptitude and is used as a qualifying test for National Merit Scholarship recognition when taken during the junior year. The test is administered in October. The test results also qualify students for dual enrollment as an 11th or 12th grader. Ninth and tenth grade students are encouraged to take the PSAT for practice. All students wishing to take the PSAT must register with the bookkeeper in Attendance Office B. There is a fee for this test for 10th grade students.

ACT (Grades 10, 11 and 12)
The ACT measures student achievement in English, Math, Reading and Science reasoning. Students can take the ACT test a maximum of 12 times to attempt to achieve their goals. The ACT is given on Saturdays several times during the school year. Interested students must register on the ACT website: The ACT Test for Students | ACT

SAT (Grades 11 and 12)
Like the PSAT, the SAT measures critical reading, math and writing skills. All 11th grade students will take the redesigned SAT in April as part of the MME. Students can register on the College Board website: College Board - SAT, AP, College Search and Admission Tools to take the SAT on a Saturday.

Advanced Placement (AP) Tests (Grades 9, 10, 11 and 12)
The College Board's Advanced Placement (AP) Program gives high school students an opportunity to pursue college-level studies while still in high school. Many colleges award college credit and/or advanced standing if the student achieves appropriate scores on the AP tests administered in May.

International Baccalaureate (IB) Tests (Grades 11 and 12)
The International Baccalaureate (IB) Program gives high school students an opportunity to pursue college-level studies while still in high school. Many colleges award college credit and/or advanced standing if the student achieves appropriate scores on the IB tests administered in May.

Career Planning

Frequently Asked Questions

1. Why do I need to think about planning a career? After all, a career seems so far in the future and all I want to do is get good grades, get into a good college and have some fun along the way.
    - It makes sense to plan your high school courses according to your chosen career pathway so that your courses will help you in the future.
    - Decisions you make in high school affect your future.
2. What if I change my mind?
    - That's okay. Most students do. It's normal!
    - Remember when you do change, base your decisions on your interests, abilities, and talents.
    - It happens all through life. In fact many adults today have changed jobs 6 to 8 times in their lifetime.
3. How can I figure out which Career Pathway is good for me?
    - Some people are naturally drawn to data (dealing with facts, numbers, places, dates).
    - Others like ideas (insights, theories, new ways of saying or doing things with words or music).
    - Maybe you are a people person (enjoying interaction with others to help them, serve them, care for them, or communicate with them).
    - You may be more interested in things (machines, tools, living things, or materials like wood, metal or food).
    - Most people seem to be interested, to some degree, in all four broad areas or a blend of one or two of these areas.
    - Focus on your interests, talents, skills, and the things that matter to you.
4. How do I know if I have good enough goals?
    - Get advice from parents, your counselor, teachers and friends. They can sometimes give great insight.
    - A goal should be challenging.
    - A goal should be realistic.
    - A goal should be measurable.
    - A goal should have some type of timeline.
5. How do I make a plan of action that will help me accomplish my goals?
    - Make an EDP (Educational Development Plan through Xello)
    - An EDP includes:
        - A Career Pathway
        - Goals
        - Courses you will take
        - Activities/clubs/sports in which you will be involved
        - Results of the research you've done
6. Will this plan last forever, or at least through high school?
    - Probably not, it's a starting point.
    - It's a process, not a one-time decision.
    - It gives purpose to high school.
    - Picking a pathway is rarely a permanent choice, but working toward goals is always helpful.

Additional career planning information is available online.
College and Post-High School Preparation - Novi High School

Always keep exploring as your interests change!

Art

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Art Fundamentals	0100	9, 10, 11, 12	None	1 semester, .5 credit
Ceramics I	0105	9, 10, 11, 12	None	1 semester, .5 credit
Ceramics II	0106	9, 10, 11, 12	Ceramics I	1 semester, .5 credit
Digital Imaging I	0109	9, 10, 11, 12	Art Fundamentals or Drawing I recommended	1 semester, .5 credit
Digital Imaging II	0110	9, 10, 11, 12	Digital Imaging I	1 semester, .5 credit
Drawing I	0101	9, 10, 11, 12	Art Fundamentals recommended	1 semester, .5 credit
Drawing II	0102	9, 10, 11, 12	Drawing I	1 semester, .5 credit
Graphic Design I	0314	9, 10, 11, 12	None	1 semester, .5 credit
Graphic Design II	0315	9, 10, 11, 12	Graphic Design I or Graphics and Printing Technologies	1 semester, .5 credit
IB Visual Art HL1/SL Year 1	0115 Sem 1 0116 Sem 2	11	1 credit (2 courses) in Art, and teacher permission, summer work completion	2 semesters, 1 credit
IB Visual Art HL2 Year 2	0117 Sem 1 0118 Sem 2	12	IB Visual Art HL1	2 semester, 1 credit
Jewelry I	0107	9, 10, 11, 12	None	1 semester, .5 credit
Jewelry II	0108	9, 10, 11, 12	Jewelry I	1 semester, .5 credit
Painting I	0103	9, 10, 11, 12	Art Fundamentals recommended	1 semester, .5 credit
Painting II	0104	9, 10, 11, 12	Painting I	1 semester, .5 credit

- All Art courses qualify for the Visual, Performing & Applied Arts Requirements
- All Art courses qualify for the Senior Level Math Requirement

Note: Students will be responsible for material costs incurred beyond those provided.

0100 Art Fundamentals
This is an introductory art course designed to develop basic skills in drawing, color and two-dimensional design. Students will have the opportunity to learn, explore and experiment with creative art. Included is the use and care of art materials and tools and the introduction and understanding of art terminology. This class may not be retaken. *(Course qualifies for senior level math elective)*

0105 Ceramics I
This course is an introduction to ceramic art, designed to teach the following methods of working with clay: pinch, coil, slab and sculpture. Included is the use and care of clay materials and tools and the introduction and understanding of ceramic terminology. This class may not be retaken. *(Course qualifies for senior level math elective)*

0106 Ceramics II
This course is a continuation of skills learned in Ceramics I. It will introduce more advanced techniques, including the potter's wheel. This class may be retaken with teacher approval. *(Course qualifies for senior level math elective)*

0109 Digital Imaging I
This course is an introduction to digital art. Students will begin to create digitally generated images through the use of Adobe Creative Suites. Students will be asked to explore their creative potential through works that may reflect the following: find art, illustration, manipulated digital photography and possibly more. *(Course qualifies for senior level math elective)*

0110 Digital Imaging II
This course is a continuation of Digital Imaging I. Students will continue gaining skills through the use of technology that will help further explore new visual possibilities and ways of expressing effective personal vision. *(Course qualifies for senior level math elective)*

0101 Drawing I
This course is an introduction to basic drawing principles and techniques. This course trains students to observe and "see" as an artist does. It teaches the basic elements of drawing which are useful in learning to draw realistically. Students will draw with a variety of media and techniques and use subject matter from life and image references. Included is the use and care of drawing materials and tools and the introduction and understanding of terminology. This class may not be retaken. *(Course qualifies for senior level math elective)*

0102 Drawing II
This course is a continuation of Drawing I. Students will continue to develop their drawing skills in a variety of media while working from life and image resources. They will work on more complex compositional, technical and conceptual challenges in their drawings. This class may be retaken once with teacher approval. *(Course qualifies for senior level math elective)*

0314 Graphic Design I
This course is intended to introduce students to the field of Graphic Design, the art of advertisement and visual communication. It is an introductory course requiring no previous experience, however, it is recommended that the students have some basic computer and keyboard skills. Students will learn the basics of design (such as logo and poster design) typography, and Adobe CS programs such as Illustrator. Students will also explore: vinyl plotter and heat transfer printing. *(Course qualifies for senior level math elective)*

0315 Graphic Design II
This course is intended to help students further develop their design skills. Students will explore Adobe CS programs, such as Photoshop, and build upon their creative ideas through rendering and image manipulation techniques. Graphic Design is the art of advertisement and visual communication; therefore, students will be asked to strengthen their skills in creating engaging designs such as: logos, identity branding, basic motion graphics, poster design, ets. Students will also continue to explore: vinyl plotter and heat transfer printing. *(Course qualifies for senior level math elective)*

IB Visual Art HL1/SL
0115 Semester 1 / 0116 Semester 2
IB Visual Art HL2
0117 Semester 1 / 0118 Semester 2
This DP HL Visual art Studio Class is designed for advanced art students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices in media and in writing and research. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. *(Course qualifies for senior level math elective)*

0107 Jewelry I

This course is an introduction to construction and fabrication techniques in jewelry (sawing, soldering, forming, etc.) Students will also be exposed to basic jewelry terminology. Following the safety rules and procedures including the proper use of tools and materials will be mandatory. All students are required to have appropriate eye protection (safety glasses). Students will be responsible for material costs incurred beyond those provided. This class may not be retaken. *(Course qualifies for senior level math elective)*

0108 Jewelry II

This course is a continuation of skills learned in Jewelry I. It will introduce more advanced skills such as: enameling, casting, etc. Following the safety rules and procedures including the proper use of tools and materials will be mandatory. All students are required to have appropriate eye protection (safety glasses). Students will be responsible for material costs incurred beyond those provided. This class may be retaken with teacher approval. *(Course qualifies for senior level math elective)*

0103 Painting I

This course is an introduction to basic panting styles and various painting media. Students will gain a working knowledge of color mixing, color schemes, color harmonies, brushwork, and the principles and elements of design. This class may not be retaken. *(Course qualifies for senior level math elective)*

0104 Painting II

This course is designed to build on the skills developed in Painting I. Students will further their painting skills through the exploration of various painting styles. They will work on painting projects that have greater compositional, technical and conceptual challenges. Included is the use and care of painting materials and tools and the introduction and understanding of art terminology. This class may be retaken once with teacher approval. *(Course qualifies for senior level math elective)*

Business

Note: The *Public Notice of Nondiscrimination in Career and Technical Education Classes* is printed on page 6 of this course catalog. This policy applies to enrollment in all Marketing courses.

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Accounting I	0200	10, 11, 12	None	1 semester, .5 credit
Accounting II: Entrepreneurs & Corporations	0201	10, 11, 12	Accounting I	1 semester, .5 credit
Business Law	0203	10, 11, 12	None	1 semester, .5 credit
Computer Applications	0201	9, 10, 11, 12	None	1 semester, .5 credit
Finance I: Building Wealth	0208	10, 11, 12	None	1 semester, .5 credit
Finance II: Investing for the Long Term	0209	10, 11, 12	Finance I or Accounting I	1 semester, .5 credit
IB Business Management HL1 Year 1	0213 Sem 1 0214 Sem 2	11, 12	None	Junior or senior year 2 semesters, 1 credit
IB Business Management HL2 Year 2	0215 Sem 1 0216 Sem 2	12	IB Business Management HL1	Senior year 2 semesters, 1 credit
Marketing I	0204	9, 10, 11, 12	None	1 semester, .5 credit
Marketing: Sports/Fashion/Entertainment	0205	9, 10, 11, 12	Marketing I	1 semester, .5 credit
Marketing: Store Operations	0206	10, 11, 12	Marketing I and teacher permission based on completion of application	1 semester, .5 credit
Work Based Learning	0211 Sem 1 0212 Sem 2	11, 12	16 years old and instructor approval based on completion of application	1 semester, .5 credit

- Some Business courses may qualify for the senior level math elective or a Visual, Performing & Applied Arts Requirement. This is noted in the following course descriptions and a full list can be found on pages 14-15

Qualifications for DECA Club Membership:
DECA is a co-curricular marketing organization. In order to qualify for membership, students must be enrolled in 1 of the following courses each year they wish to join: Marketing I, Marketing: Sports/Fashion/Entertainment, Marketing: Store Operations, IB Business Management HL1, or IB Business Management HL2.

0200 Accounting I
Accounting I is the study of the financial records of a service business organized as a proprietorship. Students will learn the eight fundamental steps in the accounting cycle used around the world. This includes journalizing transactions, handling checking accounts, recording adjustments, processing payroll, preparing financial statements and tracking inventory. Students complete a simulation of 30 days of business activity and participate in a field experience. Computerized entry and Excel spreadsheets are used. This course is highly recommended for students interested in business school as accounting is a foundational skill needed to make sound managerial decisions. *(Course qualifies for senior level math elective)*

0201 Accounting II: Entrepreneurs & Corporations

Accounting II is the study of the financial records of a merchandising business organized as a corporation. Students will further their knowledge of accounting principles learned in Accounting I. New topics include special journals, stockholders' dividends, uncollectible accounts, depreciation methods, cost of merchandise sold, and notes. More extensive computerized accounting applications will be included through the use of accounting software, Excel, and an accounting simulation. This course is highly recommended for students majoring in Business in college or those interested in owning their own business. *(Course qualifies for senior level math elective)*

0203 Business Law

Business Law studies the basics of the court procedural systems, exploring criminal, civil, contractual and consumer law. Students learn advanced reading for informational skills, text condensing techniques, fact finding, and focus on writing with precision based on argument and evidence. Students script, perform and sit on juries during three mock trials, plus construct a "who done it" video using green screen technology pertaining to a breach of contract case. *(Course qualifies as Visual, Performing & Applied Art .5 credit)*

0210 Computer Applications

Students explore Microsoft Office 2016 improving their ability to create properly formatted Word documents, accurate Excel spreadsheets, and visually appealing charts, graphs or tables. Learning oral communication strategies and PowerPoint integration techniques, students exit class with a well-designed presentation template to use throughout their academic career. Students use the electronic calendar and self-pace their time on task. Promotable soft skills and work behaviors are woven through discussions and collaborative projects. Students format a professional resume and cover letter. The Microsoft Office Specialist (MOS) Industry certification is offered for free with practice tests and software available. *(Course qualifies as Visual, Performing & Applied Art .5 credit)*

0208 Finance I: Building Wealth

Students learn four cornerstones of how to build, protect and grow one's personal net worth. Excel spreadsheet skills are developed through the budgeting to save unit. Collaboration skills are honed through a balance sheet creation project. Accounting fundamentals covered include paycheck math, banking operations, financial goal setting, checking account reconcilement, insurance needs, investing basics, and the dangers of credit extension. College costs, student loans and careers in terms of life earning potential are explored in depth. Students leave class with a detailed Excel budget, college cash flow plan, job search techniques, resume cover letter, and a financial plan to live on their own by age 24. *(Course qualifies for senior level math elective)*

0209 Finance II: Investing for the Long Term

Picking up where Building Wealth leaves off, students focus on starting retirement planning by age 28. With a lens of 30-40 years until retirement, students learn stock & bond classifications, age-appropriate risk profiles, plus how to read stock market and financial report data. Using a financial statement analysis technique, students study one stock over four years witnessing how companies are run by numbers, how that process translates into profitability, and how stock investors earn a return through dividends and stock appreciation. Three major stock indexes are covered (Dow Jones, Standard & Poors 500 and the Russell 3000). Students leave class understanding why mutual funds diversify risk and stand as cost effective investment vehicles. *(Course qualifies for senior level math elective)*

IB Business Management HL1

0213 Semester 1 / 0214 Semester 2

IB Business Management is designed to give students an understanding of business theory as well as an ability to apply business principles, practices and skills. IB Business Management aims to help students understand the implications of business activity in a global market. Its intent is to give students an international perspective and to promote their appreciation of cultural diversity in the workplace through furthering the study of a variety of business topics such as Business Organization and Environment, Human Resources, Accounts and Finance, Operations Management and Marketing. Since this is designed as a two-year course, first priority will be given to juniors. *(Course qualifies for either senior level math elective or visual, performing & applied arts credit)*

IB Business Management HL2

0215 Semester 1 / 0216 Semester 2

IB Business Management is designed to give students an understanding of business theory as well as an ability to apply business principles, practices and skills. IB Business Management aims to help students understand the implications of business activity in a global market. Its intent is to give students an international perspective and to promote their appreciation of cultural diversity in the workplace through furthering the study of a variety of business topics such as Business Organization and Environment, Human Resources, Accounts and Finance, Marketing and Operations Management. In addition, the second year students will gather and synthesize business ideas, concepts and techniques from the topics listed above. Mock Internal and External Assessment testing will be administered. *(Course qualifies for either senior level math elective or visual, performing & applied arts credit)*

0204 Marketing I

Marketing I focuses on the foundations of marketing and how they affect trade and consumer behaviors. Students will gain an understanding of how marketing impacts our economy, the decisions they make as consumers, and how companies try to influence individual purchase decisions. Students will focus on the functions of marketing through interactive lectures, discussions, application projects, and activities. *(Course qualifies for visual, performing & applied arts credit)*

0205 Marketing: Sports/Fashion/Entertainment

Marketing: Sports/Fashion/Entertainment focuses on the functions of marketing and how they impact the sports, fashion, and entertainment industry. Students will gain an understanding of how marketing impacts our economy, the decisions they make as consumers, and how companies try to influence individual purchase decisions related to these industries. Students will participate in interactive lectures, discussions, application projects, and activities. Marketing I is a prerequisite for this course. *(Course qualifies for visual, performing & applied arts credit)*

0206 Marketing: Store Operations

Marketing: Store Operations focuses on the functions of marketing and how they impact retail markets. Students will gain an authentic retail experience through running the Novi Cat Rack school store, while participating in interactive lectures, discussions, application projects, and activities. Marketing I is a prerequisite for this course. An application is also required. *(Course qualifies for either senior level math elective or visual, performing & applied arts credit)*

Work Based Learning

0211 Semester 1 / 0212 Semester 2

Work Based Learning (WBL) involves the study of communication, career strategy, school-to-career transition, workplace expectations, and self-awareness. It is a program of on-the-job training for students who wish to work on a supervised program for credit. Students explore their chosen career pathway and gain valuable work experience in that pathway. Employers provide on-the-job training and will evaluate students twice each semester. Coordinators can assist students in finding a suitable placement related to their career pathway or students can use an existing job they found on their own. Students must provide their own transportation, may not be employed/supervised by a relative and be enrolled in a class related to their job. All students interested in WBL must see the WBL coordinator to complete an application before registering for this course.

