

Lakeville Memorial  
High School  
Course Catalog  
2020-2021



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# LAKEVILLE HIGH SCHOOL FALCONS



## Administrative Staff

Michael Lytle  
Loren Dockins

Acting Principal  
Assistant Principal/Athletic Director

## Counseling Staff

Stacey Marble  
Karlene Vogt

Counselor  
Counselor

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Michael Lytle  
Carrie Strait

Superintendent  
Director of Operations

# LAKEVILLE MEMORIAL HIGH SCHOOL

## Graduation Requirements 2021 - 2024

All students must earn a minimum of 22 credits including the following:

Course	Credits	Required Credits
<b>English</b>	4	1 credit English 9, 1 credit English 10, 1 credit English 11, ½ credit English 12, and ½ credit English elective
<b>World Language</b>	2	Students are required to pass two credits of a World Language or one credit of World Language and an additional Visual, Performing and Applied Arts (VPA) or Career and Technical Education (CTE) credit.
<b>Mathematics</b>	4	1 credit Algebra I, 1 credit Geometry, 1 credit Algebra II, and 1 additional math or math-related credit. One of the four mathematics credits must be in the senior year.
<b>Science</b>	3	1 credit Physical Science, 1 credit Biology, and 1 additional department approved credit.
<b>Social Studies</b>	3	1 credit United States History/Geography, ½ credit of Economics, ½ credit of Civics, and 1 credit World History/Geography.
<b>Health</b>	½	½ credit
<b>Physical Education</b>	½	½ credit. Students who have completed four semesters of extra-curricular or physical activities may be eligible to wave the ½ credit of P.E.
<b>Visual, Performing and Applied Arts (VPA)</b>	1	1 credit in either Art, Music, and/or Industrial Technology courses
<b>Electives</b>	4	Includes any course not otherwise needed as a requirement.
<b>Total Credits</b>	22	A student who passes all classes during their High School career will graduate with 24 total credits.

**All students must take and complete state testing, including the SAT.**

**FOUR-YEAR PLAN WORKSHEET**

CLASS	CREDITS	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
<b>Required Courses</b>					
English	4				
Mathematics	4				
Science	3				
Social Studies	3				
Physical Education	½				
Health	½				
Visual, Applied or Performing Arts	1				
World Languages	2 Or 1 with 1 additional VPA or CTE credit				
<b>Electives</b>					
Art					
Business					
Industrial Arts					
Music					
Other (Including Career Institute)					

## **ADDITIONAL REQUIREMENTS AND POLICIES**

NOTE: Students and their parents are referred to the Lakeville Community School District School Board Policy 5460 for more in-depth discussions of graduation requirements. Policies can be found on our website at [www.lakevilleschools.org](http://www.lakevilleschools.org).

All students must be considered full-time students prior to graduation. A full-time student is one who is enrolled in (6) hours a day throughout the school year or who is dually enrolled in high school and college classes. All students must comply with attendance as well as academic standards/requirements in order to earn credit in a class.

All students must meet graduation requirements as stated in the Board of Education's policy unless they are modified by a Personal Curriculum (PC) approved by administration. Eligibility restrictions apply. Please see Board Policy 5460 found on our website for additional information.

## **GRADE POINT AVERAGE (GPA), COURSE SELECTION, AND COLLEGE**

Many four-year academic colleges and universities "recalculate" an applicant's grade point average when considering a student for admission. They may use only core classes (English, math, science, social studies, and world language). College preparatory students are urged to review college catalogues early to insure that they are selecting appropriate high school coursework.

## **EARLY SKILLS AND APTITUDE TESTING FOR UNDERCLASSMEN**

9th grade will take the PSAT9 in April

10th grade will take the PSAT10 in April

11th grade will take the SAT in April

10th grade may take the PSAT/NMSQT in October for a fee

11th grade may take the PSAT/NMSQT in October for a fee

### **PSAT/NMSQT:**

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Tests (PSAT/NMSQT) aids secondary schools in early identification and counseling of students planning to attend college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation. It measures developed critical reading and mathematical reasoning abilities important for academic achievement in college and assesses the ability to reason with facts and concepts, rather than the capacity to recall and recite them. The PSAT/NMSQT is a slightly shorter, somewhat easier version of the Scholastic Aptitude Test (SAT) and is an excellent predictor of performance on the SAT. Most students who take the PSAT/NMSQT are high school juniors, but advanced sophomores can also take the test. Students can only qualify for NMSQT as junior test-takers.

## **COLLEGE ENTRANCE EXAMS**

Most colleges require students to take a standardized test before they make a decision regarding admission. (Grades, special talents, and accomplishments are also part of that decision.) These tests are intended to give an estimate of a person's academic ability and an idea of how they compare with other students entering college.

### **ACT – American College Program:**

The ACT is a test that all colleges in Michigan accept for student admission. ACT is a battery of tests which includes mathematics, writing skills, reading, science reasoning, and the recently added written essay. If your student is considering attending a Michigan four year college or university, you may want your student to take the ACT test which can be taken independently on one of the five National Testing dates throughout the school year.

### **SAT – Scholastic Aptitude Test: SAT Plus Essay:**

This test is mandatory as part of the Michigan Merit Examination and is a **graduation requirement**. Many out-of-state colleges require the SAT for admission. The SAT is a multiple-choice test made up of separately timed critical reading, mathematics sections and an essay test.

### **SAT II – Subject Tests:**

These tests are not required by all colleges. Students should check in the college catalogs or with admission offices of individual colleges. These tests measure what you know in each of several fields including but not limited to mathematics, biology, history, chemistry, and foreign language. Each test is one hour in length with multiple-choice questions.

To register for the ACT, students need to utilize the ACT website ([www.act.org](http://www.act.org)). To register for the SAT or SAT II tests, students need to utilize their college board account or the following website: [www.collegereadiness.collegeboard.org](http://www.collegereadiness.collegeboard.org). Watch the deadlines for test registration. Follow the directions carefully when filling out test applications. Be sure to state the correct high school code number (232-893) and the codes for the colleges you want to receive your test scores.

## **HIGH SCHOOL ASSESSMENTS**

### **Michigan Merit Examination and M-STEP:**

The Michigan Merit Examination (MME) in 11<sup>th</sup> grade consists of the SAT (a college entrance exam), WorkKeys (a work skills assessment) and the M-STEP summative assessments which measure student growth in science and social studies.

The SAT is divided into the following three sections:

- Evidence-Based Reading and Writing
- Math
- Essay

The essay will

- More closely mirror college writing assignments
- Cultivate close reading, careful analysis, and clear writing
- Promote the practice of reading a wide variety of arguments and analyzing an author's work

The SAT will include one of the following

- An excerpt from one of the United States founding documents
- A text from the ongoing global conversation about freedom, justice, and human dignity

The math portion of the SAT will focus in depth on three essential areas of math

- Problem solving and Data analysis (quantitative literacy)
- Heart of Algebra (mastery of linear equations)
- Passport to Advanced Math (familiarity with more complex equations)

## **ADVANCED PLACEMENT/COLLEGE CREDIT**

### **Advanced Placement Courses**

LakeVille Memorial High School is pleased to offer Advanced Placement (AP) classes to its students. Classes are designed for students who are interested in pursuing a rigorous curriculum to prepare for college-level work. Students are strongly encouraged to take Advanced Placement examinations upon completion of each class. Successful scores on the examinations allow students to receive college credit and/or advanced placement in college. AP examinations are given in the spring at area locations. The price of an AP exam is significantly reduced for students who qualify for free and/or reduced lunch.

Registration in Advanced Placement courses should be carefully considered because the work in these courses and the pace at which the courses are taught will be advanced and commensurate to college-level work. These classes may require advanced research, reading, and writing.

Classes are scheduled based on the number of student requests. In the event that the number of requests for AP classes is too small to run a section, the course will not be offered, and the student will be asked to select a different class. **Students must understand that, once registered for an Advanced Placement course, they are committed to that decision and understand that they will not be allowed to drop the course(s).**

### **College Level Examination Program (CLEP):**

CLEP is a national program of credit-by-examination that offers students the opportunity to obtain college credit for their knowledge about a particular field. It is a way for students to avoid spending time (and tuition money) repeating basic college subjects that have been learned in some other way; independent study, advanced high school courses, practical on-the-job experiences, extensive reading, military experiences, etc. Occasionally, results on the CLEP tests make it possible for a student to receive credit for the college freshman year which allows them to begin immediately as a sophomore, enrolling in more specialized courses. Check with the college in which you plan to enroll for more specific information.

