



GROSSE ILE HIGH SCHOOL

7800 Grays Drive
Grosse Ile, MI 48138
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www.gischools.org

GROSSE ILE HIGH SCHOOL MISSION STATEMENT

"Ensuring Learning and Academic Excellence for ALL Students"

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Evan Buhl
GIHS Class of 2026

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FOUR YEAR PLAN

9TH GRADE	
SEMESTER 1	SEMESTER 2
1	1
2	2
3	3
4	4
5	5
6	6

10TH GRADE	
SEMESTER 1	SEMESTER 2
1	1
2	2
3	3
4	4
5	5
6	6

11TH GRADE	
SEMESTER 1	SEMESTER 2
1	1
2	2
3	3
4	4
5	5
6	6

12TH GRADE	
SEMESTER 1	SEMESTER 2
1	1
2	2
3	3
4	4
5	5
6	6

COUNSELING

Counseling is an integral part of the curriculum at Grosse Ile High School. Students are encouraged to make appointments with their school counselor at any time to get assistance in solving their personal, social, academic, school, home, or related problems. The counseling program assists each individual student with the adjustment to school, work, social life, and the community. Students or parents who want to see their assigned counselor may do so by making an appointment through the counseling office administrative assistant.

Information on post-secondary programs including college, apprenticeships, military, scholarships, and financial aid can be obtained from the counseling office.

College Applications

Applications for most colleges and universities are available online on each individual school's website under the "admissions" section. Some universities require students to apply through the Common Application www.commonapp.org. Seniors should begin reviewing college application requirements, including admission essays and letters of recommendation, in August going into their senior year. Deadlines for applications and consideration of merit scholarships vary for each school; please be conscious of these important deadlines.

Counselor Reports and Letters of Recommendation

It is the counseling department policy that a student must give at least **2 weeks' notice** to process academic reports, letters of recommendation, college applications and scholarship applications.

Transcripts and Scores

Official transcripts are sent via Parchment at www.parchment.com. SAT/ACT scores are to be sent to prospective colleges via College Board www.collegeboard.org and/or ACT www.act.org.

Counselor: **Joan Sclater**
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Administrative Assistant: **Linda Cobb**
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CAREER EXPLORATION AND PLANNING

Career exploration is an essential part of a student's high school journey which can not only impact their post-high school direction but can serve as a source of motivation for students during their high school years. Whether it is off to a university, community college, trade school, military or workforce, students should be equipped with as much knowledge and information as possible to evaluate if they are on the right path. It is highly encouraged that students familiarize themselves with the *Michigan Career Pathways* and *National Career Clusters* as they start to consider their post-secondary plans. We highly encourage students to meet with their school counselor and utilize the many resources available to them to explore the global career market, be aware of employment trends and the required education needed to pursue a specific job/career. Below is a list of websites we encourage you to visit:

Michigan Bureau of Labor Market Information and Strategic Initiatives

*Michigan Hot 50 Jobs list

<https://www.Milmi.org>

https://Milmi.org/docs/publications/Hot50_Statewide_2028.pdf

Occupational Database

<https://www.onetonline.org/>

U.S. Bureau of Labor Statistics

<http://www.bls.gov/ooh/>

Xello (College and Career Readiness)

<xello.world/en/>

College Majors 101

<http://collegemajors101.com/>

U.S. Department of Labor – Education Careers

<https://www.exploring.org/activity-library-category/us-department-of-education-career-clusters/>

Public College Admission Recommendations

The state universities within Michigan have adopted specific requirements for students who graduate from high school and who wish to enter any of the 15 public universities. These requirements improve academic preparation of students seeking admission to a state university. The state universities have agreed that to be eligible for regular admission to a four-year degree program a high school student must successfully complete the following course requirements:

- **English:** **4 years required**
- **Mathematics:** **3 years required**
4 years strongly recommended
- **Sciences:** **2 years required**
3 years strongly recommended to include:
 - 1 year of biological science and
 - 1 year of Chemistry or Physics
 - At least 1 year of laboratory course is strongly recommended
- **History and Social Sciences:** **3 years required**
 - 1 year of American History required
 - 1 year of World History strongly recommended

Prospective students are also encouraged to complete courses in the following areas:

- *World Language:* *3 years strongly recommended*
- *Fine and Performing Arts:* *1 year strongly recommended*
- *Computer Literacy:* *1 year of hands-on experience strongly recommended*

The universities recognize that, for a variety of reasons, some students may not be able to complete all of the requirements. In such circumstances, students may still be considered for admission and are encouraged to apply to the university of their choice. In all instances, each university has final authority for admissions decisions based on the level of achievement required and other indicators of potential for academic success. Students are encouraged to make the best use of courses that are offered at their high school. By doing so, they are more likely to develop the competencies and skills that are essential for academic success and, at the same time, have greater control over their choice of college and career options. It is highly recommended that students visit college web sites to see their recommended high school course sequence.

*source: <http://www.masu.org/>

The following is a list of Michigan's Universities:

Central Michigan University	Michigan State University	University of Michigan-Ann Arbor
Eastern Michigan University	Michigan Technological University	University of Michigan-Dearborn
Ferris State University	Northern Michigan University	University of Michigan-Flint
Grand Valley State University	Oakland University	Wayne State University
Lake Superior State University	Saginaw Valley State University	Western Michigan University

MICHIGAN CAREER PATHWAYS & NATIONAL CAREER CLUSTERS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a focus into which one can begin directing energies and determining a tentative career “fit” though it is always acceptable to change one’s mind. By identifying with a pathway, students are aided in selecting courses, extra-curricular activities, and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. All pathways have equal dignity. The following six Career Pathways have been developed by the State of Michigan.

The U.S. Department of Education Office of Career, Technical, and Adult Education (DTCAE) has identified 16 career clusters representing career opportunities for the 21st century economy. These clusters will frame student opportunities as they pursue postsecondary education and a wide range of career opportunities from front-line to professional and managerial careers.

Michigan Career Pathways	U.S. Department of Education Career Clusters
Arts & Communications	Arts, A/V Technology & Communications
	Business, Management & Administration,
Business, Managements, Marketing & Technology	Hospitality & Tourism, Information Technology,
	Marketing, Finance
	Architecture & Construction, Manufacturing,
Engineering, Manufacturing & Industrial Technology	Science, Technology, Engineering & Mathematics,
	Transportation, Distribution & Logistics
	Health Sciences, Education & Training, Human Services,
Human Services	Law, Public Safety, Corrections & Security,
	Government & Public Service
Natural Resources & Agriscience	Agriculture, Food & Natural Resources

CAREER PATHWAYS

Arts and Communication

Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

1. Are you a creative thinker?
2. Are you imaginative, innovative, and original?
3. Do you like to communicate ideas?
4. Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories?

If your answer to any of these questions is “yes,” this may be the career path for you!

Business, Management, Marketing, and Technology

Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

1. Do you enjoy being a leader, organizing people, planning activities, and talking?
2. Do you like to work with numbers or ideas?
3. Do you enjoy carrying through with an idea and seeing the end product?
4. Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the internet?

If your answer to any of these questions is “yes,” this may be the career path for you!

Engineering/Manufacturing and Industrial Technology

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

1. Are you mechanically inclined and practical?
2. Do you like reading diagrams and blueprints, and drawing building structures?
3. Are you curious about how things work?
4. Would you enjoy painting a house, repairing cars, wiring electrical circuits, or working with woodworking?

If your answer to any of these questions is “yes,” this may be the career path for you!

Health Sciences

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

1. Do you like to care for people or animals that are sick or help them stay well?
2. Are you interested in diseases and in how the body works?
3. Do you enjoy reading about science and medicine?
4. Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic?

If your answer to any of these questions is “yes,” this may be the career path for you!

Human Services

Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

1. Do you like to work with people to solve problems?
2. Do you like to help friends with family problems?
3. Do you like reading, storytelling, traveling, or tutoring young children?

If your answer to any of these questions is “yes,” this may be the career path for you!

Natural Resources and Agriscience

Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

1. Are you a nature lover?
2. Are you practical, curious about the physical world, and interested in plants and animals?
3. Do you enjoy hunting and fishing?
4. Are you interested in protecting the environment?

If your answer to any of these questions is “yes,” this may be the career path for you!

GENERAL REGISTRATION GUIDELINES

Important Information Regarding Course Selections and Schedule Adjustments

Students and parents must understand that **classes are planned, and teacher schedules are developed on the basis of courses requested by students during class registration. The classes selected by the students and approved by the parents will comprise the student's schedule for the following school year.** Classes, once started, may not be changed. If special circumstances necessitate a schedule change, the student should contact his/her counselor for advice.

The registration process begins when students receive this Course Guide. It is very important that students and parents carefully select courses and make adjustments in course selections during the time provided in the registration process. Students will have **two weeks** from receipt of information in this guide (though it is available year-round on our website (www.gischools.org)) to consult with counselors, teachers, and their parents before finalizing selections.

Due to low enrollment or other factors, some courses described in this guide may not be offered. Parents are encouraged to communicate freely with their child's counselor and members of the school staff throughout the registration process.

Prerequisites for classes are listed immediately following the course description in bold print. Students are urged to check this carefully before selecting classes. Also, athletes need to be aware that not all classes are NCAA approved. In addition, some colleges are placing an increased emphasis on the level of rigor of courses that students take; highly selective colleges expect students to take challenging core courses through four years of high school.

Once the student's actual schedule is determined, the student will only be allowed to make changes if one of the following five criteria exist:

- A. The student has an incomplete schedule because of an unavoidable conflict due to classes being offered during the same period.
- B. The student has a failure from the previous semester in a prerequisite, sequential, or required course.
- C. The student completed a course in summer, after school or an approved online course that is on his/her current schedule.
- D. A student is academically misplaced as verified by the teacher, counselor, and/or parent.
- E. The student has special permission from the principal due to documented extenuating circumstances. (Teacher preferences is not a valid reason for a schedule change except that the student may submit to the principal a written teacher change request in cases where the student has already had that teacher for at least one semester). Note: permission by the principal does not mean that the change will be able to occur. After approval, the student will meet with their counselor to review options and determine whether the schedule change is possible.

Students who do not qualify for a schedule adjustment under the above criteria must follow their schedule for the entire semester.

Students who qualify for a schedule adjustment should sign up as soon as possible to meet with their counselor to try to change their schedule. **Schedule adjustments will only be made during the first 5 days of a semester.** All stakeholders must understand that changing a student schedule is often difficult and may require changes in other courses. In some cases, schedule changes are not desirable or possible. No schedule changes will be made after the end of the first 5 days except as approved by the principal (see "E" above).

GROSSE ILE HIGH SCHOOL GRADUATION REQUIREMENTS

Determining credit for graduation will be based on successful completion of all required classes and credits at Grosse Ile High School and/or transfer of required classes and credits from another high school, approved alternative programs, or approved on-line classes.

The principal will decide (with recommendations from the counselor) which required classes and credits will or will not be accepted for transfer.

All classes and credits accepted will be transferred to the student's transcript based on the following:

1. Course titles and letter grades will be transferred exactly as they are recorded on the student's official transcript from the institution granting the credit. If grades were not issued, a grade will be issued based on the grading scale listed below.
2. Credit earned for each class will be transferred as follows: 1 semester (60-90 hours of instruction) will be granted 0.5 credits.
3. All students will be assigned grades using the honor point system below. These honor points are used to calculate grade point average and determine class rank. All students who earn their diploma at GHS must be ranked with their Grosse Ile High School graduating class. **Note:** percentage grades are rounded to the nearest whole number so the lowest percentage to earn an "A" is 92.50. Grades reported by other accredited educational institutions will be converted to letter grades.

Grade	Honor Points	Percentage
A	4.00	93% - 100%
A-	3.67	90% - 92%
B+	3.33	87% - 89%
B	3.00	83% - 86%
B-	2.67	80% - 82%
C+	2.33	77% - 79%
C	2.00	73% - 76%
C-	1.67	70% - 72%
D+	1.33	67% - 69%
D	1.00	63% - 66%
D-	0.67	60% - 62%
E	0.00	<60

A grade point average (GPA) is calculated by averaging the points earned for a grade in each course taken throughout a students' high school experience. A grade of an "A" is worth 4.0 points, a grade of an "A-" is worth 3.7 points, a "B+" is worth 3.3 points, etc. At the end of each semester, the final course grade is converted into equivalent "points" which are then averaged.

The Grosse Ile Township Schools Board of Education approved the weighting of grades being implemented with the arrival of the Class of 2026 in the fall of the 22-23 school year. "Weighting" of grades means to apply extra "points" or extra "weight" to the grade points earned for particular courses. Previously, all courses at Grosse Ile High School counted the same towards a student's cumulative grade point average. We will be implementing a five-fourths multiplying factor for Advanced Placement courses. This means that the grade points earned for each Advanced Placement course would be multiplied by five-fourths.

Grosse Ile High School is now in transition with weighted grades that will impact only the Class of 2026 and subsequent classes. This does not apply to the Class of 2025.

Grade	Current Honors Points	Multiplying Factor	A.P Honors Points
A	4.00	1.25	5
A-	3.67	1.25	4.59
B+	3.33	1.25	4.16
B	3.00	1.25	3.75
B-	2.67	1.25	3.34
C+	2.33	1.25	2.91
C	2.00	1.25	2.5
C-	1.67	1.25	2.09
D+	1.33	1.25	1.66
D	1.00	1.25	1.25
D-	0.67	1.25	0.84
E	0.00	1.25	0

***The chart above shows the weighted grade amount for each letter grade in an AP course. This applies only to the class of 2026 and beyond.**

All high school students must participate in and complete the following state required assessments: PSAT 9, PSAT 10, SAT, M-STEP, or WorkKeys. By the end of their junior year, students are required to complete the appropriate test for which they qualify based upon academic performance and/or special education needs and/or requirements.

GROSSE ILE HIGH SCHOOL GRADUATION REQUIREMENTS

Credit in high school is granted on the basis of 1/2 credit for each class which meets 5 days per week for one semester. Students take 6 classes per semester regardless of their total credits. All subjects (except those identified as exceptions in this guide) successfully completed during the school day count as credit toward graduation.

The Grosse Ile Township Schools Board of Education approved a six-period day schedule being implemented with the arrival of the Class of 2026 in the fall of the 2022-23 school year. A six-period day consists of students taking only six courses each day.

The graduation requirements of each graduating class will be adjusted consecutively until each graduating class has been fully immersed in a six-period day during their four-year career at Grosse Ile High School. The adjustment would be made in the number of electives required for graduation. The table below shows the graduation requirements for each graduating class that will have any-to-all time on a six-period day.

