



**CORNERSTONE**  

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**SCHOOLS**  

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**Lincoln-King High School**

**Course Catalog**  
**2023-24**

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## Statement of Compliance with Federal Law

Cornerstone Schools complies with all Federal Laws and regulations of the U.S. Department of Education. It is the policy of Cornerstone Schools District that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or limited English proficiency shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity to which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

## Important Dates

Parents will receive a calendar with important dates at the beginning and throughout the year.

## Scheduling Process

Cornerstone uses the Michigan Merit Guidelines for all students 9th-12th grade for scheduling purposes. All students must take 4 credits of English, 4 credits of Math, 3 credits of Science, 3 credits of History, 1 credit of Gym & Health, 2 credits of a Foreign Language. The rest of the classes are filled with electives.

### *Schedule Change Request*

Students in the 10th-12th grade can request a schedule change using the schedule change request. Schedule Change request forms are accepted ONLY during the second week of the semester. Students are allowed to request a schedule change if:

- They have already passed a class
- They have an incomplete schedule
- They don't have a course they need for graduation
- They would like to change their elective (elective changes are made based on eligibility and availability of classes, a request put in for an elective, may not get approved.

## Grading System

Cornerstone uses a 4.0, non-weighted grading system for GPA.

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7
B+ = 3.3	C+ = 2.3	D+ = 1.3	E/F = 0.0

I=Incomplete

S=Pass, No credit

F=Fail, No Credit

NC=No Credit

P=Pass, Credit

W=Withdrawal, No credit

There are no numerical values for I, S, F, NC, P or W, therefore, the GPA is not changed.

Students earn the above numerical values for each grade given. The total of the grade points is then divided by the total number of grades to get the grade point average (GPA).

EXAMPLE:

Hour	Class	Grade	Points
1	Workforce Readiness	A	4
2	English 11A	B	3
3	Government	B-	2.7
4	Art I	A	4.0
5	Chemistry A	C+	2.3
6	Algebra II A	F	0.0

16 points divided by 6 classes = 2.7 or a B- GPA

### Class Ranking

Semester grades are used for class ranking. Numerical values are assigned to semester grades, divided by the number of grades, and cumulative G.P.A. is determined. Students' approximate ranking will be visible on their online accounts at the end of each semester. This will be used for college applications during the fall of the senior year. Class rank for seniors will be determined at the end of the eighth semester.

### Graduating with Honors

At an honors assembly, at the graduation ceremony, and in any news releases, students who have achieved an overall 3.5 G.P.A. or higher will be formally recognized and honored for their academic achievement. Students will be recognized as Summa Cum Laude (3.8-4.0+) and Magna Cum Laude (3.5-3.799).

### NCAA Initial-Eligibility Clearinghouse

There are specific high school course requirements for students who are considering participating in intercollegiate athletics at a college or university. Students for whom this may be an option should consult with their counselor each year and review the listing of NCAA-approved courses for Cornerstone Schools. It is very important that students and counselors work closely to complete all necessary steps to ensure eligibility. Students that plan to play NCAA sports should register with NCAA by the second semester of their junior year.

Please refer to the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) for specific information regarding approved Core-Courses, GPA, and ACT/SAT requirements.

**\*Please note: Meeting the NCAA academic rules does not guarantee your admission into a college.**

#### How Your Core-Course Grade Point Average is Calculated

The NCAA Clearinghouse will calculate the grade-point average of your core courses on a 4.0 scale. If your high school uses plus and minus grades (such as B+ or B -), the plus or minus will not be used to calculate your core-course grade-point average. The Clearinghouse will assign the following values to each letter grade:

A - 4 points B - 3 points C - 2 points D - 1 point

#### Test-Score Requirements

You must achieve the required score on an ACT or SAT test before your full-time college enrollment. Your test score will continue to be calculated using the math, science, English and reading subsections of the ACT and the math and verbal/critical reading subsections of the SAT. The writing component of the ACT or SAT will not be used to determine your qualifier status.

### Graduation Requirements

The Lincoln-King Adams-Young Board of Directors will follow the Michigan Merit Curriculum requirements.

On June 16, Gov. Gretchen Whitmer signed Public Act 105 of 2022, which requires students to complete a 1/2 credit course in personal finance that aligns with State Board of Education-approved content expectations to earn a high school diploma. This 1/2 credit course fulfills the requirement for a 1/2 credit course of mathematics, the arts, or a foreign language. This new requirement first applies to students who are entering 8th-grade in 2023.