Career & Technical Education

Note: The *Public Notice of Nondiscrimination in Career and Technical Education Classes* is printed on page 6 of this course catalog. This policy applies to enrollment in all Drafting (CAD) courses.

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Applied Engineering: Fabrication	0305	9, 10, 11, 12	None	1 semester, .5 credit
Applied Engineering: Materials Processing	0318	9, 10, 11, 12	None	1 semester, .5 credit
Applied Engineering: Mechanical	0304	9, 10, 11, 12	None	1 semester, .5 credit
Automotive Technology I-A	0300	9, 10, 11, 12	None	1 semester, .5 credit
Automotive Technology I-B	0301	9, 10, 11, 12	Automotive Technology I-A	1 semester, .5 credit
Graphics and Printing Technologies	0316	9, 10, 11, 12	None	1 semester, .5 credit
Pre-Engineering Design	0306	9, 10, 11, 12	None	1 semester, .5 credit
Pre-Engineering: 2-D CAD	0308	9, 10, 11, 12	Pre-Engineering Design	1 semester, .5 credit
Pre-Engineering: 3-D CAD	0309	10, 11, 12	Pre-Engineering 2-D CAD	1 semester, .5 credit
Robotics, Industry & Advanced CAD	0310	11, 12	Pre-Engineering 3-D CAD	1 semester, .5 credit

- All CTE courses qualify for Senior Level Math Requirement
- All CTE courses qualify for Visual, Performing & Applied Arts Requirement

0305 Applied Engineering: Fabrication

This course will study other forms of engine construction such as the hydrogen fuel cell, rotary, and electric motors. Transmission of power will also be covered. Topics such as hydraulics, pneumatics, clutching, levers, pivots, fulcrums, bell cranks, and prime movers will also be studied. Fabrication of an EEV is the last portion of this class. Small groups of students design and then build an Energy Efficiency Vehicle. This is a go-cart style vehicle that runs on a small gas engine and is powered by a drivetrain that the students design. Students design a chassis then cut, bend, and weld the chassis into a completed frame. The completed vehicle must start, stop, steer, and drive. Students then test the vehicle on a track. Fuel efficiency is the goal.

Upon successful completion of the course, the student should be able to:

- Be able to explain the principles of operation of a hydrogen fuel cell, Diesel, rotary, and electric motors.
- Be able to explain the principles of operation of hydraulics and pneumatics.
- Be able to explain the application of levers, pivots, fulcrums, bell cranks, and clutches.
- Work in a small group on a common project.
- Design an EEV as well as calculate needed materials for construction.
- Design a drive train for an EEV.
- Identify and use fabrication and metalworking equipment.
- Cut, bend, and weld a chassis into a completed frame.
- Start, stop, steer, and drive the EEV.

0318 Applied Engineering: Material Processing

Students in Material Processing will study what a raw material undergoes to become a finished product. Units covered include safety, measurement, tool and machine set up, the processing of woods, metals, synthetics, welding and examines materials of the future. Students will learn how to process materials and assemble parts into a finished product. Students will complete three out of six possible material assignments during the semester.
Upon successful completion of the course, the student should be able to:

- Use proper safety techniques while using equipment.
- Show proper measurement techniques while constructing assignments.
- Show mastery of basic machine principles of operation.
- Complete three material processing assignments.
- Show proficiency in clean up details.
- Identify various kinds of wood, metals, and synthetics.
- Describe various assembly procedures used on various materials.
- Describe various finishing techniques used on various materials.
- Show mastery of specific machine principles of operation.

0304 Applied Engineering: Mechanical
This course will study small engine repair such as lawn mower, four wheeler, and Jet Ski repair. The basic principles of operation such as disassembly, measurement, reassembly, and start up will be studied. Principles of both two and four stroke engine technologies will be emphasized. This course also studies various forms of power transmission. Students will disassemble various gear boxes and drive trains. Students will also study various forms of power creation. Examples are wind, solar, and new emerging technologies.
Upon successful completion of the course, the student should be able to:

- Disassemble a four stroke engine and completely clean, inspect, measure, and reassemble the engine back into
- working order.
- Disassemble a two stroke engine and completely clean, inspect, measure, and reassemble the engine back into
- working order.
- Identify and explain the four strokes of a four cycle engine.
- Identify and explain the strokes of a two stroke engine.
- Identify and use standard tools for working on mechanical equipment.
- Identify and use specialty tools for working on small gas engines.
- Explain how to use the air lift tables and other equipment in the shop.
- Disassemble and reassemble single speed, two speed, and three speed gear boxes.
- Explain principles of various forms of energy creation such as wind, solar, nuclear, etc.

0300 Automotive Technology I-A
This course is designed as an introduction to the technological mechanics of the automobile. Units covered in this course include Safety, Measurement, Tools and Equipment, Automotive Careers, Maintenance, Engines, and Brake Systems. Students will learn to operate in an Automotive Shop and complete routine maintenance tasks.
Upon successful completion of this course students should be able to:

- Understand and apply safety precautions when working in the auto shop.
- Show proper measurement techniques while examining auto parts.
- Show mastery of using the correct hand tool and power tool for any automotive procedure.
- Execute shop operations in a clean and efficient manner.
- Describe various careers that require knowledge about an automobile.
- Complete maintenance tasks on a vehicle, according to vehicle specific maintenance schedules.
- Completely disassemble and reassemble an automotive engine.
- Describe engine parts and their purpose.
- Identify brake system parts.
- Execute brake system repair and maintenance.

0301 Automotive Technology I-B

This course is designed to continue the understanding of the Automobile systems and how they operate together. Units covered in this course include Fuels, Lubrication, Cooling System, Suspension, Drive Trains, and Electrical. Students will learn to properly use job specific tools to complete automotive maintenance and repair.

Upon successful completion of this course students should be able to:

- Continue to execute safe automotive repairs and maintenance.
- Show mastery of operating automotive tools and equipment.
- Describe the various benefits and uses of automotive fuels.
- Be able to properly lubricate any moving parts of an automobile.
- Understand and diagnose the automotive cooling system.
- Describe the possible configurations of suspension and drive train.
- Show proficiency in identifying and understanding the electrical systems of an automobile.
- Execute the use of tire balancer, tire mounting machine, and sand blaster.

0316 Graphics and Printing Technologies

In this course, students will be introduced to the skills and experience used in Graphics and Printing Technologies. Students will gain knowledge of graphic design software, such as Adobe Illustrator/Photoshop and others, in order to create imagery and design layouts. Students will use their designs to produce graphic products such as: decals, signs, banners, T-shirts/apparel and more. Students will gain hands-on vocational experience of the graphics and printing processes and demonstrate that experience by meeting industrial and state standards. This course may be repeated.

0306 Pre-Engineering Design

Students will learn mechanical drafting and basic sketching principles, with an emphasis on the engineering and design process. Students will have the opportunity to engage in all steps of the engineering process, including material testing, design, construction and implementation. Units covered include lettering, drafting tools, line characteristics, measurement, orthographic projection, and dimensioning. This course is highly recommended for students interested in engineering, architecture, or any other technical design careers.

0308 Pre-Engineering: 2-D CAD

In Pre-Engineering: 2-D CAD students will learn the basics of 2-Dimensional Computer Aided Design (CAD) and how design applies to CAD. Many of the areas from Pre-engineering Design are covered in greater detail in this course plus providing in-depth experience with professional-level CAD technologies. This course is highly recommended for students interested in engineering, architecture, or any other technical design careers. Students that complete this course will cover the following 2-D CAD topics: PreEngineering Concepts, Basic CAD system operation, Basic CAD Draw, Edit, Display, and File commands, Output commands, Geometric construction, Isometric drawing, Dimensioning, Sectional views, Auxiliary views, and Manufacturing design projects.

Students that successfully complete the Pre-Engineering: 2-D CAD program will possess the design skills of being able to produce complex, accurate two-dimensional computer aided designs that contain various geometric features while adhering to proper drafting standards and techniques. The primary software application used in this class will be AutoCAD and Revit.

0309 Pre-Engineering: 3-D CAD

Students that take Pre-Engineering: 3-D CAD will experience deeper exploration into CAD techniques and 3-D CAD development. This course is highly recommended for students interested in engineering, architecture, or any other technical design careers. Students that complete this course will cover the following topics: 2-D drawing review, 3-D wireframes, 3-D solid modeling, 3-D rendering, 3-D animation basics, Slide show developments, 3-D space manipulation, Digitizing, Advanced plotting techniques, Dimension variables, System variables, Design project organization, and an Advanced Design Project (3 D Printing). Students that successfully complete the 3-D CAD program will possess the design skills of being able to produce complex, accurate three-dimensional computer aided designs and solid models that contain various rendered and/or animated, geometric features while adhering to proper drafting standards and techniques. The primary software applications used in this course will be AutoDesk Inventor, and Solidworks.

0310 Robotics, Industry and Advanced CAD

In today's ever advancing, globalized, industrial careers, robotic technology is an integral part of many. This course will combine content from the field of Robotics and Advanced CAD systems as well as introduce students to the needs of today's industries through partnerships with "leaders in Industry" in the classroom. Students will gain experience with VEX Robotics Systems and CAD Systems like AutoDesk and SolidWorks. This course may be repeated once.

English

Courses that meet an English Graduation Requirement:

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Ninth Grade English	0400 Sem 1 0401 Sem 2	9	None	2 semesters, 1 credit
Ninth Grade English (ESL)	0400E Sem 1 0401E Sem 2	9, 10	WIDA ACCESS/SCREENER Levels 2-4	2 semesters, 1 credit
Tenth Grade English	0403 Sem 1 0404 Sem 2	10	Ninth Grade English	2 semesters, 1 credit
Tenth Grade English (ESL)	0403E Sem 1 0404E Sem 2	10, 11	WIDA ACCESS/SCREENER Levels 2-4	2 semesters, 1 credit
Eleventh Grade English	0406 Sem 1 0407 Sem 2	11	Tenth Grade English	2 semesters, 1 credit
Eleventh Grade English (ESL)	0406E Sem 1 0407E Sem 2	10, 11	WIDA ACCESS/SCREENER All Levels	2 semesters, 1 credit
Twelfth Grade English	0408 Sem 1 0409 Sem 2	12	Eleventh Grade English or AP English Language or AP English Literature	2 semesters, 1 credit
Twelfth Grade English (ESL)	0408E Sem 1 0409E Sem 2	11, 12	WIDA ACCESS/SCREENER Recommended Level 3.0 or higher	2 semesters, 1 credit
Academic English Language Development		9, 10	WIDA ACCESS/SCREENER Levels 1-1.9	2 semesters, 1 credit
Advanced Placement English Language & Composition	0414 Sem 1 0415 Sem 2	11, 12	Students who consistently received 4s on the district writing rubric are best prepared for AP coursework. Completion of summer reading requirement due first day of class.	2 semesters, 1 credit
Advanced Placement English Literature & Composition	0416 Sem 1 0417 Sem 2	11, 12	Students who consistently received 4s on the district writing rubric are best prepared for AP coursework. Completion of summer reading requirement due first day of class.	2 semesters, 1 credit
IB Literature HL 1	0410 Sem 1 0411 Sem 2	11	Tenth Grade English	2 semesters, 1 credit
IB Literature HL 2	0412 Sem 1 0413 Sem 2	12	IB Literature HL 1	2 semesters, 1 credit
English 12: Literature & Science	0471 Sem 1 0472 Sem 2	12	Eleventh Grade English	2 semesters, 1 credit
Wildcat Writing Den	0475 Sem 1 0476 Sem 2	12	Eleventh Grade English (or AP English) and completed application	2 semesters, 1 credit

Electives offered by the English Department:

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Advanced Placement Seminar	1700 Sem 1 1702 Sem 2	11, 12	None	2 semesters, 1 credit
Advanced Placement Research	1701 Sem 1 1703 Sem 2	12	AP Seminar	2 semesters, 1 credit
Journalism I: Photojournalism & Publication Design	0443	10, 11, 12	None	1 semester .5 credit
Journalism II: Yearbook	0445 Sem 1 0458 Sem 2	10, 11, 12	Journalism I or application	1 semester, .5 credit
Newspaper & Modern Media	0446 Sem 1 0459 Sem 2	10, 11, 12	Journalism I or application	1 semester, .5 credit
Broadcast Communication	0447 Sem 1 0448 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Television News & Production	0469 Sem 1 0470 Sem 2	10, 11, 12	Broadcast Communication and application	2 semesters, 1 credit
Creative Writing & Poetry	0428	10, 11, 12	None	1 semester, .5 credit
Debate	0442	9, 10, 11, 12	None	1 semester, .5 credit
Practical Public Speaking	0430	9, 10, 11, 12	None	1 semester, .5 credit
Introduction to Theatre	0431	9, 10, 11, 12	None	1 semester, .5 credit
Acting I	0432	10, 11, 12	Introduction to Theatre or permission of instructor	1 semester, .5 credit
Acting II	0433	10, 11, 12	Acting I or permission of instructor	1 semester, .5 credit
The Incubator	0473 Sem 1 0474 Sem 2	10, 11, 12	None	2 semesters, 1 credit

- Some English courses may qualify for the senior level math elective or a Visual, Performing & Applied Arts Requirement. This is noted in the following course descriptions and a full list can be found on pages 14-15.

Ninth Grade English

0400 Semester 1 / 0401 Semester 2

This class is designed to transition students from middle school to high school literacy skills. Students will read and analyze a variety of fiction and nonfiction texts. Course readings focus on genre structures and interpretation of texts. Writing instruction focuses on developing a successful writing process for academic and narrative writing. Students will practice collaborating with their peers in small-group and whole-group discussions. Students will be evaluated using both the district writing and reading rubrics.

Ninth Grade English (ESL)

0400E Semester 1 / 0401E Semester 2

In this course, students will learn additional reading, writing, thinking, speaking and listening skills while exploring a variety of literature. These skills will serve as a foundation for subsequent high school English classes. Units of learning include the novel, Shakespeare, poetry, and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in ninth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 2.0-4.0 on WIDA ACCESS/SCREENER.

Tenth Grade English

0403 Semester 1 / 0404 Semester 2

This class is designed to use literature and nonfiction texts to study the structure of argument. Students will read and analyze a variety of fiction and nonfiction texts. Course readings focus on identifying an author's purpose and using evidence to support claims about a text. Writing instruction focuses on using the writing process to develop arguments and personal narrative style. Students will continue improving their speaking and communicating skills in discussion and multimedia presentations. Students will be evaluated using both the district writing and reading rubrics.

Tenth Grade English (ESL)

0403E Semester 1 / 0404E Semester 2

In this course, students will learn additional reading, writing, thinking, speaking, research, and listening skills while exploring a variety of literature. These skills will serve as a continuous foundation for subsequent high school English classes. Units of learning include literature such as fictional, cultural and the research paper and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in tenth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 2.0-4.0 on WIDA ACCESS/SCREENER.

Eleventh Grade English

0406 Semester 1 / 0407 Semester 2

This class is designed to deepen students' understanding of literature and writing. Students will read and analyze a variety of fiction and nonfiction texts. Anchor texts may include *The Great Gatsby* by F. Scott Fitzgerald, *Into the Wild* by John Krakauer, *The Crucible* by Arthur Miller, *A Streetcar Named Desire* by Tennessee Williams, *Welcome to the Monkey House* by Kurt Vonnegut, *Animal Farm* by George Orwell, and various short texts by Ernest Hemingway and Harlem Renaissance writers. In addition to anchor texts, students will also read supplementary texts and independently chosen texts. They will write a variety of informative/ explanatory texts, narratives, and arguments. Students will also have opportunities to improve their speaking and communicating skills.

Eleventh Grade English (ESL)

0406E Semester 1 / 0407E Semester 2

This class is designed to deepen students' understanding of literature and writing. Students will read and analyze a variety of fiction and non-fiction texts. Anchor texts may include *The Great Gatsby* by F. Scott Fitzgerald, *Into the Wild* by John Krakauer, *The Crucible* by Arthur Miller, *A Streetcar Named Desire* by Tennesse Williams, *Welcome to the Monkey House* by Kurt Vonnegut, *Animal Farm* by George Orwell, and various short texts by Ernest Hemingway and Harlem Renaissance writers. In addition to anchor texts, students will also read supplemental texts and independently chosen texts. They will write a variety of informative/explanatory texts, narratives, and arguments. Students will also have opportunities to improve their speaking and communicating skills. In some cases, instruction is delivered using the SIOP (sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0 or higher on WIDA ACCESS/SCREENER to be enrolled in these sections. This course meets Michigan Merit Curriculum requirements for English credit in eleventh grade.

Twelfth Grade English

0408 Semester 1 / 0409 Semester 2

This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres of writing and literature included, with special emphasis on British culture and literature. The course includes the Michigan Merit Curriculum and meets the requirements for English credit in twelfth grade.

Twelfth Grade English (ESL)

0408E Semester 1 / 0409E Semester 2

This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres for writing and literature included, with special emphasis on British culture and literature. The course includes Michigan Merit Curriculum and meets the requirements for English credit in twelfth grade. Instruction is delivered using the SIOP (Sheltered

Instruction Observation Protocol) model, by a SIOP-trained teacher. Recommended English proficiency level of 3.0 or higher on WIDA ACCESS/SCREENER.

Academic English Language Development

0422E Semester 1 / 0423E Semester 2

In this course, students will learn additional reading, writing, thinking, speaking and listening skills while exploring a variety of literature covering the Common Core State Standards for grades 9-10. The course includes Michigan Merit Curriculum and meets the requirements for English credit in ninth or tenth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0 to 1.9 on WIDA ACCESS /SCREENER.

Advanced Placement English Language and Composition

0414 Semester 1 / 0415 Semester 2

This course follows the guidelines of the College Examination Board. It is for the exceptional English student who is willing to direct time and energy toward serious study and learning of nonfiction literature. Background in writing mechanics must be strong. This course includes the Michigan Merit Curriculum and meets the requirements for English credit in eleventh or twelfth grades. Summer reading and summer coursework are required.