Class of	2025	2026 & Beyond
English	4	4
Math	4	4
Social Studies	3	3
Science	3	3
World Language	2	2
Physical Education	1	1
VPAA	1	1
Total Required Credits	18	18
Total Elective Credits	7	6
Possible Credits in Four Years	25	24
Total Credits Required for Graduation	23	23

* Credits required to graduate will be based on your year of graduation.

The following is a description of graduation requirements by content area:

1. English Language Arts (ELA)

4 credits (8 semesters) required

- Literature/Composition 9 or Literature/Composition 9 Accelerated is required in the 9th grade (2nd semester)
- Literature/Composition 9 or Literature/Composition 9 Accelerated is required in the 9th grade (2nd semester)
- Literature/Composition 10 or Literature/Composition 10 Accelerated is required in the 10th grade (2nd semester)
- Literature/Composition 11 or AP Language and Composition is required in the 11th grade (2nd semester)
- Literature/Composition 12 or AP Literature and Composition is required in the 12th grade (2nd semester)

2. Mathematics

4 credits (8 semesters) required

Algebra, Geometry, Algebra 2, and a district approved math related course during their senior year. (Note: Algebra 2 may be taken over two years for two credits) 4th year math related credit: Students needing a fourth year of mathematics may take a mathematics equivalent as approved by the School Board. GIHS courses approved are Statistics, Personal Finance, Introduction to Computer Science, Computer Science Topics, DCTC Health Occupations II and III, Physics, AP Physics (if a student has taken Chemistry to meet the science requirement) or AP Computer Science. Contact the Counseling Office for an updated list of approved courses, such as Career and Technical Education courses through DCTC.

3. Science

3 credits (6 semesters) required

The Grosse Ile Township Schools Board approved a Science curriculum change being implemented with the arrival of the Class of 2026 in the fall of the 2023-24 school year. Biology, Chemistry and one more credit. Physics is strongly recommended. Physical Science is required for the Classes of 2025 and 2026.

4. Social Studies

3 credits (6 semesters) required

- 1 credit (2 semesters) U.S. History (9th grade)
- 1/2 credit (1 semester) Government (10th grade)
- 1/2 credit (1 semester) Economics (10th grade)
- 1 credit (2 semesters) World History or AP World History (11th grade)

5. Physical Education and Health

1 credit (2 semesters required)

- Health (1 semester) must be taken in 9th or 10th grade
- Fitness, First Aid, and CPR (1 semester)

Students who are participating in any school sponsored athletic team throughout the academic year or marching band for the fall semester may substitute this experience for a .5 physical education credit.

6. Visual, Performing and Applied Art (VPAA)

1 credit (2 semesters) required.

7. World Language

1 or 2 credits (4 semesters) required (Note: Most colleges/universities recommend, and some require 2 to 4 credits of World Language for admittance)

In grades 9-12 OR two years of an age-appropriate World Language learning experience in grades K-8 (proficiency equivalent to two credits at high school level) OR 1 credit may be substituted with a department-approved formal CTE program OR 1 credit may be substituted with additional Visual, Performing and Applied Arts.

MICHIGAN MERIT CURRICULUM (MMC)

High School Graduation Requirements

Classes of 2025-2027

To prepare Michigan's students with the knowledge and skills needed for jobs in the 21st Century, the State of Michigan has enacted a rigorous set of statewide graduation requirements that are among the best in the nation. With these graduation requirements, students will be well prepared for future success in college and the workplace. The Michigan Merit Curriculum requires students to obtain a minimum of 18 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, technology courses, industrial technology or career and technical education courses, or through a combination of these programs.

MICHIGAN MERIT CURRICULUM HIGH SCHOOL GRADUATION REQUIREMENTS (18 credits)
ENGLISH LANGUAGE ARTS (ELA) – 4 Credits Proficiency in State Content Standards for ELA (4 credits)
MATHEMATICS – 4 Credits Proficiency in State Content Standards for Mathematics (3 credits) Proficiency in district approved 4 th Mathematics credit options (1 credit) (Students must have Math experience in their final year of high school.)
ONLINE LEARNING EXPERIENCE Course, Learning, or Integrated Learning Experience
PHYSICAL EDUCATION & HEALTH – 1 Credit Proficiency in State Content Standards for Physical Education and Health (1 credit) OR Proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit)
SCIENCE – 3 Credits Proficiency in State Content Standards for Science (3 credits); OR beginning with the class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a department approved formal Career and Technical Education program (1 credit)
SOCIAL STUDIES – 3 Credits Proficiency in State Content Standards for Social Studies (3 credits)
VISUAL, PERFORMING AND APPLIED ARTS – 1 Credit Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)
WORLD LANGUAGE – 2 Credits Formal coursework and equivalent learning experience in grades K-12 (2 credits); OR Formal coursework or an equivalent learning experience in grades K-12 (1 credit) AND completion of a department approved formal career and technical education program OR an additional visual, performing, and applied arts credit (1 credit)

All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by the Michigan Department of Education.

Any exceptions to the preceding will be made only through an approved Personal Curriculum or with the written approval of the principal.

GROSSE ILE HIGH SCHOOL CREDIT RECOVERY

Graduation from Grosse Ile High School requires that a student successfully completes study at the high school level and earns the specified number of credits as outlined in the GIHS Course Guide. Students who fail classes and fall behind in credits have a variety of options to choose from for making-up these credits. However, credit recovery should preferably be completed in the summer to ensure the student is on track for graduation.

CREDIT RECOVERY

The following policies and procedures have been established to govern all credit recovery opportunities.

1. Students seeking to make up credit must first receive Counseling Department approval.
2. Students who have failed a Michigan Merit Curriculum course in the regular program held at GIHS with a 59.4% or lower and have not earned credit are eligible to recover credit by enrolling in an MMC aligned and equivalent course(s) either at GIHS summer school, or GIHS credit recovery during the school year.
3. Students may enroll in these programs if they have failed the required course at GIHS or if they need elective credit options in order to make up the total number of credits needed for graduation.
4. Students failing an elective course (non-MMC) DO NOT need to take an aligned and equivalent course but DO need to recover credit in an accredited program that is pre-approved by a counselor.
5. Students will receive a letter grade according to the GIHS Course Guide. After our school receives documentation of completion of the course from the online provider, the grade will be entered into the student's transcript. If the grade reported is a letter grade, that grade will be used. If the grade reported is a performance percentage, a letter grade will be assigned and recorded based on the Grosse Ile High School grading scale.

NOTE: Students must understand that it takes time for the grade to be determined, processed, reported, and recorded. Courses not completed two weeks prior to the last school day of a semester might not be able to be added to the transcript or GPA until the following semester. Seniors should plan to finish courses for credit recovery as soon as possible. Courses taken online or outside of GIHS should be completed by May 15th in order that the paperwork and processing can be completed by May 30th. Failure to do so may result in the student not being eligible to participate in the commencement ceremony. The letter grade earned in credit recovery/summer school does not replace the prior failed MMC course grade- it is added to the transcript to show completion.

SUMMER SCHOOL

Grosse Ile High School offers an online summer school program for students who seek remediation to fortify essential skills in the core areas and for students seeking credit recovery from previously failed courses in the traditional classroom. In this program, students work online at their own pace, with instructional support from qualified teachers, to complete appropriate coursework aligned with the GIHS curriculum to earn required credit(s) toward graduation.

Note: Credit will not be granted unless the course or courses taken have been previously approved by the student's counselor.

Tuition for these courses is paid by the student or student's family.
Applications for summer school are available in the counseling office.

GRADE CHANGES

Our high school implements specific criteria for grade changes, which are applicable under two circumstances: when a student receives an "Incomplete" grade or when assignments for a class are unfinished by the term's end. In the event of receiving an "Incomplete," students are given an opportunity to meet requirements, and upon completion, their grade will be adjusted. Both types of grade changes impact the GPA. It is crucial to understand that failing a class and retaking it during summer school will not alter the original failing grade. Instead, the new summer school grade will be appended to the student's transcript, documenting their efforts but not replacing the initial failing grade. Taking the same core class twice counts as one core class credit and one elective credit. This policy is in place to ensure transparency and uphold accountability in our grading system.

TESTING OUT

Some students may have acquired knowledge or skills at levels that would allow them to demonstrate a reasonable degree of mastery without taking specified courses. Sections 1279b and e of the Michigan School Code have been amended to allow students to request an opportunity to demonstrate such mastery, either through a written examination, written papers, projects, portfolios, or other comparable assessments. A student will have the opportunity to demonstrate mastery in the range of courses offered at Grosse Ile High School.

TESTING OUT PROCEDURES

- A. The intent of testing out is to provide advanced students with options beyond what they might have if required to take courses in which they can demonstrate mastery of the material. Before a student requests to test out, a meeting must be held with the counselor to discuss the ramifications of this policy. The student needs to obtain and fill out a testing out request form from the counseling office and return the completed application to the counseling office.
- B. Teachers may provide instruction to prepare students for these tests. Each department will provide a syllabus so students know what the test will cover and what other additional items (demonstrations, research papers, portfolios, etc.) will be required as part of the comprehensive evaluation. A textbook will be made available if necessary.
- C. Receiving Credit
 - Credit is earned by passing the testing out requirements with a grade of C+ (77%) or better.
 - Credits earned in this manner will not impact on GPA and will be recorded on the transcript as "T.O. Course" for tested-out and a "G" grade will be recorded. **(No Exceptions)**
- D. Grosse Ile High School will administer testing out assessments twice a year.

Fall Testing Out:

- ***Students must apply to take a test out of a course prior to noon on the Friday of the first full week in June.*** Applications for testing out are available in the counseling office.
- The first testing period will be during the week before the next school year begins. This period will be considered the recommended time to test out of a full year or first semester course. **Fitness will only be offered on this date.**
- Testing out in August may include both semesters of a two-semester class.

Winter Testing Out:

- ***Students must apply to test out prior to noon on the Friday of the last week of classes in January.***
- The testing out session will be in January (during first semester exams).

DUAL ENROLLMENT

Dual enrollment is the opportunity to gain college credit while attending high school. Applications are available online from the college/university where you are enrolling. You must meet with your counselor prior to enrolling with the college. The deadline for submitting completed applications to your GIHS counselor is June 1st for courses to be taken during the next school year, and December 1st for second semester courses to be taken during the current school year. Only complete applications will be accepted. Changes will be considered on a case-by-case basis.

Before enrolling in a college course through dual enrollment, the student should check to see if their college credit will transfer to the school they will attend after graduation. Each college/university has their own guidelines and Policies in regard to transfer and acceptance of credit. It is the responsibility of each dual-enrolled student to learn these policies.

Postsecondary courses may be taken for high school credit, postsecondary credit, or both. A student makes this decision at time of enrollment and informs the GIHS counselor. When more than one course is being taken, a student may make different credit designations for each course.

- Be aware that a college course listed on a high school transcript and used for high school graduation may not be transferable and used to fulfill college requirements.
- School districts shall grant academic credit and count that credit toward graduation and subject area requirements when a student has designated a dual enrollment course was taken for high school credit or both high school credit and postsecondary credit. School districts may determine how much high school credit shall be awarded for a course, and how that credit will be applied to a student's transcript (letter grade, pass/fail, etc.).

Students must take a total of at least 5 courses combined (i.e., 3 high school courses and 2 college courses or 4 high school courses and 1 college course) in order to be considered a full-time student at GIHS with all the rights and privileges of a fulltime student.

Guidelines:

1. Any student in grades 9 – 12 who qualifies may dual enroll. The number of postsecondary dual enrollment courses under the Postsecondary Enrollment Options Act and Career and Technical Preparation Act states that a student may take up to 10 courses overall while in high school.
2. Students may take a post-secondary course that is offered by the school district only if the course is unavailable to the eligible student due to a scheduling conflict.
3. Eligible courses paid for under the Postsecondary Enrollment Options Act may not be audited by the student.
4. Students must be enrolled in both the school district and postsecondary institution (State of Michigan only) during the local school district's regular academic year. (No summer dual enrollment)
5. To be eligible, students must have a parent or legal guardian that is a resident of the State of Michigan.
6. The postsecondary course(s) must be academic in nature or applicable to career preparation. The postsecondary course(s) must apply toward the satisfaction of degree requirement and may not be in the subject areas of physical education, theology, divinity, or religious education. Hobby, craft, and recreational courses are not eligible. A pupil wishing to enroll in content areas for which there is no endorsement on a qualifying college readiness assessment, such as political science, history, psychology, sociology, anthropology, computer science or foreign language are eligible if they successfully complete the qualifying college readiness assessment.

7. The district will pay a percentage of the post-secondary tuition and course-related fees (excluding textbooks and transportation). This percentage will be determined by the per pupil amount of state school aid received by the district, per semester, and the proportion of time the student attends the post-secondary institution. **Please note that a portion of the tuition will be funded by the student if the cost is greater than the amount allowed under the proportion of the State School Aid Act.**
8. The pupil is no longer eligible to Dual Enroll once all high school requirements are met.
9. In the event the pupil does not complete a course or gain credit, the student's family is responsible to reimburse the school district for the entire bill.
10. Students attending a state-approved nonpublic school may take courses that are considered "essential" for postsecondary credit only. Courses considered "nonessential electives" may be taken for high school credit, postsecondary credit, or both.
11. Students can qualify for dual enrollment by achieving eligible scores on the ACT, SAT or MME And also one of the "on-track" assessments such as PSAT 9, PSAT 10 and PSAT/NMSQT. The following table shows the complete list of scores that qualify students for dual enrollment:

**Dual Enrollment Readiness
Qualifying Assessments and Scores 2022-23**

Assessment	Test Section	Content Area	Minimum Qualifying Score
ACT	Mathematics	Mathematics	22
ACT	Reading	Reading	22
ACT	Science	Science	23
ACT	English	English	18
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 8/9	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 10	Mathematics	Mathematics	510
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	460
PSAT/NMSQT 11	Mathematics	Mathematics	510
SAT	Critical Reading	Evidence-Based Reading and Writing	480
SAT	Mathematics	Mathematics	530
AP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
CLEP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
IB**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
ACCUPLACER**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE

Please note: For the 2020-2021 school year student may qualify with a GPA. of 2.5 or higher.

**There are no state approved scores related to these assessments. Subject area and qualifying scores are specific to an Institution of Higher Education (IHE). It is best to contact the IHE to see what scores they accept as a qualifying score for the desired dual enrollment course.

12. Nonpublic students are eligible to enroll in a postsecondary institution through a coordinated effort with their local public district. The nonpublic student has to enroll in at least one class in our district. The postsecondary course will be countable toward high school and college credit if the eligible course is determined to be a nonessential elective. However, if the course is essential, the course may be taken for college credit only.