### **College Placement Tests:**

Some colleges administer tests to new students to place them at the appropriate subject level. For example, if a student has taken world language in high school and plans to continue language studies in college, a college may require the student to take the language placement test to determine what level of course should be entered as a freshman. Many community colleges give English and Math placement tests to students. The college administers these placement tests, usually during the student's orientation period on campus.

## **NCAA ATHLETIC ELIGIBILITY**

LakeVille Memorial High School has had many students experience success in college athletics. Students who wish to continue their athletic pursuits at the college level should choose appropriate college-preparatory courses and maintain good academic standing in all classes throughout high school in order to meet the NCAA eligibility requirements. Rules vary depending on the Division of the college/university you plan to attend and include core classes taken, GPA and ACT score.

The NCAA Eligibility Center website was designed with the student athlete in mind. The site provides the tools and information you need to prepare for your college experience as a student-athlete.

If a student is planning to enroll in college as a freshman and wishes to participate in Division 1 or Division 2 athletics, he/she must be certified by the NCAA Initial-Eligibility Clearinghouse at the beginning of their senior year. Initial contact with the athletic director and/or counseling office concerning NCAA eligibility should be made prior to the student's sophomore year to ensure that he/she is on course for meeting all requirements.

To register with the NCAA Eligibility Center:

- Go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- To create an account click on the blue arrow button (Register) in the middle of the screen.

If you have questions or need further information see the athletic director, your counselor, or visit the website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

Note: Credit earned through the "testing out" process DOES NOT meet NCAA requirements.

## **NAIA ATHLETIC ELIGIBILITY**

The NAIA Eligibility Center website was designed with the student athlete in mind. The site provides the tools and information you need to prepare for your college experience as a student-athlete.

The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time-student-athletes. Any student playing NAIA championship sports for the first time must meet eligibility requirements. Students must have their eligibility determined by the NAIA Eligibility Center, and all NAIA schools are bound by the center's decisions. Initial contact with the athletic director and/or counseling office concerning NAIA



eligibility should be made prior to the student's sophomore year to ensure that he/she is on course for meeting all requirements.

U.S. high school students who complete their junior year with an overall 3.0 GPA on a 4.0 scale (or who have at least a 2.5 GPA on a 4.0 scale midway through senior year) and meet the NAIA's minimum ACT or SAT test score requirements may receive an early eligibility decision from the NAIA Eligibility Center.

To register with the NAIA Eligibility Center:

- Go to <https://www.playnaia.org/eligibility-center>
- To create an account click on the blue button (Register Now) on the screen.

If you have questions or need further information see the athletic director, your counselor, or visit the website at [www.playnaia.org/eligibility-center](http://www.playnaia.org/eligibility-center).

## **DUAL ENROLLMENT**

Under Michigan law, it is possible for high school students who meet the criteria established by the State of Michigan to dual enroll simultaneously at both LakeVille Memorial High School and a Michigan public or private college or university. Students earn credit from the college as well as from LakeVille Memorial High School. If tuition for a course exceeds the rate established by the state, students and their family are responsible for the difference. Students should see their counselor for an application and specific information about fees at colleges they are interested in attending.

If a student who is dual enrolled fails the course or drops the course after the drop deadline, and fees from the college or university apply, the student and his/her family are responsible for the cost of tuition and any accompanying fees.

### **Dual Enrollment Educational Partnership (DEEP), UM-Flint**

LakeVille Community Schools are collaborating with UM-Flint to offer high school juniors and seniors expanded dual enrollment opportunities. The DEEP initiative allows motivated students to earn college credit by taking accredited courses taught by UM-Flint faculty on-site at the UM-Flint.

Students who participate in this program will be dual-enrolled in their home high school and UM-Flint. Credits earned will be recorded on official UM-Flint transcripts as regular UM-Flint courses. These credits are applicable to four-year degree programs at UM-Flint and potentially to other institutions.

Junior and senior students from LakeVille High School will be eligible to enroll in the DEEP program. A selection process and criteria have been developed by the school district in cooperation with UM-Flint, which include:

1. An overall grade point average of 3.0+
2. The ability and motivation to undertake successfully the rigor of college-level coursework
3. A record of excellent attendance in high school courses

Exceptions to these qualifications may be considered by the appropriate UM-Flint faculty upon recommendation by the high school principal or counselor.

Students must provide their own transportation to UM-Flint for this dual enrollment opportunity.

### **Northern Tier Academic Partnership (NTAP), Mott Community College**

Students from LakeVille, Clio, Genesee, Mt. Morris, and Montrose will attend classes at MCC, on the Clio campus, Monday through Thursday from 7:30 am – 8:55 am, Friday 8:00 am – 8:55 am, and then return to their respective schools to complete the school day. Students enrolled in this program will have the opportunity to earn fourteen (14) college credits at no cost to the student.

Students must provide their own transportation to MCC Northern Tier Center for this dual enrollment opportunity.

#### NTAP Qualifications

1. High school counselor approval and requirements of home high school dual enrollment policy
2. High school cumulative GPA of a 2.5 or higher
3. If taking ENGL 101, have college level competency in English based on the MCC Accuplacer Assessment or a 270 SAT/20 ACT English score
4. An interest in post-secondary education
5. Motivation and ability to attend and complete college level courses

### **TESTING OUT OF A CLASS**

Public Act 335, State 1279 B, of the School Code requires that high school students be offered the opportunity to "test out" of any course offered by his/her high school except government or physical education or any course where group performance is a fundamental requirement.

Students must demonstrate proficiency of Michigan Merit Curriculum requirements by passing a comprehensive examination which may include written papers, projects, performances, portfolios, presentations, labs, or other appropriate assessments incorporated within the course **with a score at or above 78%**.

The course will be accepted for fulfillment of a required course in a sequence, but it is not automatically counted toward the required twenty-two credits for graduation. Once a student has "tested out" of a course, he/she may not take a lower course in the same sequence either by "testing out" or through enrollment.

All "testing out" assessments for the coming school year will be completed during the month of August. There will be one date scheduled for testing. Students will be contacted by mail during the summer with the scheduled date and time for testing and any other information deemed necessary. Students requesting to "test out" of a class must complete the application on page 28 and turn it in to the counseling secretary by the last day of school in the spring, June 1, 2020. **No requests will be accepted after that date.**

### **RETAKE POLICY**

A student who passes a core class with a grade lower than a C may retake the class in summer school or during the school day. The student will receive an elective credit for the first attempt and the designated credit for the second attempt. Both earned grades will appear on a transcript and will count toward GPA.

NOTE: Students and their parents should refer to School Board Policy 5460 available on our website for more in depth information on testing out and/or retake of a class policies.

### **INNOVATIVE CLASS OPTIONS**

#### **GenNET/DISTANCE LEARNING**

GenNet is a distance learning program. All 21 Genesee County school districts participate in the program.

Students can take unique classes with students and teachers from other districts without ever leaving LakeVille. As a result of our county wide voice, video and data connection, students in our GenNET classroom are able to interact with their teacher and classmates from various districts across the county.

Due to the independent nature of the classroom this program is designed for highly motivated and disciplined students. Please refer to GenNet classes listed within this book for grade level information and course details.

Students wishing to apply for a GenNet course need to pick up and complete an application from the counseling office. Seating is limited, so not all applicants are guaranteed a place in the program. The actual GenNET

schedule is determined by the GISD in the spring based on student interest and teacher availability. If you have any questions, please contact the counseling office.

## **ONLINE COURSES**

LakeVille students have the ability to take online courses as part of their school day. Online courses use a nontraditional format for content delivery. Students who are most successful in these courses are self-motivated independent learners that can effectively manage their time. The online course catalog can be viewed at [www.gennet.us](http://www.gennet.us). Please see your counselor for information about enrolling in these courses. The deadline for submitting online course requests for the entire 2020-21 school year is June 1, 2020. The request form can be found on pages 29-30. The form should be turned in to the counseling secretary. **No requests will be accepted after that date.**

Students can be denied their request if any of the following conditions applies:

- The student has previously gained the credits provided from the completion of the online course;
- The online course is not capable of generating academic credit;
- The online course is inconsistent with the remaining graduation requirements or career interests of the student;
- The student does not possess the prerequisite knowledge and skills to be successful in the online course or has demonstrated failures in previous online coursework in the same subject.