Advanced Placement English Literature and Composition

0416 Semester 1 / 0417 Semester 2

This course follows the guidelines of the College Examination Board. It is for the strong English student who is willing to direct time and energy toward serious learning of the genres of fiction, drama, and poetry. Background in writing mechanics must be solid. This course includes the Michigan Merit Curriculum and meets the requirements for English credit in eleventh and twelfth grade. Tenth grade students need a recommendation from their current English teacher for this course. Summer reading and summer coursework are required.

IB Literature HL 1

0410 Semester 1 / 0411 Semester 2

This course is the first year in a two year sequence, students do NOT have to be a diploma candidate in order to enroll in this course. The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. The first year of this course focuses on two areas of IB-directed study: “Readers, Writers, and Texts” and “Time and Space.”

IB Literature HL 2

0412 Semester 1 / 0413 Semester 2

This course is the second year in a two year sequence, students do NOT have to be a diploma candidate in order to enroll in this course. The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. The second year of this course focuses on “Intertextuality & Connecting Texts.”

English 12: Literature & Science

0471 Semester 1 / 0472 Semester 2

Senior English students will meet all of the common core standards and the English 12 graduation requirements in this course. They will examine classic and contemporary literature through the lens of science and the impact that scientific discoveries and technological advances have had on society and literature. Students with an interest in science will find opportunities to pursue this interest through their own narrative, informational and argumentative writing.

Wildcat Writing Den

0475 Semester 1 / 0476 Semester 2

Students who have demonstrated a pattern of hard work and success with the 11th grade standards will be selected to mentor younger students in their writing as well as deepen their own understanding of grade level standards in ELA. Students in this course will have a great deal of choice and independence under the mentorship of the high school literacy coaches, who will act as the teachers of record. Though the consultants will play a significant role in shaping the writers they work with, the writers that they mentor will also shape them as readers and writers. Being a consultant demands a high level of rigor for it is in teaching content that one demonstrates advanced mastery. Additionally, this course will also connect students to college-level resources on writing pedagogy, as well as opportunities to work with college-level writing centers in the area. In addition to engaging in several book studies in small groups, students will also engage in a variety of independent, student-selected reading and writing experiences. This course will provide an experience that will serve as a helpful bridge between high school and college-level writing. This course will satisfy the English 12 requirement.

Advanced Placement Seminar

1700 Semester 1 / 1702 Semester 2

This foundational course, taken in grade 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real world issues through a variety of lenses and consider multiple points of view to develop a deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical texts: listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues. Students are assessed with two through- course performance tasks and an end-of-course exam. The AP Seminar score is based on all three assessments and is reported on the standard 1-5 AP scoring scale.

Advanced Placement Research

1701 Semester 1 / 1703 Semester 2

The second course, taken in grade 12, allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to build, present, and defend an argument. Students are assessed through culminating performance tasks: academic thesis paper (approximately 5,000 words) with a defined structure; a presentation, performance, or exhibition; and oral defense of research and presentation. The AP Research score is based on these components and is reported on the standard 1-5 AP scoring scale. (AP Seminar is a prerequisite for AP Research).

0443 Journalism I: Photojournalism & Publication Design

This course is an introduction to photojournalism and publication design. Students will use digital cameras and Adobe CS4 programs. They will learn to discuss, critique and compose photos (portraits, candids, academic, sports and more). Students will be required to conduct several photo shoots outside of class. Students will learn to conduct interviews, write captions & headlines, and edit copy. Students will learn to edit photos demonstrating journalistic ethics and also learn to edit photos creatively for illustrations. Students will learn design fundamentals and be able to critique their own work as well as that of others. Students will create photo packages of publishable quality. This course will prepare students for either Journalism II course. *(Course qualifies for visual, performing & applied arts credit)*

Journalism II: Yearbook

0445 Semester 1 / 0458 Semester 2

This is an advanced journalism course in which students take photos; write headlines, captions and stories; and design for the yearbook. Students are required to attend events outside of class where they will take photos and conduct interviews as well as use their observation skills to gather information for story packages. Students will be involved in the process of creating the yearbook from brainstorming coverage ideas to distribution. This course may be retaken 5 times. *(Course qualifies for either senior level math elective or visual, performing & applied arts requirement)*

Newspaper & Modern Media

0446 Semester 1 / 0459 Semester 2

Students in this class collaboratively create award-winning articles, photos and designs for a Hall of Fame, student-run print and online publication: The Wildcat Roar. Students will have special access to many athletic events and student performances as photographers and reporters, and will develop business skills through fundraising and working with advertisers to cover publishing costs. Journalists will use social media to inform the student body of breaking news through live updates while covering community and school events. Reporters will have options to incorporate video and podcasting into the online newspaper The Wildcat Roar staffers will share their own ideas through opinions, articles and reviews, and represent the student voice through coverage relevant to the student body. This course may be retaken up to 5 times. *(Course qualifies for either senior level math elective or visual, performing & applied arts requirement)*

Broadcast Communication

0447 Semester 1 / 0448 Semester 2

This course is an introduction to broadcast journalism and film production. Students will learn the basics of social media content creation, podcasting, video creation and editing, and photography. Students will have the opportunity to pursue passion projects that are video or audio based. Students will use broadcast equipment and visual storytelling techniques with emphasis on storyboarding, interviewing, script writing, filming and editing. Students will produce both journalistic story packages and creative video production projects. Students will improve their speaking, listening,writing and thinking skills. This course will help prepare students for Television News & Production. *(Course qualifies for visual, performing & applied arts credit)*

Television News & Production

0469 Semester 1 / 0470 Semester 2

This course includes the production of a daily, live TV newscast, The Cat's Eye News, using professional equipment. Nearly 2,000 students throughout the high school see The Cat's Eye News. Student broadcasters learn the skills needed to perform in front of the camera and how to work behind the scenes, in the studio and in the field. There is something for everyone's interest. Students will improve their reading, writing, speaking, listening and thinking skills. This course includes field production skills; learning will include the use of digital video systems to film and edit work into story packages. Prerequisites: Broadcast Communication I, journalism experience, or extensive formal experience in one of these areas: performing arts, technology, art, photography, public speaking, or television training outside of school. A strong writing background is important as well. Application is required. This course may be taken more than once. *(Course qualifies for visual, performing and applied arts credit)*

0428 Creative Writing & Poetry

This course will guide students through the creative writing process. Students will learn writing skills and a variety of creative writing styles upon which they will be expected to analyze and reflect. Units of learning include short stories, film and screenplay and poetry. *(Course qualifies for visual, performing and applied arts credit)*

0442 Debate

The Debate curriculum is designed to introduce students to the principles and practice of organized debate through the use of advanced level research. Students will develop critical reading skills and use their critical reading to inform the positions they develop about controversial issues. Students will participate in a variety of research and speaking experiences that will enable them to develop their reasoning, critical thinking and argumentation skills. Students will study various persuasive strategies and use those strategies to create their own arguments. *(Course qualifies for visual, performing and applied arts credit)*

0430 Practical Public Speaking

Students will prepare and perform a variety of speeches that are appropriate for business and social settings. Speeches include an introduction, toast, eulogy, award speech, persuasive speech, panel presentation, voicemail speech and critical review. Students will evaluate their learning by viewing videos of their performances and setting goals for improvement.. Units of learning will include both

formal and informal speaking skills. Students are evaluated on their own progress. *(Course qualifies for visual, performing and applied arts credit)*

0431 Introduction to Theatre

This introductory course will be the beginning for any student interested in studying Theatre in high school. Units will include theatre history, including the Greeks and the Renaissance, introductions to acting, stagecraft, and dramatic literature, and an exploration of how all types of art are connected. *(Course qualifies for visual, performing & applied arts credit)*

0432 Acting I

This course will delve into the major acting theorists practiced in the United States today, including Stanislavski, Strasber, Adler, Meisner, Spolin and Brecht. Students will focus on applying theories to their scene work and character development. All scenes and monologues will be memorized. *(Course qualifies for visual, performing & applied arts credit)*

0433 Acting II

An extension of Acting I, Acting II takes students further into the theories of their choice. Intensive scene work takes place and students are introduced to directing, theatre devised from personal experience, and dramaturgical analysis. Each student will direct at least one scene of his/her peers during the semester. This course may be taken more than once. *(Course qualifies for visual, performing & applied arts credit)*

The Incubator

0473 Semester 1 / 0474 Semester 2

This class is designed to immerse students in real-world application of Computer, English, and Business skills. Students will begin with an idea for a product and then spend the year developing and marketing it. The class will culminate in a "Shark Tank: style presentation for school and community members called the "Hatch". Throughout the course, students' work will be guided by both teachers and professionals in appropriate fields who will serve as thinking partners for their work. Students will complete advanced level research to develop their product, write reflective and professional pieces to chronicle the product's development, develop business and marketing plans, and create a prototype for their product. If appropriate, students will be connected with resources to patent their idea or product. The class will focus on both the academic skills necessary to develop relevant and realistic products as well as the soft skills needed to market and present a product effectively. Students will be evaluated using standards based rubrics that monitor their progress in the areas of research, communication, project management, product development, and professionalism. *(Course qualifies for senior level math elective)*

English as a Second Language (ESL)

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Ninth Grade English (ESL)	0400E Sem 1 0401E Sem 2	9, 10	WIDA ACCESS/SCREENER Levels 2-4	2 semesters, 1 credit
Tenth Grade English (ESL)	0403E Sem 1 0404E Sem 2	10, 11	WIDA ACCESS/SCREENER Levels 2-4	2 semesters, 1 credit
Eleventh Grade English (ESL)	0406E Sem 1 0407E Sem 2	10, 11	WIDA ACCESS/SCREENER All Levels	2 semesters, 1 credit
Twelfth Grade English (ESL)	0408E Sem 1 0409E Sem 2	11, 12	WIDA ACCESS/SCREENER Recommended Level 3.0 or higher	2 semesters, 1 credit
Academic English Language Development		9, 10	WIDA ACCESS/SCREENER Levels 1-1.9	2 semesters, 1 credit
Advanced English Language Development		9, 10, 11, 12	WIDA ACCESS/SCREENER Levels 3-4 and Teacher Recommendation	2 semesters, 1 credit
Health (ESL)	1005E	9, 10, 11, 12	WIDA ACCESS/SCREENER Level 2.3 or higher	1 semester, .5 credit
Geometry (ESL)	0658E Sem 1 0659E Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
Biology (ESL)	1131E Sem 1 1132E Sem 2	9, 10, 11, 12	WIDA ACCESS/SCREENER Level 3.1 or higher	2 semesters, 1 credit
Chemistry (ESL)	1150E Sem 1 1151E Sem 2	9, 10, 11, 12	Algebra I & WIDA ACCESS/ SCREENER Level 2.3 or higher	2 semesters, 1 credit
Physics (ESL)	1152E Sem 1 1153E Sem 2	9, 10, 11, 12	Algebra I & WIDA ACCESS/ SCREENER Level 2.5 or higher	2 semesters, 1 credit
U.S. History: 1877 to Present (ESL)	1224E Sem 1 1225E Sem 2	9, 10, 11, 12	WIDA ACCESS/SCREENER Level 2.2 or higher	2 semesters, 1 credit
Civics (ESL)	1202 CIV E	10, 11, 12	WIDA ACCESS/SCREENER Level 2.8 or higher	1 semester, .5 credit
Economics (ESL)	1203 ECO E	10, 11, 12	WIDA ACCESS/SCREENER Level 2.5 or higher	1 semester, .5 credit
World History (ESL)	1232E Sem 1 1233E Sem 2	11, 12	WIDA ACCESS/SCREENER Level 3.3 or higher	2 semesters, 1 credit

Ninth Grade English (ESL)

0400E Semester 1 / 0401E Semester 2

In this course, students will learn additional reading, writing, thinking, speaking and listening skills while exploring a variety of literature. These skills will serve as a foundation for subsequent high school English classes. Units of learning include the novel, Shakespeare, poetry, and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in ninth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 2.0-4.0 on WIDA ACCESS/SCREENER.

Tenth Grade English (ESL)

0403E Semester 1 / 0404E Semester 2

In this course, students will learn additional reading, writing, thinking, speaking, research, and listening skills while exploring a variety of literature. These skills will serve as a continuous foundation for subsequent high school English classes. Units of learning include literature such as fictional, cultural and the research paper and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in tenth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 2.0-4.0 on WIDA ACCESS/SCREENER.

Eleventh Grade English (ESL)

0406E Semester 1 / 0407E Semester 2

This class is designed to deepen students' understanding of literature and writing. Students will read and analyze a variety of fiction and non-fiction texts. Anchor texts may include *The Great Gatsby* by F. Scott Fitzgerald, *Into the Wild* by John Krakauer, *The Crucible* by Arthur Miller, *A Streetcar Named Desire* by Tennesse Williams, *Welcome to the Monkey House* by Kurt Vonnegut, *Animal Farm* by George Orwell, and various short texts by Ernest Hemingway and Harlem Renaissance writers. In addition to anchor texts, students will also read supplemental texts and independently chosen texts. They will write a variety of informative/explanatory texts, narratives, and arguments. Students will also have opportunities to improve their speaking and communicating skills. In some cases, instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0 or higher on WIDA ACCESS/SCREENER to be enrolled in these sections. This course meets Michigan Merit Curriculum requirements for English credit in eleventh grade.

Twelfth Grade English (ESL)

0408E Semester 1 / 0409E Semester 2

This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres for writing and literature included, with special emphasis on British culture and literature. The course includes Michigan Merit Curriculum and meets the requirements for English credit in twelfth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Recommended English proficiency level of 3.0 or higher on WIDA ACCESS/SCREENER.

Academic English Language Development

Semester 1 / Semester 2

In this course, students will learn additional reading, writing, thinking, speaking and listening skills while exploring a variety of literature covering the Common Core State Standards for grades 9-10. The course includes Michigan Merit Curriculum and meets the requirements for English credit in ninth or tenth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0 to 1.9 on WIDA ACCESS /SCREENER.

Advanced English Language Development

E Semester 1 / E Semester 2

This targeted course is designed for students whose native or home language is a language other than English, and are identified by the ELD team using multiple data points as needing additional support in developing their English language skills. Students will receive instruction to improve their listening, speaking, reading and writing skills in English based on identified areas of need. The primary focus of the course is strengthening students' academic English language. Students are progress monitored after nine weeks by the ELD teacher to determine if longer placement in this intervention course is needed. (This class may count as elective credit.)

1005E Health (ESL)

Health is a required course that emphasizes the practical application of knowledge to healthful daily living. The units of study will include personal health and wellness, social, emotional and mental health, nutrition and physical activity, CPR-American Red Cross, substance abuse and safety, and reproductive health. Using personal assessments, role playing, problem solving and many hands-on activities (including demonstration of the six CPR skills) students learn and develop wise decision-making skills with the goal of

extending one's life expectancy. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.3 or higher on WIDA ACCESS/SCREENER.

Geometry (ESL)

0658E Semester 1 / 0659E Semester 2

This is a sheltered class for ESL students only. Geometry is the study of analytic and spatial reasoning. It is applied to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Students will study formal logic and two column proof. This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Laws of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking skills are developed while modeling real world problems. Hands-on problem solving (e.g. using a compass and protractor) and alternate thinking skills are emphasized in learning all of the Michigan State Standards, as well as the Common Core State Standards established for Geometry. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher.

Biology (ESL)

1131E Semester 1 / 1132E Semester 2

This is a sheltered class for ESL students only. This Biology course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Structure and Function, Inheritance and Variation of Traits, and Natural Selection and Evolution. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method by a SIOP-trained teacher., Recommended English proficiency of 3.1 or higher on WIDA ACCESS/SCREENER.

Chemistry (ESL)

1150E Semester 1 / 1151E Semester 2

This course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Structure of the Atom, Matter and The Periodic Table, Energy and Reactions, and Environmental Chemistry. This course is taught by a SIOP (Sheltered Instruction Observation Protocol) trained teacher. It is recommended that students have a WIDA ACCESS/SCREENER level of 2.3 or high to take this course.

Physics (ESL)

1152E Semester 1 / 1153E Semester 2

This course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Forces and Interactions, Energy, Waves and Electromagnetic Variation, and Astronomy and Planetary Physics. This course is taught by a SIOP (Sheltered Instruction Observation Protocol) trained teacher. It is recommended that students have a WIDA ACCESS/SCREENER level of 2.5 or higher to take this course.

U.S. History: 1877 to Present (ESL)

1224E Semester 1 / 1225E Semester 2

This is a sheltered class for ESL students only. The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Students learn about major political, cultural, and historical underpinnings of our society. Throughout the course, students analyze how our core ideals have shaped our collective past and explore implications for the future. Students analyze the causes and effects of events in the nation's past using primary and secondary sources to explore time and place in the twentieth century. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.2 or higher on WIDA ACCESS/SCREENER.

1202-CIV-E Civics (ESL)

This is a sheltered class for ESL students only. This a one semester course that will enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to the principal purpose and function of their local, state and federal government. In addition the origins of the American political system are addressed, as are the roles, rights and responsibilities of United States citizens. Students will also be afforded an understanding of the major political institutions in the United States. Successful completion of this course is required for graduation. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.8 or higher on WIDA ACCESS/SCREENER.

1203-ECO-E Economics (ESL)

This is a sheltered class for ESL Students only. This is a one semester course that will introduce students to the basic tools of both microeconomic and macroeconomic analysis. Microeconomics deals with consumers, firms, markets, income distribution and personal finance and budgeting. Macroeconomics deals with national income, employment, inflation, money and the government's role in the economy. Successful completion of this course is required for graduation. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.5 or higher on WIDA ACCESS/SCREENER.

World History (ESL)

1232E Semester 1 / 1233E Semester 2

How did societies, networks, and transitions impact globalization?