### Testing Out of a Class

#### What the Michigan Merit Curriculum Law Says

380.1278(a)(4)(c) A school district or public school academy shall also grant a student credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on 1 or more assessments developed or selected by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

#### Credit Awarded to Pupil Not Enrolled in Course

380.1279(b) The board of a school district shall grant high school credit in any course to a pupil enrolled in high school, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or, if there is no final exam, by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation. For the purpose of earning credit under this section, any high school pupil may take the final examination in any course. Credit earned under this section shall be

based on a “pass” grade and shall not be included in a computation of grade point average for any purpose. Credit earned under this section may or may not be counted toward graduation, as the board of the school district may determine, but the board's determination shall apply equally to all such credit for all pupils, and credit earned under this section shall be counted toward fulfillment of a requirement for a subject area course and shall be counted toward fulfillment of a requirement as to course sequence. Once a credit is earned under this section, a pupil may not receive credit thereafter for a course lower in course sequence concerning the same subject area.

Testing Out allows a student to skip a course if they can demonstrate proficiency in the course material. Each class has a different set of requirements ranging from only passing an exam to completing independent work or portfolio assignments in addition to a required exam. In all cases, a C+ is the minimum score allowed for “passing.” Students who earn a C+ or better will earn credit for the class and are allowed to enroll in the next course in the sequence. Students may also exhibit mastery of the standards through the basic assessment used in the course, which may be a portfolio, performance, paper, project, or presentation. Students who pass a test-out exam will receive a grade of P (Pass) on their transcript, which will not be calculated in a student's G.P.A.

To test out of a class, you must notify your counselor via written request of the desire to test out of a course.

### High School Credits Earned while in Middle School

High School credits earned by a middle school student will be recorded on the student's transcript but will not be counted into the student's high school G.P.A. The cumulative high school GPA will begin when a student enters the ninth grade. Credits earned during middle school will count toward the rigorous curriculum requirements; however, students will still be required to earn 18 credits while in high school.

### Personal Curriculum

The Personal Curriculum option is available to students who are eligible for special education services and have a current Individual Educational Plan (IEP) or a general education student who has completed Algebra and Geometry and has an Educational Development Plan (EDP) in place. A PC is a documented process that modifies certain Michigan Merit Curriculum requirements (MMC) requirements. The MMC defines a common set of required credits for graduation and provides educators with a common understanding of what students know. While we hope that the MMC requirements will improve the quality of education for ALL students, we know that students have very different learning needs. Some students may benefit by accelerating the curriculum to accommodate their special talents and interests. Other students may have disabilities that require some modifications to keep the MMC meaningful and fair. If a student would benefit from a Personal Curriculum, you must make a request for consideration of a PC with a school counselor.

The MMC law requires the following when considering a Personal Curriculum:

- The PC can be requested by the parent, teacher, or guidance counselor.
- The PC may not be needed if the MMC for a student can be addressed with other reasonable arrangements.

- When needed, the PC is written by a group of knowledgeable people that includes the parent and school staff.
- The PC must adhere to the MMC content standards as much as possible for the student. In other words, the essential content expectations for graduation must still be met.
- The PC may exceed the requirements of the Michigan Merit Curriculum.
- The PC may contain some special provisions for students with documented disabilities.
- The PC must be approved by the parent, legal guardian, and the Superintendent or his/her designee before taking effect.
- The PC may be adjusted during the course of the student's high school education using the same process as appropriate.
- The PC process requires that parents/guardians play an active role in the quarterly monitoring of the PC.

More detailed descriptions of the Michigan Merit Curriculum and a Personal Curriculum are available at [www.michigan.gov/highschool](http://www.michigan.gov/highschool)

## Online Learning Experience

Students are required to earn an Online Learning Experience (or OCLEX) credit (1) to be eligible to graduate.

- What the Michigan Merit Curriculum Law Says 380.1278a(1)(b) A school district or public school academy shall provide the basic level of technology and internet access required by the state board to complete the online course or learning experience. For a pupil to meet this requirement, the pupil shall meet either of the following, as determined by the school district or public school academy:
  - Has successfully completed at least 1 course or learning experience that is presented online, as defined by the Michigan Department of Education.
  - The pupil's school district or public school academy has integrated an online experience throughout the high school curriculum by ensuring that each teacher of each course that provides the required credits of the Michigan merit curriculum has integrated an online experience into the course.

## Dual Enrollment

Effective April 1, 1996, Public Act 160 and Public Act 258 of 2000, created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. The following are some of the eligibility guidelines/standards:

1. Students in grades 9 through 12 (not enrolled in an Early/Middle College) may take up to ten postsecondary courses. Students enrolled in an Early/Middle College may take more courses.
2. Students can qualify for dual enrollment by taking one of the following assessments: PSAT, PLAN, EXPLORE, SAT, or MME. Please refer to the table at this link to view qualifying scores.

### Dual Enrollment Qualifying Scores Table

3. 388.155 Rule 5 (2) The acts do not prohibit a district from supporting any pupil regardless of eligibility under these acts. A district may elect to support college-level courses or career preparation courses for any pupil if it is in the best interest of the pupil.