It is important to note that taking an online course takes diligence, commitment and focus. Many students find online coursework difficult and do not complete the course.

## **ONLINE COURSES/VIRTUAL LEARNING**

LakeVille students have the ability to take online courses in lieu of face to face offerings such as MVU, GenNET, Edgenuity E2020 and VLAC.

## **CAREER PATHWAYS**

Students create and revise yearly an Educational Development Plan using career planning tools. Known careers are divided into six career pathways. The pathways help students prepare for the future by providing an area of focus, along with a variety of ideas to pursue. The six pathways are listed below:

### **Arts & Communications:**

Occupations in this Career Pathway are related to the humanities and the visual, performing, literary and media arts. These may include architecture, interior design, creative writing, film, fine arts, graphic design, journalism, languages, radio, television, advertising, public relations, and fashion design.

### **Business, Management, Marketing & Technology:**

Occupations in this Career Pathway are related to the business environment. These may include sales, marketing, computer information systems, finance, accounting, economics, and management.

### **Engineering/Manufacturing & Industrial Technology:**

Occupations in this Career Pathway are related to technologies necessary to design, develop, install, and maintain physical systems. These may include engineering, manufacturing, construction, service and service related technologies.

### **Health Science:**

Occupations in this Career Pathway are related to the treatment of disease, injuries and conditions, as well as the promotion of health. These may include research, prevention, and treatment technologies.

### **Human Services:**

Occupations in the Career Pathway are related to economic, political and social systems. These may include education, government, hospitality, recreation activities, religion, childcare, civil, social and personal services.

### **Natural Resources & Agriscience:**

Occupations in this Career Pathway are related to natural resources, agriculture and the environment. These may include agricultural sciences, earth sciences, environmental sciences, fisheries, horticulture and wildlife.

Courses will be labeled at the end of each course descriptor with corresponding and related career pathway(s).

### **SELECTION OF COURSES**

The classes found in this handbook are proposed for the 2020-2021 (**even year**) school year. Some classes may not be scheduled if there is low student interest in the course. Please give careful consideration to your four year plan and current selections. Once you have locked in your preliminary choices, you will not be allowed to change them before registration. You will need to use the schedule change policy outlined in the student handbook to do so.

### **DROP AND ADD PROCEDURE**

The deadline for schedule changes will only be considered during the first three school days of each semester. Schedule adjustments during the senior year may impact acceptance into college if there is a reduction in academic rigor. Therefore, it is recommended that the student contact colleges which have received an application to inform them of schedule changes, as offers of admission could be rescinded based upon schedule changes.

## **2020-2021 COURSE DESCRIPTIONS**

**\*Indicates core classes accepted by the NCAA**

### **ENGLISH LANGUAGE ARTS**

*All Language Arts Courses satisfy all six Career Pathways unless noted*

#### **ENGLISH 9\* (Full Year) 01001**

**GRADE 9**

This course will serve as a review of the eight parts of speech, sentence writing, and punctuation. The literature section will serve as an introduction to the short story, drama, novel, elements of fiction, and literary techniques. The course will emphasize written communication through the development of the following skills: grammar, parts of a sentence, usage, and mechanics. Students will learn basic research skills and research a career of their choice. Speaking skills will also be developed. Oral presentations are required.

#### **ENGLISH 10\* (Full Year) 01002**

**GRADE 10**

**Prerequisite: English 9**

This course will deal with four basic areas: writing, literature, speaking skills, and grammar. Writing will deal primarily with paragraph development, essays, and a research paper. Fiction, drama, nonfiction, and poetry will be studied. Outside readings and oral presentations are required.

#### **ENGLISH 11\* (Full Year) 01003**

**GRADE 11**

**Prerequisite: English 10**

This course will concentrate on writing and American literature, from colonial times to the twentieth century. The writing in this course will be based upon readings from American literature and will be reinforced through various writings, including one required research paper. Outside reading, and oral presentations will be required.

**AP LANGUAGE AND COMPOSITION\* (Full Year) 01006**

**GRADES 11-12**

**\*Prerequisite: Teacher recommendation**

This course is highly recommended for college bound juniors. This course focuses on American literature, with an emphasis on nonfiction, and includes oral and visual media. Students explore a variety of philosophical issues, rhetorical analysis of literary texts, and how language is manipulated in order to make meaning. As an extension of reading, students will write analysis, persuasive, and synthesis (research-based) papers. A thorough analysis of writing, language, and grammar strategies reinforces the core curriculum and prepares students for the AP English Language and Composition Examination and other college entrance exams. Oral presentations are required.

**ENGLISH 12\* (Semester) 01156**

**GRADE 12**

**All Grade 12 students are required to take this class.**

This course provides writing, speaking and listening experiences. Studies include writing short and long term goals, personal essays, college applications, resumes and letters of recommendation. Students will develop the following skills; vocal expression, group discussions and debate. Students demonstrate mastery of the content by developing, organizing and presenting their required Senior Exit project. Senior students will also finalize their Educational Development Plan (EDP) as part of their course requirements.

**NONFICTION LITERATURE\* (Semester) 01053, even year**

**GRADES 10-12**

Students in this course will study the human experience through works of nonfiction. Students will analyze and interpret an author's style and use of literary devices. Personal and persuasive literary selections will be studied. This course also requires expository writing in which students will compose texts that inform, explain, describe or define an issue, subject or idea. They will also generate responses to what is read. Oral presentations are required.

(Career Pathways: Arts & Communications; Human Services)

**GOTHIC LITERATURE (Semester) 01053, odd year**

**GRADES 10-12**

This course will introduce students to the history and conventions of classical and contemporary Gothic fiction. Students will scrutinize novels and short stories for elements of the gothic genre and understand the author's purpose and style. Topics and discussions will include the psychological aspects that comprise this macabre and grotesque genre and why it has a timeless appeal. Oral presentations are required.

(Career Pathways: Arts & Communications; Human Services)

**SPORTS LITERATURE (Semester) 01053, odd year**

**GRADES 10-12**

This course will examine the unique relationship between sports and society through literature. Students will reflect, analyze, and celebrate the role and influence athletics play in the lives of individuals in our society. Some themes studied will be glory, heroism, rivalries, ethics, and more. Reading will be from various texts and genres. Oral presentations are required.

**INDEPENDENT READING (Semester) 01066, even year**

**GRADES 9-12**

This course allows students to improve their reading comprehension skills as they read self-selected books of interest to them. Students will be encouraged to develop a wide range of reading interests and to probe more deeply into the reading that they do under the guidance of the teacher. As an aid in evaluating their progress, the students will keep a daily record of their reading in a notebook reflecting on their reading experience. Book presentations required.

(Career Pathways: Arts & Communications; Human Services)

**MYTHOLOGY\* (Semester) 01099, even year**

**GRADES 11-12**

This one semester course is an introduction to Greek and Roman mythology and an opportunity to explore the historical and economic events that influence culture shared through verbal and written myths. Oral presentations are required.

(Career Pathways: Arts & Communications; Human Services)

**CREATIVE WRITING\* (Semester) 01104, even year**

**GRADES 9-12**

Students in the course will gain skills in expressing themselves with originality, creativity, and clarity in prose, drama, and poetry in an intensive workshop setting. Students will identify the successful elements of an effective piece of creative writing and experience being in a writing community by learning to give and receive useful feedback. Students will demonstrate a better understanding of the revision and rewriting process through mastery of editing skills, including peer-editing. Oral presentations are required.

**COMMUNICATIONS IN THE MEDIA (Semester or Full Year) 11002**

**GRADES 10-12**

This course teaches students how to develop their reading, writing and speaking skills to prepare for careers in the booming entertainment and journalism industry. Included are in-depth studies of the history of the medium as well as a study of how technology is impacting this industry. Students will produce a school newspaper as well. Students have opportunities to participate in video and audio production projects.

(Career Pathways: Arts & Communications)

**WORLD LANGUAGE**

*All World Language Courses satisfy all six Career Pathways unless noted.*

**SPANISH I\* (Full Year) 06101**

**GRADES 9-12**

This full year course introduces the student to Spanish as a means of communication and understanding other people and cultures. Oral participation and study of specific grammar areas, memorization, daily note taking and homework assignments are required for successful completion of this course.