GUIDELINES TO ISSUE HIGH SCHOOL CREDIT FOR A COLLEGE COURSE:

- 1 and 2 college credits equate to 1/4 high school credit.
- 3 college credits equate to 1/2 high school credit.

- 4 college credits equate to 3/4 high school credit.
- 5 college credits equate to 1 high school credit.

ONLINE COURSES

The Grosse Ile Township Schools believe that online learning promotes flexibility while offering an abundance of course options to meet students' interests and goals. In accordance with state law, students in grades 5-12 may take one or two online courses per semester either during the school day, or on their own as a course above and beyond those taken at a district school.

Edgenuity will serve as the primary platform for online learning assignments. However, if a course cannot be accessed through Edgenuity due to unavailability or full capacity during registration, Michigan Virtual will be the next choice. Edmentum/Plato will be designated as a final option in cases where neither of the first two platforms is accessible, or when needed for credit recovery or special circumstances determined by the principal.

ONLINE/VIRTUAL COURSES TAKEN DURING THE SCHOOL DAY

COST: The school district will pay for expenses associated with the online course or courses (as authorized and limited by the formula determined by the law) for approved courses taken by eligible students if all the following conditions are met, and only for online classes taken as part of the school day.

ELIGIBILITY: To be eligible, **ALL of the following conditions must be true:**

1. The student is enrolled in Grosse Ile Township Schools in grade 5-12.
2. The student has NOT previously earned equivalent credit for the requested course.
3. The online course generates academic credit that transfers to our district as determined by the principal.
4. The cost of the online course does NOT exceed the amount authorized by the law.
5. The online course is of sufficient quality or rigor, as determined by the principal
6. The course is consistent with the career interests of the student and/or is a graduation requirement.
7. The student possesses the prerequisite knowledge and skills to be successful in the online course.
8. The student requesting to take an online course adheres to the established school-district procedures and timelines for requesting the online course.

APPLICATION and TIMELINES: A student may request to take an online course by completing the online section on the Course Selection Sheet given out in February when courses are selected for the entire next year. This applies to both first and second semester. If you want to take an online course, the only time to sign up is during the February course selection. Along with the course selection sheet, an application must be completed and submitted to the counseling office by the deadline date on the application.

PROCEDURES for applying for online courses:

1. A student considering taking an online course must gain approval by their counselor PRIOR to registering for the course. Not all online courses are approved.
2. Students must meet all of the eligibility conditions listed above. The school district will not cover any costs for an online class for which any of the eligibility conditions listed above are not met. Not all students are eligible.
3. Completed applications with all appropriate signatures must be submitted to the counselor within the appropriate timelines. Note: After these deadlines, the principal may at his/her discretion approve requests for online courses to be taken outside the regular school day and paid for by the student. Applications are available through the counseling office.
4. The counselor will review the application for approval. Once approved, the course will be placed on the student's schedule.

5. For courses taken as part of the student's school day, the student has committed to taking the online course upon enrollment. Students will be enrolled in online classes during the first week of a semester. If the student does not complete the course for any reason, the course will remain part of the permanent academic record and show on the transcript as a "W" or an "E" if the teacher of record reports a failing final grade.
6. The teacher of record for online courses is the teacher of the online course. The district will provide a mentor to assist as needed for access, but the student and online teacher are responsible for academic progress. Students who enroll in an online course should first seek academic assistance from the online teacher but will also be supported by GIHS staff.
7. Students and parents must understand that for an online teacher who is not a district employee, our district has no authority. Communication with the online teacher and/or provider is the sole responsibility of the student and/or parent. Complaints or concerns need to be directed to Wayne County RESA or the Michigan Department of Education.
8. For courses that earn high school credit for graduation, the final exam must be taken under supervision by a district employee unless the student gains prior approval from the principal.
9. After our school receives documentation of completion of the course from the online provider, the grade will be entered into the student's transcript. If the grade reported is a letter grade, that grade will be used. If the grade reported is a percentage, a letter grade will be assigned and recorded based on the Grosse Ile High School grading scale.
10. Grades will be used when calculating grade point averages for the semester during which the course was taken.
11. The course will be designated as an online course on the transcript. It takes time for grades to be determined, processed, reported, and recorded. Without prior approval from the principal, seniors need to finish courses prior to May 1st in order that the paperwork and processing can be completed by May 15th; failure to do so may result in the student not being eligible to participate in the commencement ceremony since the school must receive an official record of the final grade before credit toward graduation will be granted.
12. Students may take a maximum of 2 online classes per semester. In the event of exceptional and/or extenuating circumstances (e.g., critical illness, loss of immediate family member, pandemic, etc.) a student may seek an exception to the credit limits policy by working through their counselor to obtain written permission from the principal.

ONLINE/VIRTUAL COURSES TAKEN OUTSIDE OF THE REGULAR SCHOOL DAY

COST: All students may take an online course in addition to a full school day if they desire to do so and accept full responsibility for all costs. Students must follow the above procedures, including the application process.

If the course to be taken is a Michigan Merit Curriculum (MMC) course, students **MUST** take an MMC aligned and equivalent course through GIHS may require students to take the final exam under supervision of GIHS staff in order for the credit to count toward the MMC requirements.

If the course to be taken is NOT a Michigan Merit Curriculum course, students **DO NOT** need to take an MMC aligned and equivalent course, so students may take any ELECTIVE course from any established online program as pre-approved by the principal. Credit will count toward graduation as long as the above procedures are followed.

WORK-BASED LEARNING

Grosse Ile Township Schools aims to implement a personalized educational experience to support the growth and achievement of the whole child. By expanding partnerships with business and industry, students will have the opportunity to acquire industry-valued and recognized skills, creating a more seamless transition to post-secondary education and/or the workplace. We strive to give students opportunities to explore their interests and broaden their perspectives through authentic learning experiences, one of which is our Work-Based learning program.

The Grosse Ile Township Schools' Work-Based learning Program will:

1. Provide workplace experiences that will offer students technical and career skills
2. Provide workplace experiences that will increase students level of career readiness
3. Provide workplace experiences that will help students gain essential employability skills
4. Partner students with industry professionals who will exemplify and model various workplace activities and expectations
5. Expand learning out of the classroom and into the community

This option is available to Seniors whereby they can earn general elective credit. Students' placements must align with the student's career goals as determined by his/her interests, requisite courses, and Individual Development Plan (IDP). Placements will be found for each student by the Student Advancement Coordinator.

Eligible students must be on track for graduation and have transportation to/from the WBL site placement, in addition to other WBL requirements as specified in the program's training plan and other required documents.

ACADEMIC CONSORTIUM

The Downriver Career Technical Consortium has established the Academic Consortium for students in the nine school districts of Airport, Flat Rock, Gibraltar/Carlson, Grosse Ile, Huron, Riverview, Southgate, Trenton, and Woodhaven. The purpose of the Academic Consortium is to provide expanded opportunities in high level courses. Juniors and seniors from the nine high schools are eligible to attend classes within the Academic Consortium.

Students who are interested in taking high level classes at another high school should discuss their interest with their high school counselor. After approval of the building principal, the counselor will contact the other high school counselor and building principal to see if space is available for a particular course and whether a schedule can be worked out.

The purpose of the Academic Consortium is to provide students with access to unique and/or high-level classes that are not offered at their high school.

NCAA ACADEMIC ELIGIBILITY

If you are planning to participate in NCAA Division I or II athletics, you will need to qualify for eligibility by passing 16 core-course requirements. The following is a list of courses at Grosse Ile High School that qualify as part of the 16 core courses needed:

Note: GIHS has no role or responsibility for determining whether any online course meets NCAA eligibility.

<u>ENGLISH</u>	<u>NATURAL/PHYSICAL SCIENCE</u>	<u>MATHEMATICS</u>	<u>SOCIAL SCIENCE</u>	<u>ADDITIONAL CORE COURSES</u>
Creative Writing	Anatomy & Physiology	Algebra 1	AP US History	French I
Discussion & Debate	Biology	Geometry	US History	French II
AP Eng Lit & Comp	AP Biology	Algebra 2	US Military History	French III
AP Eng Lang & Comp	Chemistry	Algebra 2A	Behavior Studies A & B	French IV
Lit & Comp 9	Ethology & Ecology	Algebra 2B	Economics	Spanish I
Lit & Comp 9 Acc	Physical Science	Pre-Calculus	AP European History	Spanish II
Lit & Comp 10	Physics	AP Calculus AB	Government	Spanish III
Lit & Comp 10 Acc	AP Physics C	AP Calculus BC	World Geography	Spanish IV
Lit & Comp 11		Statistics	World History	AP Spanish
Lit & Comp 12		AP Statistics	AP World History	
Speech			AP Psychology	

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

Please visit www.eligibilitycenter.org to acquire more information regarding your eligibility to participate in Division I or Division II sports. This website has a guide for prospective college athletes. The NCAA or National Collegiate Athletic Association was established to serve as the athletics governing body for more than 1,200 colleges, universities, conferences, and organizations. The NCAA is committed to the student-athlete and to governing competition in a fair, safe, inclusive, and sportsmanlike manner. Answers to most of your questions concerning college athletics can be found in this guide through the NCAA Eligibility Center's resource page on its website. Click on "Resources," then select the type of student you are (U.S., International or Homeschooled). You can then navigate through the resources to find helpful information.

BUSINESS

Business activity affects the daily lives of all as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Business has a significant effect on the standard of living and quality of life, and on the environment in which students live. Young people need to understand how business functions, the role it plays in society, the opportunities it generates, the skills it requires, and the impact it can have on their own lives and on society, today and in the future. Studies in business will build a foundation for those who wish to move on to specialized areas and it will also provide practical skills for those who wish to move directly into the workplace. The goals of the business curriculum are to enable students to:

- gain an understanding of business concepts through the study of subjects such as information technology, personal finance, and law
- achieve business, economic, financial, and digital literacy
- develop lifelong learning skills that will help them adapt to technological advancements, the changing workplace, and the global economy

BUSINESS COURSE OFFERINGS

CRIMINAL LAW 11505

Grades 10-12 1 semester

Criminal Law is an interesting, practical, and relevant course for all students. It provides students with ample knowledge of our criminal legal system through lectures, readings, discussions, videos, guest speakers and special projects. The class will perform a mock trial.

EVERYDAY LAW 12524

Grades 10-12 1 semester

Students will learn how laws and government have an impact on individuals and families throughout their lives. Discussion of laws that relate to marriage, divorce, adoption, and custody will be covered as well as government support programs for families and individuals. The class may also be tailored to the interests of the students. Consumer law establishes a variety of rights and responsibilities to make the marketplace fair for buyers and sellers. The class will discuss many issues relating to consumer law and how to be a smart consumer. The unit concludes with a focus on two of the most significant consumer transactions faced by young people: buying a car and obtaining a place to live.

LEADERSHIP 11532

Grades 9 - 12 1 semester

This course is intended to provide leadership training, character development, skills in time and stress management, skills in organization, problem solving, communication, and the opportunity for community service participation and organization. Students will be expected to complete assigned reading and research and participate fully in daily class activities. To be successful in Leadership, a student will be motivated not only to develop leadership skills but use them to become a positive role model within the school and community.

PERSONAL FINANCE

Grades 11-12

1 semester

11502

This course is designed and aligned to the [National Standards for Personal Finance Education](#). It will teach students how to take individual responsibility for their personal economic well-being. The curriculum will enable students to logically consider options and choices that will have lasting financial impact. Topics will include the study of personal expenses, college/family budgets, savings accounts relative to college and retirement, credit card smarts, investment portfolios, risk management (life/disability insurance) and consumer loans such as auto and home mortgages. Each student will choose a career they believe they will have in the future and based on the salary buy a car, a house and build a monthly budget. The knowledge and skills learned through this class will help students make good financial decisions—now and in the future. *Fulfills math related credit during the senior year.*

COMPUTER APPLICATIONS

Grades 9-12

1 semester

11386

This is an introductory computer class designed to expose students to newer and advanced features of the MS Office Professional Plus 2019 products – Word, Excel, and PowerPoint with the intention that students use these new features in their writing works and projects for core classes (Excel charts, automated animation presentations, adding sound and video to presentations, Word header/footers, cover pages, table of contents, footnotes, MLA format, etc.). The Internet will be used to enhance projects.

WEB DESIGN I

Grades 9-12

1 semester

11511

This class will offer the students the basic knowledge of creating a web site with various design attributes. Students will learn how to write HTML 5 and CSS code. Students will create four to five websites. Students who take this class must know how to work independently while meeting deadlines and prioritizing work. This class is not recommended for any student who already knows html or already has a current working website.

GAMES PEOPLE PLAY

Grades 10-12

1 semester

(formerly GAMING CONCEPTS) 12509

Students will explore and experience various aspects and forms of games and gaming. This will include strategy, statistics, game design, analysis, history, and the impact of games on society. Various types of games will be explored such as early and classic board, card and video games, including adventure, puzzle, simulation, educational, online multiplayer and world-building genres.

ENGINEERING FOUNDATIONS

(formerly Engineering Concepts) 11455

Grades 10-12

1 semester

This course will introduce students to the engineering areas of robotics and automation, 3D computer design (CAD) and electronics through problem-based learning. In the robotics part of the class, students will learn about gear ratios, sensors, actuators, basic mechanisms and physical programming concepts and use this knowledge to build manual and autonomous (self-guided) robotics. In 3D design, students will learn the basics of computer assisted design (CAD) to create three-dimensional computer objects and models that can be used for things like computer games, industrial design or 3D printing. Students will also learn about electronics theory, Ohm's Law and basic circuit design/construction. Participation in this class will prepare students for various CTE courses offered through DCTC or engineering studies in college. No previous experience/classes required.

APPLIED ENGINEERING

11544

Grades 10-12

1 semester

This course will continue on topics covered in Engineering Foundations. Students will engage in various problem-based projects using the design process, microcontrollers, simulations and automation. Areas such as bioengineering, civil, electrical, environmental and mechanical engineering will be the focus of this course.

Prerequisites: Engineering Foundations/Concepts

INTRODUCTION TO COMPUTER SCIENCE

12508

Grades 10-12

1 semester

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science. The programming language used is Python. No prior computer science knowledge or experience is necessary. *Fulfills math related credit during senior year.*

COMPUTER SCIENCE TOPICS

14177

Grades 10-12

1 semester

This course continues on concepts taught in Introduction to Computer Science as well as addressing newer areas such as cybersecurity, AI/Machine Learning and 3D game development. Students will also build on their knowledge of Python.