4. Students must be enrolled in both the eligible school (public or private) and eligible postsecondary institution during the local school's regular academic year and must be enrolled in at least one high school class.
  5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education. Dual enrollment course selection must align with the student's EDP.
  6. School districts are required to pay an amount equal to the prorated percentage of the statewide pupil-weighted average foundation allowance, based on the proportion of the school year that the eligible student attends the eligible postsecondary institution. Eligible charges include tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in the course.
- Please contact your counselor if you believe you are eligible for dual enrollment.

## Michigan Career Pathways

<https://www.mitalent.org/career-explorer>

## 21f Online Courses

The State of Michigan, under Section 21f of the State School Aid Act has launched the choice for parents to request that their student(s), in grades 5-12, be enrolled in no more than two (2) online courses in place of a currently scheduled course. Cornerstone supports online learning, and as a system, we pride ourselves on forward movement on innovative uses of technology to support learning. We encourage parents to consider carefully if a 100% online course is ideal for their child given the fact that they will be forfeiting face-to-face teacher classroom instruction and support.

Additional information is available in the [Michigan Virtual Parent Guide to Online Learning](#).

Parents should carefully consider the unique qualities of their child when investigating if an online class is right for him/her. These factors include:

- Can your student create and maintain a study schedule without the face-to-face interaction of a teacher?
- Can your student self-advocate to seek help within a virtual setting?
- Does your student possess the independent study habits needed to complete an entire course online without direct supervision?
- Does your student have the reading, writing, math, and computer literacy skills to succeed in a class that is completely online?
- [Online Learner Readiness Rubric](#)

It is important to note that this option is limited to online classes that are listed within the state online course catalog (<https://gennet.us/public/catalog>) and are Teacher Led (includes an instructor). While all of these classes have been reviewed by each sponsoring local district,



these courses may not necessarily meet the rigor of courses for Cornerstone from a credit or graduation requirement perspective and are, therefore, subject to administrative approval. Additionally, the availability of courses is not guaranteed. Courses may have a class size limit, and should that limit be exceeded, students will be placed into the course on a lottery basis.

Should you request that your child participates in the online class experience please note the following:

- The highly qualified teacher providing content for the course will only be available remotely via email or possibly phone and will not be a Cornerstone employee.
- Students will work independently outside of the traditional classroom setting and will not be present with their current teacher or classmates during that subject.
- Students will be monitored by a Cornerstone para-professional or support staff member.
- Changes to the existing student's schedule could be made.
- If approved, both parent and student must agree to the 21f Online Learning Course Contract.
- If a student is unable to keep pace or fails a course they may not be eligible for future courses.

For the '23-24' school year, requests must be submitted to the counseling office for consideration by Friday, June 9, 2023.

Should you have any additional questions about online learning opportunities or would like to further discuss the online option, you should contact your counselor.

# CORNERSTONE STUDENT COURSE DESCRIPTIONS

For the 2023-2024 school year, the Board of Education will allow instruction of all courses listed in the course catalog as traditional/seated courses to be adapted for delivery in a virtual format.

*The course offerings, and the descriptions included here, are proposed. The number and type of courses actually offered will depend, in part, upon the demand expressed through course requests and available staff.*

## **Career Readiness/Career Cluster Courses**

### **BASIC CONSTRUCTION A & B**

Basic Construction is a one-credit, year-long course designed to introduce students to general construction practices. Students will expand their knowledge and experience through various projects, lessons, and industry terminology. This course will cover a wide array of topics related to basic construction terminology, math, knowledge, skills, safety, and practical application common in the construction industry. This course will mainly focus on residential requirements but will periodically touch on commercial applications of the course material. This course is very hands-on and will help students prepare for careers in the skilled construction trades (carpentry, electrical, plumbing, HVAC, etc.).

### **CONSTRUCTION TRADES ENTREPRENEURSHIP A & B**

Construction Trades Entrepreneurship is a one-credit, year-long course designed to explore various career opportunities, examine what it takes to be successful, and investigate business ownership within the construction related skilled-trades (carpentry, electrical, plumbing, architecture, real estate, etc.) industry. This course will cover skilled-trades opportunities in the construction industry and will focus on business ownership as a skilled tradesman. This course will include intensive (and mandatory) classroom discussion, lectures, and research projects, in an effort for students to fully understand career development and potential business ownership in construction-related skilled trades.

### **MARKETING/DECA Intro, A & B**

DECA provides opportunities for students interested in marketing and entrepreneurship to develop leadership skills, self-confidence, and professionalism; participate in leadership conferences, competitive events, community service projects, and social activities. Students in this class have chosen to become DECA members who are to pay dues, compete in DECA events, operate and manage a school store, participate in community service opportunities, engage in business and leadership activities, and hopefully advance to our international competitive events.

### **YOUTH ENTREPRENEURS A & B**

Youth Entrepreneurs equips students with the values and vision to pursue their dreams. Our goal is to inspire students to break through barriers, take control of their own futures and seize

opportunities for good. Students learn economics and marketing and develop an entrepreneurial mindset. The class is governed by the Youth Entrepreneurship Program, which is extremely interactive and engaging. Most of all, it seeks to instill values into the lessons to develop principled entrepreneurs. The culminating projects include Market Day (where students get to run their own pop-up shop for a day), a Business Model Canvas/Business Plan Competition, and a Design Thinking Project (based on Stanford University “D” School’s model).