**SPANISH II\* (Full Year) 06102**

**GRADES 9-12**

**Prerequisite: Spanish I**

A continuation of the basic concepts begun in Spanish I: vocabulary, sentence structure, and verb conjugation. The stress will continue on written, oral, and listening skills. Verb tenses will be expanded to include at least the past tense.

**SPANISH III\* (Full Year) 06103**

**GRADES 9-12**

**Prerequisite: Spanish II**

This course is designed for self-motivated students. The study of verb tenses such as the future; the progressive, past, and present; the present subjunctive, etc., will be continued, as well as other specific grammar points. The majority of the class is conducted in Spanish.

**SPANISH IV\* (Full Year) 06104**

**GRADES 10-12**

**Prerequisite: Spanish III**

This course is designed for students who are self-motivated and willing to work independently. The following verb tenses will be studied: conditional, subjunctive, present and imperfect, passive voice, etc. There will be some outside reading required. The majority of the class is conducted in Spanish.

**SPANISH V\* (Full Year) 06105****GRADES 11-12****Prerequisite: Spanish IV**

This course is designed for high level and high achieving students who are interested in pursuing the advanced levels of Spanish language. Students will gain conversational proficiency in all Spanish tenses and diverse vocabulary topics through speaking, listening, and, writing activities. Through cultural readings, movies, and authentic language films, students will gain proficiency in Spanish language comprehension.

**AP SPANISH LANGUAGE\* (Full Year) 06112****GRADES 11-12****Prerequisite: Spanish IV**

This AP Spanish Language and Culture course is conducted primarily in Spanish with authentic materials from the Spanish-speaking world, and it is equivalent to a third year college course in Advanced Spanish writing and conversation. This course is designed to provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills to be ready for the AP Spanish Language and Culture Examination.

**MATHEMATICS**

*All Mathematics Courses satisfy all six Career Pathways unless noted.*

**ALGEBRA I\* (Full Year) 02052****GRADE 9**

Students will study the properties of real numbers, linear equations and graphing, linear inequalities, systems of linear equations, exponents, exponential functions, rational functions, radicals, logarithms, and geometry.

**GEOMETRY\* (Full Year) 02072****GRADES 9-12****Prerequisite: Algebra I**

Students will develop reasoning and problem solving skills as they study topics such as congruence and similarity, and apply properties of lines, triangles, quadrilaterals, and circles. Students will also develop problem solving skills by using length, perimeter, area, circumference, and surface area, and volume to solve real-world problems. Geometry includes numerous examples and exercises involving algebra, data analysis, and probability.

**ALGEBRA II\* (Full Year) 02056****GRADES 9-12****Prerequisite: Algebra I**

Students will study families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. They will learn to represent them in multiple ways: as verbal descriptions, equations, tables, and graphs. They will also learn to model real world situations using functions in order to solve problems arising from those situations. It is recommended that students have their own graphing calculator.

**TRIGONOMETRY and ASSORTED TOPICS\* (Full Year) 02103****GRADES 10-12****Prerequisite: Algebra II**

Students will study the definition and use of trigonometric and inverse trigonometric functions. Additional topics that will be studied include degree and radian measures of angles, trigonometric identities, and trigonometric equations. It is recommended that students have their own graphing calculator.

**PRECALCULUS\* (Full Year) 02110****GRADES 10-12****Prerequisite: Algebra II**

Students will be preparing for entry into a college level Calculus I course. The course will review and further explores many topics of high school mathematics in an effort to reinforce a conceptual understanding of the material. Topics covered include complex numbers, exponential and logarithmic functions, rational expressions and polynomials. An overview of trigonometry is included in the first semester and the concept of limit and derivative will be introduced near the end of the course. Problem solving will be emphasized throughout.

**MANAGEMENT/MARKETING (Semester) 12052****GRADES 11-12**

Management/Marketing is a general business class. Students will be responsible for all duties associated with operating the school store which will include product selection and promotion, advertisement, inventory maintenance, product pricing, teamwork and sales. The traditional coursework will introduce the following topics as units (Marketing, Economics, Ethics, Sales, Promotion, Distribution, Pricing, Management, Finance, Entrepreneurship, and Career Development) with the culminating experience being the development and communication of a professional business plan.

\*4th year math related course if taken senior year

**MATHEMATICS OF ACCOUNTING (Semester) 12104****GRADE 12**

Students will participate in planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying, and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision-making. Accounting is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. Accounting computer applications will be integrated throughout the course where applicable. In addition to stressing basic fundamentals and terminology of Accounting, instruction will provide initial understanding of the preparation of budgets and financial reports, operation of related business machines and equipment, and career opportunities in the accounting field. Practical accounting problems with business papers will emphasize actual business records management.

\*4<sup>th</sup> year math related course if taken senior year

**PERSONAL FINANCE (Semester) 22210****GRADE 12**

Students will research all aspects of personal finance including: budgeting and cash flow, paying taxes, investing in stocks and bonds, use of credit and debit cards, obtaining loans, financing your car, planning a trip, purchasing life/health insurance, renting or buying a house. This course focuses on the mathematics needed by consumers.

\*4<sup>th</sup> year math related course if taken senior year

**AP COMPUTER SCIENCE PRINCIPLES\* (Full Year) 10019****GRADES 10-12****Prerequisite: Algebra I and/or teacher recommendation**

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. It is designed with the goal of creating leaders in computer science fields and attracting and engaging all students with essential computing tools and multidisciplinary opportunities. The “Big Ideas” in the course include: creativity, abstraction, data and information, algorithms, programming, the internet, and global impact.



## **SCIENCE**

*All Science Courses satisfy all six Career Pathways unless noted.*

### **PHYSICAL SCIENCE\* (Full Year) 03159**

**GRADE 9**

In this course, students will develop an understanding of the major topics of chemistry and physics; including forces and motion, energy associated with heat, electromagnetic systems, light and sound and energy transformations, matter, changes in matter, energy transfer and conservation. Through a variety of laboratory experiences, students acquire the skills of inquiry and apply their understanding of scientific concepts.

### **BIOLOGY\* (Full Year) 03051**

**GRADE 10**

**Prerequisite: Physical Science**

In this course, students identify the unique properties of living systems as they relate to cells and organic molecules. Students examine ecosystems and their characteristics. Students explain the process of genetic reproduction and how traits are inherited. Students define evolution and examine factors that influence population growth and decline. Students describe how different species of plants, animals and microorganisms that live today are related. Students participate in labs that reinforce the biological concepts learned.

### **EARTH SCIENCE\* (Semester) 03001**

**GRADE 11**

**Prerequisite: Biology**

This one semester course investigates Earth and its unique placement in the solar system. In this course, students will take an in-depth look at Earth's materials, changes of Earth's surface and interior, and the forces that cause these changes. As well as explore the changes of Earth's surface through the theory of plate tectonics, interaction between Earth's weather and climate, and Earth's unique placement in the solar system and the surrounding galaxies.

### **ENVIRONMENTAL SCIENCE\* (Semester) 03003**

**GRADE 11**

**Prerequisite: Biology**

In this course, students explore the interdisciplinary nature of environmental science and how it integrates the topics of geology, chemistry, biology, physics, geography, and human sustainability. Students investigate the interrelationships of the natural world, analyze environmental problems and examine alternative solutions for resolving these problems. Students participate in activities including lectures, discussion, experimentation, laboratory bench work, and field study.

### **CHEMISTRY\* (Full Year) 03101**

**GRADES 11-12**

**Prerequisite: Physical Science, Algebra II strongly recommended (may be taken concurrently)  
Sophomores with science teacher approval.**

This is a College Prep Chemistry course focusing on the structure and behavior of matter. Topics include: atomic theory, periodic table, bonding energy, problem solving, measurements, chemical reactions, gas laws, equilibrium, solutions and acids and bases. Laboratory work is intended to help develop and support topic areas. A large part of the course requires a comprehensive understanding of Algebra

\*4<sup>th</sup> year math related course if taken senior year

### **PHYSICS\* (Full Year) 03151**

**GRADES 11-12**

**Prerequisite: Physical Science and Algebra II. Recommended: Trigonometry (may be taken concurrently)**

This is a college prep laboratory Physics course, dealing with the study of matter, energy, and motion. It is concerned with such concepts as mechanics (moving bodies), static (non-moving bodies), energy forms (such as heat, light, sound, atomic and matter), and their effects. Students will conduct several projects during the year. This course is considered necessary for all students who plan to take engineering, electronics, or physical science in college.