This is a sheltered class for ESL students only. This course explores the interactions of civilizations from the decline of Ancient Empires through the current debate about globalization. Particular attention to the interaction of civilizations through war, trade, expansion, and other relationships will take precedence over a specific nation by nation study of the world. The interaction of people became increasingly important through a system of societies, networks and transitions, as the world of societies modernized and becomes increasingly global. As a class we will study the major themes, trends, and transitions. We will conclude the first semester by examining a global phenomenon that dramatically changed the way of life, the Industrial Revolution. Second semester picks back up with the global revolutions and concludes with a study of the current state of globalization. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 3.3 or higher on WIDA ACCESS/SCREENER.

Family & Consumer Sciences

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Child Development to Age 1	0501	9, 10, 11, 12	Health	1 semester, .5 credit
Child Development, Ages 1-3	0502	9, 10, 11, 12	Health	1 semester, .5 credit
Contemporary Relationships	0507	11, 12	None	1 semester, .5 credit
Early Childhood Education	0503	10, 11, 12	Child Development, Ages 1-3, is strongly recommended	1 semester, .5 credit
Food Science	0506	10, 11, 12	None	1 semester, .5 credit
Life and Leadership	17229	10, 11, 12	None	1 semester, .5 credit
Teacher Cadet Program	0504 Sem 1 0508 Sem 2	11, 12	Early Childhood Education or application required	1 semester, .5 credit

- Some FCS courses may qualify for the senior level math elective or a Visual, Performing & Applied Arts Requirement. This is noted in the following course descriptions and a full list can be found on pages 14-15.

0501 Child Development to Age 1
Would you like to have a family? Are children in your future? This fast-paced course is designed for students interested in learning about parenting and parenting skills. The units covered include: reasons for becoming a parent, parenting skills, prenatal development, preparing for the birth of a child, birth defects, and newborn care. Students will be required to prepare and present projects, work in cooperative groups, and listen to guest speakers. In addition, students will have the (optional) opportunity to experience parenting through practical activities.

0502 Child Development, Ages 1-3
This is an exciting course, taking a close look at the world of children ages 1 through 3. If you think you will have children someday, or would like to work with young kids, this is a great class! Students in this class will learn how toddlers and preschool aged kids develop mentally, physically, emotionally and socially. Students will be required to research family crises, apply knowledge through writing and conduct observations of children. Units of study include developmental theorists, types of child care, meal planning and family crises.

0507 Contemporary Relationships
In this course students will analyze factors that influence human development, as well as demonstrate characteristics of nurturing, and practice family, social and civic responsibility. Topics include, but are not limited to: personality development, family relationships, dating, diversity, personal crisis, interpersonal communication, and friendship. Students will be required to work cooperatively in groups, discuss topics in both small and large group format, research information, use technology, prepare presentations as well as read and evaluate articles related to relationships. This course is open to 11th and 12th grade students only.

0503 Early Childhood Education
This course will provide a variety of experiences to prepare students for working directly with young children within the classroom setting. This class involves the study of the developmental process of preschool through kindergarten children, as well as the study of special challenges in early childhood education. Topics include providing emotional and social care to children, working with exceptional children, preschool curriculum, the child in school, building and applying lesson plans, creating effective activities for children and careers related to working with children. Students will be introduced to working in our on-site preschool through observation, small group teaching activities, reading books to the children, and other various teaching activities. This course is required to be accepted into the teacher cadet program. *(Course qualifies for visual, performing & applied arts credit)*

0506 Food Science

Are you passionate about good health and fueling your body with the right food? Are you interested in learning to cook or expanding your horizons with food choices and habits? This class is a realistic exploration into food, nutrition, and cooking all in one. Lessons and cooking labs focus on practical kitchen skills that can be used for a lifetime. This course encourages students to look into their future and discover healthy and innovating ways to take care of themselves when they are on their own. Students will be introduced to kitchen safety, food handling, reading and modifying recipes, measuring, kitchen tools, meal planning, setting nutrition goals, reading food labels and presentation, assessing restaurants and menus for appeal and nutrition, food additives and allergies, eating disorders, cultural foods and customs, and careers in food and nutrition and much more. The most exciting learning experience this class offers are eight to ten hands-on cooking labs throughout the semester. Students will have the opportunity to cook in labs to apply the knowledge they have learned. Enjoy the opportunity to move beyond the microwave and into a creative class that is fun and challenging. *(Course qualifies for either senior level math elective or visual, performing & applied arts credit)*

17229 Life and Leadership

This class encompasses a wide variety of topics in a practical style of learning. Students will explore lessons in college preparation, money management, business skills (communication and interpersonal relations), social and emotional coping strategies, study skills, and basic finances. Throughout the semester students will work on "real-life" scenarios involving the topics covered. Students will work cooperatively in groups, research, use technology, prepare presentations and get exposure from leaders in the community. *(Course qualifies for senior level math elective)*

Teacher Cadet Program

0504 Semester 1 / 0508 Semester 2

This course will provide a greater understanding of the life of an early childhood educator. Topics covered in this class include, but are not limited to, legal responsibilities of teachers, classroom management, teaching techniques, and current trends in education. Students will be responsible for researching, planning, creating, and carrying out appropriate activities for the children in our on-site preschool. Students must be able to work in teams, teach lessons in front of peers and preschool children, and participate in special activities with the preschoolers. Students enrolled in this course will be working in the preschool on a twice weekly basis. Students must be able to drive to and from the preschool located in the Early Childhood Education Center. Please see course prerequisites. *(Course qualifies for visual, performing & applied arts credit)*

Mathematics

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Pre-Algebra	0646 Sem 1 0647 Sem 2	9	None	2 semesters, 1 credit
Algebra I	0601 Sem 1 0602 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Geometry	0605 Sem 1 0606 Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
Geometry (ESL)	0658E Sem 1 0659E Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
Honors Geometry	0603 Sem 1 0604 Sem 2	9, 10, 11, 12	Algebra I with a recommended grade of 'B' or above	2 semesters, 1 credit
Algebra IIA	0607 Sem 1 0608 Sem 2	10, 11, 12	Algebra I and Geometry	2 semesters, 1 credit
Algebra IIB	0609 Sem 1 0610 Sem 2	11, 12	Algebra IIA; course is designed to follow Algebra IIA	2 semesters, 1 credit
Algebra II	0611 Sem 1 0612 Sem 2	9, 10, 11, 12	Algebra I and Geometry with a recommended grade of 'C' or above	2 semesters, 1 credit
Honors Algebra II	0613 Sem 1 0614 Sem 2	9, 10, 11, 12	Algebra I and Honors Geometry with a recommended grade of 'B' or above. May be taken concurrently with Honors Geometry	2 semesters, 1 credit
Pre-Calculus	0620 Sem 1 0621 Sem 2	9, 10, 11, 12	Algebra II with a recommended grade of B+ or above	2 semesters, 1 credit
Honors Pre-Calculus	0622 Sem 1 0623 Sem 2	9, 10, 11, 12	Honors Algebra II with a recommended grade of B+ or above	2 semesters, 1 credit
Calculus	0654 Sem 1 0655 Sem 2	9, 10, 11, 12	Pre-Calculus with a recommended grade of 'B' or above	2 semesters, 1 credit
Advanced Placement Calculus AB	0624 Sem 1 0625 Sem 2	9, 10, 11, 12	Successful completion of Honors Geometry, Honors Algebra II, and Honors Pre-Calculus with a recommended grade of 'B' or above	2 semesters, 1 credit
Advanced Placement Calculus BC	0626 Sem 1 0627 Sem 2	9, 10, 11, 12	AP Calculus AB with a recommended grade of 'B' or above	2 semesters, 1 credit
Statistics	0617 Sem 1 0638 Sem 2	9, 10, 11, 12	Successful completion of Honors Algebra II, Algebra II, or Algebra IIB	2 semesters, 1 credit
Advanced Placement Statistics	0618 Sem 1 0619 Sem 2	9, 10, 11, 12	Honors Algebra II, Honors Pre-Calculus or Statistics with a grade of 'B' or better **or** Algebra II with an 'A'	2 semesters, 1 credit
IB Math SL1: Analysis & Approaches	0630 Sem 1 0631 Sem 2	10, 11, 12	Completion of Algebra II or Honors Algebra II	2 semesters, 1 credit

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
IB Math SL2: Analysis & Approaches	0632 Sem 1 0633 Sem 2	11, 12	Completion of IB Math SL1 AA	2 semesters, 1 credit
IB Math SL1: Applications & Interpretations	0640 Sem 1 0641 Sem 2	10, 11, 12	Completion of Algebra II or Honors Algebra II	2 semesters, 1 credit
IB Math SL2: Applications & Interpretations	Begins 2022-23	11, 12	Completion of IB Math SL1 AI	2 semesters, 1 credit
Medical Math	0664	9, 10, 11, 12	Algebra II	1 semester, .5 credit
Statistical Reasoning in Sports	0665	9, 10, 11, 12	Algebra II	1 semester, .5 credit
Computer Programming I	0628	9, 10, 11, 12	Algebra I with a grade of 'B' or higher	1 semester, .5 credit
Computer Programming II	0629	9, 10, 11, 12	Computer Programming I with a grade of 'C' or higher	1 semester, .5 credit
Advanced Placement Computer Science	0656 Sem 1 0657 Sem 2	10, 11, 12	Algebra I and Geometry with a grade of 'B+' or higher	2 semesters, 1 credit

- All Math courses not being used to fulfill a specific math graduation requirement may be used to fulfill the senior math elective when taken during senior year.
- Some Math courses may qualify for a Visual, Performing & Applied Arts Requirement. This is noted in the following course descriptions and a full list can be found on pages 14-15.

Pre-Algebra

0646 Semester 1 / 0647 Semester 2

This is a two semester, one credit, course designed to prepare students for a successful transition to Algebra I, Geometry, and Algebra II. The Common Core State Standards for Math, as well as the 8 Standards for Mathematical Practice, will be used as a framework for the class.

Algebra I

0601 Semester 1 / 0602 Semester 2

This class constitutes the Algebra I requirements from the State of Michigan as well as National Common Core State Standards. Algebra I is the study of functions and representations. Key areas of study include linear, quadratic, radical, and exponential functions and their graphs, equation solving skills including factoring quadratics. It includes the broadening of the study of linear relationships including piecewise functions, systems of equations and formalized function notation. Linear regression, correlation, statistics and probability are part of the data unit. Exponential and quadratic function families are deepened to include the rules of exponents and standard and vertex forms of quadratic functions.

Geometry

0605 Semester 1 / 0606 Semester 2

Geometry is the study of analytic and spatial reasoning. It is applied to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Students will study formal logic and two column proof. This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Laws of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking skills are developed while modeling real world problems. Hands-on problem solving (e.g. using a compass and protractor) and alternate thinking skills are emphasized in learning all of the Michigan State Standards, as well as the Common Core State Standards established for Geometry.

Geometry (ESL)

0658E Semester 1 / 0659E Semester 2

This is a sheltered class for ESL students only. Geometry is the study of analytic and spatial reasoning. It is applied to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Students will study formal logic and two column proof. This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Laws of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking skills are developed while modeling real world problems. Hands-on problem solving (e.g. using a compass and protractor) and alternate thinking skills are emphasized in learning all of the Michigan State Standards, as well as the Common Core State Standards established for Geometry. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher.

Honors Geometry

0603 Semester 1 / 0604 Semester 2

Honors Geometry is a rigorous course and prepares students for AP Calculus AB or IB Math SL. It includes the study of analytic and spatial reasoning. Students will apply Geometry to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Formal logic will be studied and the two column proof will be stressed (e.g. Equidistance Theorem, Midline Theorem, Detour Proofs). This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Law of Sines and Cosines are also studied. Coordinate geometry is developed as a form of algebraic proof. Critical thinking and modeling real word problems are emphasized. Additionally, Michigan State Standards, as well as the Common Core State Standards that are recommended beyond the core expectations will be implemented. This course may be taken concurrently with Honors Algebra II. Completion of a summer prep packet is recommended.

Algebra IIA

0607 Semester 1 / 0608 Semester 2

This is the first year of a two-year course. It is an introduction to the study of linear, quadratic, polynomial, rational, trigonometric, exponential, trigonometric, and logarithmic functions, along with extending numeric and logarithmic ideas of accuracy, error, sequences, and iteration. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included. A deeper understanding of these topics is acquired in the second year, Algebra IIB.

Algebra IIB

0609 Semester 1 / 0610 Semester 2

This is the second year of Algebra II. It continues and finishes the previously listed topics from Algebra IIA. Both classes constitute the Algebra II requirement from the State of Michigan as well as the National Common Core State Standards.

Algebra II

0611 Semester 1 / 0612 Semester 2

This course includes continuing the study of linear, quadratic, polynomial, rational, trigonometric, exponential, trigonometric, and logarithmic functions, along with extending numeric and logarithmic ideas of accuracy, error, sequences, and iteration. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included. Conic sections and statistics units implement a Project Based Learning approach. This class meets the Algebra II requirement from the State of Michigan as well as the National Common Core State Standards.

Honors Algebra II

0613 Semester 1 / 0614 Semester 2

Honors Algebra II is a rigorous course and is preparatory for AP Calculus AB, AP Statistics and IB Math SL. It includes continuing the study of linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic functions, along with extending numeric and logarithmic ideas of accuracy, error sequences, and iteration. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included. Conic sections and statistics units implement a Project Based Learning approach. This course meets and exceeds the Algebra II requirements for the National Common Core State Standards. There is an emphasis on sophisticated algebraic manipulation and problem solving. It may be taken concurrently with Honors Geometry. Completion of a summer prep packet is recommended.

Pre-Calculus

0620 Semester 1 / 0621 Semester 2

Pre-Calculus is the preparation for calculus. The concepts and procedures deepen the students' understanding of algebra and allow them to apply their knowledge to real world situations. Students study linear, exponential, logarithmic, polynomial, rational, and trigonometric functions. They also work with vectors, matrices, systems of equations, sequences and series. Students work with polar coordinates and conic sections with an eye toward modeling.

Honors Pre-Calculus

0622 Semester 1 / 0623 Semester 2

This course is a rigorous and challenging preparation for AP Calculus AB. Topics covered include functions and equations, trigonometry and trigonometric functions, matrices, vectors, conic sections, limits, polar coordinates, and difference quotients. The focus is problem solving techniques and real world applications.

Calculus

0654 Semester 1 / 0655 Semester 2

This class is designed for students with an interest in exploring the challenging concepts of Calculus without the rigor of advanced placement calculus. The concepts we expect to cover include an overview of differentiation, limits, basic integration, area and volume. It is equivalent to the first semester of college calculus and will provide students with a solid foundation to ease the transition to college mathematics.

Advanced Placement Calculus AB

0624 Semester 1 / 0625 Semester2

This course covers all content specified by the College Board as required for designation as AP Calculus AB. It covers topics associated with functions, graphs and limits, derivatives, and integrals as specified in the AP Calculus AB course description available at apcentral.collegeboard.com/calculusab. It represents functions from four perspectives (graphically, numerically, analytically and theoretically) and explains the concepts of calculus from these perspectives. It provides students with frequent opportunities to explain problems and solutions in both verbal and written form. It utilizes graphing calculators extensively to help explain concepts, solve problems, understand results, and enhance the enjoyment of doing calculus. Students are encouraged to take the AP Calculus AB examination.

Advanced Placement Calculus BC

0626 Semester 1 / 0627 Semester2

This course covers all content specified by the College Board as required for designation as AP Calculus BC. It includes all content covered in Calculus AB plus additional major topics such as parametric, polar and vector functions, expanded integration techniques, and polynomial approximations and series. It provides students with frequent opportunities to explain problems and solutions in both verbal and written form. It utilizes graphing calculators extensively to help explain concepts, solve problems, understand results, and enhance the enjoyment of doing calculus.

Statistics

0617 Semester 1 / 0638 Semester 2

A course in Statistics based on the State core curriculum is built around four themes: data exploration and study design, probability models and their application, statistical inference, model assessment and project based. Topics include exploring univariate and bivariate data, sampling and study design, probability models, sampling distributions, point and interval estimation, significance testing, inference for regression, and assessing assumption of statistical models.

Advanced Placement Statistics

0618 Semester 1 / 0619 Semester2

The AP Statistics course introduces students to the major concepts and tools of collecting, analyzing, and drawing conclusions from data. The four themes are: 1) Exploring Data: Observing patterns and departures from patterns; 2) Planning a Study: Deciding what and how to measure; 3) Anticipating Patterns: Producing models using probability theory and simulation; 4) Statistical Inference: Confirming models. Students electing this course are encouraged to take the advanced placement examination. Each one of these themes will be broken down into sub themes that will cover different topics revolving around the central unit topic. This course is part math class and part language arts class. Students will need to excel at both of these to be successful. One must be able to learn to communicate, in words, mathematically and statistically. The students will learn the proper vocabulary and writing skills to be able to communicate in this manner

IB Mathematics SL1: Analysis & Approaches (Year 1)

0615 Semester 1 / 0616 Semester 2

This course is the first year in a two year sequence intended to prepare students for the IB Math AA SL Exam. Students do NOT have to be a diploma candidate in order to enroll in this course. As such, this course is designed to prepare students for further study to work in mathematics focused fields. A large portion of the class will be devoted to the study of families of functions, namely linear, quadratic, rational, exponential, logarithmic, and trigonometric functions. Students will also study concepts in statistics, including descriptive statistics, regression modeling, and the normal distribution. In addition to the mathematical work, students will be introduced to the historical development of mathematical ideas. In comparison to many math courses, there will be a large emphasis placed on the ability to communicate mathematical ideas, which may take the form of debates, essays, presentations, etc. Elements of IB Theory of Knowledge (TOK) course will be incorporated when possible.