#### ENTREPRENEURSHIP A & B

Entrepreneurship is a course focusing on small businesses – the backbone of America. Students will create a complete business plan for a small business of their choice. The course is very interactive and hands-on. It includes field trips and guest speakers. Students walk away from this course with a solid understanding of what it takes to run a small business. This course involves a good deal of writing, research, and math. This course is ideal for both the student who has never had a business course but wants to get an idea of what it’s all about and for the student who has taken several marketing/finance courses but wants to explore entrepreneurship further. DECA membership is strongly encouraged.

#### ADVANCED ENTREPRENEURSHIP

This course builds on the skills learned in the Entrepreneurship course. The course is very interactive and hands-on. It includes field trips and guest speakers. Students walk away from this course with a solid understanding of what it takes to run a small business. This course involves a good deal of writing, research, and math. This course is ideal for both the student who has never had a business course but wants to get an idea of what it’s all about and for the student who has taken several marketing/finance courses but wants to explore entrepreneurship further. DECA membership is strongly encouraged.

#### CHARACTER & LEADERSHIP DEVELOPMENT A & B

Leadership courses are designed to strengthen students’ personal and group leadership skills. Typically intended for students involved in extracurricular activities (especially as officers of organizations or student governing bodies), these courses may cover such topics as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.

#### CULINARY ARTS: Introduction to Culinary Arts

Exploration of Restaurant, Food, and Beverage Services courses provide students with an overview of the restaurant, food, and beverage service industry. Topics covered include industry terminology, the history of restaurants, food, and beverage services, introduction to marketing, and the various careers available in the industry.

#### CULINARY ARTS: Food Safety and Fundamentals

Nutrition and Food Preparation courses provide students with knowledge and skills about food preparation and/or production, with a strong emphasis on nutrition, balanced diets, and satisfying special dietary needs. Topics typically include assessing nutrient content, food and nutrition science, physiology and utilization of nutrients. Course content may also cover additives, contaminants, foodborne illnesses, and food technology.

#### CULINARY ARTS: Basic Food Preparation

Culinary Art Specialty courses provide instruction in a particular type of cooking or culinary style. Examples of such specialty fields include baking, creating and decorating wedding cakes, Middle Eastern cuisine, and so on. These courses emphasize skills specific to the type of culinary art being studied.

#### ENGINEERING APPLICATIONS/SEMINAR Intro A & B

Engineering applications course provides students with an overview of the practical uses of various engineering applications. Topics usually include hydraulics, pneumatics, computer interfacing, robotics, computer-aided design, computer numerical control, and electronics

#### MANUFACTURING 1 Intro, A & B

Students receive hands-on training on modern equipment and learn about technology and processes through a tailored curriculum that is informed by local manufacturers in their communities. Careers in advanced manufacturing offer exciting opportunities in designing and improving products, operating high-tech tools and machinery, analyzing problems and coming up with creative solutions, and working with both your hands and your mind. Students will be introduced to lean manufacturing, robotics, and mechatronics, preparing them for employment, or to study engineering and manufacturing in college. Cornerstone is affiliated with SME (Society of Manufacturing Engineers) PRIME program.

#### MANUFACTURING 2 Intro, A & B

Students receive hands-on training on modern equipment, and learn about technology and processes through a tailored curriculum that is informed by local manufacturers in their communities. Careers in advanced manufacturing offer exciting opportunities in designing and improving products, operating high-tech tools and machinery, analyzing problems and coming up with creative solutions, and working with their hands and your mind. This course builds on the basic skills learned in Manufacturing 101, and students will gain a deeper understanding of lean manufacturing, robotics, and mechatronics, preparing them for employment, or to study engineering and manufacturing in college. Cornerstone is affiliated with SME (Society of Manufacturing Engineers) PRIME program.

#### COMPUTER CODING & PROGRAMMING MICROSOFT TEALS A & B

Computer Microsoft TEALS is a survey course built around the fundamentals of coding and computational thinking including problem solving, working with data, understanding the internet, programming, and more. The curriculum for these classes is provided by Microsoft Corporation, and professional computer programmers, who are industry experts, help teach the class.