\*4<sup>th</sup> year math related course if taken senior year

**ANATOMY AND PHYSIOLOGY\* (Semester or Full Year) 03053**

**GRADES 11-12**

**Prerequisite: Biology**

This course helps prepare students for further study in human and veterinary medicine, nursing, physical and occupational therapy, dentistry, biotechnology and related fields at the college level. The structure and function of cells, tissues, organs and systems of the human body are closely examined. Multiple dissections will be correlated with the study of human anatomy. Students conduct clinical and physiological laboratory studies in addition to anatomical studies.

(Career Pathways: Health Services)

**ANIMAL BIOLOGY\* (Semester) 03061, even year**

**GRADES 11-12**

This class examines the diversity of the animal kingdom focusing on the major groups of the invertebrates and vertebrates. Morphology, physiology, life history, and evolutionary context will be examined. The lab includes dissections to examine physical differences across the major phyla.

(Career Pathways: Health Services; Natural Resources & Agriscience)

**FORENSIC SCIENCE\* (Semester) 03108, odd year**

**GRADES 11-12**

**Prerequisite: Biology and teacher recommendation**

Students will learn how to collect, process, and analyze evidence from scenarios that closely resemble authentic problems encountered by forensic scientists. Scientifically based investigations will include problems related to crime scene management and analysis, fingerprint evidence, ballistics, DNA, hair, fiber, handwriting analysis, skeletal evidence, and impressions from footprints and tires in addition to other relevant topics. Students will learn how to document their findings in a manner appropriate for presentation within the legal system as they prepare laboratory reports. Students will be required to use technology for research and presentations.

(Career Pathway: Health Services)

**CONSERVATION AND ECOLOGY I\* (Semester) 18504**

**GRADES 11-12**

This course is a study of the interrelationships of organisms with their environments. There will be a focus on the appreciation of our environment and understanding the factors that influence the environment. Students will participate in various activities related to the environment and continuing to enhance the natural area on school grounds. Students must be self-motivated, self-directed, and willing to participate in outdoor activities.

(Career Pathways: Human Services; Natural Resources & Agriscience)

**CONSERVATION AND ECOLOGY II\* (Semester) 18505**

**GRADES 11-12**

This course examines a general study of topics related to natural resource principles and topics with a focus on the Great Lakes region. Students will explore the factors that make Michigan a unique environment. Students must be self-motivated, self-directed, and willing to participate in outdoor activities.

(Career Pathways: Human Services; Natural Resources & Agriscience)

**SOCIAL STUDIES**

*All Social Studies Courses satisfy all six Career Pathways unless noted.*

**U.S. HISTORY AND GEOGRAPHY\* (Full Year) 04101**

**GRADE 9**

This required course is designed to prepare all students to demonstrate mastery of the State of Michigan core content in U.S History and Geography. Course content includes: an in depth study of the period from the Civil War through World War II. Topics include the history, economic conditions, geography and culture impacting historical events throughout this period.

**ECONOMICS\* (Semester) 04201**

**GRADE 10**

This required course will enable the student to understand basic economics and its impact on personal, local and world events. Topics include consumer prices, interest rates, the economy and income taxes.

**CIVICS\* (Semester) 04161**

**GRADE 10**

Civics provides students with the knowledge and skills necessary for them to become active participants in the political process. The course will focus on the historical antecedents to our American system as well as the basic principles and practices of Federalism. The three branches of the federal government will be covered as well.

**WORLD HISTORY AND GEOGRAPHY\* (Full Year) 04052**

**GRADE 11**

This required course is designed to prepare all students to demonstrate mastery of the State of Michigan core content in World History and Geography. Course content includes: an in depth study of world events to construct a common memory of the development of civilization. The course focuses on the period of expanding and intensified hemispheric interactions (circa 300 C.E.) and continues to the present. Students study world history through several lenses: global, interregional, and regional. Students study human governance systems, patterns of interactions among societies and regions, and patterns of cultural, intellectual, religious, and social changes. They analyze the impact of demographic, technological, environmental, political, and economic changes on people, their culture, and their environment. The integration of historical thinking skills and historical understandings throughout this course equips students to analyze issues and problems confronting citizens today.

**AMERICA AT WAR (Semester or Full Year) 04109, even year**

**GRADES 10-12**

This class will trace, in detail, the wars fought by America or on American soil and how they have shaped our country moving forward politically, economically, socially, psychologically, and culturally. From the French and Indian Wars to the current issues around the world that we are involved in we will analyze and study to see how the past continues to affect our country as we move forward. Can be taken as a full year or semester course.

**COLD WAR\* (Semester) 04065, odd year**

**GRADES 10-12**

This course looks at the immediate breakdown of the United States and Soviet relations after the war. Each country began looking at each other with fear and suspicion. Topics covered include The Cuban Missile Crisis, Sputnik, U2 Incident, Vietnam and Korea, The 1972 Olympic basketball game, 1980 Olympic hockey, The Berlin Wall, The Warsaw Pact, The Iron Curtain, Two different "Red Scares", and so much more.

**HISTORY OF THE SOUTH\* (Semester) 04109, odd year**

**GRADES 9-12**

This course examines the history of the American South from early seventeenth century to the outbreak of the civil war. Origins and characteristics of slavery and slave culture; divisions in free white southern society; pro slavery thought; impact of the cotton industry; the growth of southern nationalism; southern code of honor (dueling).

**NATIVE AMERICAN HISTORY\* (Semester) 04109, even year**

**GRADES 10-12**

This class explores a series of topics and themes focused on the Indigenous experience in the land now called U.S.A. The class will emphasis: economic, social, political, intellectual, theological, and historical events of the Native American people. We will spend time studying the history of Michigan tribes from their earliest years to the present, including European contacts, treaties, the fur trade, and wars. A project-based learning format will be used in this course.

**RIGHTS AND RESPONSIBILITIES\* (Semester) 04165, even year GRADES 10-12**

This class will help students understand their duties and rights as Citizens of the United States. Students will become familiar with legal terminology and how the law affects our daily lives. This class will also analyze the impact of past, present, and future court cases on their lives. This analysis will give the student a historical perspective on the development of our laws and legal system, allowing them to analyze the current state of our legal system and make predictions about future issues.

**PSYCHOLOGY\* (Semester) 04254, even year GRADES 10-12**

Psychology is the study of behavior and mental processes. Course topics include theories on personality development and intelligence, the causes of mental illness and treatment, the role of dreams, psychic phenomena and the altered mental state. Discussion as well as writing assignments will be a part of this course.

**SOCIOLOGY\* (Semester) 04258, even year GRADES 10-12**

Sociology is the study and function of groups in society and how they interact and effect individual behavior. Topics of study include adolescent socialization, nonconformity, the family, and current social problems. These topics will be examined through class discussion, action, and research. Upon completion of this course, the student will have a better understanding of group interaction and his/her role within society.

**HISTORY OF SPORTS IN AMERICA (Semester) 04999, odd year GRADES 10-12**

Did you know at one time bare knuckled fighting and rowing were two of America's favorite sports? Take this class to find out even more. For example, many college presidents wanted to ban football from campuses across the United States as being too dangerous. In this class we will look at former great athletes, great moments in sports, and improbable performances in American sports.  
(Career Pathways: Health Sciences; Human Services)

**SPORTS IN AMERICAN CULTURE (Semester) 04999, odd year GRADES 10-12**

Imagine life in America without Super Bowl Sunday, March Madness, The Olympics, and so much more. How did Magic Johnson and Larry Bird save the NBA? How did Alabama coach Paul "Bear" Bryant help integrate colleges in America? How did Title IX for women's equality in sports have a positive effect on college football? How has television revenue changed sports and the infamous reserve clause? Find the answers to these questions and so much more as we look at something that is exclusively American through the eyes of the TV camera, writings, projects, video, news stories, and the history of the people who were there. (Career Pathways: Health Sciences; Human Services)

**INDUSTRIAL TECHNOLOGY DEPARTMENT**

*Career Pathway: Engineering/Manufacturing & Industrial Technology*

***Special Considerations:***

- 1) *Safety regulations dictate that all students in the Industrial Technology activities requiring the use of tools and machines wear safety glasses and sometimes special head and foot protective clothing.*
- 2) *It is common in Industrial Technology classes for students to work on personal projects. In these situations, students are responsible for fees and material costs of the projects*

**WOOD TECHNOLOGY I (Semester) 17006 GRADES 9-12**

This beginning class introduces the student to woodworking and technology education through the construction of several projects of varying difficulty. Problem solving and teamwork are featured and good work and safety habits are emphasized. **(Project Fee)**

\*4th year math related course if taken senior year

\*VPA course

**WOOD TECHNOLOGY II (Semester) 17006**

**GRADES 9-12**

**Prerequisite: Wood Technology I**

Wood Technology II is an intermediate level course in woodworking. Different from Wood Technology I where students built individual projects, this course will follow a mass production method. A single project will be decided upon and then the class will work together to produce as many items as individuals are able to sell. Based upon how well students do on craftsmanship and with salesmanship, they may even have the opportunity to earn a portion of the profits for themselves! And all while learning valuable skills in mass production.