Prerequisites: Students must have successfully completed Introduction to Computer Science. This course is not available for students who have already taken a full year of Introduction to Computer Science.

Fulfills math related credit during the senior year if taken with introduction to computer science.

STEM DIRECTED STUDY
14178

Grades 11-12 2nd semester only

This course will allow advanced students to pursue larger capstone projects in various areas of STEM, such as programming, engineering, FIRST Robotics team or biomedical studies.

Prerequisites: Students must have completed Applied Engineering, Intro to Computer Science 1 and 2 or be a current member in good standing on the FIRST Robotics team, as well as obtain permission from the STEM teacher. Current students in DCTC Medical Courses may also qualify for this course.

AP COMPUTER SCIENCE A

Grades 10-12 Yearlong

13341 Semester 1 • 13351 Semester 2

This course introduces students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

Prerequisites: Students must have a 3.5 grade point average in Math courses and a 3.0 overall grade point average. Completion or current enrollment of Algebra II. It is highly recommended that students take Introduction to Computer Science. *Fulfills math related credit during senior year.*

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement Examination in May. Students in AP Computer Science A are expected to maintain the highest standards of academic discipline and integrity.



ENGLISH LANGUAGE ARTS

Instruction in English Language Arts seeks to develop a student's power of analysis, concentration and communication so that it will enable students to achieve a heightened awareness of themselves, others, and the world around them. The overarching objective of the English Language Arts program is to ensure that upon graduation students are prepared to enter post-secondary life as communicative, insightful citizens, and leaders. Instruction in language arts integrates listening, speaking, reading, writing, and media literacy to promote critical thinking. Students will develop the ability to write and speak, clearly and coherently, utilize the powers of concentration and comprehension to the fullest of their ability, have an analytical view of self and the world developed through literature and media, establish an appreciation of literature as reflection of the humanity we all share, show a sensitivity to, and an appreciation of, the English language.

ELA COURSE OFFERINGS

REQUIRED COURSES

All 9th Graders are required to take Literature and Composition 9 OR Literature and Composition 9 Accelerated.

LITERATURE AND COMPOSITION 9

11109 Semester 1 • 12109 Semester 2

Grade 9

Yearlong

This course is designed to develop, refine, and extend students' English skills in areas necessary for continued progress and achievement in all secondary level English courses. First semester literature will revolve around short stories, non-fiction, poetry, novels, and drama from the class text. There will also be formal speaking requirements integrated within the yearlong course.

LITERATURE AND COMPOSITION 9 ACCELERATED

11145 Semester 1 • 12145 Semester 2

Grade 9

Yearlong

This course is designed for the advanced student who wishes to explore and develop the same skills as Literature and Composition 9, but at a faster pace and with greater depth. This course is for students who see themselves as self-motivated. The student should enjoy reading at a higher-grade level and be willing to work independently. Independent reading and writing projects will be required. Along with the required text, students will explore the novel, drama, and nonfiction through additional reading assignments, intensive writing, and a variety of exploratory activities and presentations. Emphasis will be placed on conducting research, synthesizing information, discussion, and thematic analysis of the literature covered. There will also be formal speaking requirements integrated within the yearlong course.

All 10th Graders are required to take Literature and Composition 10 OR Literature and Composition 10 Accelerated

LITERATURE AND COMPOSITION 10

Grade 10

Yearlong

11110 Semester 1 • 12110 Semester 2

This course is designed to develop, refine, and extend students' English skills in areas necessary for continued progress and achievement in all secondary level English courses. First semester literature will revolve around short stories, non-fiction, poetry, novels, and drama from the class text. In addition to writing original responses to the themes explored, students will also be expected to write a formal research paper. There will also be formal speaking requirements integrated within the yearlong course.

LITERATURE AND COMPOSITION 10 ACCELERATED

Grade 10

Yearlong

11121 Semester 1 • 12121 Semester 2

This course is designed for the advanced student who wishes to explore and develop the same skills as Literature and Composition 10, but at a faster pace and with greater depth. This course is for students who see themselves as self-motivated. An independent reading and writing project will be required. The student should enjoy reading at a higher grade level and be willing to work independently. Along with the required text, students will explore novels, drama, and nonfiction through additional reading assignments, intensive writing, and a variety of exploratory activities and presentations. In addition to writing original responses to the themes explored, students will also be expected to write a formal research paper. There will also be formal speaking requirements integrated within the yearlong course.

**All 11th graders are required to take Literature and Composition 11 OR
AP English Language and Composition**

**All 12th graders are required to take Literature and Composition 12 OR
AP English Literature and Composition**

LITERATURE AND COMPOSITION 11

Grade 11

Yearlong

11126 Semester 1 • 12126 Semester 2

This course is a chronological and thematic survey of literature written in the United States, starting from Native American literature, the Puritan migration to the New World, the Reformists, the Romantics, and the Realists. In the second semester, students will continue to survey literature from the turn of the twentieth century to the present. Students will learn and analyze important literary periods and movements. Students will outline the structure and analyze the purpose of many different genres: short stories, poetry, drama, essay and novel. There are two formal papers: an informative/explanatory text and a persuasive/argumentative text. There will also be a focus on S.A.T. preparation. There will be formal speaking requirements integrated with the yearlong course.

LITERATURE AND COMPOSITION 12
11127 Semester 1 • 12127 Semester 2

Grade 12 Yearlong

This course is a chronological study and thematic survey of Literature through a variety of genres: short story, poetry, drama, essay and a novel. Students taking this course will be responsible for note taking, individual reading and individual/group research. Understanding the material in this class also requires the student to read and research the periods of English history. Students taking this course should be prepared to read widely, discuss actively, and draw parallels between the different periods of English history and the literature within each period. This course will include a student writing portfolio, a compilation of student writing that would include two formal papers: an informative/explanatory text and a persuasive/argumentative text. There will be formal speaking requirements integrated within the yearlong course along with a mandatory senior project.

CREATIVE WRITING
11106

Grades 11-12 1 semester

This course is designed for the student who wishes to seriously pursue the creative use of the English language in various styles of writing. Daily in-class writings as well as larger, out of class assignments will be used to teach various techniques of writing: poetry, short story, characterization, and personal narrative. Students will be responsible for keeping a portfolio of work and daily writing journals making in-class participation essential for each student's success. Emphasis will be placed on the elements of style and proper use of grammar.

AP ENGLISH LANGUAGE AND COMPOSITION
11123 Semester 1 • 12123 Semester 2

Grade 11 Yearlong

Advanced Placement English Language and Composition is a college-level course that explores a variety of texts through which students learn close-reading and analysis skills with a strong emphasis on written analysis. Mandatory formal writing assignments are part of the course. Students will be asked to formulate analytical, argumentative/persuasive, compare/contrast, synthesis/personal narrative, and research papers. Your previous high school English courses were focused on the study of literature by genre. Within this class, your focus will be on argument, appeals, and rhetoric. The AP Language course is focused on the study of non-fiction in all its varied forms—essays, narratives, speeches, articles, and current events. This class is intended to prepare you for both the S.A.T. and the AP exam where a score of three or higher can provide you with possible exemption and/or credit from all or part of your college freshman English composition requirements.

Readings will consist of a sampling from different genres, styles, time periods, and cultures, as well as selections from past AP exams. Note that this class is run as a college-level course, and therefore, some of the material we will read and discuss will be more mature than what is generally encountered in high school textbooks. Because you have chosen this course, keep in mind that the topics and issues addressed may be provocative and complex, not unlike those discussed in a college-level course.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement Examination in May. Students in AP English Language and Composition are expected to maintain the highest standards of academic discipline and integrity.

Advanced Placement English Literature and Composition is a college-level course in literature and composition with strong emphasis on discussion, critical reaction to works of literature, and written analysis. This class will help to develop COLLEGE LEVEL proficiencies in the areas of reading, literary analysis, writing, grammar and usage, and research. Through reading and inquiry, students will be introduced to various stylistic techniques that help them to learn strategies to improve reading, writing and listening skills. Students will explore the overarching themes of the course, world themes and values, through reading short stories, essays, articles, novels, poetry, drama and other texts.

Our reading will consist of a sampling from different genres, styles, time periods, and cultures, as well as selections from past AP exams. Note that this class is run as a college-level course, and therefore some of the material we will read and discuss will be more mature than what is generally encountered in high school textbooks. Because you have chosen this course, keep in mind that the topics and issues addressed may be provocative and complex, not unlike those discussed in a college-level course.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement Examination in May. Students in AP English Literature and Composition are expected to maintain the highest standards of academic discipline and integrity.

MATHEMATICS

All students are mandated by state law to take four years (eight semesters) of mathematics. Students must take Algebra 1, Geometry, Algebra 2, and must take a math related course in their senior year.

The Mathematics Department spent considerable time and energy developing the options we offer and encouraging parents and students to weigh these options early in a student's career.

Students who struggle with mathematics are strongly encouraged to take the two-year option for Algebra 2 (A and B). They will cover the same material as the traditional one-year course but over a two-year period. This gives the student a chance to really grasp the material and go into their post high school math courses with a stronger foundation.

Students who took Algebra 1 in middle school and struggled with the material (earned a C or D) are strongly encouraged to take Algebra 1 again in Grade 9. This decision is not reflected in a student's transcript and should not be viewed in a negative light. If a student needs to improve their algebra skills, it is far better to develop those skills as early as possible. Far worse than re-taking Algebra 1 is to push into higher math courses without the proper fundamental skills. These students end up disliking mathematics intensely and must return to the basics in college to learn what they never learned well the first time. This experience can be avoided by having the student return to Algebra 1 in 9th grade.

Doubling up in math: Some students would like to accelerate their high school math curriculum in order to take the AP math courses before graduating. They would need to take Geometry and Algebra 2 in the same year. To be eligible to double up, students should have a cumulative GPA of 3.5 or higher and no less than an "A" in both semesters of Algebra 1. Requests to double up should be made in writing to the math department and are subject to approval by the department.

4th Year Math Related Credit: All students must take a math related course during their senior year. This is required even if they have completed their four credits needed for graduation prior to their senior year. Seniors may take a mathematics equivalent as approved by the school board. GIHS courses approved are: Personal Finance, Statistics, Introduction to Computer Science, Computer Science Topics, AP Computer Science A, DCTC Health Science II, Physics or AP Physics (provided the student has taken Chemistry to meet the science requirement).

MATHEMATICS COURSE OFFERINGS

ALGEBRA 1

11399 Semester 1 • 12399 Semester 2

Grades 9 -12 Yearlong

This course serves as a foundation for further studies in mathematics at the high school level and beyond. Students will develop crucial algebra skills and fundamental knowledge such as linear functions, domain and range, solving two variable equations, quadratic equations, factoring, and arithmetic with polynomials.

GEOMETRY

Grades 9-12 Yearlong

11369 Semester 1 • 12369 Semester 2

Students will learn the essentials of Euclidean plane geometry, building upon previous experiences with basic shapes. Students will explore more deeply the concepts of parallel lines, angles, area calculations, parallelograms and triangle properties. Students will also work with formal proofs, right triangle trigonometry, properties of circles, and polygon properties.

Prerequisite: Successful completion of Algebra 1

ALGEBRA 2

Grades 9-12 Yearlong

11348 Semester 1 • 12348 Semester 2

Students will begin the course by strengthening their foundations in linear and quadratic functions. Then they will learn topics that include rational, real, and complex numbers, polynomial functions, exponential functions, logarithmic functions, trigonometric functions, systems of equations, permutations, combinations and probability.

Prerequisite: Algebra 1 and Geometry completed, with a recommendation from the Math Department

ALGEBRA 2A and ALGEBRA 2B

4 Semesters (over 2 years)

ALG 2A-11346 Semester 1 • 12346 Semester 2

Grade 11

ALG 2B-11347 Semester 1 • 12347 Semester 2

Grade 12

Students who did not receive the recommendation from the Math Department will be required to take the Algebra 2 course over two years. Students will learn the same topics noted above but at a slower pace. For example, in Algebra 2 students will study chapters 1-6 in the first semester and 7-12 in the second. In the 2-year course, the semesters would be broken apart as follows: junior year, chapters 1-3 first semester, 4-6 second semester; senior year, chapters 7-9 first semester, and 10-12 second semester.

Prerequisite: This class is designed for students who have earned C+ or lower grades for both semesters of Algebra 1. Others wishing to apply need to seek Math departmental approval before being permitted to enroll.

AP PRECALCULUS

Grades 9-12 Yearlong

11381 Semester 1 • 12381 Semester 2

The course includes the study of elementary functions, with emphasis given to polynomial functions and circular functions. Topics from trigonometry, analytic geometry, and limits are further explored. It is intended for students who have completed two years of algebra and one year of geometry and would like a solid preparation for college mathematics.

Prerequisite: Algebra 2 with a recommended grade of “C” or higher

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP Precalculus are expected to maintain the highest standards of academic discipline and integrity.

STATISTICS

Grades 9-12 1 Semester

11357

Students will work with probability, data collection, and descriptive statistics. Students will analyze existing data as well as data collected through a survey, observational study or experiment. They will then display the data in different ways, analyze it, and draw non-inferential conclusions based on the results. The main focus of the course will be exploring data, planning a study and producing models using probability theory. This course may lead to making statistical inferences.

Prerequisite: Successful completion of Algebra 1 and Geometry

AP STATISTICS

Grades 10-12 Yearlong

11376 Semester 1 • 12376 Semester 2

AP Statistics is a demanding college level introductory statistics course. Only students with strong skills and the willingness to work should attempt this course. Statistics is the science of collecting, analyzing, and drawing conclusions from data. Statistic strands have applications in almost every field of study; especially in social sciences (psychology, sociology, economics, business, etc.) and sciences (physics, biology, chemistry, etc.). This course is intended to explain the uses of statistics and its role in processing information contained in reports, scientific journals, political coverage, experiments, and even the daily newspaper. This is an excellent course for every college bound student, especially non-math majors.

Prerequisite: Algebra 2 with a recommended grade of “C” or higher.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP Statistics are expected to maintain the highest standards of academic discipline and integrity.

AP CALCULUS AB

Grades 10-12 Yearlong

11382 Semester 1 • 12382 Semester 2

Advanced Placement Calculus AB consists of a full year of work in calculus and related topics comparable to courses in colleges and universities. Students learn derivatives, curve sketching, definite and indefinite integrals, area, and volume. This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, analytic geometry and elementary functions.

Prerequisite: AP Precalculus/Precalculus and permission of the instructor

Recommended: Students should have earned a “B” or higher in Precalculus in order to perform at the expected level in AP Calculus.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP Calculus AB are expected to maintain the highest standards of academic discipline and integrity.