#### MEDICAL HEALTH 1 A & B

Foundations of Medical Health is a course offered at Cornerstone in our Healthcare Pathway. This course allows students to explore career opportunities in the healthcare system; discover roles, educational requirements, and opportunities for advancement in health related careers; develop employability and communication skills essential for success in health science careers; and acquire foundational client care skills relative to health care careers. General anatomy and physiology is also taught at an entry level to provide an understanding of the science of life and well being. The knowledge and skills obtained in the Foundations of Health Science course will provide a basis for advancement into subsequent Health Science classes offered during the student's senior year

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### **MEDICAL HEALTH 2 A & B**

This course is an advanced exploration of Healthcare careers intended to prepare the next generation of Healthcare employees. Our program flows from our Wellness Concepts course, a general education course which leads students to understand the consequences of lifestyle habits on their well-being. The course focuses on a study of wellness concepts—physical, social, mental, emotional, and spiritual—that include an examination of the fundamental knowledge of physical fitness, chronic diseases, nutrition, stress, substance use and abuse, and sexually transmitted diseases. Advanced Anatomy and Physiology is expanded upon coupled with patient care skills that will increase the students knowledge of excellent patient care. Skills such as monitoring client status, vitals signs, safe transfer, and understanding disease process play an integral role in student success in the industry.

### **SEMINAR (Freshman & Senior) A & B**

Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.

## **Computer Science & Technology Courses**

### **INTRO TO COMPUTER APPLICATIONS A & B**

The focus of this class is to gain knowledge and assist staff on technology issues that arise in the classroom to aid in class instruction. The class will promote technology and information literacy as well as critical thinking, problem-solving, and decision-making skills necessary for individuals to compete in our ever changing global economy. This experience seeks to promote academic success by embedding technology tools and applications into the teaching and learning process rather than teaching the skills in isolation. This real world approach allows the student to enhance the learning process, enrich the academic experience, and bestow students with the skills necessary to succeed throughout life. Students become active participants in the learning process and learn to efficiently access, explore, apply, and synthesize information in our digital world.

### **MICROSOFT OFFICE SPECIALIST A & B**

The Microsoft Office Specialist (MOS) Program provides industry-leading assessments of skills and knowledge through our new project-based testing. These exams include multiple, small projects within Microsoft Office. Students and professionals will be tested on one project at a time. These small projects will test their skills as they would in the real world and validate their understanding of the Microsoft Office program functionality.

### **COMPUTER INFORMATION/TECHNOLOGY - MICROSOFT TEALS A & B**

TEALS is a Microsoft Philanthropies program that builds sustainable computer science programs in high schools, with a focus on serving students excluded from learning CS because of race, gender, or geography. We help classroom teachers learn to teach computer science on their own by pairing them with industry volunteers.

## Language Arts Courses

### INTRO TO ENGLISH 9, ENGLISH 9 Intro, A & B

This course will include the study of short stories, poetry, drama, nonfiction, and the novel. Basic composition skills will emphasize sentence and paragraph structure along with the writing of the essay. Spelling, vocabulary, and grammar will be emphasized.

### HONORS ENGLISH 9 A & B

The Honors English 9 course provides an overview of genres similar to English 9 (short story, novel, poetry, drama, epic poetry, and literary non-fiction); however, the text selection is at a more complex reading level, and it is expected that students accomplish more reading independently. The rigor of Honors English 9 encourages students to read and think critically. Honors English 9 includes techniques of literary analysis, argumentation, research, documentation, and synthesis of materials. The curriculum develops student's informative and argumentative writing abilities while bolstering grammar adeptness and expanding vocabulary.

### INTRO TO ENGLISH 10, ENGLISH 10 Intro, A & B

The course offers a blend of classic and contemporary works from authors of diverse backgrounds. Thus, students will be exposed to a wide variety of authors and this course places a heavy emphasis on a variety of writing skills (Narrative, Informative, and Argumentative).

### HONORS ENGLISH 10 A & B

Like English 10, this course offers a blend of classic and contemporary works from authors of diverse backgrounds. Honors English 10 will pursue Advanced Placement topics and increase the pacing of the course, but Honors English 10 is not an AP course. Students will be exposed to a wide variety of authors and this course places a heavy emphasis on a variety of writing skills (Narrative, Informative, and Argumentative). Students should expect a rigorous, challenging, active experience in the course.

### INTRO TO ENGLISH 11, ENGLISH 11 Intro, A & B

This course is designed to give students the skills needed when entering college, as well as technical writing skills and strategies utilized in the high school curriculum. Different genres of writing will include: poetry, narrative, literary and rhetorical analysis and research based informative writing. There is an emphasis on conventions as well as vocabulary usage. There is also a focus on SAT preparation in the areas of writing, reading, grammar and vocabulary.

### HONORS ENGLISH 11 A & B

This course will help students become skilled readers of a variety of styles of prose and give them practice and helpful criticism necessary to make them flexible writers who can compose in a variety of modes for a variety of purposes. The goal of this course is to develop mature writers, able to write competently in their college courses.

### INTRO TO ENGLISH 12, ENGLISH 12 Intro, A & B

This course consists of coursework that represents the culmination of reading, writing, and literacy skills to be accomplished in the ELA program. Students will be asked to apply their

learned skills across multiple disciplines of writing. They will further their ability to be critical thinkers and literary connoisseurs.