**(Project Fee)**

\*4th year math related course if taken senior year

\*VPA course

**WOOD TECHNOLOGY III (Semester) 17006**

**GRADES 10-12**

**Prerequisite: Wood Technology II or permission of instructor**

Wood Technology III is designed as an advanced level class that further develops the student's knowledge and skills through the design and construction of individual projects. New and specific techniques will be emphasized. In depth use of hand and power tools as well as effective safety practices are stressed. Students will be expected to enter a project for completion in the annual MITES Conference. **(Project Fee)**

\*4th year math related course if taken senior year

\*VPA course

**WOOD TECHNOLOGY IV (Semester) 17006**

**GRADES 10-12**

**Prerequisite: Wood Technology III or permission of instructor**

Wood Technology IV takes what has been learned through the first three semesters and uses that to take the next step in woodworking. All projects will be designed by students with plans drawn up by the student. Each step along the way will be documented to accompany the final project. Students will be expected to take their project to competition at the annual MITES Conference at the end of the school year. Students in Woods IV will be pushed to not settle for the ordinary; but to work towards true craftsmanship. **(Project Fee)**

\*4th year math related course if taken senior year

\*VPA course

**HOME DESIGN (Semester) 21103**

**GRADES 9-12**

This course is intended to introduce students to interior and exterior residential design, site orientation, floor plans and design drawings. Students will design and draw plot plans and floor plans according to a given set of code requirements. Students will be constructing scale model structures related to residential construction.

\*VPA course

**ART**

*All Art Courses satisfy Career Pathways in Arts & Communications; Human Services.*

**ART I (Semester) 05156**

**GRADES 9-12**

Art I is an introduction to art and design and a prerequisite to advanced art study. It will provide students with a solid foundation in composition and art creation. Focus will be on the Elements of Art (line, shape, form, color, value, texture, space) and Principles of Design (rhythm, emphasis, contrast, unity, balance, pattern, movement). The course also introduces various art procedures, structures, theories, and art appreciation from different movements in history. Students will learn various art mediums and techniques in primarily 2-dimensional content.

Requirements include: (a) keeping a sketchbook of ideas, notes and vocabulary; (b) completing art projects in class; (c) critiques; and (d) a final exam project.

\*VPA course

**ART II (Semester) 05155****GRADES 9-12****Prerequisite: Successful completion of Art I**

This is a studio art course in which students will begin strengthening skills and techniques from Art I, with an increased emphasis placed on individual student development. Projects will be themed-based and work beyond the basic knowledge of Elements and Principles. Art II will provide experiences that will enable each student to develop his/her individual abilities in drawing, design, painting, printmaking, collage, and mixed-media techniques. Increased involvement in student art shows and opportunities to create public art displays including murals will also be included.

Requirements include: (a) keeping a sketchbook of ideas, notes, and vocabulary; (b) completing art projects in class; (c) group critiques; (d) a final exam project; (e) participating in putting together student art exhibitions, including entries into contests and exhibitions at the local and state level.

\*VPA course

**ART III (Semester) 05154****GRADES 10-12****Prerequisite: Successful completion of Art I and II**

Art III is an advanced studio course where students will develop and refine their personal philosophy of art and art making through advanced, in-depth, and independent exploration of mediums, techniques, and processes, which build upon previous knowledge. Students will work towards developing a high-quality portfolio of art which demonstrates technical quality, personal style, and direction. Students will also plan and install an exhibition of their work and create a website.

\*VPA course

**ART HISTORY (Semester) 05152****GRADES 9-12**

This course introduces students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected periods of history. This course will emphasize the evolution of art forms, techniques, symbols, and themes.

\*VPA course

**EXPLORING ART MEDIUMS (Semester) 05154, odd year****GRADES 10-12**

For the student interested in art study, but who desires to try new mediums, techniques, and processes to create art beyond painting and drawing. Areas of study would include computer art, video-making, animation, graphic design, and group installation projects (sculpture and other work installed on the school grounds). Collaborative projects will be emphasized, and focus will be on the power of art to affect change and communicate messages. Students will also research careers in the realm of art, and apply creative thinking skills to professional endeavors beyond high school.

Requirements include: (a) documenting all progress and projects through a blog; (b) completing both individual and collaborative art projects in class; (c) group critiques.

\*VPA course

**SCULPTURE (Semester) 05158, even year****GRADES 10-12**

This introductory studio art course will introduce the Elements of Art and Principles of Design in three-dimensional forms. Students will utilize different additive and subtractive techniques in a variety of media, such as construction, assemblage, carving, modeling and casting. Units of study may include, but are not limited to, functional and non-functional 3-dimensional forms and sculpture. Students will engage in learning experiences that encompass art history, art criticism, art aesthetics, and production. Emphasis is on developing craftsmanship and creativity while demonstrating basic skills in design and construction.

Requirements include: (a) keeping a sketchbook of ideas, notes and vocabulary; (b) critiques; (c) completing projects in class; and (d) a semester-long altered book project.

\*VPA course

**DIGITAL PHOTOGRAPHY (Semester) 05167**

**GRADES 10-12**

This course is designed for students who are interested in learning the fundamentals of digital photography and computer generated graphics. As a project-oriented course, students will be required to use both computer-based and photographic mediums as a tool for artistic expression and visual communication. Students will study the basic elements of photography – including camera operations, pictorial composition, lighting, and display – and the technical aspects of digital imaging, typography, and graphic design layout. Emphasis will be placed upon the Elements of Art and Principles of Design as they relate to photography. The history of photography and digital media will also be taught.

Requirements include: (a) documenting progress and projects on a class blog; (b) completing photography assignments outside of class; (c) completing projects in class; and (d) a final exam project.

\*VPA course

**MUSIC**

*All Music Courses satisfy Career Pathways in Arts & Communications; Human Services.*

**SYMPHONIC MARCHING BAND (First Semester) 05103**

**GRADES 9-12**

The Symphonic Marching Band is open to students who have satisfactorily participated in Middle School Band. This group will appear at all home football games as well as selected parades, concerts, etc. After Marching Season, this group will prepare for concert season and a holiday performance. A wide variety of music will be studied giving the student a broad base to further musical experience. **ATTENDANCE IS REQUIRED AT ALL FUNCTIONS**, including football games, concerts, extra rehearsals, band camp, etc.

\*VPA course

**CONCERT BAND (Second Semester) 05102**

**GRADES 9-12**

**Prerequisite: Symphonic/Marching Band I**

Concert Band is a continuation of /Marching Band I as the student will continue to build on the skills and techniques learned first semester. The Concert Band will strive for excellence in performance and will participate and prepare for band festival and several concerts during the spring. **ATTENDANCE IS REQUIRED AT ALL FUNCTIONS**, including band festival, concerts, graduation, etc.

\*VPA course

**SYMPHONIC BAND (Second Semester) 05102B**

**GRADES 10-12**

**Prerequisite: Symphonic/Marching Band I**

The Symphonic Band will be the premier-performing group at Lakeville in instrumental music. Admission is only with the director's permission and may involve an audition. This group is designed for the student who is motivated to practice and who wants to be challenged, as an advanced level of literature will be explored. The student will be required to take responsibility for learning his/her part outside of class as rehearsal time will be devoted to ensemble techniques as opposed to individual assistance. Students will be strongly encouraged to participate in Solo/Ensemble festival. **ATTENDANCE IS REQUIRED AT ALL FUNCTIONS**, including band festival, concerts, graduation, etc.