AP CALCULUS BC

Grades 11-12 Yearlong

11388 Semester 1 • 12388 Semester 2

Advanced Placement Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Prerequisite: AP Calculus AB and permission of the instructor.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP Calculus BC are expected to maintain the highest standards of academic discipline and integrity.

PHYSICAL EDUCATION

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

The physical education curriculum and department goals at Grosse Ile High School are consistent with the National Standards for physical education.

STANDARDS:

A physically educated person:

- demonstrates competency in motor skills and movement patterns needed to perform a variety of physical skills,
- demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities,
- participates regularly in physical activities,
- achieves and maintains a health-enhancing level of physical fitness,
- exhibits responsible personal and social behavior that respects self and others in physical activity settings,
- values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction,
- learns to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health.

In compliance with the Title IX portion of the Federal Educational Amendments of 1972, all Physical Education classes can be co-educational.

Students who are participating in any school sponsored athletic team throughout the academic year or marching band for the fall semester may substitute this experience for a .5 physical education credit.

PE COURSE OFFERINGS

HEALTH (Required)

11466

Grades 9-12

1 semester

This course is designed to help students realize the benefits of a sound body and mind. It also gives students opportunities to demonstrate the following skills: goal setting, coping with stress, communicating, and decision-making. Disease prevention, media awareness, and accessing community resources will be integrated throughout the course.

This course includes the following topics:

- Drugs: drug information, drug use/abuse, impacts of drugs, addiction, social factors that influence a teen.
- Family Life and Sexual Health: abstinence is stressed, anatomy and physiology, birth control, communicable and non-communicable diseases, domestic violence, gender orientation, gender roles, healthy relationships, parenting, pregnancy, sexual assault, and sexual harassment. We also follow the Michigan Model HIV/AIDS unit for this section of Health.
- Mental Health: self-esteem, understanding emotions, anger management, stress management, depression, suicide and grief and loss.
- Nutrition: USDA My Plate, food groups, serving size, knowledge of nutrients, importance of eating a balanced diet, reading food labels, examining fast foods and restaurant foods and eating disorders.

FITNESS/FIRST AID/CPR (Required)

Grades 9-12

1 semester

11464

In this course, students will be doing a combination of individual conditioning, team conditioning through sports and First Aid/CPR. The conditioning portion will consist of cardiovascular workouts, circuit training and organized fitness games. The objective of the cardiovascular portion will be to run for 25 minutes through gradual training. The First Aid/CPR portion will be taught using the guidelines of the American Red Cross. Other tests consist of pull-ups and sit-ups, which demonstrate strength; the mile run, which demonstrates endurance; the shuttle run, which shows agility; and the sit and reach, which determines flexibility.

TEAM SPORTS

Grades 9-12

1 semester

11474

Team Sports is not a skill learning class but a skill enhancing and conditioning class. We will focus on aerobic exercise through sport.

Aerobic exercise is physical exercise that intends to improve the efficiency of the cardiovascular system in absorbing and transporting oxygen. Aerobic means "with oxygen", and refers to the use of oxygen in the body's metabolic or energy-generating process. Many types of exercise are aerobic, and by definition are performed at moderate levels of intensity for extended periods of time. The sports will/may include:

Basketball, Soccer, Spike ball, Cornhole, Volleyball, Flag Football, Softball, Tennis, Frisbee, Handball, Badminton and Table Tennis.

HEALTHY BODY, HEALTHY MIND

Grades 9-12

1 semester

11489

This course provides students with the knowledge of a variety of physical activities that can be pursued throughout their lifetime. Students will be exposed to activities that may have never been introduced to them as well as activities that they may be familiar with. Station workouts, lessons introduced by the students, team sports, individual sports, yoga, Pilates, jazzercise, weight training, and lessons on healthy eating habits will assist in teaching activities that can be done throughout life. Goals for this course include developing an appreciation for physical activity, and an awareness of personal health as well as developing a healthy fitness attitude through sport and exercise. Research has shown that through these activities people can increase brain cells, memory and endorphins, which create a feeling of well-being.

ATHLETIC WEIGHT TRAINING

Grades 9-12

1 semester

11488

This class is a strength-training program for athletes who compete in several sports. The program consists of Core Lifts, Auxiliary Lifts, Flexibility, Speed, Plyometrics, Agility and more.

Prerequisite: Fitness/First Aid/CPR

SCIENCE

As high school instructors, we realize that at this point the educational careers of students begin to be directed toward the roles they will assume as adults. Therefore, it is important for us to provide both a scientific introduction for all students and some degree of specialization for those whose interests already lie in scientific areas. This dichotomy is handled through the offering of various levels of scientific investigation.

To aid us in accomplishing our goal of helping students realize their potential in scientific study we have organized the following departmental objectives:

- to offer each student the opportunity to gain an understanding and appreciation for the science which affects his/her life as an informed citizen and voter,
- to offer students the opportunity to develop habits of critical thinking that are characteristic of the methods used by scientists,
- to offer students the opportunity to develop knowledge and skill in laboratory techniques and design thinking.

It is through the meeting of these objectives that we will prepare students for their future places in an adult community. **Three years of science credit are required for graduation.** Four years of science credit are recommended for college preparation.

SCIENCE COURSE OFFERINGS

BIOLOGY (Required)

Grades 9-10

Yearlong

11311 Semester 1 • 12311 Semester 2

In this course, students will gain an understanding of biology and learn to think in a scientific manner using student centered methods, inquiry-based learning, and application of material. Through investigations with complex data sets and hands-on simulations, students will collaborate as a community to problem solve and design solutions to real world situations. Student learning is motivated by making sense of phenomena, refining questions, improving explanations, and creating models based on evidence. Students navigate three-dimensional learning experiences aligned to the next generation science standards. Topics explored include understanding and protecting ecosystems, urbanization and natural selection, matter and energy, common ancestry and speciation, and inheritance and variation of traits.

CHEMISTRY (Required)

Grades 10-12

Yearlong

11341 Semester 1 • 12341 Semester 2

This laboratory-based science course is designed to prepare students for entry into their initial college chemistry course. Chemistry involves the study of chemical changes that occur in matter. Students will learn the concepts of chemical bonding, structure of matter, matter-energy relationships, periodicity of the elements, mole concept, equilibrium, thermodynamics and chemical notation. Students will use laboratory work to introduce and/or reinforce the core curriculum concepts presented in the text. Cooperative learning techniques and team building exercises will be used to aid students in applying their knowledge to the problem-solving process and improving their critical thinking skills.

Prerequisite: Successful completion of Biology and must have successfully completed or be currently enrolled in Algebra 2. Biology and Chemistry may be taken concurrently with Science Department permission.

PHYSICS

Grades 10-12 Yearlong

11351 Semester 1 • 12351 Semester 2

This course is designed to develop students' critical thinking and problem-solving abilities through purposeful investigation of physical systems. Students will be expected to examine physical systems and develop reliable ways of thinking (basic models) that allow them to interpret new or different systems. Students will be expected to represent their thinking through graphs, maps, diagrams, mathematical relationships, and linguistic interpretations. Through consistent interpretation and reliable evaluation techniques, students can develop a deep conceptual understanding of the following concepts: Kinematics (motion), dynamics (forces), energy, waves, light and electricity. Students will be expected to collaborate and develop effective communication skills with their peers in order to evaluate and defend their own and other's reasoning. This course will also include several engineering projects that will be completed both inside and outside of the classroom.

Prerequisite: Successful completion of Biology and must have successfully completed or be currently enrolled in Algebra 2. Chemistry and Physics may be taken concurrently with Science Department permission.

ETHOLOGY AND ECOLOGY A

Grades 10-12 1 semester

11333

Ethology and Ecology A will focus on land animals. This course is a reading intensive class that explores a variety of non-fiction texts related to human/animal interactions and conservation efforts to protect animal species and the environment through which students will learn close-reading and analytical skills as well as communication skills. Students will write on various topics through argumentation, narration, persuasive essays, and research papers. Students will communicate their beliefs and thoughts on a variety of conservation efforts throughout the world and will share and discuss current events in Biology on a daily basis.

Prerequisite: Students must have successfully completed Biology.

ETHOLOGY AND ECOLOGY B

Grades 10-12 1 semester

12333

Ethology and Ecology B will focus on aquatic life. This course is a reading intensive class that explores a variety of non-fiction texts related to human/animal interactions and conservation efforts to protect animal species and the environment through which students will learn close-reading and analytical skills as well as communication skills. Students will write on various topics through argumentation, narration, persuasive essays, and research papers. Students will communicate their beliefs and thoughts on a variety of conservation efforts throughout the world and will share and discuss current events in Biology on a daily basis.

Prerequisite: Students must have successfully completed Biology.

ENVIRONMENTAL SCIENCE

Grades 10-12 1 semester

14179



Environmental Science is an introduction to the study of the natural world and how it is influenced by human activity. Students will explore the patterns and processes of Earth and the environmental problems that our planet is facing today. Students will collaborate to solve these problems and gain an understanding of the need for a sustainable future. Topics covered will include an overview of earth systems, biosphere structure, population ecology, agriculture, green revolution, genetic engineering, deforestation, urbanization, energy efficiency, pollution, climate shifts, biomagnification, recycling, radiation and invasive species. Students will also have the opportunity for place-based learning at the Grosse Ile Land and Nature Conservancy.

ANATOMY AND PHYSIOLOGY

Grades 10-12 Yearlong

11310 Semester 1 • 12310 Semester 2

This is a yearlong course concentrating on human anatomy and physiology studies. Students will complete a comprehensive study of the 11 systems of the human body, cell and tissue structure, basic chemistry and appropriate vocabulary for anatomical study. Laboratory activities will include using microscopes and culminate with the dissection of a fetal pig or a feline specimen.

Prerequisite: Biology (Biology may not be taken concurrently with this course.)

THE LANGUAGE OF MEDICINE

Grades 11-12 Yearlong

11314 Semester 1 • 12314 Semester 2

This course introduces students to the language of medicine; the medical terminology used by healthcare professionals. Objectives focus on defining, spelling and pronouncing medical terms related to body systems, diagnostic procedures, treatment procedures, and abbreviations. Word building, analyzing, and defining exercises are used to learn medical terms built from word parts. Memorizing and recalling are used for medical terms not built from word parts. Spelling, pronunciation, and practical application is emphasized. Students will learn to use and understand medical terminology and the word parts used to build words in simulated real-world contexts.

Prerequisite: Biology. Recommended: students have a GPA of 3.0 or above.

AP BIOLOGY

Grades 11-12 Yearlong

11320 Semester 1 • 12320 Semester 2

This course will build upon the basic skills mastered in the first level biology course. AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course will differ from the usual first level high school biology course in the range and depth of topics covered and the type of laboratory work done by the students. The primary emphasis in AP Biology will be on developing an understanding of concepts rather than memorizing terms and technical details. Essential to this conceptual understanding is a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns

Prerequisite: Grade of “B” or better in Biology. It is highly recommended that students complete Chemistry beforehand, although Chemistry may be taken concurrently.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP Biology are expected to maintain the highest standards of academic discipline and integrity.

AP PHYSICS C – MECHANICS

Grades 11-12 Yearlong

11306 Semester 1 • 12307 Semester 2

This purposeful exploration of nature will cover kinematics, dynamics, circular motion, work and energy, linear momentum, and rotational energy, all at the university level. This is a calculus-based physics course that *runs at the same pace as a university class* during the first semester. Taking calculus concurrently is not a requirement for this class, but students only in AP Pre-calculus should understand they will be at a disadvantage and should plan appropriately to compensate for this.

Students will take part in a variety of lab opportunities to reinforce the concepts presented. This course is intended for college-bound students and designed to prepare students for future studies in the areas of science and engineering. A strong math background is required.

Prerequisite: Completion of Algebra 2 and Physics with a minimum grade of B, completion or concurrent enrollment in AP Pre-calculus or Pre-calculus and/or permission of the instructor.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP Physics C are expected to maintain the highest standards of academic discipline and integrity.

SOCIAL STUDIES

The Social Studies Department is primarily concerned with building an informed citizenry capable of dealing with the problems of modern society. Students will be aided toward an understanding of American ideals, a development of loyalty and the sense of responsible action necessary to participate effectively in democratic society.

In pursuit of these goals, the department hopes the individual student will:

- develop critical and analytical thinking skills,
- improve communications verbally, in writing, and by performance,
- understand the goals of a democratic society and civic competence,
- learn the distinctive elements of our Western civilization,
- experience the dimensions of today's world through collaborative problem solving,
- establish a methodology which stresses rational inquiry and good scholarship for life-long learning through traditional research, electronic research and use of available technology, and classroom dialog.

The Social Studies Department urges all students to carefully select elective courses from the Social Studies offerings so as to gain a better understanding of today's society and more meaningful preparation for learning and careers.

S.S COURSE OFFERINGS

U.S. HISTORY (Required)

Grade 9

Yearlong

11415 Semester 1 • 12415 Semester 2

This course is a chronological and thematic survey of American History focusing on the political, social, and economic development of this country from approximately 1870 to the present. Students learn basic economic terminology, the workings of the federal government, and explore the geography of the U.S. and the impact of geography upon history. Students will study how the core democratic values impact American domestic and foreign policy. First semester covers the history of the nation from the Industrial Revolution to approximately the Great Depression and the New Deal. Second semester begins with the Great Depression and continues to the present.

This course will involve projects both inside and outside of the classroom to supplement common assessments. Varied instructional approaches in the classroom will help develop the students' critical and analytical thinking skills and move them toward a more well-rounded understanding of the U.S. role in the world today. The material will be presented using a variety of methods consistent with the theories of multiple intelligences and best practices. Students will be responsible for note taking, individual reading and cooperative learning experiences, which develop problem solving skills, research skills and critical thinking skills.

The student will not only gain knowledge of the facts of history, but also skills and experience in interpreting these facts. A focus will be placed on interpreting maps, charts and graphs and projecting trends in history. Students will be required to write constructed response essays and make presentations.

GOVERNMENT (Required)

Grade 10

1 semester

11411

This course is designed to help students achieve a working understanding of the government of the United States and of the rights and responsibilities of American citizenship. Students will learn the core democratic values, the structure and functions of government, the influences on our Founding Fathers, the principles of our Constitution, citizen's rights, and the roles of state and local government. This course involves projects both inside and outside of the classroom including research papers and class presentations to supplement common assessments. Students will interpret and analyze primary source documents as well as address different policy issues. Varied instructional approaches in the classroom will help develop the students' thinking skills and move them toward a more well-rounded understanding of the world today.