#### **HONORS ENGLISH 12 A & B**

Like English 12, the coursework represents the culmination of reading, writing, and literacy skills. There will be an emphasis and focus on college preparation and the ability to read and write for college.

#### **DEBATE A & B**

Debate courses offer students the opportunity to learn how to use oral skills in formal and informal situations. In these courses, students are able to develop such skills as logic and reasoning, research and analysis, organization of thought and supporting materials, argumentative style and skill, and effective presentation of one's voice and body. Often linked to an extracurricular program, these courses introduce students to the methods, aims, and styles used in various kinds of debates (formal debate or Lincoln-Douglas). Participation in competition is encouraged, but not always required.

#### **PUBLIC SPEAKING A & B**

Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

#### **ADVANCED PUBLIC SPEAKING A & B**

The Advanced Public Speaking courses offer students the opportunity to learn how to use oral skills effectively in formal and informal situations. Students learn such skills as logic and reasoning, the organization of thought and supporting materials, and effective presentation of one's voice and body. Often linked to an extracurricular program, these courses introduce students to numerous public speaking situations, and they learn the methods, aims, and styles of a variety of events (e.g., formal debate, Lincoln-Douglas debate, expository speaking, radio broadcast, oral interpretation, and dramatic interpretation). Participation in competition is encouraged, but not always required.

### **Math Courses**

#### **INTRO TO ALGEBRA, ALGEBRA I A & B**

This course includes an in-depth study of the relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling.

#### **HONORS ALGEBRA I A & B**

This course includes an in-depth study of the relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This class is designed for the honor student. It is a rigorous, fast-paced course that covers Algebra I standards.

### INTRO TO GEOMETRY, GEOMETRY A & B

This course is designed to develop logical thinking and an appreciation of the form and relationship of objects in the plane and space. Work is continued with algebraic equations and formulas.

### HONORS GEOMETRY A & B

This course includes an in-depth study of the forms and relationships of objects in the plane and space. It is designed to develop thinking, reasoning, and logic skills through organized, sequential, and systematic approaches to problem-solving. Work is continued with algebraic equations and formulas.

### INTRO TO ALGEBRA II, ALGEBRA II A & B

This course is designed for college and career-bound students. The content of Algebra II is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. Students will be expected to represent these functions as equations, tables, and graphs in verbal and written form. Real-world examples will be visited, as well as, exploring the functions of the graphing calculator.

### HONORS ALGEBRA II

This course includes a brief review of Algebra I and continues with a deeper insight into the concepts of arithmetic and geometric sequences, exponentiation, imaginary numbers, arithmetic, and logarithmic functions, trigonometry, and matrices. This class is designed for the honor student. It is a rigorous, fast-paced course covering Algebra II and trigonometry in one year. Students taking this course must be able to grasp math concepts quickly.

### PROBABILITY & STATISTICS A & B

This is a college-bound course for students who plan to pursue further training in math, science, psychology, research, or business-related fields. Students will apply problem-solving skills to gain understanding in the main areas of data exploration, sampling, and experimentation, anticipating patterns, and statistical inference. A graphing calculator is highly recommended for this course.

### INTRO TO PRECALCULUS, PRECALCULUS A & B

This is a course in introductory calculus with elementary functions. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, and geometry (rectangular coordinates, equations, graphs, lines, and conics). The main topics include limits and continuity, derivatives, applications of the derivative, integrals, applications of the integral, and techniques of integration.

### PERSONAL FINANCE A & B

Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes, social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.



## **BUSINESS MATH A & B**

Business Math courses reinforce general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Math courses reinforce general math topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest.

## **MATH FOUNDATIONS**

General Applied Math courses: Math Foundations reinforce general math skills, extend these skills to include some pre-algebra and algebra topics, and use these skills in a variety of practical, consumer, business, and occupational applications. Course topics typically include rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.

## **Physical Education Courses**

### **HEALTH**

This is a one-semester course covering the topics that are most important for developing a healthy teen. The curriculum includes instruction on issues such as mental illness and depression, stress, self-esteem, building healthy relationships, reproduction, and STI/STD education. All parts of the curriculum include an emphasis on drug and alcohol influence on good decision making, as well as how to be assertive and avoid peer pressure situations.

### **PHYSICAL EDUCATION**

This is a one-semester course. This course will include the fundamentals of developing and applying for an individualized conditioning program. The class will include units on flexibility, cardiovascular endurance, aerobics, strength training, and diet and nutrition. The emphasis of this course will promote lifelong physical fitness. In this course, students will learn the standard rules, basic strategies, and skills for different sports and fitness activities. This course will include but is not limited to, the following activities: Basketball, Table Tennis, Volleyball, Badminton, and Fitness Activities.

### **WEIGHT TRAINING A & B**

Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning.

### **WELLNESS: Health and Fitness**

Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.

### **TEAM SPORTS OR MARCHING BAND**

These courses award physical education credit for participating on a school-sponsored athletic team or in the marching band.