\*VPA course

**CONCERT CHOIR (Full Year or Semester) 05110**

**GRADES 9-12**

Students gain experience in the fundamentals of choral singing, tone, style and musicianship. Various styles of music will be studied. Students will gain knowledge in music theory, sight singing, dictation, and ear training. Quizzes and tests are included in this class. Students will also be asked to perform individually so that progress can be monitored. **ATTENDANCE AT ALL CONCERTS AND AFTER SCHOOL REHEARSALS WILL BE REQUIRED.** Opportunities will be given to enter district and state vocal competitions.

\*VPA course

**VARSITY CHORALE (Full Year or Semester) 05110**

**GRADES 10-12**

**Prerequisite: Audition with instructor**

This is a smaller performance group that is designed for the student who has a strong grasp of basic music theory, sight singing, dictation, ear training and who has had previous experience in a choir. Students will be challenged with advanced levels of music theory and a variety of advanced choral literatures. Quizzes and tests will be given. Grades will also reflect individual performances. Beyond the required rehearsals and concerts many opportunities for numerous activities will be offered. Students will be expected to participate in these. **ATTENDANCE IS REQUIRED FOR ALL CONCERTS AND AFTER SCHOOL REHEARSALS.**

\*VPA course

**HISTORY OF THE BEATLES (Semester) 05118B, odd year**

**GRADES 9-12**

The course will explore the career of the Beatles, their music, and how it all relates to Western Civilization history. We will start after WWII with the emergence of Rock & Roll, Skiffle, and other pop music forms. We will discuss the great move to suburbia, greater disposable income, and increased teenage boredom and anxiety.

Additional topics are how the Beatles came about through their early life, early career, their eventual rise to European stardom, and eventual musical world domination. The evolution of Beatles' music through the two stages of their performing career, how their attitudes, clothing, and group dynamic affected the other arts, and the rest of the Western World.

The class will analyze and describe the changes made by the ensemble after the release of "Rubber Soul" and into the recording of "Sgt. Pepper," "The White Album", "Revolver" and others.

\*VPA course

**MUSIC NOW AND THEN (Semester) 05118A, even year**

**GRADES 9-12**

This course is designed to give those students interested, a better understanding of where current musicians and musical groups gained their influence and inspiration. This will be done through studying current musicians and controversies in the music industry in relation to their historical influences and how pop music has evolved. This will be done through listening, studying, writing and presenting on these various artists and topics. Students will be required to take notes and complete all assignments given by the instructor.

\*VPA course

**MISC. Fine Arts/Performing Arts Electives**

*Career Pathways: Arts & Communication; Human Services*

**THEATER ARTS (Semester) 05052**

**GRADES 9-12**

This course will focus on the study and performance of stage plays and musical theatre. Students will receive instruction on plays, musicals, scripts, improvisation, performance practice, technical show development, and the role theatre plays in society. During the course, students will develop critical thinking skills, performance techniques, and a deeper understanding of the facets of theatre. Students should be prepared to participate in improvisation activities and small group and individual performances.

\*VPA course

**PHYSICAL EDUCATION AND HEALTH**

*Career Pathways: Health Sciences; Human Services*

**PHYSICAL EDUCATION (Semester) 08001**

**GRADES 9-12**

Physical Education emphasizes introductory sports, recreational games, and developing athletic skills. Daily physical fitness is stressed with periodic assessments conducted throughout each marking period. It is recommended that all freshmen take this course in sequence with the Michigan Merit Curriculum required Health class.



**HEALTH (Semester) 08051**

**GRADES 9-12**

The course provides students with current, detailed, and practical information on health issues that affect our daily lives. The following critical health content areas are addressed: nutrition, physical activity, alcohol, tobacco and other drugs, safety, social and emotional health, personal health and wellness, HIV prevention and sexual education.

**ATHLETIC FITNESS AND TRAINING (Semester) 08005**

**GRADES 10-12**

**Prerequisites: Physical Education and participation in one or more sports at Lakeville High School**

This course will be a one semester course which focuses on sport specific skills and agility training, physical fitness, with the possibility of officiating rules and techniques.

Throughout this course, students will develop and maintain sport specific agility/cardio/physical training. Three weeks will be devoted to learning and implementing the proper cardiac emergency response training with optional CPR certification, and three weeks will focus on learning basic officiating techniques. Course is designed to implement intense trainings in order to enhance our students' athletic careers while in high school. This course includes rigorous physical fitness training and skill development.

Ongoing assessment includes both written and performance based skill evaluation.

**ASSORTED HEALTH TOPICS (Semester) 08099, even year**

**GRADES 11-12**

This course provides students with knowledge about the physical, mental, emotional, and social growth and development of children from conception to pre-school age. This course helps students prepare for parenthood by examining the various stages of childhood. Course content includes topics such as prenatal and birth processes; responsibilities and difficulties of parenthood; fundamentals of children's emotional and physical development; and the appropriate care of infants, toddlers, and young children.

**ADDITIONAL OFFERINGS/GENNET COURSES**

**AP CALCULUS AB \* (Full Year) 02124**

**GRADES 11-12**

**Prerequisite(s): Trigonometry and/or PreCalculus**

Advanced Placement Calculus is a course that requires a student to learn the fundamental concepts and mathematics of calculus as well as recognize and formulate connections between topics. It is expected from this course, students will gain mathematical skill, understanding and use of technology to help them be successful in further math classes and in their future careers. Students are expected to think and try different approaches to problems and enjoy seeing their understanding of mathematics grow.

**AMERICAN SIGN LANGUAGE I \* (Full Year) 06801C**

**GRADES 10-12**

**Prerequisite(s): The ability to pay attention; stay on task, and maintain good organizational skills**

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

**CRIMINAL JUSTICE (Full Year) 04165**

**GRADES 10-12**

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

**HOLOCAUST (Semester) 04065**

**GRADES 11-12**

**Prerequisite(s): Successful completion of World History**

This course focus on the Holocaust will feature an extensive study of themes within this historic tragedy. Those themes include an introduction leading up to the “Final Solution”, major events from within these walls of torture and consequences of these events that continue to share our world today. Topics in the course will include but are not limited to Kristallnacht, the Nuremberg Laws, Auschwitz, Dachau, Allied Awareness of these Death Camps and the Israeli State established in 1948.

**SPORTS MEDICINE (Full Year) 14062**

**GRADES 11-12**

**Prerequisite: Physical Science and a “B” or higher in Biology**

Students will be introduced to the basics of Sports Medicine. Students will learn the relationship between anatomy, physiology and sport related injuries. This class is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields.

(Career Pathways: Health Science; Human Services)

**Genesee Career Institute (GCI)**

(Formerly known as Skill Center)

The GCI provides career-technical training for 11<sup>th</sup> and 12<sup>th</sup> grades who wish to explore career opportunities and develop specific job skills. Approximately 40 different career-technical courses are taught at the GCI (see listing below). Detailed course descriptions are available in the Lakeville Memorial High School Counseling office or by visiting <https://gci.geneseeisd.org/> for more information.

Enrollment in GCI courses is limited, therefore, students interested in attending are asked to complete an application during the second semester of their sophomore and/or junior year(s). Applications are available in the Lakeville Memorial High School Counseling office for completion and must be returned by the advertised deadline.

Students accepted into the GCI programs will spend approximately 2 hours per day at the center receiving instruction and hands-on experiences for which they will earn three (3) credits per year. The time spent at the GCI is part of the student’s regular school day.

**Expectations:**

- Student’s academic record is up to grade level with academic credits.
  - Student’s attendance record is satisfactory based on attendance policy.
  - Student’s discipline record is satisfactory based on discipline policy.
  - Student’s career interest and academic performance is appropriate for the program being requested.
- Students must obey the GCI’s policies, including the current attendance policy. Suspension from one facility will be effective for both facilities.
- GCI and district calendars do not always match. During the school calendar year, our GCI busses will run on all days that GCI is in operation and those days count as regular attendance days. However, when school is cancelled due to inclement weather, the busses will not run to GCI. On occasion, it may be necessary for the student to provide his/her own transportation to and from Lakeville Memorial High School.
- Students are responsible for any missed assignments.