IB Mathematics SL2: Analysis & Approaches (Year 2)

0632 Semester 1 / 0633 Semester 2

This course is the second year in a two year sequence intended to prepare students for the IB Math AA SL exam. Students do NOT have to be a diploma candidate in order to enroll in this course. This course is designed to prepare students for further study to work in mathematics focused fields. As such, a majority of the course will be focused on topics in calculus, including limits, derivatives and their applications, and basic integration techniques. Topics in probability (both discrete and continuous) will be covered as well. Significant class time will be devoted to a mathematical exploration project, an extensive paper on a topic of interest chosen by each student. In comparison to many math courses, there will be a larger emphasis placed on the ability to communicate mathematical ideas, both verbally and in writing. Elements of the IB Theory of Knowledge (TOK) course will be incorporated when possible. Note: Students willing to study a few additional topics will also be prepared to take the AP Calculus AB exam at the end of the year.

IB Mathematics SL1: Applications & Interpretations (Year 1)

0630 Semester 1 / 0631 Semester 2

This course is the first year in a two year sequence intended to prepare students for the IB Math A & I SL Exam. Students do NOT have to be a diploma candidate in order to enroll in this course. This course is designed to teach students how to engage with mathematics practically in their everyday life. Students should expect to use technology and models to solve real world problems. Students will leave this class with a solid base in algebra, geometry, statistics and calculus, an ability to discuss mathematical concepts, and interpret data or mathematical models they can expect to see in the world around them. Students planning on taking this course should have a strong Algebra background and a drive to answer the age old question- “when are we ever going to use this?” (Year 2 of this course will begin being offered during the 2022-23 School year)

0664 Medical Math

Medical Math is a one semester (.5 credit) math course for students that have successfully passed Algebra II. Medical Math will help strengthen a student's Algebra skills in the context of relevant, career embedded math. Units of study include: Dilutions, Solutions, and Concentrations: Drug Dosages and Intravenous Calculations, Medical Statistics and Medical Research.

0665 Statistical Reasoning in Sports

Through the lens of sports related data, students will learn how to formulate (questions), gather and explore data, and use inference (draw conclusions based on data/information) to help them answer questions. This course will provide a solid foundation of any entry level college course in Statistics. This is a one semester (.5 credit) math course for students who have successfully passed Algebra II.

0628 Computer Programming I

Computer Programming I is designed for all students interested in attaining the necessary knowledge and skills to succeed in our computerized, digitized, and programmable world. This introductory programming course will include the basic concepts of program development. It will be an introduction to the design, implementation, and understanding of computer programs. Students will write computer code in a logical, structured, and organized manner using the techniques and methods they learn. Computer Programming I will teach students to use a variety of different resources to implement and deploy a solution while learning to deal with real-world constraints. Students will learn the core principles of computer programming using the user-friendly language of Python. By using this computer language students will learn logical reasoning, algorithmic thinking, and structured problem solving. The prerequisite for this course is a B or higher in Algebra I.

0629 Computer Programming II

Computer Programming II is designed for all students interested in attaining the necessary knowledge and skills to succeed and compete in our computerized, digitized, and programmable world. Computer Programming II is a continuation of Computer Programming I. In this class students will build on the foundation they developed in the previous course. Students will use the core skills attained in Computer Programming I to advance their programming careers. In this course students will continue to use the Python language as well as a new programming language, Java. Using these two programming languages students will continue to learn logical reasoning, algorithmic thinking, and structured problem solving. The prerequisite for this course is the successful completion of Computer I, with a grade of "C" or higher.

Advanced Placement Computer Science

0656 Semester 1 / 0657 Semester 2

AP Computer Science introduces students to the formal concepts of object-oriented computer programming, including program design, control structures, data structures, and algorithms using the Java programming language. It is a year-long course designed to be comparable to a first year college level computer programming class. AP Computer Science is a course designed to enhance students' logical problem solving abilities. Not only does it increase student understandings of the Java language, but it also builds analytical skills that are valuable in the field of computer science, in other academic courses, and in life in general. This class will enable students to significantly increase their computer science and programming skills - skills that are needed in an ever increasing array of college courses and workplaces. Computer Science is the highest paid college degree and Computer Programming jobs are growing at a rate of two times the national average. This course is the first step for those interested in embarking on a career in Computer Science or those interested in improving their problem solving skills.

Music/Dance

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Concert Band	0700 Sem 1 0701 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Symphony Band	0702 Sem 1 0703 Sem 2	9, 10, 11, 12	Audition	2 semesters, 1 credit
Wind Ensemble	0704 Sem 1 0705 Sem 2	9, 10, 11, 12	Audition	2 semesters, 1 credit
Jazz Ensemble	0708 Sem 1 0709 Sem 2	9, 10, 11, 12	Audition and instructor approval required for anyone not enrolled in band	2 semesters, 1 credit
Concert Choir *(beginning choir)*	0711 Sem 1 0712 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Chorale	0744A Sem 1 0744B Sem 2	10, 11, 12	Audition or instructor permission	2 semesters, 1 credit
Bella Voce *(intermediate women)*	0717 Sem 1 0718 Sem 2	10, 11, 12	Audition or instructor permission	2 semesters, 1 credit
A Cappella Choir	0715 Sem 1 0716 Sem 2	10, 11, 12	Audition or instructor permission	2 semesters, 1 credit
Novi Singers *(advanced women & men)*	0719 Sem 1 0720 Sem 2	11, 12	Audition or instructor permission	2 semesters, 1 credit
Beginning Dance	0721	9, 10, 11, 12	None	1 semester, .5 credit
Choreography	0728	9, 10, 11, 12	Beg. Dance or instructor permission	1 semester, .5 credit
Dance II	0722	9, 10, 11, 12	Beg. Dance or instructor permission	1 semester, .5 credit
Dance III Intermediate Company	0724 Sem 1 0725 Sem 2	9, 10, 11, 12	Audition or instructor permission	2 semesters, 1 credit
Dance IV Advanced Company	0726 Sem 1 0727 Sem 2	9, 10, 11, 12	Audition or instructor permission	2 semesters, 1 credit
Wildcat Orchestra	0743A Sem 1 0743B Sem 2	9	None	2 semesters, 1 credit
Concert Orchestra	0706 Sem 1 0707 Sem 2	9, 10, 11, 12	Audition	2 semesters, 1 credit
Symphony String Orchestra	0733 Sem 1 0734 Sem 2	9, 10, 11, 12	Audition	2 semesters, 1 credit
Philharmonic String Orchestra	0735 Sem 1 0736 Sem 2	9, 10, 11, 12	Audition	2 semesters, 1 credit
Instrumentals	0710	10, 11, 12	Students must provide own instrument	1 semester, .5 credit

- All Music/Dance courses qualify for Visual, Performing & Applied Arts Requirement

- Students must enroll in the full year (two semesters) for all Band, Choir, Dance, and Orchestra classes (Beginning Dance, Dance II, and Instrumentals exempt - they are one semester classes)

Auditions are required for all higher level Band, Choir, Dance and Orchestra classes. If you do not attend the audition, the instructor may place you in an introductory level course.

Concert Band

0700 Semester 1 / 0701 Semester 2

Students in Concert Band will learn to perform with moderate skills on their instruments. Additionally, students will develop contemporary marching techniques and explore a variety of musical literature, combining music, art, theater and dance to create a competitive marching band production. Band Camp (5-10, 2019) is a requirement for all NHS Marching Band members. Please plan accordingly for this most important week. Units of study for the first semester are: marching band, winter concert preparation and festival preparation. Units of study for the second semester are: participation in MSBOA District and Festival, MSBOA Solo and Ensemble, Spring Concert and Commencement preparation. Students will learn quality tone production, intonation, rhythm, articulation, range development, phrasing, breath support, lip flexibility, dynamics, musicianship, and a moderate level of technical facility. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minutes daily outside of class. Private study is strongly encouraged. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class.

Symphony Band

0702 Semester 1 / 0703 Semester 2

Students in Symphony Band will learn to perform with intermediate skills on their instruments. Additionally, students will develop contemporary marching techniques and explore a variety of musical literature, combining music, art, theater and dance to create a competitive marching band production. Band Camp (Aug. 5-10, 2019) is a requirement for all NHS Marching Band members. Please plan accordingly for this most important week. Units of study for the first semester are: marching band, winter concert preparation and festival preparation. Units of study for the second semester are: participation in MSBOA District and Festival, MSBOA Solo and Ensemble, Spring Concert and Commencement preparation. Students will learn quality tone production, intonation, rhythm, articulation, range development, phrasing, breath support, lip flexibility, dynamics, musicianship, and an intermediate level of technical facility. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minute daily outside of class. Private study is strongly encouraged. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class.

Wind Ensemble

0704 Semester 1 / 0705 Semester 2

Students in Wind Ensemble will learn to perform with advanced skills on their instruments. Additionally, students will develop contemporary marching techniques and explore a variety of musical literature, combining music, art, theater and dance to create a competitive marching band production. Band Camp (Aug. 5-10, 2019) is a requirement for all NHS Marching Band members. Please plan accordingly for this most important week. Units of study for the first semester are: marching band, winter concert preparation and festival preparation. Units of study for the second semester are: participation in MSBOA District and Festival, MSBOA Solo and Ensemble, Spring Concert and Commencement preparation. Students will learn quality tone production, intonation, rhythm, articulation, range development, phrasing, breath support, lip flexibility, dynamics, musicianship, and an advanced level of technical facility. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minutes daily outside of class. Private study is expected for students in Wind Ensemble. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class.

Jazz Ensemble

0708 Semester 1 / 0709 Semester 2

Jazz Ensemble is a performance oriented class dedicated to rehearsing and performing literature encompassing all genres of jazz, i.e. swing, blues, bebop, cool, etc. Students will learn to perform this music through specific units of study - style, articulation, chord symbols, scales, improvisation and jazz history. In addition, students will learn responsibility, pride, self-discipline, and teamwork.

Students are expected to prepare a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class.

Concert Choir

0711 Semester 1 / 0712 Semester 2

Because vocal and sight-reading skills are attained developmentally, it is recommended that students participate in two semesters of choir. Students in Concert Choir, an entry level Soprano, Alto, Tenor, Bass (SATB) choir, will learn to perform a varied repertoire of music. Intended for beginning singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight reading skills at the Primary Level that will be demonstrated at MSVMA Choral Festival. Units of study include: the study of traditional and popular choral repertoire, quality tone production, primary to intermediate music literacy and musicianship, concert / performance preparation, and participation in Michigan School Vocal Music Association (MSVMA) Festival Performances. Attendance at rehearsals and performances outside of the school day is required.

Chorale

0744A Semester 1 / 0744B Semester 2

Students in chorale, an intermediate SATB choir, will learn to perform a varied repertoire of music. Intended for intermediate singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight reading skills at the intermediate level that will be demonstrated at MSUMA Choral Festival. Units of study include: study of traditional and popular choral repertoire, quality tone production, intermediate music literacy and musicianship, concert performance preparation and participation in MSUMA Festival performance. Attendance at rehearsals and performances outside of the school day is required.

Bella Voce

0717 Semester 1 / 0718 Semester 2

Students in Bella Voce, an intermediate level Soprano & Alto ensemble (SSAA), will learn to perform a varied repertoire of music. Intended for experienced singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight-reading skills at the Intermediate Level that will be demonstrated at MSVMA Choral Festival. Units of study include: the study of traditional and popular choral repertoire, quality tone production, intermediate to advanced music literacy and musicianship, concert / performance preparation, and participation in Michigan School Vocal Music Association (MSVMA) Festival Performances. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this choir. An audition is required.

A Cappella Choir

0715 Semester 1 / 0716 Semester 2

Because vocal and sight-reading skills are attained developmentally, it is required that students participate in two semesters of regular choir (not a cappella), as students will already be expected to have learned these skills. Students will prepare and perform various styles of popular, contemporary music, with a heavy focus on sight-reading, rhythmic and pitch accuracy, some vocal percussion, and performance and stage presence. Students will become familiar with notation software and learn how to arrange their own songs for performance. Students must be able to read music, sight-read, and have a strong sense of pitch and tonal center. A Cappella will participate in ICHSA, the International Competition of High School A Cappella, which takes place in the spring; recording and submittal for this competition will take place in the fall. Attendance at rehearsals and performances outside of the school day is required. Students will be required to provide their own uniform. Students must enroll in two semesters for this choir. An audition is required.

Novi Singers

0719 Semester 1 / 0720 Semester 2

Students in Novi Singers, an advanced level mixed ensemble (SATB), will learn to perform a varied repertoire of music. Intended for advanced singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight-reading skills at the Advanced Level that will be

demonstrated at MSVMA Choral Festival. Units of study include: the study of traditional and popular choral repertoire, chamber music, quality tone production, intermediate to advanced music literacy and musicianship, concert / performance preparation, and participation in Michigan School Vocal Music Association (MSVMA) Festival Performances. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this choir. An audition is required. It is required that students participate in two semesters of regular choir prior to joining. Audition required.

0721 Beginning Dance I

Students will experience an overview of a wide variety of dance styles. Units of learning will include: Hip Hop, Jazz, Musical Theater, Contemporary/Modern and Cultural Dances. Students will learn the origins of each dance style and develop kinesthetic techniques to improve their levels of flexibility, coordination, posture and balance. Students will gain a broad understanding of how dance plays a role in many different cultures around the world. Students will perform one dance in the semester dance concert. Attendance at dress rehearsal and the semester dance concert outside of class is required. May be taken more than once.

0728 Choreography

Designed for students with previous dance training, the course teaches choreographic tools, knowledge and understanding for creating movement. Units of learning include: improvisation, creating for concert and commercial dance, site-specific dance and elements of composition. Attendance at rehearsals and performances outside of class is required. Must have successfully completed Beginning dance or have permission of the instructor.

0722 Dance II

Designed for students with some previous dance training, this course strengthens advanced beginning/intermediate level dance techniques and composition. Students will build upon previous dance experience, knowledge, and training. Units of learning will include continued development of technique, terminology, creative expression, composition, and history. Attendance at dress rehearsal and the semester dance concert outside of class is required. Must have successfully completed Beginning Dance I or have previous dance experience within the past two years. May be taken more than once.

Dance III Intermediate Company

0724 Semester 1 / 0725 Semester 2

Designed for the intermediate dance student, this course builds more advanced dance techniques and composition. This is a performance oriented course for the intermediate level dancer, providing students with a dance company experience. Students perform choreography by the program director and notable guest artists within departmental concerts, community events, competitions, and festivals. Students must be enrolled in two semesters for this course. Attendance at after school rehearsals and performances outside of class is required. There will be one mandatory weekly after school rehearsal until 3:15 PM. Audition required.

Dance IV Advanced Company

0726 Semester 1 / 0727 Semester 2

Designed for the advanced dance student, this course reinforces more advanced dance techniques and composition. This is a performance oriented course for the advanced dancer, providing students with a dance company experience. Students perform choreography by the program director and notable guest artists within departmental concerts, community events, competitions, and festivals. Students must be enrolled in two semesters for this course. Attendance at after school rehearsals and performances outside of class is required. There will be one mandatory weekly after school rehearsal until 3:15 PM. Audition required.

Wildcat Orchestra

0743A Semester 1 / 0743B Semester 2

The 9th grade wildcat orchestra will learn and perform music at an intermediate level of musicality and technical difficulty. Students that are in the 9th grade will make up the Wildcat Orchestra. Students will continue to build upon their fundamental skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline and teamwork. Attendance at rehearsals and performances outside the school day is required.

Concert String Orchestra

0706 Semester 1 / 0707 Semester 2

The Concert orchestra will learn and perform music at an intermediate level of musicality and technical difficulty. Students who do not audition into Symphony Orchestra will make up the Concert Orchestra. Students will prepare for a fall and winter concert, along with MSBOA Orchestra Festival and a spring concert. Students will continue to build upon their fundamental skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self- discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

Symphony String Orchestra

0733 Semester 1 / 0734 Semester 2

The Symphony orchestra will learn and perform music at a moderate level of musicality and technical difficulty. Students must audition to be a part of the Symphony Orchestra. Students will prepare for a fall and winter concert, along with MSBOA Orchestra Festival and a spring concert. Students will continue to build upon their intermediate skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

Philharmonic String Orchestra

0735 Semester 1 / 0736 Semester 2

The Philharmonic orchestra will learn and perform music at a more advanced level of musicality and technical difficulty. Students must audition to be a part of the Philharmonic Orchestra. Students in Philharmonic will participate in full orchestra activities. Students will prepare for a fall and winter concert, along with MSBOA Orchestra Festival and a spring concert. Students will continue to build upon their moderate skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

0710 Instrumentals

The students in Instrumentals will learn skills and concepts in music and musicianship, as well as pursue an independent study to improve performance skills on their respective instrument. Units of study are basic music theory, aural skills, and music appreciation, concurrent with an established independent study on an instrument. Specific skills learned will be technical facility on an instrument, musicianship, reading music, writing music, key signatures, time signatures, and composition. In fulfillment of the independent study, students will give in-class performances on their instrument two times per six-week grading period and will collaborate with other artists and musicians in the school. The students enrolled in Instrumentals will also produce, promote, and perform at Rock the Box and other musical gigs outside of the school day.

Oakland Schools Technical Campus

Note: The *Public Notice of Nondiscrimination in Career and Technical Education Classes* is printed on page 6 of this course catalog. This policy applies to enrollment in all OSTC courses.