2023-2024 School Year

## Science Courses

### INTRO TO BIOLOGY, BIOLOGY A & B

Biology offers the study of ecology, biochemistry, cells, energetics, chromosomes, cell division, genetics, and evolution. This course includes a variety of lab work and activities that require critical thinking.

### HONORS BIOLOGY A & B

Biology offers the study of ecology, biochemistry, cells, energetics, chromosomes, cell division, genetics, and evolution. This course includes a variety of lab work and activities that require critical thinking. This class is designed for the honor student. It is a rigorous, fast-paced course covering Biology standards.

### INTRO TO CHEMISTRY, CHEMISTRY A & B

Chemistry is the study of the composition of materials and their basic elements from the atom through complex molecules, their changes, historic and practical applications, and family and analytical relationships. This course includes mathematical problem-solving, demonstrations, and student laboratory experiments.

### HONORS CHEMISTRY A & B

Chemistry is the study of the composition of materials and their basic elements from the atom through complex molecules, their changes, historic and practical applications, and family and analytical relationships. This course includes mathematical problem-solving, demonstrations, and student laboratory experiments. This class is designed for the honor student. It is a rigorous, fast-paced course covering Chemistry standards.

### EARTH SCIENCE A & B

Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

### ENVIRONMENTAL SCIENCE A & B

This course takes an interdisciplinary approach to covering relevant issues in science. It explores real-world problems through lab, lectures, projects, and research. This is a semester course that emphasizes the history of environmental concerns, biomes, principles of ecology, population dynamics, land use/management, and the biodiversity of the earth with an emphasis on conservation.

### PHYSICS A & B

This course will cover the Michigan Merit Curriculum requirements. The emphasis of this course will be on the explanation of natural phenomena by analyzing the world around the students using limited math.

### **ANATOMY & PHYSIOLOGY A & B**

Prerequisite: Successful completion of two credits of science.

Anatomy and Physiology will cover the structure and function of human body systems. A major portion of Anatomy and Physiology will involve laboratory investigations. Current medical approaches, discoveries, and technology are included throughout the course. Students will understand the relationships between body systems and how they contribute to the survival of the human organism. The emphasis in the class is guided by our major principles: laboratory-based/hands-on approach, comparison of homeostasis to disease, relationships of structure to function, and relevance to students' lives. Successful students may use one credit in "Elective Science" toward the Michigan Merit Graduation Requirements.

### **INTRO TO PHYSICAL SCIENCE, PHYSICAL SCIENCE A & B**

Physical Science courses involve the study of the structures and states of matter. Typically (but not always) offered as introductory survey courses, they may include such topics as forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

### **HONORS PHYSICAL SCIENCE A & B**

Physical Science courses involve the study of the structures and states of matter. Typically (but not always) offered as introductory survey courses, they may include such topics as forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions. This class is designed for the honor student. It is a rigorous, fast-paced course covering Physical Science.

### **GENETICS**

Genetics courses provide students with an understanding of general concepts concerning genes, heredity, and variation of organisms. Course topics typically include chromosomes, the structure of DNA and RNA molecules, and dominant and recessive inheritance and may also include lethal alleles, epistasis and hypostasis, and polygenic inheritance.

### **AGRICULTURE AND NATURAL RESOURCES A & B**

Agriculture and Natural Resources courses cover a wide range of topics concerning agriculture and natural resources, including plant and animal science, production, and processing; environmental science and conservation; ecology; agricultural mechanics; agricultural construction; business operations and management; and the careers available in the agricultural/natural resources industry. They may also include topics such as chemical and soil science, forestry, agricultural marketing, and veterinary science.

## **Social Studies Course Descriptions**

### **INTRO TO US HISTORY, US HISTORY & GEOGRAPHY A & B**

A basic course that teaches United States history from the Progressive Era to present day events and social issues. Instructional areas of this course include the political and social history of the United States.

### **HONORS US HISTORY & GEOGRAPHY A & B**

This course teaches United States history from the Progressive Era to present day events and social issues. Instructional areas of this course include the political and social history of the

United States. This class is designed for the honor student. It is a rigorous, fast-paced course covering US History and Geography.

#### INTRO TO WORLD HISTORY, WORLD HISTORY & GEOGRAPHY A & B

This course will focus on the events of history and how it has affected the world as it is today. Emphasis will be placed on gaining an appreciation of historical events and their impact on global society.

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#### ECONOMICS

This course is a study of the American economic system and economic systems. The emphasis will be on the practical functions of the market place and practical applications of economic theory. This course may not be offered every semester.

#### CIVICS

A basic course designed to develop a reasonable, informed citizen in the local, state, and national government areas. This course will concentrate on governmental procedures, political parties, and voting systems. This course may not be offered every semester.