ECONOMICS (Required)

Grade 10

1 semester

12412

Economics is the study of the choices and decisions people make about how to use the world's resources. Understanding economics will help the students make informed decisions and assess the decisions made by others. The course focuses on the following themes: introduction to economics; demand, supply, and market clearing price; types of business organizations; money, banking and finance; measuring economic performance; government and the economy; and the global economy. Students will participate in lessons that require the students to apply economic content, problem solve, research topics, and expand critical thinking skills. This course involves projects both inside and outside of the classroom including a job shadow project and class presentations to supplement common assessments. Varied instructional approaches in the classroom will develop students' critical thinking skills and a more well-rounded understanding of economics of the world today.

WORLD HISTORY (Required)

Grade 11

Yearlong

11432 Semester 1 • 12432 Semester 2

This course is a chronological and geographic survey of World History. Students will explore the Renaissance and Reformation; the Beginnings of our Global Age: Europe, Africa and Asia; the Beginnings of Our Global Age: Europe and the Americas; the Enlightenment and the American Revolution; the French Revolution and Napoleon; the Industrial Revolution; Revolutions in Europe and Latin America; Life in the Industrial Age.

The student will expect to not only gain knowledge of the facts of history, but also skills and experience in interpreting these facts. This course involves projects both inside and outside of the classroom to supplement common assessments. These will include, among other things, research papers and class presentations. Students will write constructed response essays. Varied instructional approaches in the classroom will help develop the students' thinking skills and move them toward a more well-rounded understanding of the world today. Geography will be a focus so students will interpret maps, charts and graphs and project trends in history. The material will be presented using a variety of methods consistent with the theories of multiple intelligences. Students will be responsible for note taking, individual reading and cooperative learning experiences, which develop problem solving skills, research skills and critical thinking.

WORLD GEOGRAPHY

Grades 11-12 1 semester

11434

World Geography is a one semester course that will examine the relationships among people, places, and environments. Students will be encouraged to look at the world objectively. Students will learn analytical, research, and critical thinking skills. Students will use problem solving and decision-making skills to ask and answer geographic questions. Common assessments in the form of term papers, presentations, and various projects will be assigned.

The United States, Canada, Asia, Europe, Latin America, Africa, Oceania, and Russia and its former republics are regions that are studied. Students will examine these regions relative to their cultural, historical, economic and geographical impact upon the world and the United States.

BEHAVIORAL STUDIES A

Grades 10-12 1 semester

11404

This course will lead students to experience and analyze psychology and sociology. Units in psychology include psychological research, ethics, infancy, childhood, parenting styles, adolescence, teenage depression and suicide, grief, personality testing & theory, gender roles, learning theory, and group theory. This course will also study abnormal psychology on a regular basis through "Monday Madness" & therapeutic techniques theory. The units in sociology will include socialization, adolescence, social stratification, and social institutions. An emphasis will be placed on project-based learning. Problem-solving skills, and critical thinking problems. The course will also explore supplemental information such as recent statistics.

BEHAVIORAL STUDIES B

Grades 10-12 1 semester

11424

This class will be an extension of Behavioral Studies A that will lead students to experience and analyze psychology and sociology in greater depth. Units of study in psychology will include psychological methods; sensation and perception; thinking and language; psychological tests; psychological disorders and methods of therapy; and social cognition. Units of study in sociology will include social structure; deviance and social control; social inequality; cultural diversity; cultural conformity and adaptation; racial and ethnic relations; gender, age and health; education and religion; science and mass media; population and urbanization; collective behavior and social movements; and social change and modernization. An emphasis will be placed on project-based learning, problem-solving skills, critical thinking skills, research methods and group discussion and debate. The course will also explore supplemental information such as recent statistics and current events related to our areas of study.

U.S. MILITARY HISTORY 04240

Grades 11-12 1 semester

This is a survey course for juniors and seniors who have successfully completed their required Social Studies coursework. Students examine the relationship between military events and the course of U.S. and World History. The purpose of the class is to deepen students' awareness of the impact of war on individuals, American society, and the world as a whole.

Students will study in detail the events, persons, places, documents, and technology connected to each of the wars and military conflicts from the American Revolution to the present. They will learn about the decisions made by political and military leaders, analyze those decisions and assess the outcomes of those decisions. Finally, students will also consider the impact of geography on military events of significance

Prerequisite: Core Social Studies courses and U.S. History must be completed.

AP U.S. HISTORY

Grades 10-12 Yearlong

11445 Semester 1 • 12445 Semester 2

****This course is offered on alternate years with AP European History and will be offered in 2025/2026.***

The Advanced Placement Program in U.S. History is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to that of a full year introductory college course. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History student will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Prerequisite: Students must have a 3.5 grade point average in Social Studies and a 3.0 overall grade point average. A 3.0 grade point average in English Language Arts is highly recommended

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP U.S. History are expected to maintain the highest standards of academic discipline and integrity.

Class will utilize *Princeton Review: Cracking the AP United States History Exam*. All students are strongly encouraged to purchase their own copy to supplement in-class curriculum work.

AP EUROPEAN HISTORY

Grades 10-12 Yearlong

11446 Semester 1 • 12446 Semester 2

****This course is offered on alternate years with AP U.S. History and WILL be offered this year.***

The Advanced Placement Program in European History is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in European history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of a full year introductory college course. Students will learn to assess historical materials, (e.g. their relevance to a given interpretive problem, their reliability, and their importance). These skills will prepare students to weigh the evidence and interpretations presented in historical scholarship. Speakers and summer readings supplied by the instructor are supplemental and enrichment activities.

Prerequisite: Students must have a 3.5 grade point average in Social Studies and a 3.0 overall grade point average. A 3.0 grade point average in English Language Arts is highly recommended.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP European History are expected to maintain the highest standards of academic discipline and integrity.

AP WORLD HISTORY: MODERN

Grades 10-12 Yearlong

11442 Semester 1 • 12442 Semester 2

Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Prerequisite: Students must have a 3.5 grade point average in Social Studies and a 3.0 overall grade point average. A 3.0 grade point average in English Language Arts is highly recommended.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP World History expected to maintain the highest standards of academic discipline and integrity.

The Advanced Placement Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts and phenomena associated with such topics as the brain physiology, sensation and perception, learning and cognition, emotion, motivation, developmental psychology, abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Reading and writing are major components of this class, and students will be expected to read and write frequently. There will be frequent writing assessments and AP-approved questions to prepare for the AP test, as well as a daily reading schedule.

Prerequisite: Students must have a 3.5 grade point average in Social Studies and a 3.0 overall grade point average. It is highly recommended that students have taken Behavioral Studies A.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP Psychology are expected to maintain the highest standards of academic discipline and integrity.

VISUAL, PERFORMING AND APPLIED ARTS

FINE ARTS

The Grosse Ile High School fine arts program strives to provide students with:

- an understanding and appreciation of their artistic and cultural heritage,
- expressive and creative opportunities for experiences with art tools and materials in a sequential process, the ability to describe, analyze, interpret and make critical judgments about the form and content of art,
- the opportunity to explore the philosophy of aesthetics in the form of small writing assignments.

FINE ARTS COURSE OFFERINGS

ART FOUNDATIONS 11540

Grades 9-10 1 semester

Students will work with the Elements and Principles of Design in a project-based, hands-on classroom environment. The students will also be introduced to a variety of media, some big moments in Art History and some beginning level activities in the critical analysis of their own work.

CLAYWORK I 11565

Grades 10-12 1 semester

Claywork I will lead students through the process of problem solving for individual outcomes while communicating a personal viewpoint visually, in 3-dimensional form. The production emphasis is on sculptural hand building methods using a variety of decorating techniques. Additionally, students will explore basic geology and chemistry as it relates to clay and the history of clay as an art form and as a technology in early human societies.

CLAYWORK II 11566

Grades 10-12 1 semester

Claywork II is a course that builds on the basic skills acquired in Claywork I but with more complex building and expressive requirements. The emphasis is on sculptural hand building although pottery wheels are available for students who are interested in exploring production work. Additionally, students will explore basic geology and chemistry as it relates to clay and the history of clay as an art form and as a technology in early human societies.

Prerequisite: Claywork I

DRAWING & PAINTING I 11567

Grades 10-12 1 semester

Drawing and Painting I is a beginning level art class that spends 10 weeks on the fundamentals of drawing and 10 weeks on the fundamentals of painting. It is one of the most practical art classes you will ever take because drawing is the basis for all art forms and painting is the application of color theory to those fundamentals.

DRAWING & PAINTING II

11568

Grades 10-12

1 or 2 semesters

Drawing and Painting II is an advanced level art class that builds on the basic skills acquired in Drawing and Painting I but with the addition of a more varied exploration of media and the communication of a personal viewpoint. The emphasis is on personal expression in visual form.

Prerequisite: Drawing and Painting I

YEARBOOK STAFF

11159 Semester 1 • 12159 Semester 2

Grades 11-12

Yearlong

This course is designed to create the high school yearbook in a real-world job setting with deadline pressures. The best students for this course view themselves as organized, high energy, task-oriented individuals. The yearbook staff will produce a legal, lasting historical document which captures lifelong memories at a specific moment in time.

Prerequisite: Digital Media and “B” or better in previous English Language Art classes.

YEARBOOK EDITOR

11160 Semester 1 • 12160 Semester 2

Grades 12

Yearlong

This course is designed to create the high school yearbook in a real-world job setting with deadline pressure. The best students for this course view themselves as organized, high energy, task-oriented individuals. Yearbook Editors must also be comfortable leading their peers and giving constructive feedback. The yearbook staff will produce a legal, lasting historical document which captures lifelong memories at a specific moment in time. Yearbook Editors will also mentor the following year’s editor candidates.

Prerequisite: Editors must have previously served on the Yearbook Staff and earned an “A.” Selected by the Yearbook Advisor

FASHION DESIGN I

11617

Grades 9-12

1 semester

Individual skills will be developed and expanded through planned studies of textile information and clothing construction methods. The goal for the student is to apply the classroom studies to the garments sewn, thereby receiving the greatest amount of satisfaction. The following will be constructed: accessories, garments such as skirts, shorts, pants, shirts, blouses. Students will be required to purchase materials, patterns and sewing supplies. If time comes, we will dye our own fabric. No sewing experience required.

FASHION DESIGN II
11623

Grades 9-12 1 semester

Basic sewing techniques have already been mastered by students and the aim of the course will be to create garments with a professional appearance. The class goal will be to construct three or more garments which can be worn. Selection of fabrics suited to self and pattern style will be discussed. The following garments will be constructed: lined skirt, lined dress, lined tailored jacket and a creative project. Students will be required to purchase materials, patterns and sewing supplies.

Prerequisite: Fashion Design I

SENIOR ART PORTFOLIO

11563 Semester 1 • 12563 Semester 2

Grade 12 1 or 2 semesters

Senior Art Portfolio is an advanced level art class for students who wish to prepare a portfolio for admission to art college or who simply wish to further their study in the arts. Students may choose either a 2 or 3-dimensional focus but either way the course requires ten high-quality artworks and a written artist statement.

Prerequisite: Claywork II and Drawing and Painting II

DIGITAL MEDIA
11558

Grades 9-12 1 semester

This course is a basic introduction to Adobe Photoshop where students will be using the computer as a desktop darkroom as they learn to manipulate and enhance digital files. They will be guided through the basic tools of Photoshop, how to compose a photograph and how to work with light. Students will also explore a wide variety of historical and contemporary photography master's by analyzing and interpreting a different photo each week to enhance their visual literacy skills. Students need to have access to a digital camera or cell phone. This course is a prerequisite for Yearbook and Graphic Design students.

GRAPHIC DESIGN
05162

Grades 9-12 1 semester

Students will work primarily with Adobe InDesign and Adobe Photoshop to create 10 design projects. Using the elements and principles of art and design, students will create printer-ready artwork in the form of posters, invitations, newsletters, book covers and informational campaigns among other projects. There will be both individual and group work and each student will leave with a printer-ready digital portfolio.

Prerequisite: Digital Media

SPEECH
11138

Grades 11-12 1 semester

This course is designed to provide each student with ample opportunity to gain confidence in communicating effectively with an audience. Students will explore principles of the communication process and communication theory, write speeches (manuscript and outline) using appropriate organization and effective rhetorical devices, develop effective verbal and nonverbal aspects of speech presentation, and utilize appropriate support for the ideas presented. By engaging in multiple speech presentations, students will learn to control their fear of public speaking while developing successful speech techniques in narrative, informative, and persuasive situations. Numerous activities will also be included to improve writing skills and to analyze effective speeches essential in the speech-planning process.

DISCUSSION and DEBATE
11105

Grades 11-12 1 semester

This course is designed for students who want to further expand and develop their speaking skills. Course work will emphasize effective communication skills and critical thinking through persuasive speaking, group discussion, and formal debate. This is a performance class in which students must demonstrate an understanding of persuasive speaking and discussion through the planning, writing, and delivering of speeches. Students will be expected to demonstrate effective research skills in conjunction with preparing written briefs of affirmative and negative cases in a formal debate.

By the end of the semester, students will be able to engage in positive roles in discussion; describe group dynamics; engage in-group discussion for problem solving; write effective arguments; deliver effective spoken arguments; understand, identify, and use correct debate terminology; identify the elements of an argument; use appropriate evidence to support a proposition; construct and deliver pro/con, problem/solution, and countering arguments; identify the difference between fact and inference; describe and use inductive, deductive, and causal reasoning in analyzing arguments; identify errors in reasoning; examine evidence in a trial to build a case; write and deliver opening and closing arguments in a trial; utilize the rules of evidence in a trial; conduct and engage in a Mock Trial; plan, write, and research a debate case; explain, identify, and utilize affirmative case strategies; explain, identify, and utilize negative case strategies; engage in traditional team debate.

MUSIC

The Music Department hopes to achieve the following objectives for each student:

- analyze, describe, and evaluate a performance using terminology specific to music,
- read traditional Western music notation,
- perform a varied repertoire of music, alone and with others, with appropriate technique.

It is the goal of the music department to offer a wide variety of ensemble experiences in which students can participate throughout their high school careers. We strongly recommend that students plan to register for both semesters of the ensemble of their choice. This decision will enable them to continue their musical growth without interruptions that can stunt their progress as developing performers. It will also strengthen the entire department to have a majority of students commit to excellence and artistic maturity through continuous dedication to their ensembles.

MUSIC COURSE OFFERINGS

INTRODUCTION TO MUSIC THEORY 11757

Grades 10-12 1 semester

This class will cover the basics of music reading: rhythmic notation, note names, rests, dots, time signatures, beat values, sight reading of rhythm, pitch notation, letter names, the grand staff, key signatures, solfeggio, sight reading of pitch. Other topics covered will be scales, modes, chords, arpeggios, dynamics, tempo markings, harmonic analysis, and other issues as time/interest allows.