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Agriscience and Environmental Technologies	0800	11, 12	On track for graduation, good attendance record, EDP matches program	2 semesters, 3 credits
Computer Programming Computer Networking Entrepreneurship & Advanced Marketing Web Development	0801	11, 12	On track for graduation, good attendance record, EDP matches program	2 semesters, 3 credits
Culinary Arts/Hospitality	0802	11, 12	On track for graduation, good attendance record, EDP matches program	2 semesters, 3 credits
Health Sciences	0803	11, 12	On track for graduation, good attendance record, EDP matches program	2 semesters, 3 credits
Engineering, Robotics, Mechatronics Machining Welding	0804	11, 12	On track for graduation, good attendance record, EDP matches program	2 semesters, 3 credits
Automotive Technology Collision Repair & Refinishing Medium/Heavy Truck Equipment	0805	11, 12	On track for graduation, good attendance record, EDP matches program; Assessment required	2 semesters, 3 credits
Visual Imaging	0806	11, 12	On track for graduation, good attendance record, EDP matches program	2 semesters, 3 credits

- All OSTC courses qualify for the Visual, Performing & Applied Arts Requirements
- All OSTC courses qualify for the Senior Level Math Requirement

*All OSTC courses are full year programs. See counselor for OSTC application. Approval by counselor and OSTC is required. Paperwork may be turned in to Ms Lephart in the Novi High School Student Service Center. Registration for OSTC programs is early February. Please register through their online application via the following website: https://Oakland.enrolltrack.com/student portal/#

The complete list of Oakland Schools Technical Campus course offerings is posted on the OSTC website at:
http://www.ostconline.com/LinkClick.aspx?link=Documents%2f2015-2016+Course+Selection+Guide.pdf&tabid=2830&mid=8902
OSTC course offerings are subject to change. Final course availability and descriptions will be available in the spring. Students selecting these courses will be notified of any changes.

OSTC Credit Exchange
1 Year Programs: Visual Imaging, Biotechnology and Environmental Science,Culinary Arts/Hospitality, Health Sciences and Engineering/Emerging Technologies. (2nd year of a world language and meet the CTE Algebra II exchange requirements). Students must request these exchanges when scheduling.
2 Year Program in Automotive Technology also meets the above exchanges, however, both years must be completed to received the credit exchanges

0800 Agriscience and Environmental Technologies
Work alongside professionals in hydroponics, veterinary science, sustainable agriculture, environmental engineering and conservation.

0801 Computer Programming
Program in languages such as C++, Objective-C, Python, C# and Java to power the modern world.

0801 Computer Networking
Building, upgrade and repair computers; and design, install and troubleshoot computer network systems.

0801 Entrepreneurship & Advanced Marketing
Discover your inner-executive, become a marketing guru and learn how to "wow" your customers.

0802 Culinary Arts/Hospitality
Be a key part of the team that operates a restaurant, prepares regional./international cuisines and delivers unique dining experiences.

0803 Health Sciences
Develop a professional work ethic and ability to provide compassionate patient care in a variety of clinical settings. (EMT is available for Early College)

0804 Engineering, Robotics & Mechatronics
Design and Build (remove) powerful robotic, hydraulic, pneumatic, electrical, electronic and mechanical systems.

0804 Machining
Program and operate CNC machines to create products from engineering blueprints and specifications.

0804 Welding
Use advanced equipment and techniques to join, cut, bend, and manipulate metal to fabricate a wide range of products.

0805 Automotive Technology (This is a two year program)
Diagnose, repair and maintain automobiles from basic through advanced automotive systems.

0805 Collision Repair & Refinishing
Using the same painting, welding and repair equipment as automotive professionals, restore vehicles to showroom condition.

0805 Medium/Heavy Truck Repair
Repair and maintain heavy equipment, medium duty vehicles and semi-trucks, while using the same advanced diagnostic and repair equipment as professional technicians.

0806 Visual Imaging
Design and create dynamic brand identifications, products, animations and digital media.

Other Course Offerings

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Peer to Peer	0217 Sem 1 0218 Sem 2	10, 11, 12	Application	2 semesters, 1 credit

Peer to Peer

0217 Semester 1 / 0218 Semester 2

This course is designed as an elective for students who have a desire to mentor and work with a student or students with an Individual Education Plan (IEP). The course will focus on leadership skills, communication skills, knowledge of autism and other disabilities, problem solving, goal setting, tolerance, patience, reflective listening, journaling, group processing and advocacy. The student enrolled in a Peer-to-peer course will be a mentor, role model, and friend to a student with an IEP. In this role, the peer student will be with their assigned student a minimum of one class period. The student will also participate in both in class and hybrid “training days” to build their knowledge and skills in mentoring a student with an IEP.

Physical Education & Health

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Health	1000	9, 10, 11, 12	None	1 semester, .5 credit
Health (ESL)	1005E	9, 10, 11, 12	WIDA ACCESS/SCREENER Level 2.3 or higher	1 semester, .5 credit
Fundamentals of PE	1001	9, 10, 11, 12	None	1 semester, .5 credit
Personal Conditioning	1002	10, 11, 12	Fundamentals of PE	1 semester, .5 credit
Recreation & Lifetime Activities	1003	9, 10, 11, 12	Fundamentals of PE	1 semester, .5 credit
Sports Officiating	1007	11, 12	Fundamentals of PE	1 semester, .5 credit
Weight & Body Training	1004	10, 11, 12	Fundamentals of PE	1 semester, .5 credit

1000 Health
Health is a required course that emphasizes the practical application of knowledge to healthful daily living. The units of study will include personal health and wellness, social, emotional and mental health, nutrition and physical activity, CPR-American Red Cross, substance abuse and safety, and reproductive health. Using personal assessments, role playing, problem solving and many hands-on activities (including demonstration of the six CPR skills) students learn and develop wise decision-making skills with the goal of extending one's life expectancy.

1005E Health (ESL)
Health is a required course that emphasizes the practical application of knowledge to healthful daily living. The units of study will include personal health and wellness, social, emotional and mental health, nutrition and physical activity, CPR-American Red Cross, substance abuse and safety, and reproductive health. Using personal assessments, role playing, problem solving and many hands-on activities (including demonstration of the six CPR skills) students learn and develop wise decision-making skills with the goal of extending one's life expectancy. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.3 or higher on WIDA ACCESS/SCREENER.

1001 Fundamentals of PE
Fundamentals of PE is a course that introduces the student to many aspects of physical education, including participation in recreational sports, as well as personal fitness and working out in a fitness center setting. Students will participate in a variety of sports and activities in a less competitive atmosphere that will improve overall fitness levels. Activities include individual and team sports, swimming, and strength and cardiovascular conditioning. Students will set personal goals, monitor their progress and demonstrate proficiency through in-class participation, written/skill assessments and homework/in-class assignments. This course fulfills the PE graduation requirement.

1002 Personal Conditioning
This course focuses on how to maintain personal health and wellness. It is designed for the self-motivated student who is interested in developing their own personal fitness program related to cardiorespiratory endurance, as well as strength exercises. Students will utilize the fitness center, gymnasium, and indoor and outdoor facilities. Concepts such as circuit training, aquatic toning, strength training, interval training, and agility and quickness training will be introduced. Students will set personal goals, monitor their progress and demonstrate proficiency through in-class participation, written/skill assessments and homework/in-class assignments. This course may be retaken for credit.

1003 Recreational and Lifetime Activities

This course focuses on understanding and practicing basic skills and techniques of lifetime sports and activities in a friendly competitive setting. Instruction will include, but are not limited to handball, tennis, pickleball, softball, ultimate Frisbee, volleyball, soccer, badminton, floor hockey, flag football, swimming, international sports, and strength and cardiovascular conditioning. Assessment will include in-class participation, homework/in-class assignments and written/skill tests. This course may be retaken for credit.

1007 Sports Officiating

Knowledge of rules and officiating techniques will be learned in this class. This course is designed to enhance the student's knowledge of various selected sports, thereby leading to certification for their specific activities. Upon completion of this course, students will be referred for placement as paid officials in recreational leagues and summer programs.

1004 Weight and Body Training

Weight and Body Training is a course for the highly self-motivated student that will provide instruction in various training methods to help reach and maintain high levels of individual physical fitness. Training methods include, but are not limited to resistance training, plyometric training, agility and quickness training, and cardiovascular training. Students will utilize the fitness center, gymnasium, and indoor and outdoor facilities. Students will set personal goals and monitor their progress through a written progress journal. Active rest days will be included and take place in the gymnasium playing high energy sports and recreational games. This course may be retaken for credit.

Science

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Biology	1102 Sem 1 1103 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Biology (ESL)	1131E Sem 1 1132E Sem 2	9, 10, 11, 12	WIDA ACCESS/SCREENER Level 3.1 or higher	2 semesters, 1 credit
Chemistry	1110 Sem 1 1111 Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
Chemistry (ESL)	1150E Sem 1 1151E Sem 2	9, 10, 11, 12	Algebra I & WIDA ACCESS/ SCREENER Level 2.3 or higher	2 semesters, 1 credit
Physics	1114 Sem 1 1115 Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
Physics (ESL)	1152E Sem 1 1153E Sem 2	9, 10, 11, 12	Algebra I & WIDA ACCESS/ SCREENER Level 2.5 or higher	2 semesters, 1 credit
Advanced Placement Biology	1105 Sem 1 1106 Sem 2	10, 11, 12	Chemistry and Biology (highly recommended)	2 semesters, 1 credit
Advanced Placement Chemistry	1113 Sem 2 1112 Sem 1	10, 11, 12	Algebra II (required) and Chemistry (highly recommended)	2 semesters, 1 credit
		9	Honors Algebra II with a grade of 'B' or higher; concurrent enrollment in Honors Pre-Calculus or higher; prerequisite override form	
Advanced Placement Environmental Science	1121 Sem 1 1122 Sem 2	10, 11, 12	Grade of B- or higher in both Biology and Algebra I required (or teacher override); Chemistry highly recommended	2 semesters, 1 credit
Advanced Placement Physics C: Electricity and Magnetism	1118 Sem 1 1119 Sem 2	10, 11, 12	Must have completed or be enrolled in AP Calculus AB	2 semesters, 1 credit
Advanced Placement Physics C: Mechanics	1116 Sem 1 1117 Sem 2	10, 11, 12	Must have completed or be enrolled in AP Calculus AB	2 semesters, 1 credit
Forensic Science	1104	10, 11, 12	Biology, Chemistry, and Algebra I strongly recommended	1 semester, .5 credit
Genetics and Medical Technology	1109	10, 11, 12	Biology	1 semester, .5 credit
Human Anatomy & Physiology	1107	10, 11, 12	Biology (C or higher recommended)	1 semester, .5 credit
IB Biology HL1: Cell Biology and Genetics/AP Biology	1123 Sem 1 1124 Sem 2	11	Biology (recommended) & Chemistry (highly recommended)	2 semesters, 1 credit
IB Biology HL2: Botany and Human Biology	1125 Sem 1 1126 Sem 2	12	IB Biology HL1: Cell Biology and Genetics	2 semesters, 1 credit
IB Physics SL	1129 Sem 1 1130 Sem 2	11, 12	Algebra I	2 semesters, 1 credit

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
IB Sports, Exercise and Health Science HL1	1146 Sem 1 1147 Sem 2	11, 12	None	2 semesters, 1 credit
IB Sports, Exercise and Health Science HL2	1148 Sem 1 1149 Sem 2	12	IB Sports, Exercise and Health Science HL1	2 semesters, 1 credit
Medical Careers Exploration	1108	11, 12	Human Anatomy & Physiology and completion of application	1 semester, .5 credit

- Some Science courses may qualify for the senior level math elective or a Visual, Performing & Applied Arts Requirement. This is noted in the following course descriptions and a full list can be found on pages 14-15.

Biology

1102 Semester 1 / 1103 Semester 2

This Biology course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Matter & Energy in Organisms & Ecosystems, Interdependent Relationships in Ecosystems, Structure & Function, inheritance and variation of Traits, and Natural Selection & Evolution.

Biology (ESL)

1131E Semester 1 / 1132E Semester 2

This is a sheltered class for ESL students only. This Biology course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Structure and Function, Inheritance and Variation of Traits, and Natural Selection and Evolution. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method by a SIOP-trained teacher., Recommended English proficiency of 3.1 or higher on WIDA ACCESS/SCREENER.

Chemistry

1110 Semester 1 / 1111 Semester 2

This chemistry course uses the Science & Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Structure of the Atom, Matter & the Periodic Table, Energy & Reactions, and Environmental Chemistry.

Chemistry (ESL)

1150E Semester 1 / 1151E Semester 2

This course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Structure of the Atom, Matter and The Periodic Table, Energy and Reactions, and Environmental Chemistry. This course is taught by a SIOP (Sheltered Instruction Observation Protocol) trained teacher. It is recommended that students have a WIDA ACCESS/SCREENER level of 2.3 or high to take this course.

Physics

1114 Semester 1 / 1115 Semester 2

This Physics course uses the Science & Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Forces & Interactions, Energy, Waves & Electromagnetic Variation, and Astro & Planetary Physics.

Physics (ESL)

1152E Semester 1 / 1153E Semester 2

This course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Forces and Interactions, Energy, Waves and Electromagnetic Variation, and Astronomy and Planetary Physics. This course is taught by a SIOP (Sheltered Instruction Observation Protocol) trained teacher. It is recommended that students have a WIDA ACCESS/SCREENER level of 2.5 or higher to take this course.

Advanced Placement Biology

1105 Semester 1 / 1106 Semester 2

The AP Biology course at Novi High School is a full year course. We have adequate time built into our schedule to allow students to complete the course material in a reasonable manner with three weeks devoted to review and preparation for the AP exam. The AP Biology course at Novi High School conforms to the standards instituted by the College Board for all AP Courses. All topics in *The AP Biology Curriculum Framework* are included. The course is organized into four units utilizing the Big Ideas included in the curriculum framework.

Unit One: Evolution- The process of evolution drives the diversity and unity of life.

Unit Two: Energy Utilization- Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

Unit Three: Information storage and processing- Living systems store, retrieve, transmit and respond to information essential to life processes.

Unit Four: Biological Interactions: Biological systems interact, and these systems and their interactions possess complex properties.

Emphasis on the following seven science processes will be integrated within the course and will be reinforced through a variety of laboratory experiences throughout the year.

1. The student can use representations and models to communicate scientific phenomena and solve scientific problems.
2. The student can use mathematics appropriately.
3. The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
4. The student can plan and implement data collection strategies appropriate to a particular scientific question.
5. The student can perform data analysis and evaluation of evidence.
6. The student can work with scientific explanations and theories.
7. The student is able to connect and relate knowledge across various scales, concepts and representations in and across domains.

Prerequisites: Chemistry (highly recommended) and Biology (highly recommended)

AP Biology/IB Biology HL 1: Cell Biology and Genetics

1123 Semester 1 / 1124 Semester 2

Beginning in the fall of 2021, IB Biology will now include AP Biology. This means that students taking IB Biology HL 1 will learn the AP Biology curriculum and prepare for the AP exam during year I of the course. Then, in year II, students will complete the IB Biology HL curriculum and prepare for the IB Biology examination. *Due to the requirements of the IB Program, this course option is only available for 11th graders.* In addition to the AP curriculum, students will delve deeper into AP/IB cross-course concepts in year I and have an increased number of laboratory experiences to align with the IB curriculum. Students that sign up for this course are committing to a 2 year program: AP/IB biology in year 1, and IB Biology HL 2 in year 2. Students interested in life or medical sciences after high school are strongly encouraged to consider this course as the second year dives into anatomy and physiology, neuroscience, and statistical analysis.

The course is organized into four units utilizing the Big Ideas from AP Biology included in the curriculum framework and supplementing these ideas with additional material from the IB Biology framework.

Unit One: Biochemistry and Cells- Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

Unit Two:Genetics- Living systems store, retrieve, transmit and respond to information essential to life processes.

Unit Three: Ecology- Biological systems interact, and these systems and their interactions possess complex properties.

Unit Four: Evolution- The process of evolution drives the diversity and unity of life.

Prerequisites: Chemistry (highly recommended) and Biology (recommended)

Advanced Placement Chemistry

1112 Semester 1 / 1113 Semester 2

Advanced placement chemistry is a college-level, fast paced course that places an increased importance on the topics covered in general chemistry. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, kinetics, and thermodynamics are presented in considerable depth. There is also more emphasis on laboratory investigations and chemical calculations. *(Course qualifies for senior level math elective)*

Advanced Placement Environmental Science

1121 Semester 1 / 1122 Semester 2

The AP Environmental Science (APES) course at NHS is a full year course designed to prepare students for the College Board Advanced Placement Environmental Science Exam. The goal of this course is to expose students to the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world; to identify and analyze problems both natural and human-made; to evaluate the relative risks associated with these problems; and to examine the alternative solutions for resolving and/or preventing them. Several themes cut across the many topics covered in APES, including: (1) science is a process of learning about how the world works and changes; (2) energy conversions underlie all ecological processes; (3) the Earth is one interconnected system made up of related, smaller systems; (4) humans alter natural systems; (5) environmental problems have a cultural and social context; and (6) human survival depends on developing sustainable practices. Major units of study include sustainability; life on earth; human population growth (including implications of this growth, and possible ways to impact this growth); earth systems and resources; land and water resources; energy resources; global change (including climate change and loss of biodiversity); and hazards to human health, including pollution of water and air and creation of solid and hazardous wastes. The use of technology and collaboration will be stressed.

Advanced Placement Physics C: Electricity and Magnetism

1118 Semester 1 / 1119 Semester 2

Advanced Placement Physics C: Electricity and Magnetism is equivalent to a first year college-level physics course. The course will address concepts related to electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism. Students will use methods of calculus, when appropriate, to study and solve problems in the classroom and laboratory. *(Course qualifies for senior level math elective)*

Advanced Placement Physics C: Mechanics

1116 Semester 1 / 1117 Semester 2

Advanced Placement Physics C: Mechanics is equivalent to a first year college-level physics course. The course will address concepts related to kinematics, Newton's laws of motion, work, energy, and power, linear momentum, circular motion and rotation, and oscillations and gravity. Students will use methods of calculus, when appropriate, to study and solve problems in the classroom and laboratory. *(Course qualifies for senior level math elective)*

1104 Forensic Science

Forensic Science is the study of the application of science to areas of law. Topics include introduction to law, types of civil and criminal cases, Michigan crimes, crime scene analysis, evidence, handwriting, fingerprinting, blood, blood spatter, footprints, chemical testing of unknown substances, hair and fiber evidence, trace evidence, DNA and forensic medicine. Throughout the year, students will participate in lectures, discussions, laboratory investigations, videos and more. This is an upper level class for college bound students. Strongly recommended prerequisites include Biology, Chemistry.