- With Restructured Scheduling and other scheduling arrangements, there are conflicts in the schedule that may require a student to “hold” in a study area. **All of the school rules apply to this study time.**

- Student field trips and driving provisions are outlined in the current Student Handbook.

- Graduation and credit waivers are possible if a student completes a two-year career technical program. See specifics as noted in the current Course Description Booklet.

- GCI grades are based on a “grade-to-date 5-week period”. Your GCI grade is determined by your GCI instructor, sent to LakeVille and will appear on your report card (if grading weeks align) and on your transcript. If grading weeks do not align, GCI has agreed to mail the student’s report card at the 5-week interval.

-Students have an opportunity to earn academic credit in the areas of Mathematics, English, Science, Visual Performing Arts, and World Languages that apply to Michigan Merit Curriculum graduation requirements as noted.

- Students who are participating in a qualified program will have the opportunity to sign a contract to receive the above mentioned academic credit. GCI will make the final recommendation as to whether the student has met the requirement to earn the academic credit. These credits are only available for programs where GCI has received approval to grant MMC credit.

\*Many GCI programs have articulation agreements with local colleges (Mott, Baker and UM-Flint) allowing students to earn college credit for the work completed at GCI upon enrollment in an approved program at the college or university.

### GCI Courses

<p><b>Agriscience</b> -Agriculture, Food and Natural Resources* -Veterinary Medicine*</p> <p><b>Architecture &amp; Construction</b> -Construction Trades* -Electrical Wiring*</p> <p><b>Arts, Audio/Video, Technology, &amp; Communications</b> -Digital Media Arts (DMA)* -Visual Digital Communications (VDC)*</p> <p><b>Education and Training</b> -Early Childhood Education*</p> <p><b>Finance</b> -Risk Management*</p> <p><b>Government &amp; Public Administration</b> -Junior Reserve Officer Training Corps (ROTC)* enlistment is <u>not</u> required (grades 9-12)</p> <p><b>Health Science</b> -Allied Health Professionals (2<sup>nd</sup> yr students) -Certified Nursing Assistant (CNA) (2<sup>nd</sup> yr students) -Emergency Medical Concepts (EMC)* -Emergency Medical Technician (EMT) (2<sup>nd</sup> yr students) -Forensic Science* -Medical Assistant* -Medical Career Foundations -Nursing (2<sup>nd</sup> yr students) -Sports Medicine*</p>	<p><b>Hospitality and Tourism</b> -Culinary Essentials; *</p> <p><b>Human Services</b> -Cosmetology*</p> <p><b>Information Technology</b> -Computer Hardware Technician* -Cyber Security Networking (2<sup>nd</sup> yr students) -Introduction to 3D Game Programming</p> <p><b>Law, Public Safety, Corrections and Security</b> -Public Safety and Homeland Security *</p> <p><b>Manufacturing</b> -Welding*</p> <p><b>Marketing/Finance</b> -Building Wealth*</p> <p><b>Science, Technology, Engineering and Math (STEM)</b> -Computer Aided Design (CAD) -Discover E – Engineering*</p> <p><b>Transportation, Distribution and Logistics</b> -Automotive Technology* -Aviation Academy -Medium/Heavy Duty Truck Technician</p> <p>*- Advanced Studies indicates 2<sup>nd</sup> year courses offered</p>
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**LAKEVILLE MEMORIAL HIGH SCHOOL**  
**STUDENT REQUEST FOR ASSESSMENT IN LIEU OF COURSE**

**("Testing Out")**

Deadline for Online Course Requests for the 2020-21 School Year: **June 1, 2020**

Date of Request \_\_\_\_\_ Counselor \_\_\_\_\_

Student's Name \_\_\_\_\_ Cell # \_\_\_\_\_

Address \_\_\_\_\_ Phone # \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Current Grade \_\_\_\_\_ Birth date \_\_\_\_\_ Sex \_\_\_\_\_

I am requesting to demonstrate mastery of the content in a course at Lakeville Memorial High School. I understand that this assessment may include not only an examination but also written reports, presentations, projects, a portfolio, labs, and/or other appropriate forms of assessment required within the course. I understand that I cannot earn credit toward graduation through the assessment, and I cannot subsequently request individual assessment for a prior course in the sequence or enroll in a lower course sequence in the same subject area.

Course(s) for which I am requesting the option of "Testing Out"

Course Title(s)

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
Parent/Guardian Signature

**OFFICE USE ONLY**

This request is rejected due to the following:

\_\_\_\_\_ The student has previously tested out of a higher course in this sequence.

\_\_\_\_\_ The student has submitted the request for a non-eligible course.

\_\_\_\_\_ The application was not submitted within the acceptable timeline.

\_\_\_\_\_ Other (specify) \_\_\_\_\_

\_\_\_\_\_ The request is approved and referred to \_\_\_\_\_

Course Instructor

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

**LakeVille High School**  
**Online Course Request/Contract 2020-2021**  
**Deadline for Online Course Requests for the 2020-21 School Year: **June 1, 2020****

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Student Name	Student Grade Level	Student Phone Number	Date
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**Online Course Desired:**

Course Title: \_\_\_\_\_ Student's e-mail Address \_\_\_\_\_

Graduation Requirement: Yes/No    Semester: \_\_\_\_\_    Student's Birthdate: \_\_\_\_\_

Have you taken an online class in the past? Yes/No

If yes, what class? \_\_\_\_\_    What grade did you receive? \_\_\_\_\_

Reason for request:

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Eligible students will be allowed to take up to two online courses per academic term. In order to be eligible, students must 1) select the course from the gennet.us course catalog, 2) follow all procedures outlined in this form, and 3) meet all criteria listed in the "Eligibility Checklist" at the end of this form. Michigan law dictates that these are the criteria schools must use for online course eligibility.

If a student is NOT granted approval to take an online course by LakeVille High School, he/she may immediately submit an appeal to the superintendent of the Genesee Intermediate School District.

The **student and parent** should initial next to each statement below to indicate understanding of the process, responsibilities, and rules for taking online courses.

- \_\_\_\_ \_\_\_\_ I understand that LakeVille High School will not provide students with a computer or internet connection for online courses. Students taking online courses will have the same access to school technology as do all other students in their building. No additional time or space will be provided by the school for work on this course. Therefore, unless a student has sufficient access to technology at home, he/she should not sign up for an online course.
  
- \_\_\_\_ \_\_\_\_ I understand that students must meet all deadlines set by the online course provider AND the school district for completion of projects, homework, and final course completion.
  
- \_\_\_\_ \_\_\_\_ I understand that it is the responsibility of the student to manage his/her own time to work on the online course and complete it by the end of the semester for which the course was assigned.
  
- \_\_\_\_ \_\_\_\_ I understand that students will receive the grades issued to them by the online provider and that those grades will be recorded on the students' permanent transcripts.
  
- \_\_\_\_ \_\_\_\_ I understand that students may not be assigned to a teacher or an area in the building where they must report during the online course hour. They are however expected to be in appropriate areas of the building, they must not disrupt classes, and they are responsible for their own behavior/time management as they will not be under the supervision of any specific adult.

- \_\_\_\_ \_\_\_\_ I understand that students may not drop online courses once they are enrolled in them because the cost of the course is charged to the district. If for some reason it is determined by both the student's parents and the administration that a course may be changed after drop and add period has passed parents will be expected to pay the cost of the course dropped.
- \_\_\_\_ \_\_\_\_ I understand that all students who take an online course will be assigned a mentor with whom they must check-in weekly. The function of this mentor is to help students make sure they are on track and are able to navigate their courses. This mentor is NOT going to teach the students the course material and may not be certified in the subject area of the course. The mentor is a support person only, not a teacher or tutor. All necessary interactions between teacher and student must take place between the online teacher and student. In addition to weekly check-ins, students should see their mentor when they have problems or questions about the online system or the way the online course is being run.

I have read and understand all student responsibilities, school rules, and legal procedures for taking an online course. I believe I will be successful in the online course requested on page one.

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

I have read and understand all student responsibilities, school rules, and legal procedures for taking an online course. My child has completed the readiness rubric, and I believe he/she will be successful in an online course. I grant my child permission to take the online course requested on page one.

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

Parent's Ph# \_\_\_\_\_ Parent's e-mail: \_\_\_\_\_