#### CRIMINAL JUSTICE

Criminal Justice courses train students to understand and apply the principles and procedures essential to the U.S. criminal justice system. These courses explore the principles and structure of the justice system and the law, and course content also typically includes investigation, search and arrest, and laboratory, forensic, and trial procedures. Students may also learn CPR and first aid skills, personal defense tactics, and crime prevention techniques.

#### AFRICAN AMERICAN HISTORY

World Area Studies courses examine the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, and the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of a particular region or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may emphasize one particular country (other than the United States), rather than emphasizing a region or continent.

#### CURRENT EVENTS

This class is designed to provide students with the opportunity to discuss, understand, and explore local, national, international, political, economic and social issues in a respectful, meaningful, and active way. Throughout the term, students will stay up to date on current issues and trends.

## **Visual and Performing Arts**

### **CREATIVE ART - COMPREHENSIVE**

Students will be introduced to a variety of materials and techniques used in the high school art courses including but not limited to drawing, painting, sculpture, ceramics, textiles, and metal. They will be introduced to art in history and cultural contexts. As a result of their learning, students will be able to create two and three dimensional art pieces, understand and apply the basic elements of art and principles of design, as well as understand and use basic art vocabulary.

### **PIANO A & B**

Piano courses introduce students to the fundamentals of music and basic keyboard techniques such as scales, chords, and melodic lines. These courses may also include more advanced keyboard techniques.

### **GENERAL BAND A & B**

General Band develops student's techniques for playing brass, woodwind, and percussion instruments and covers a variety of non specified band literature styles.

### **MUSIC APPRECIATION A & B**

This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from various periods in time. Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying

### **HIP HOP A & B**

This course delves into the history of Hip Hop as a genre of music (recently 50 years in age). It examines the maturation and importance of Hip Hop with an emphasis on its worldwide, and social implications. Seminal materials in the field will be utilized including but not limited to landmark books, music, films and other media.

### **POETRY A & B**

The poetry course is an introduction to writing poetry. In this course students will learn how to communicate and express themselves through poems and become better readers of poems as well. Different movements in poetry will be examined such as but not limited to modernism, Harlem Renaissance and expressionism. Students will learn how to provide thoughtful and critical analysis and feedback. This is a hands-on project based course.

### **BROADCASTING A & B**

Broadcasting Technology courses provide students with the knowledge and skills to produce television broadcast programs. Typically, students prepare and produce short programs, learning the technical aspects of the operation and how to evaluate programming and assess audience reaction and impact.

### **CHOIR A & B**

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.

### **MUSIC INDUSTRY - COMPOSITION/SONGWRITING A & B**

Composition/Songwriting courses prepare students to express themselves through creating music. These courses may use conventional or nonconventional notation and may include harmonization in addition to melody writing. Along with musical instruments, students may also use computers for creating music. Students will also learn about the business side of the music industry.

### **DRAMA COMPREHENSIVE A & B**

In this hands-on course, students will study and practice the basic tenets of theatre, including both onstage and backstage aspects of a production. Students will be assessed on individual, partner and group work and will create a portfolio that demonstrates their growth throughout the semester. The culmination of the course will consist of a class production performed before an audience.

### **GRAPHIC ARTS A & B**

Communication Technology: Graphic Arts courses enable students to effectively communicate ideas and information through experiences dealing with drafting, design, electronic communication, graphic arts, printing process, photography, telecommunications, and computers. Additional topics covered in the course include information storage and retrieval. Drafting equipment may be used to make scale drawings, including multi-view drawing, photographs, and poster mock-ups.

### **VIDEOGRAPHY A & B**

In this hands-on course, students will study basic camera functions, exposure, and learn the field of photography. Students will learn how light, filters and flash affect the images. Concepts of videography such as how to capture moving pictures and sound using video and audio equipment. Another highlight of the course will be framing and editing techniques.

### **DANCE: Technique A & B**

Dance Technique courses provide students with experience in one or several dance forms (i.e., modern, jazz, ballet, and tap). Initial classes are usually introductory in nature, while the more advanced classes concentrate on improving students' technique and may offer or require experience in choreography and dance evaluation.

### **DANCE INDEPENDENT STUDY**

Dance—Independent Study courses, often conducted with instructors or professional dancers/choreographers as mentors, enable students to explore a particular dance form. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.

## **World Language Courses**

### **SPANISH CONVERSATION I A & B**

The student is introduced to basic vocabulary and pronunciation, and gradually builds a foundation in speaking and understanding the language. Some reading and writing follows in

the natural development of the language skills. The student becomes acquainted with the culture and gains some insight into cultural similarities and differences. Basic grammar concepts are introduced at this level. Reading, writing, listening, and speaking skills are developed.

#### SPANISH CONVERSATION II A & B

This course is designed to develop the student's ability to listen, speak, read and write in Spanish. Speaking and listening skills will be developed through daily use of Spanish and authentic texts and music. Students will create original dialogue, practice communicating, and learn to discuss their own interests. Students will read simple narratives and learn to write short paragraphs. Students will continue to study basic vocabulary and culture.