1109 Genetics and Medical Technology

Genetics and Medical Technology is an enrichment course for students wishing to increase their knowledge in medical and genetic research. Students will explore and build skills for careers as doctors, nurses, genetic counselors, clinical laboratory technologists, medical technologists, and clinical laboratory technicians. In the last 25 years, the U.S. biotechnology industry has created more than 198,000 high-quality jobs, at over 1,400 pharmaceutical, agricultural, industrial and instrumentation biotechnology companies, plus

more at academic and government agencies. This course will provide students with the basic knowledge and skills necessary to take advantage of these career opportunities. Students will learn about and use the medical and genetic technologies that are making news headlines. This includes isolation and manipulation of DNA, DNA fingerprinting and medical diagnostic tests. *(Course qualifies for senior level math elective)*

1107 Human Anatomy and Physiology

Human Anatomy and Physiology is an in-depth examination of the structures (Anatomy) and functions (Physiology) of the Human body. The course will begin with an overview of the human body followed by examinations of the various organ systems including skeletal, muscular, integument, cardiovascular, digestive, respiratory, excretory, reproductive, and nervous. Material will be related to real word applications with emphasis on health and medical condition. This class includes a practical dissection experience.

IB Biology HL 1: Cell Biology and Genetics/AP Biology

1123 Semester 1 / 1124 Semester 2

Beginning in the fall of 2021, IB Biology will now include AP Biology. This means that students taking IB Biology HL 1 will learn the AP Biology curriculum and prepare for the AP exam during year I of the course. Then, in year II, students will complete the IB Biology HL curriculum and prepare for the IB Biology examination. *Due to the requirements of the IB Program, this course option is only available for 11th graders.* In addition to the AP curriculum, students will delve deeper into AP/IB cross-course concepts in year I and have an increased number of laboratory experiences to align with the IB curriculum. Students that sign up for this course are committing to a 2 year program: AP/IB biology in year 1, and IB Biology HL 2 in year 2. Students interested in life or medical sciences after high school are strongly encouraged to consider this course as the second year dives into anatomy and physiology, neuroscience, and statistical analysis.

The course is organized into four units utilizing the Big Ideas from AP Biology included in the curriculum framework and supplementing these ideas with additional material from the IB Biology framework.

Unit One: Biochemistry and Cells- Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

Unit Two:Genetics- Living systems store, retrieve, transmit and respond to information essential to life processes.

Unit Three: Ecology- Biological systems interact, and these systems and their interactions possess complex properties.

Unit Four: Evolution- The process of evolution drives the diversity and unity of life.

Prerequisites: Chemistry (highly recommended) and Biology (recommended)

IB Biology HL 2: Botany and Human Biology

1125 Semester 1 / 1126 Semester 2

This is the second course in the two-year IB HL Biology curriculum. Topics include Plant Biology, Anatomy and Physiology, Neurobiology, and statistical analysis. During this year, students will complete a student-driven laboratory or research project(internal assessment). Upon completion of year 2, students will be prepared for the IB HL exam. This course meets the Michigan Merit curriculum requirements for Life Science and also includes an introduction to important topics in the medical fields. IB certification will be by external and internal examination and colleges may offer credit for impressive scores.

IB Physics SL

1129 Semester 1 / 1130 Semester 2

The IB Physics SL course will provide students with a challenging and rewarding experience in Physics. The course will focus on developing conceptual understanding and problem-solving skills through the study of the following topics: Physics and physical measurement, mechanics, thermal physics, oscillations and waves, electric current, fields and forces, atomic and nuclear physics, energy, power and climate change. Students will actively participate in their learning through discussions and investigations linked to the different theoretical concepts. The course will seek to foster students' appreciation of the scientific process while building collaborative, manipulative, and analytical skills. Problem solving will not require calculus; however, a strong background in Mathematics is beneficial. Students may elect to take the course for IB certification, a process that involves internal and external assessments. Stu- dents who elect this option will be responsible for the related fees. *(Course qualifies for senior level math elective)*

IB Sports, Exercise and Health Science HL1

1146 Semester 1 / 1147 Semester 2

This course can be taken to meet the Group 4 HL requirement for the IB diploma or certificate program. This is the first course in a two-year IB HL curriculum. SEHS incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover six core topics, seven additional high level topics and two option topics (chosen by the teacher), and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. *(Course qualifies for senior level math elective)*

IB Sports, Exercise and Health Science HL2

1148 Semester 1 / 1149 Semester 2

This is the second course in a two-year IB HL curriculum. Upon completion students will be prepared for the IB Sports, Exercise and Health Science HL Exam. **The completion of IB SEHS HL 2 fulfills the Novi High School Health and PE Credit.** *(Course qualifies for senior level math elective)*

1108 Medical Careers Exploration

The Medical Careers Exploration course is part of the Providence Park Hospital—Novi Community Schools Partnership. Students enrolled in this course will explore in detail a wide variety of medical and health services careers. Web based research and information gathering regarding each career pathway will occur on the high school campus, with hands-on follow-up to occur on the Providence Park Hospital campus or be provided by Providence personnel. *(Course qualifies for visual, performing & applied arts credit)*
Note: This course will be scheduled to take place during an extended 6th period, with students dismissed 14 minutes after the end of the regularly scheduled school day.
* Students interested in this course must complete the application available on the Novi High School Counseling website (see Class Applications under the Scheduling link).

Social Studies

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
US History: 1877 to Present	1200 Sem 1 1201 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
U.S. History: 1877 to Present (ESL)	1224E Sem 1 1225E Sem 2	9, 10, 11, 12	WIDA ACCESS/SCREENER Level 2.2 or higher	2 semesters, 1 credit
Civics	1202	9, 10, 11, 12	If taking in 9th grade, must have earned a 'B' or higher in all previous Social Studies and English courses	1 semester, .5 credit
Civics (ESL)	1202 CIV E	10, 11, 12	WIDA ACCESS/SCREENER Level 2.8 or higher	1 semester, .5 credit
Economics	1203	9, 10, 11, 12	Recommended after successful completion of Civics	1 semester, .5 credit
Economics (ESL)	1203 ECO E	10, 11, 12	WIDA ACCESS/SCREENER Level 2.5 or higher	1 semester, .5 credit
World History	1208 Sem 1 1209 Sem 2	11, 12	None	2 semesters, 1 credit
World History (ESL)	1232E Sem 1 1233E Sem 2	11, 12	WIDA ACCESS/SCREENER Level 3.3 or higher	2 semesters, 1 credi
Advanced Placement European History	1212 Sem 1 1213 Sem 2	10, 11, 12	Earned a 'B' or higher in all previous Social Studies and English courses	2 semesters, 1 credit
Advanced Placement Macroeconomics	1611 Sem 2	10, 11, 12	Successful completion or concurrent enrollment in AP US Gov., Civics, or AP Microeconomics	1 semester, .5 credit
Advanced Placement Microeconomics	1610 Sem 1	10, 11, 12	Earned a 'B' or higher in Algebra II or concurrent enrollment in Honors Algebra II or above	1 semester, .5 credit
Advanced Placement Psychology	1216 Sem 1 1217 Sem 2	11, 12	Earned a 'B' or higher in all previous English and Biology courses	2 semesters, 1 credit
Advanced Placement U.S. Government & Politics	1218 Sem 1 1219 Sem 2	10, 11, 12	Earned a 'B' or higher in all previous Social Studies and English courses	2 semesters, 1 creditHL1/SL
Advanced Placement United States History	1214 Sem 1 1215 Sem 2	10, 11, 12	Earned at least a 'B+' or higher in Social Studies and ELA9	2 semesters, 1 credit
Big History	1234	10, 11, 12	None	1 semester, .5 credit
Detroit History	1210	9, 10, 11, 12	None	1 semester, .5 credit
IB 20th Century World History HL1/SL	1230 Sem 1 1231 Sem 2	11, 12	None	2 semesters, 1 credit
IB History of the Americas HL2	1237 Sem 1 1238 Sem 2	12	IB 20th Century World History HL1	2 semesters, 1 credit
IB Theory of Knowledge 1	1228	11	None	1 semester, .5 credit

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
(Junior Year, Semester 2)				
IB Theory of Knowledge 2 *(Senior Year, Semester 1)*	1229	12	IB Theory of Knowledge 1	1 semester, .5 credit
International Relations	1204	10, 11, 12	None	1 semesters, .5 credit
Psychology	1206	10, 11, 12	None	1 semester, .5 credit
Sociology	1207	10, 11, 12	None	1 semester, .5 credit

United States History: 1877 to Present

1200 Semester 1 / 1201 Semester 2

The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial age to the present day. Students learn about major political, cultural, and historical underpinnings of our society. Throughout this course, students analyze the causes and effects of events in the nation's past using primary and secondary sources to explore time and place in the twentieth century. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

U.S. History: 1877 to Present (ESL)

1224E Semester 1 / 1225E Semester 2

This is a sheltered class for ESL students only. The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Students learn about major political, cultural, and historical underpinnings of our society. Throughout the course, students analyze how our core ideals have shaped our collective past and explore implications for the future. Students analyze the causes and effects of events in the nation's past using primary and secondary sources to explore time and place in the twentieth century. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.2 or higher on WIDA ACCESS/SCREENER.

1201 Civics

This a one semester course that will enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to the principal purpose and function of their local, state and federal government. In addition the origins of the American political system are addressed, as are the roles, rights and responsibilities of United States citizens. Students will also be afforded an understanding of the major political institutions in the United States. Successful completion of this course is required for graduation

1202-CIV-E Civics (ESL)

This is a sheltered class for ESL students only. This a one semester course that will enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to the principal purpose and function of their local, state and federal government. In addition the origins of the American political system are addressed, as are the roles, rights and responsibilities of United States citizens. Students will also be afforded an understanding of the major political institutions in the United States. Successful completion of this course is required for graduation. Instruction is delivered

using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.8 or higher on WIDA ACCESS/SCREENER.

1203 Economics

This is a one semester course that will introduce students to the basic tools of both microeconomic and macroeconomic analysis. Microeconomics deals with consumers, firms, markets, income distribution and personal finance and budgeting. Macroeconomics deals with national income, employment, inflation, money and the government's role in the economy. Successful completion of this course is required for graduation.

1203-ECO-E Economics (ESL)

This is a sheltered class for ESL Students only. This is a one semester course that will introduce students to the basic tools of both microeconomic and macroeconomic analysis. Microeconomics deals with consumers, firms, markets, income distribution and personal finance and budgeting. Macroeconomics deals with national income, employment, inflation, money and the government's role in the economy. Successful completion of this course is required for graduation. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.5 or higher on WIDA ACCESS/SCREENER.

World History, 300 C.E. to Present

1208 Semester 1 / 1209 Semester 2

This course explores the interactions of civilizations from the decline of ancient empires through a study of the impact of globalization. Particular attention to the interaction of civilizations through war, trade, expansion, and other relationships will take precedence over a specific nation by nation study of the world. As a class, we will study the major themes, trends, and transitions that established the global world of today. We will conclude first semester by examining the Industrial Revolution and how that global phenomenon encouraged global interaction. Second semester begins with the development of nation-states and ends with an analysis of the current state of global interaction.

World History (ESL)

1232E Semester 1 / 1233E Semester 2

How did societies, networks, and transitions impact globalization?

This is a sheltered class for ESL students only. This course explores the interactions of civilizations from the decline of Ancient Empires through the current debate about globalization. Particular attention to the interaction of civilizations through war, trade, expansion, and other relationships will take precedence over a specific nation by nation study of the world. The interaction of people became increasingly important through a system of societies, networks and transitions, as the world of societies modernized and becomes increasingly global. As a class we will study the major themes, trends, and transitions. We will conclude the first semester by examining a global phenomenon that dramatically changed the way of life, the Industrial Revolution. Second semester picks back up with the global revolutions and concludes with a study of the current state of globalization. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 3.3 or higher on WIDA ACCESS/SCREENER.

Advanced Placement European History

1212 Semester 1 / 1213 Semester 2

The average person looks at history and labels it, but historians look at history and learn from it. If we are to take that approach with our European History class what can we learn? While employing the historical process, we will ask, “Why Europe?” Each period of European history offers its own answer to this question. Our task, this year, is to find those answers and piece together an account of European history. In this way we will develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, (c) an ability to apply historical skills to that analysis such as significance, cause and effect, change over time, and continuity and change, and (d) an ability to express historical understanding in writing. Summer Reading will be given in June.

Advanced Placement Macroeconomics

1611 Semester 2

This is a one semester, college level course that will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector stabilization policies, economic growth, and international economics. **Graduation requirement can be obtained by either taking general economics only, taking both AP Courses or taking one AP and one general economics. This class is recommended for juniors and seniors. Sophomores may enroll but do so understanding that the workload and content are both college level and pace.*

Advanced Placement Microeconomics

1610 Semester 1

This is a one semester, college level course that will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. **Graduation requirement can be obtained by either taking general economics only, taking both AP Courses or taking one AP and one general economics. This class is recommended for juniors and seniors. Sophomores may enroll but do so understanding that the workload and content are both college level and pace.*

Advanced Placement Psychology

1216 Semester 1 / 1217 Semester 2

AP Psychology studies the behaviors and mental processes of human beings and other animals in a systematic and scientific manner, and is designed to be the equivalent of an introductory college psychology course. Students are encouraged to take the College Board's Advanced Placement Exam (there is an examination fee). Units of study include: scientific foundations of psychology, biological bases of behavior, sensation and perception, learning, cognitive psychology, developmental psychology, motivation, emotion, and personality, clinical psychology, and social psychology. Students will develop the skills necessary to be successful on the Advanced Placement exam in Psychology.

Advanced Placement U.S. Government & Politics

1218 Semester 1 / 1219 Semester 2

Contribution to an enlightened and engaged citizenry, the foundation for democratic societies, is the primary objective of this course. Throughout the year, students will thoughtfully analyze a wide array of sources seeking to better understand the workings of the American political system. Through class lectures, readings, discussions and simulations for each unit students will be able to:

1. Understand the nature and function of American government, including key documents, leaders and laws.
2. Express in written and oral form, arguments and analyses regarding recurrent themes of the American political system over time, as well as of contemporary relevance
3. Use political science as a discipline to further a more complete understanding of American government and politics.
4. Maximize their scores on the end of the year AP examination.

(Graduation Credit can be earned by taking general civics or a full year of AP US Government & Politics)

Advanced Placement United States History

1214 Semester 1 / 1215 Semester 2

For AP U.S. History, students become historians for the year. In the course, which covers two semesters, students make arguments about the past as they learn the content of America's amazing story. In doing so, students practice critical thinking skills that are needed on the AP exam and beyond. Coursework is the equivalent of an introductory college history course. Students will read, analyze historical sources, discuss and debate, take lecture notes, present lessons to the class, work collaboratively, and write Essays.

1234 Big History

Big History weaves evidence and insights from many scientific and historical disciplines into a single, accessible origin story- one that explores who we are, how we got here, how we are connected to everything around us, and where we may be heading. This course is

a combination of both historical thinking and scientific inquiry. This course is designed to help you question the world around you and to help you draw conclusions as to who we really are.

1210 Detroit History

This is a one semester course that will allow students to investigate the 300+ years of history of Michigan's largest city. Topics of study will include Detroit's role in the Underground Railroad, immigration, industrialization and the automobile, World War 2, Motown, race riots, and the 21st century revival of the city. By the end of the course, students will develop their own service project and make a real impact on their local community (and earn community service hours)!

IB 20th Century World History HL 1/SL

1230 Semester 1 / 1231 Semester 2

IB 20th Century World History: Authoritarian States, Causes and Effects of 20th Century Wars. We will start the year by looking at the rise of communism through both the Russian Revolution and the Chinese Revolution. Throughout the unit, we will look for an understanding of the authoritarian leaders that arose from the conflicts (Stalin and Mao). Unit 2 will focus on Fascism and the rise of Mussolini and Hitler. We will also be focusing on similarities and differences of their rise and consolidation of power. Unit 3 will be a study of Japanese Expansion from the Russo-Japanese War (1904-1905) to the Sino Japanese War (1937-1941). Unit 4 will look at the causes, practices and effects of WW1. White Unit 5 will analyze the causes, practices and effects of WW11. Throughout the year we will be focused on a variety of skills.

IB History of the Americas HL2

1237 Semester 1 / 1238 Semester 2

IB History of the Americas is a college-level course that will focus on the Americas (both North and South) during the period in which the hemisphere emerged as a world power. The course is based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. Study will include units on American Imperialism, the two World Wars, and the Cold War. Students will acquire key historical skills such as research, analysis of sources, development of an academic research essay. Students will be encouraged to take the IB Exams in May for college credit.

IB Theory of Knowledge (TOK) 1 and 2

1228 Junior Year / 1229 Senior Year

This course creates a framework to explore the interconnectedness of knowledge. The central course question is "How do we know what we know?" Through the investigation of this question, students will explore how we gain, categorize and judge knowledge, as well as how we handle the complexity of and contradiction within knowledge. Students will become aware of their own thinking and recognize the implication of how we value knowledge in our increasingly interconnected world. This class is central to the education philosophy of the International Baccalaureate. While it is open to all 11th and 12th grade students, IB diploma candidates will begin the class 2nd semester of their junior year and complete it in the 1st semester of their senior year.

1204 International Relations

Making sense of a world seemingly in turmoil is the best way to describe International Relations. The study of diplomatic history, conflict and compromise, and world geography, students will work collaboratively to examine and analyze past and current events. Working through the lens of America's role in the post-9/11 world, this course offers a variety of opportunities for the student to explore the global challenges facing humanity today.

1206 Psychology

Psychology is the scientific study of behavior and mental processes. Answers to the questions "Why do we do what we do?" and "Why do we think the way we think?" will be discovered through basic psychological principles, concepts and theories. Topics include History/Research; Biopsychology; Developmental Psychology; Cognitive Psychology; Abnormal Psychology; and Social Psychology.

Students will be engaged in a wide variety of activities, including research projects, presentations, hands-on activities, skits, discussions, and note taking.