AP MUSIC THEORY

Grades 11-12 Yearlong

11756 Semester 1 • 12756 Semester 2

This accelerated course will build on the skills covered in Introduction to Music Theory. Advanced Placement Music Theory is designed to be the equivalent of a two-semester college music theory class taken by music majors during their first year of collegiate study. The course will develop the student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The course will focus on aural, sight singing, compositional, and analytical skills.

Prerequisite: Grade of "C+" or better in Introduction to Music Theory or successful completion of the GHS Music Theory Placement Exam.

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP Music Theory are expected to maintain the highest standards of academic discipline and integrity.

MUSIC TECHNOLOGY LAB I
11762

Grades 9-12 1 semester

This course is designed to give students an introductory opportunity to listen to, analyze, compose, perform, and produce electronic music. The technology that supports this course allows students to accomplish these goals without any previous training in or understanding of traditional Western music notation.

This course will empower students to:

- manipulate sound effects (reverb, chorus, delay, pitch bend, etc.) to shape melody, harmony, and texture of previously composed music,
- edit pitch and rhythm to manipulate melodies,
- improvise melodies over existing harmonic framework,
- explore sounds and textures using the voices programmed in the software,
- experiment with music form using loops,
- shape sounds using the synthesizers embedded in the software,
- control the balance of music using mixers and device parameters.

MUSIC TECHNOLOGY LAB II
11765

Grades 9-12 1 semester

This course is a continuation of Music Technology Lab I. Students will continue building and refining the skills they acquired in the previous course. This course will dive deeper into real audio and mixed media applications.

Prerequisite: Grade of “C+” or better in Music Technology Lab I

CONCERT CHOIR
11753 Semester 1 • 12753 Semester 2

Grades 9-12 1 or 2 semesters

Concert Choir introduces students to basic vocal techniques, such as breathing, vocal tone, proper placement and registration, balance, blend, holding on to a vocal part, score reading, including rhythmic notation and pitch reading through solfeggio. Students will be exposed to a variety of choral literature, secular and sacred, folk, rock, pop and Broadway music and have a sense of their contribution to a group goal. Rehearsal and performance attendance at school concerts/events and choral festivals is required and is reflected in the student's grade. Since attendance and participation are the basis for developing the above objectives, extensive absences will affect the grade and could be the cause for loss of credit. **It is the responsibility of the student to participate in all scheduled performances.**

SELECT CHOIR

Grades 9-12 Yearlong

11736 Semester 1 • 12736 Semester 2

Select Choir is an advanced course in choral music for treble voices. It is assumed that students have basic skills of choral music at their command. Further development of these basic techniques and wider exposure to the variety of choral music will be the emphasis. It is expected that students in The Select Choir possesses the knowledge and skills taught in Concert Choir. It is the responsibility of the student to participate in all scheduled performances.

Prerequisite: Concert Choir and Select Choir students must audition during the audition date (spring) to be considered for membership.

MADRIGAL CHOIR

Grades 9-12 Yearlong

11764 Semester 1 • 12764 Semester 2

The Madrigal Choir is an advanced course in choral music for mixed voices. It is assumed that students have basic skills of choral music at their command. Further development of these basic techniques and wider exposure to the variety of choral music will be the emphasis. It is expected that students in Madrigal Choir possess the knowledge and skills taught in Concert Choir. It is the responsibility of the student to participate in all scheduled performances.

Prerequisite: Students must audition in the fall (by invitation) or spring to be considered for membership.

SYMPHONIC BAND

Grades 9-12 Yearlong

11739 Semester 1 • 12739 Semester 2

The Symphonic Band class is for intermediate and advanced level brass, woodwind, and percussion players (most percussionists will take this class spring semester only; many percussionists will take Drumline/Percussion Ensemble during the fall semester).

The objective of the class is to continue the development of musical skills through the student's individual performance medium. This will be accomplished through rehearsal and performance of many different genres of band literature. Since the objectives of the class are performance-based, attendance at all rehearsals and performances is required, and will be reflected in the students' grades.

The band will perform at a number of events, concerts and festivals throughout the school year, the winter concert, band and orchestra festivals, the spring band concert, and the high school commencement ceremony.

Prerequisite: It is required that all students in the marching band be enrolled in Symphonic Band, Wind Ensemble, or Drumline/Percussion Ensemble. Instructor approval is required.

WIND ENSEMBLE

Grades 9-12 Yearlong

11743 Semester 1 • 12743 Semester 2

The Wind Ensemble is for advanced level brass, woodwind, and percussionists. The objective of this class is to continue the development of musical skills through performance of advanced concert band repertoire. Since the objectives of the class are performance-based, attendance at all rehearsals and performances is required, and will be reflected in the students' grades. The band will perform at a number of events, concerts and festivals throughout the school year, the winter concert, band and orchestra festivals, the spring band concert, and the high school commencement ceremony.

Prerequisite: It is required that all students in the marching band be enrolled in Symphonic Band, Wind Ensemble, or Drumline/Percussion Ensemble. Instructor approval is required. An audition is held during the spring for this class.

DRUMLINE/PERCUSSION ENSEMBLE 11755Grades 9-12 1st semester only

The Drumline/Percussion Ensemble class is for intermediate and advanced level percussionists. The purpose of the class is to continue the development of musical skills through percussion performance. Since the objectives of the class are performance-based, attendance at all rehearsals and performances is required, and will be reflected in the students' grades.

All Drumline/Percussion Ensemble personnel will participate in the Grosse Ile High School Red Devil Marching Band, which rehearses July through November (including summer rehearsals, band camp, school rehearsals, and Wednesday night rehearsals). Performances will include football games, marching band festivals, parades, pep rallies, and other appropriate venues.

When the Marching Band season finishes in November, the Drumline will transform into a Percussion Ensemble. The Percussion Ensemble will rehearse all of the percussion parts for the Symphonic Band repertoire. In addition, the percussion ensemble will also prepare Percussion Ensemble repertoire. The percussion ensemble will perform at the Winter Concert.

Prerequisite: It is required that all students in the marching band be enrolled in Symphonic Band, Wind Ensemble, or Drumline/Percussion Ensemble. Instructor approval is required. An audition is held during the spring for this class.

JAZZ ENSEMBLE

Grades 9-12 Yearlong

12742

This class gives the student an opportunity to rehearse, experiment with, and perform jazz music. The band's instrumentation is that of a contemporary jazz ensemble (Alto Sax, Tenor Sax, Bari Sax, Trumpet, Trombone, Guitar, Double Bass and drum set). The course will develop the student's individual performing skills and it will cover styles of popular music including swing, bebop and funk. The band will perform at the winter and spring concerts, as well as travel to perform throughout the community and at regional jazz festivals. Since the objectives of the group are performance-based, attendance at all rehearsals and performances is required.

Prerequisite: An audition is held for this class during the spring. Instructor approval is required.

WORLD LANGUAGES

Students who enroll in world language classes will attempt to acquire communicative skills that will enable them to become world-class citizens. Our world language instruction is based on skills acquisitions in the communicative areas of reading, writing, listening, and speaking. The curriculum has been designed to reach the various learning styles and abilities of students who demonstrate a disciplined approach to their studies. The study of world language enables students to develop critical thinking skills and language analysis skills. The immediate goal of our four-year high school world language program in French and Spanish is preparation for world language instruction at the university level.

Learning languages at the high school level is a progressive experience, with each level building confidence. It is our recommendation that students continue their education in languages outside of school, through travel and in college courses to build fluency. High school opens the doors for these experiences and begins the process, but individual dedication will lead to lifelong success. In our classes we strive every day to motivate students and provide them with the practice they will need to learn to speak and comprehend in another language.

Research says students who learn a second language benefit in practical ways. They are better able to communicate with native speakers in this country and in other nations; they have a better understanding of other cultures; and they are better prepared for potential careers. Moreover, students' learning skills in general are enhanced through world language study.

W.L. COURSE OFFERINGS

FRENCH

The study of French at all levels enables students to become world class citizens, prepared to meet the cultural, political, social, and economic diversities of the 21st century. French language instruction is presented through the various francophone cultures of the North American continent, Martinique, Guadeloupe, Europe, Asia and Africa. From our local French heritage on Grosse Ile to the renowned city of Paris, the French language and the accomplishments of the French people have influenced the development of western civilization throughout history.

For Incoming Freshmen: Recommendation: If you earned an “A” or “B” in French II (8th grade), it is recommended you take French III in high school. If you earned a “C” or below, it is highly recommended you repeat French II at the high school.

FRENCH I

Grades 9-12 Yearlong

11201 Semester 1 • 12201 Semester 2

French I introduce students to basic vocabulary, communicative and structural functions. The four basic skills of listening, speaking, reading and writing are presented for elementary proficiency. Instruction combines tradition and technology. Students will use textbooks, workbooks, and videos.

FRENCH II

Grades 9-12 Yearlong

11202 Semester 1 • 12202 Semester 2

Students will continue to increase the French skills introduced in French I. They will be able to listen and speak, read and write in French patterns suited to daily routines and travel. Students will continue to use video, texts and workbooks to increase their French skills. At the completion of French II, students will have a basic ability in the language.

Prerequisite: French I

FRENCH III

Grades 10-12 Yearlong

11203 Semester 1 • 12203 Semester 2

Students begin the intermediate phase of French language studies. At this level, the emphasis on refinement of speaking and writing, reading and listening skills is stressed in order to prepare students for college entrance and proficiency levels in French. Advanced vocabulary and structure patterns are presented through various methodologies. The student's ability to use the language effectively is strengthened. Selections from French literature is also introduced.

Prerequisite: French II

FRENCH IV

Grades 11-12 Yearlong

11204 Semester 1 • 12204 Semester 2

Students will begin the second phase of intermediate French language studies. At this level, the emphasis on refinement of speaking and writing, reading and listening skills will continue to be stressed in order to prepare the students for college entrance exams and proficiency levels in French. Advanced vocabulary and structure patterns will be presented through various methodologies. The student's ability to use the language effectively will be strengthened. A survey of French history and culture will be offered in addition to several literary selections.

Prerequisite: French III

SPANISH

Spanish introduces the student to a language spoken by more than 300 million people worldwide and by more than 20 million people in the United States. The program focuses on the development of communicative skills and on cultural awareness to prepare the student for the 21st century.

For Incoming Freshmen: Recommendation: If you earned an "A" or "B" in the second semester of Spanish II (8th grade), it is recommended you take Spanish III in high school. If you earned a "C" or below, it is highly recommended you repeat Spanish II at the high school.

SPANISH I

Grades 9-12 Yearlong

11211 Semester 1 • 12211 Semester 2

Spanish I introduce the student to the language, history, and culture of the Hispanic world. The student learns the sound system, basic language patterns, and communicative vocabulary. Students gain foundational communicative skills to discuss topics including leisure activities, school schedules, describing characteristics, family, shopping, the city, household chores, and sports. Course activities and assignments incorporate the four language skills of listening, speaking, reading, and writing. In addition to the text, students will use video and audio tools to improve listening comprehension skills.

SPANISH II

Grades 9-12 Yearlong

11212 Semester 1 • 12212 Semester 2

This course reinforces the skills acquired in Spanish I and enables students to further develop their knowledge and understanding of the Spanish language, its people and their respective cultures. Although active communicative skills will continue to be refined, an increased emphasis is placed on writing and reading in the target language at this level. Students will be able to discuss travel arrangements, vacation plans, health, daily routine, making purchases, and legends. Narrative expressions in the present, present progressive, and the two past tenses will be developed. Students will be required to participate in both rehearsed and impromptu dialogues in class.

Prerequisite: Spanish I

SPANISH III

Grades 9-12 Yearlong

11213 Semester 1 • 12213 Semester 2

During the third year of Spanish, emphasis is upon the refinement of all four communicative skills: listening, speaking, reading and writing. The student continues his/her study of the major language structures and further develops his/her reading and writing abilities. A greater emphasis will be placed on oral communication at this level. Selections of literature from the Hispanic world will be introduced at this level.

Prerequisite: Spanish II

SPANISH IV

Grades 10-12 Yearlong

11214 Semester 1 • 12214 Semester 2

During the fourth year in the Spanish program, speaking Spanish is required. We will continue to reinforce all language skills acquired throughout the four-year program. The student completes his/her study of most major language structures and works to refine his/her reading and writing abilities. The use of Spanish to investigate and study culture is a major component at this level. To prepare for college placement testing, grammar is reviewed, discussed, and applied along with new materials through short stories, compositions, conversations, and class discussions. Students will review their grammar skills and enhance their listening skills through the "El Internado" telenovela series.

Prerequisite: Spanish III

The main objective of the Advanced Placement Spanish Language course is to develop students' interpersonal communication skills in Spanish and to prepare students for the AP Language examination. The course is comparable to an advanced college-level Spanish course. The fundamental objective is for students to achieve a high level of ability in listening, speaking, reading and writing.

In this course, students develop a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and aural material, formal writing, interpersonal and presentational speaking and writing, and aural comprehension skills. We achieved this objective through highly engaging course content and interactive simulations that give students ample opportunities throughout the course to integrate reading, writing and speaking.

Students experience literature and historical and current events of Spanish-speaking countries through authentic newspapers and magazines, music, movies, radio and television productions, literary texts and virtual visits online. Students also use Spanish to access information and to compare and contrast cultural elements of Spanish-speaking countries with their own country. This course includes continuous integration of language skills (reading, writing, listening and speaking) with a rigorous review of grammatical structures. Therefore, students must not only be aware of the considerable amount of work required by the course, but they must also have a high level of motivation and interest to use the language outside of class. Students must read, write, hear and speak the target language in class and outside of class. The instructor and students communicate almost exclusively in Spanish, and all course materials are in Spanish.

Prerequisite: Spanish IV

Students have the opportunity to earn college credit or advanced placement in college courses through the successful completion of the Advanced Placement examination in May. Students in AP Spanish are expected to maintain the highest standards of academic discipline and integrity.

SPECIAL EDUCATION

TEAM TAUGHT GENERAL EDUCATION CLASSES

General education classes are coordinated with a special education teacher in a team-taught environment. Generally, the classes which are team taught are offered in the core subject areas – English Language Arts and Math. Resource hours will be available periodically throughout the day to meet with special education students that are in need of more specialized assistance.