1207 Sociology

Sociology explores whether our individual beliefs, values, skills, achievements and circumstances are a result of our own personal ambitions/choices or whether the larger social, cultural, political, and economic forces that surround us shape us to a larger extent. Units of exploration include the history of Sociology and the Sociological Perspective, Social Research Methods, Group Behavior, Culture, Social Stratification, Race, and Gender. Students partake in social research, in-depth discussions, presentations, note taking, small group projects and a pen pal project with students at Academy of the Americas in Southwest Detroit.

Special Services

Novi High School offers a Continuum of Services through co-teaching and co-departmental classes where students are supported to meet the Michigan Merit Curriculum.

Co-taught classes provide student instruction from two highly qualified teachers in a given subject matter, at 100% of the curriculum.

Co-departmental classes provide student instruction from two highly qualified teachers in a given subject matter, with a paced, accommodated, curriculum.

Integrated Studies class provides Specially Designed Instruction from one highly qualified special education teacher in the area of a student's Individual Education Plan (IEP) goals and transitional needs.

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
ERD Applied Skills	1300 Sem 1 1301 Sem 2	9, 10, 11, 12	Caseload Teacher Recommendation	2 semesters, 1 credit
ERD General Math		9, 10, 11, 12	Caseload Teacher Recommendation	2 semesters, 1 credit
ERD General Reading		9, 10, 11, 12	Caseload Teacher Recommendation	2 semesters, 1 credit
Integrated Studies	1336 Sem 1 1354 Sem 2	9, 10, 11, 12	Caseload Teacher Recommendation	2 semesters, 1 credit
Linguistics 1	1328 Sem 1 1341 Sem 2	9, 10, 11, 12	Caseload Teacher Recommendation	2 semesters, 1 credit
Linguistics 2	1329 Sem 1 1330 Sem 2	9, 10, 11, 12	Linguistics 1	2 semesters, 1 credit

ERD Applied Skills

1300 Semester 1 / 1301 Semester 2

This course concentrates on the social skills, communication, mobility and process skills that are necessary for interacting in the local community as well as the workplace. This includes: self determination, self awareness, self advocacy, and workplace competencies. The basic structure of this course is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking and professionalism. In tandem, NHS Supporting staff incorporates essential post-secondary skills including, but not limited to; self-reliance, social pragmatics, and organization.

ERD General Math

Semester 1 / Semester 2

This course focuses on developing necessary "real world" mathematical concepts such as: time management, money, consumerism, schedules, etc. General Math is designed to help students improve numeracy so that they can use mathematics efficiently and critically to make informed decisions in their daily lives. This course will run every other year.

ERD General Reading

1327 Semester 1 / 13226 Semester 2

This course will focus on basic reading skills that teach comprehension strategies to support access in the General Education Curriculum, the pre-vocational setting, and within the community. Curriculum focuses on developing functional skills used to comprehend and interpret informational texts, determine fact from opinion, and to draw conclusions from the information at hand. Similarly, writing focuses on the use of technology, formulating complete and organized thoughts, as well as spelling and grammar. This course will run every other year.

Integrated Studies

1336 Semester 1 / 1354 Semester 2

Integrated Studies course will lay the groundwork for success in the student's high school educational experience; assist the student in satisfying the new Michigan Merit Curriculum graduation requirements; and provide instruction on the Individualized Education Plan goals and objectives while addressing the transitional needs of the student. This course may be taken more than once for elective credit.

Linguistics 1

1328 Semester 1 / 1341 Semester 2

This course uses a multisensory, systematic phonetic approach to reading/spelling. Students will improve reading/spelling deficits through a highly interactive, structured approach. This is an elective credit course.

Linguistics 2

1329 Semester 1 / 1330 Semester 2

This course is a continuation of Linguistics 1. Students learn to decode and encode multi-syllabic words at a high school level. There will be an emphasis on comprehension and high school vocabulary. This is an elective credit course.

World Languages

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
French I	1412 Sem 1 1413 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
French II	1414 Sem 1 1415 Sem 2	9, 10, 11, 12	French I	2 semesters, 1 credit
French III	1416 Sem 1 1417 Sem 2	9, 10, 11, 12	French II	2 semesters, 1 credit
French IV	1468 Sem 1 1469 Sem 2	9, 10	French III	2 semesters 1 credit
IB French SL 1 *(equivalent to French IV)*	1418 Sem 1 1419 Sem 2	11, 12	French III and in 11th or 12th grade	2 semesters, 1 credit
IB French SL 2	1424 Sem 1 1425 Sem 2	12	IB French SL 1	2 semesters, 1 credit
Advanced Placement French Language	1470 Sem 1 1471 Sem 2	11, 12	French IV or IB French SL 1	2 semesters, 1 credit
German I	1426 Sem 1 1427 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
German II	1428 Sem 1 1429 Sem 2	9, 10, 11, 12	German I	2 semesters, 1 credit
German III	1430 Sem 1 1431 Sem 2	10, 11, 12	German II	2 semesters, 1 credit
German IV	1432 Sem 1 1433 Sem 2	9, 10	German III	2 semesters, 1 credit
IB German SL 1 *(equivalent to German IV)*	1478 Sem 1 1479 Sem 2	11, 12	German III and in 11th or 12th grade	2 semesters, 1 credit
IB German SL 2	1480 Sem 1 1481 Sem 2	12	IB German SL 1	2 semesters, 1 credit
Japanese I	1434 Sem 1 1435 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Japanese II	1436 Sem 1 1437 Sem 2	9, 10, 11, 12	Japanese I	2 semesters, 1 credit
Japanese III	1438 Sem 1 1439 Sem 2	9, 10, 11, 12	Japanese II	2 semesters, 1 credit
Japanese IV	1440 Sem 1 1441 Sem 2	9, 10	Japanese III	2 semesters, 1 credit
IB Japanese SL 1 *(equivalent to Japanese IV)*	1444 Sem 1 1445 Sem 2	11, 12	Japanese III and in 11th or 12th grade	2 semesters, 1 credit
IB Japanese SL 2	1446 Sem 1 1447 Sem 2	12	IB Japanese SL 1	2 semesters, 1 credit

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
Advanced Placement Japanese Language	1442 Sem 1 1443 Sem 2	10, 11, 12	Japanese IV or IB Japanese SL 1	2 semesters, 1 credit
Spanish I	1448 Sem 1 1449 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Spanish II	1450 Sem 1 1451 Sem 2	9, 10, 11, 12	Spanish I	2 semesters, 1 credit
Spanish III	1452 Sem 1 1453 Sem 2	9, 10, 11, 12	Spanish II	2 semesters, 1 credit
Spanish IV	1474 Sem 1 1475 Sem 2	9, 10	Spanish III	2 semesters, 1 credit
IB Spanish SL 1 *(equivalent to Spanish IV)*	1454 Sem 1 1455 Sem 2	11, 12	Spanish III and in 11th or 12th grade	2 semesters, 1credit
IB Spanish SL 2	1460 Sem 1 1461 Sem 2	12	IB Spanish SL 1	2 semesters, 1 credit
Advanced Placement Spanish Language	1476 Sem 1 1477 Sem 2	11, 12	Spanish IV or IB Spanish SL 1	2 semesters, 1 credit

French I

1412 Semester 1 / 1413 Semester 2

The students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the present tense will include clothing, food, school, sports, family, weather, calendar, descriptions and cultural topics from around the French-speaking world.

French II

1414 Semester 1 / 1415 Semester 2

The students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the present and past tenses will include daily routine, descriptions, interests, home and family, food and travel, and cultural topics from around the French-speaking world.

French III

1416 Semester 1 / 1417 Semester 2

The students will develop a more advanced proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the past and perfect tenses will include autobiographical information, health, daily routine, famous people, restaurants, shopping, places in the city and cultural topics from around the French-speaking world.

IB French SL 1

1418 Semester 1 / 1419 Semester 2

French IV

1468 Semester 1 / 1469 Semester 2

This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) French program.

All students who have completed French III are encouraged to take this course. Students will use the French language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. The majority of this course will be taught in French, all texts

will be in French, and students are expected to speak in French. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior year. The content is appropriate for **all** advanced French students. *(Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.)*

IB French SL 2

1424 Semester 1 / 1425 Semester 2

This is a continuation of the IB French SL1 course.
The students will continue to develop a mastery level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. This course provides a comprehensive college-level review of all French grammatical concepts, structures and vocabulary through repeated written and oral drills and the completion of past International Baccalaureate exams.

Advanced Placement French Language

1470 Semester 1 / 1471 Semester 2

The purpose of this course is to prepare for the French Language and Culture Exam. The students will continue to develop a mastery level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. This course provides a comprehensive college-level review of all French grammatical concepts, structures and vocabulary through repeated written and oral drills and the completion of past Advanced Placement exams.

German I

1426 Semester 1 / 1427 Semester 2

Students will achieve beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in German. Units covered in the present and simple future tenses include alphabet and pronunciation, numbers, family, colors, day/ months, time, school vocabulary, free time, hobbies and sports, body parts, house, conversation questions, likes/dislikes, verb conjugation, food, gender and case, weather, map of Europe, current events, shopping and modal verbs.

German II

1428 Semester 1 / 1429 Semester 2

Students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in German. Units covered in the present, simple past, conversational past, future tense, grammar, lessons, food, furniture, location prepositions, school, health, house and home, occupations, chores, conflict, modal verbs, maps of Europe, current events, weather, adjective comparisons, regular and irregular verbs, nominative, accusative, and dative cases, prepositions, opinions, and conversational dialogue.

German III

1430 Semester 1 / 1431 Semester 2

Students will develop more advanced proficiency in Expression and Inquiry, Constructing Meaning, Linking Language and Culture, Acquiring Knowledge and Using Strategies to communicate in German. German III is designed to develop the student's reading ability, to look closer at the culture and history of Germany, and to review the grammatical structure of the language. A study of simple past tense and comprehensive review of two tense, weak and strong verbs, regular and irregular conjugations, reflexive verbs, gender and case, complex clauses, adjective endings, modal verbs, grammar, verb conjugations, sentence structure, idiomatic expressions, and advanced vocabulary will be integrated into the course units, which include fairy tales, health, appearances, opinions, relationships, travel, jobs and professions, difficulties, relative clauses, and expressing agreement and disagreement.

IB German SL 1

1478 Semester 1 / 1479 Semester 2

German IV

1432 Semester 1 / 1433 Semester 2

This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) German program.
All students who have completed German III are encouraged to take this course. Students will use the German language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. This course will be taught in German, all texts will be in German, and students are expected to speak in German. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior year. The content is appropriate for **all** advanced German students. *(Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.)*

IB German SL2

1480 Semester 1 / 1481 Semester 2

Japanese I

1434 Semester 1 / 1435 Semester 2

Students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Units covered in the present tense include an introduction of the first alphabet Hiragana, greetings, numbers, color, animals, giving and responding to simple instructions, describing things, telling the time, food, sports, family, expressing likes and dislikes asking questions such as, birthday and phone numbers, and cultural topics such as martial arts, tea ceremony, flower arrangement, and calligraphy.

Japanese II

1436 Semester 1 / 1437 Semester 2

Students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Units covered in the present, and past tenses include: introduction of the second alphabet, Katakana, discussing school subjects, geography, talking about what they did, talking about where they went, making suggestions to do something, shopping, ordering at restaurants, asking and giving reasons, asking questions about address, zodiac sign and cultural topics such as Japanese schools, restaurant etiquette, travel in Japan and Japanese currency.

Japanese III

1438 Semester 1 / 1439 Semester 2

Students will continue to gain more advanced levels of proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge, and using strategies to communicate in Japanese. This course will introduce some Kanji (Chinese characters), more advanced vocabulary and grammatical concepts introduced through short stories in the target language.

IB Japanese SL 1

1444 Semester 1 / 1445 Semester 2

Japanese IV

1440 Semester 1 / 1441 Semester 2

This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) Japanese program.
All students who have completed Japanese III are encouraged to take this course. Students will use the Japanese language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. This course will be taught almost exclusively in Japanese, all texts will be in Japanese, and students are expected to speak in Japanese. Emphasis continues to be on language

proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior year. The content is appropriate for **all** advanced Japanese students. *(Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.)*

IB Japanese SL 2

1446 Semester 1 / 1447 Semester 2

This is the second year of a two-year International Baccalaureate (IB) Standard Level (SL) Japanese program. All students who have successfully completed IB Japanese SL 1 are encouraged to take this course. Students will use the Japanese language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. The students will develop a mastery level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. This course provides a comprehensive collegelevel review of all Japanese grammatical concepts, structures and vocabulary through repeated written and oral drills and the completion of past Advanced Placement exams. This course will be taught in Japanese, all texts will be in Japanese, and students are expected to speak in Japanese. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB and the AP exams second semester of either their junior or senior year.

Advanced Placement Japanese Language

1442 Semester 1 / 1443 Semester 2

The purpose of this course is to get ready for the AP Japanese Language and Culture exam. The class is conducted almost exclusively in Japanese. Students will learn more advanced levels of proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Students will learn as many as 500 Kanji characters. (They don't need to be able to write them.) They will converse with native Japanese speaking people and learn to write more complicated essays in Japanese.

Spanish I

1448 Semester 1 / 1449 Semester 2

The students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present tense will include food, school, sports, family, weather, calendar, descriptions and cultural topics from around the Spanish-speaking world.

Spanish II

1450 Semester 1 / 1451 Semester 2

The students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present and past tenses will include daily routine, descriptions, interests, home and family, food and travel, and cultural topics from around the Spanish-speaking world.

Spanish III

1452 Semester 1 / 1453 Semester 2

The students will develop a more advanced proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present, past, perfect, commands and subjunctive tenses will include autobiographical information, childhood, disasters and accidents, movies and TV, cooking and travel, and cultural topics from around the Spanish-speaking world.

IB Spanish SL 1

1454 Semester 1 / 1455 Semester 2

Spanish IV

1474 Semester 1 / 1475 Semester 2

This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) Spanish program.
All students who have completed Spanish III are encouraged to take this course. Students will use the Spanish language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. This course will be taught in Spanish, all texts will be in Spanish, and students are expected to speak in Spanish. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior year. The content is appropriate for **all** advanced Japanese students. *(Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.)*

IB Spanish SL 2

1460 Semester 1 / 1461 Semester 2

Advanced Placement Spanish Language

1476 Semester 1 / 1477 Semester 2

The students will continue developing their proficiency level in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. This course provides a comprehensive college-level review of all Spanish grammatical concepts, structures and vocabulary and the completion of practice Advanced Placement or International Baccalaureate exams.

Alternative Credit Opportunities

Course Name	Course #	Grade	Prerequisite	Course Length/Credit
21F	1800 Sem 1 1801 Sem 2	9, 10, 11, 12	Online Opportunities Application Required	1 semester, .5 credit
Dual Enrollment	0990 Sem 1 0991 Sem 2	11, 12	Dual Enrollment Application Required	1 semester, .5 credit
E2020 *(elective credit recovery)*	0998 Sem 1 0999 Sem 2	11, 12	Counselor Approval Required; Student must be short elective credits for graduation	1 semester, .5 credit
MIVHS *(core credit recovery)*	1598 Sem 1 1599 Sem 2	11, 12	Online Opportunities Application and Counselor Approval Required; Student must be retaking a failed core class	1 semester, .5 credit

21F

1800 Semester 1 / 1801 Semester 2

State of Michigan legislation (see Michigan Compiled Laws, Section 388.1621f) allows students to enroll in online courses. Additional information about this option is available in the online opportunities packet. In order to take advantage of this option, students must submit an application that is available from their guidance counselor. Application must be submitted at least 1 week prior to the start of the semester. Students taking one or two courses through 21F (MiVHS) will complete the coursework on campus at Novi High School.

Dual Enrollment

0990 Semester 1 / 0991 Semester 2

Novi High School students may take postsecondary courses that may count for both high school and college credit(s), as long as they are enrolled and attending at least one high school course. For every course a student enrolls in at the local college, the student will reduce their high school course load. For additional information, please refer to the dual enrollment packet which can be found online.

E2020

0998 Semester 1 / 0999 Semester 2

Edgenuity (E2020) is an online credit recovery program offered for electives 7th period only. It is a multimedia-rich Virtual Classroom and Virtual Tour that engages students in the learning process through animations, simulations, video based presentations, online content, vocabulary and exploration activities that support each lesson presented by a Highly Qualified Virtual Classroom Teacher. E2020 is aligned to the national and state standards and provides a comprehensive curriculum in elective courses. Approximately 10 elective classes are available .5 credit. To receive credit, students must have a grade of 70% or better after completing 100% of the coursework. Students will receive credit/no credit for E2020 coursework, rather than a letter grade. Further information about course offerings in the E2020 program is available online at Online Curriculum & Coursework for K–12 Education | Edgenuity Inc. Counselor recommendation is required in order for a student to enroll in this course.

MIVHS Essentials Coursework

1598 Semester 1 / 1599 Semester 2

Michigan Virtual High School (MIVHS) is an online credit recovery program offered for core classes during the school day. Students taking a Michigan Virtual credit recovery course will have a highly qualified instructor that is certified by the State of Michigan and endorsed in the subject area and grade level associated with each credit recovery course. In addition, students will have a certified Novi High School teacher who serves as an on-site mentor for students taking a MIVHS course. MIVHS is aligned to the national and state standards and provides a comprehensive curriculum in the core areas. Approximately 27 courses in math, science, social studies, science and English language arts will be offered. MIVHS offers EdReady, an effective tool for math intervention that can offer

differentiated instruction for students who are struggling or students who need to be challenged further at no cost. To receive credit, students must have a grade of 60% or better after completing 100% of the coursework. Students will receive credit/no credit for MIVHS credit recovery coursework, rather than a letter grade. Note: Students are permitted to enroll in two MIVHS credit recovery class periods per semester. Further information about course offerings in the MIVHS program is available online at Online High School and Middle School Courses - For Students - Michigan Virtual Counselor recommendation is required in order for a student to enroll in this course.