RESOURCE CLASSES

Resource classes are often in a limited number of core content areas. These classes are offered only to students who have an active Individualized Education Program and have been recommended at the IEP meeting to be included in these offerings. In other words, the classes are selected for the student, not the student selecting the classes. These classes are also based on the needs of the students; therefore, they may not be offered every year, but on an as needed basis. Classes are taught in a special education class with teachers who have certification in not only special education, but also have met requirements to teach those specific core classes.

RESOURCE
11373

Grades 9-12 1 or 2 semesters

This course is designed to aid students with an Individualized Education Program to meet the needs of their math coursework. This smaller class serves as an elective and enrollment is dictated by the hours and needs set forth at the IEP meeting. Accommodation, re-teaching, and more individualized attention serve as the purpose of this course.

It is the expectation that the student brings something to work on and utilizes the class as intended. Please note that students are enrolled into the class based on the recommendations of the department, and not necessarily that of the student's registration for the class.

ELA RESOURCE
11003

Grades 9-12 1 or 2 semesters

This course is designed to aid students with an Individualized Education Program to meet the needs of their English coursework. This smaller class serves as an elective and enrollment is dictated by the hours and needs set forth at the IEP meeting. Accommodation, re-teaching, and more individualized attention serve as the purpose of this course.

It is the expectation that the student brings something to work on and utilizes the class as intended. Please note that students are enrolled into the class based on the recommendations of the department, and not necessarily that of the student's registration for the class.

DOWNRIVER CAREER TECHNICAL CONSORTIUM (DCTC)

John Nazarzewski, Director
Phone: (734) 782-3194
dctcschools.org/home

Downriver Career Technical Consortium (DCTC) serves the school districts of Airport, Flat Rock, Gibraltar, Grosse Ile, Huron, Riverview, Southgate, Trenton and Woodhaven-Brownstown. DCTC offers a program where local districts share their technical and academic programs, as well as work-based learning opportunities. Students interested may participate at the beginning of their junior year and continue into their senior year.

DCTC combines occupational and academic learning so that students will have the capacity to grow and change in the workplace. The technician is a professional who understands and can apply underlying principles to a broad base of problems. A student pursuing a career in technology must have a mathematics, science, and computer background. The technical student must also be able to read and comprehend, communicate orally and in written form, follow directions, problem solve, and work individually as well as in a team.

DCTC offers a course of study for technical careers, blending academics and technical competencies, and it is a way to earn college credit in high school. Upon completion of DCTC classes at the high school level, the student may have earned college credit at some of the local colleges such as Henry Ford College, Monroe County Community College or Wayne County Community College District. The student may continue his/her education to gain an associate degree with the DCTC course experience.

To view all [DCTC/CTE](http://www.dctcschools.org/program_info) courses, go to: www.dctcschools.org/program_info

DCTC COURSES OFFERED

Agriscience	Cybersecurity
Architectural Drafting/CAD	Dental Science
Automotive Technology	Educational Careers
Auto Body Collision Repair	Electrical Engineering Technology
Cabinet & Furniture Making	Digital Multimedia/Radio & TV
Computer Information Technology	Graphic Communications
Construction Trades	Health Sciences
Cosmetology	Heating, Ventilation & Cooling
Criminal Justice	Junior Reserve Officers Training Corps
Culinary Arts	Manufacturing-Engineering & CNC Tech
	Mechatronics
	Welding & Fabrication

For most classes, students are transported by their home district school buses to and from the centralized drop point (hub). The transportation hub is located in the Flat Rock Assembly Plant complex. Some programs require students to provide their own transportation.

Location: *Grosse Ile HS*

Prerequisite: Physical, immunization record and TB test.

The first-year course introduces the unique characteristics of the child, develops respect for children, and guidance skills that help them grow and develop. The student will gain knowledge that enables him/her to decide whether working in the field of education is a suitable, personal career goal; develop and show responsibility in work performance; learn how to study the growth and development of children; recognize the physical, social, emotional, and intellectual abilities and needs of children; understand how children learn, and the importance of play in their development; learn how parents and teachers influence the growth and development of the child; classroom management; and about technology in education. The student will gain this knowledge through classroom work and field placement experiences in a preschool and elementary setting.

The second-year course will introduce the unique characteristics of the teaching field through lesson planning, job shadow observations, and field placement experiences. The student will continue to learn about the field of education through observation and field experience.

Educational Careers III – Work-based Learning

Grades 10 - 12

Location: *Grosse Ile HS*

Prerequisite: Successful completion of Educational Careers I and II, program teacher approval, approved placement in field, and completed WBL paperwork.

This class is designed for the student who is choosing an educational career as a career path and has successfully completed Educational Careers I and II. Students in this class should have a placement in an approved education or childcare facility. Work Based Learning paperwork must be completed and submitted by the first day of CTE transportation at the start of the school year. Students will be required to attend their Educational Careers III class one day per week to be determined by the instructor.

Health Sciences I

Grade 11

Location: *Grosse Ile HS*

Prerequisite: Recommended GPA of 2.5 or higher, and C or better in Math and Science. Students should be either enrolled in Algebra II and Chemistry in junior year or planning on taking them in the senior year. A TB test, physical exam, and proof of immunization are required. There is a mandatory orientation. Approval of instructor or counselor.

This course will provide students with the basic theory and clinical experience for entry-level positions in a physician's office, hospital or outpatient clinic. Students will participate in classroom learning consisting of both theory and hands-on demonstrations and practice, as well as have the opportunity to participate in internships/job shadow experiences with local health care professionals. The curriculum provided allows students to explore their interest in many fields within the medical profession, including but not limited to: nursing, medicine, advanced practice nursing, physician's assistant, laboratory science, emergency medical technology, radiology, surgical technology, and nuclear medicine.

Health Sciences II - Nursing & Allied Health

Grade 12

Location: *Grosse Ile HS*

Prerequisite: Open to second year Health Science students only. Orientation requirements fulfilled.

This course will be a continuation of Health Sciences I with a focus on Nursing and Allied Health training. This program provides students with the fundamental concepts and skills of nursing and allied health which are essential to providing patient centered care throughout the lifespan. Students will learn skills related to the areas such as disease prevention, surgical asepsis, wound care, physical well-being, fluid and nutrition, personal hygiene, mobility, oxygenation, medication administration, and venipunctures. The concepts of professional teamwork, legal, ethical and cultural issues, quality improvement issues and required communication will be integrated with each skill. Guided job shadowing and simulations will be provided to complement theory. Students have the opportunity to become certified patient care technicians (CPCT/A).

Health Sciences II -Sports Medicine

Grade 12

Location: *Grosse Ile HS*

Prerequisite: Health Science I, approval of the instructor and fulfillment of orientation requirements.

This course is the second component of the two-year Health Science program housed at GHS. The program prepares students who are interested in athletic training, physical therapy, orthopedics and other adjacent sports sciences. Curriculum includes emergency assessment, injury prevention and treatment, conditioning techniques, sports nutrition, use of protective equipment, modalities and more. Students will learn technical skills that include evaluation of illness and injuries, concussion management and documentation skills. There is a classroom, skill laboratory, and a clinical component. The clinical component may require students to complete after school and/or weekend opportunities to practice skills with a licensed healthcare professional.

Health Sciences II -Pharmacy Tech

Grade 12

Location: *Flat Rock HS*

Prerequisite: Open to 2nd year Health Science students only. Orientation requirements fulfilled.

This course will be a continuation of Health Sciences I with a focus on Pharmacy Technician training. Students will participate in classroom learning that will focus on pharmacy operations and the core responsibilities of a pharmacy technician. Topics such as medication review, dosage forms, drug interactions, pharmacy calculations, federal laws and maintaining patient records. Students will have an opportunity to participate in internships/job shadow experience with local pharmacy professionals.

Health Sciences II -Hospital

Grade 12

Location: *Wyandotte HS*

Prerequisite: Recommendation by Health Sciences I and approval of the instructor. Good attendance, good behavior and proof of immunizations are required. Students are required to provide their own transportation.

The Health Sciences II program is designed to expose the student to a field with many career options. Students will rotate to different areas of the hospital providing transferable skills and experience which will assist in choosing a vocation in the health field. Off-site placement is also available.

Health Sciences III - Work-Based Learning

Grade 12

Location: *Flat Rock HS, Grosse Ile HS and Wyandotte HS*

Prerequisite: Successful completion of Health Science I and II, program teacher approval, approved placement in field, and completed WBL paperwork.

This class is designed for the student who is choosing health sciences as a career path and has successfully completed Health Sciences I and II. Students in this class should have a placement in an approved health science facility. Work Based learning paperwork must be completed and submitted by the first day of CTE transportation at the start of the school year. Students will be required to attend their Health sciences III class one day per week to be determined by the instructor.

Electrical Engineering Technology I and II

Grades 11-12

Location: *Henry Ford College*

Note: This is a two-year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and Grosse Ile High School.

Prerequisite: Students must complete the application process.

Students will earn approximately 25 college credits in the program. Students are required to follow the Henry Ford College schedule for classes.

Electrical Engineering Technology is a two-year course that combines both principles and skills from electrical and electronics used in our modern world. Through a combination of classroom and intense laboratory exposure, students are prepared for entry into a range of career opportunities in manufacturing, healthcare, telecommunications, and many other electrical and electronics-related careers.

The program covers the basic principles of electricity and proceeds to the concepts of solid-state components such as diodes, transistors, integrated circuits, and microprocessor systems. Advanced courses show how these fundamental principles are applied to machine control, computers, power supplies, amplifiers, oscillators, industrial control, and instrumentation systems. Courses simulate actual working conditions in fully equipped laboratories where students put electrical-electronics theory into practice. Along with laboratory experiences setting up circuits, troubleshooting, and calibrating systems, computer-simulated circuit analysis is used in the majority of the courses. Successful completers of the program will receive an electrical engineering technology Certificate. This may then be used either for job placement or to further their education at either Henry Ford in the completion of their associate degree in one year or to transfer to another college.

Agriscience I & II (Zoology & Botany)

Grades 11-12

Location: *Airport HS*

The first year (Zoology) includes a study of domesticated and wild animals. Areas of study include breed and species origins, systems, nutrition, genetics, disease, use and current animal issues such as animal rights and welfare. Students will have animal labs (including dissection) and activities to help them understand the animals' bodies and behaviors. This program will make students aware of career opportunities in the areas of animal science and production.

The second year (Botany) will focus on plant parts, function, use, classification and specific forms of plant production. Practical applications in forestry, landscaping, greenhouse production, pesticides, conservation and crop rotation will illustrate the need and use for plants in our society and environment. Major natural resource topics of study include wildlife, forestry, soil, air, water, minerals, and energy sources. The advanced level will make students aware of career opportunities in the areas of plant science and production, natural resources, and conservation. Agricultural business and marketing will be explored. Future Farmers of America participation is mandatory, and this program has been designed for those students who want a true Agriscience experience.

Horticulture I and II

Grades 11 - 12

Location: *Trenton HS*

Prerequisite: Instructor or counselor approval

This course is designed to prepare students for either a job in industry or continuing education in the horticulture field. In order to achieve this there are both hands-on aspects as well as instruction on the three main topics: plant biology, greenhouse management and landscape design. For the industry aspect some of the things students will be required to do is: identify a variety of plants (both in the greenhouse, agricultural and landscape), plant and maintain a variety of plants in the greenhouse, get knowledge to obtain a license on pesticides, fertilizers, small equipment, etc., creating and implementing landscape plans, maintaining the grounds around the school and involvement in the plant sale at the end of the school year.

Students will understand how plants grow, move nutrients around and reproduce. Students will conduct laboratory experiments on providing the best growing environment for plants. Explore how horticulture can feed the world. Students will study the science behind plant propagation and horticulture's relationship to human health.

Automotive Technology I & II

Grades 11 - 12

Location: *Airport HS, Huron HS and Trenton HS*

This class helps prepare students to engage in the servicing, maintenance, adjustment, and repair of automotive components and systems. It also provides a sequence of learning experiences related to the National Automotive Technicians Education Foundation (NATEF), ASE Education Foundation, and repair categories requiring certification. This program may include diesel engine repair. Learning activities in the classroom, laboratory, shop, and actual work setting are combined to provide students with the opportunity to become knowledgeable of nomenclature; safety principles and practices; and job entry level skills in disassembling, assembling, inspecting, repairing, and replacing components or systems.

Auto Body Collision Repair I & II

Grade 11

Location: Huron HS

This program prepares students to apply technical knowledge and skills to repair, reconstruct, and finish automobile bodies, fenders, and external features. It provides a sequence of learning experiences related to the National Automotive Technicians Education Foundation (NATEF), ASE Education Foundation and repair categories requiring certification. Learning activities in the classroom, laboratory, shop, and actual work setting are combined to provide students with the opportunity to become knowledgeable of nomenclature; safety principles and practices; and job-entry level skills.

Cabinetry & Woodworking I & II

Grades 11 -12

Location: Trenton HS

This program prepares students to apply technical knowledge and skills to prepare and execute furniture design projects; lay out and shape stock; assemble wooden articles or subassemblies; mark, bind, saw, carve, and sand wooden products; and repair wooden articles. Instruction also includes the use of a variety of hand and power tools.

CAD Drafting I and II

Grades 11-12

Location: Airport HS

The course serves as a solid foundation course for all students, especially for students interested in the engineering field. The course time is split between manual drawing and AutoCAD. It is designed to introduce drafting students to computer-aided drafting and design. Students learn to use professional tools and a variety of the latest professional computer-aided design (CAD) software applications to create two-dimensional and parametric 3D building information model (BIM) floor plans, elevations, foundation plans, site plans, pictorials, sections, and details. Students learn to use a variety of measuring and dimensioning paradigms and tools for architecture, civil engineering, and surveying. Students design and produce 3D objects using 3D printers. Students produce full-size 24x36 drawing sets. The curriculum includes drawing fundamentals, architectural drawing, project planning, site planning, structural systems, building systems, schedules and documentation, working drawings, codes and specification, presentations, building materials, sustainability, and leadership. The students compete in a residential house design competition and collaborate to design a residential house for a community member. Students can earn one or more certified CAD user credentials.

Engineering Mechanical Drafting I and II

Grades 11 -12

Location: Flat Rock HS

Students are prepared to apply technical knowledge and skills to develop working drawings and electronic simulations in support of mechanical and industrial engineers and related professionals. Instruction includes manufacturing materials and processes, mechanical drafting, electrode-mechanical drafting, basic metallurgy, geometric dimensioning and tolerance, blueprint reading, and technical communication.

Information Technology I and II

Grades 11 - 12

Location: *Airport HS*

Note: This is a two-year Dual Enrollment Program offered through Schoolcraft Community College, supported by DCTC and Airport High School

This program prepares students to manage computer operations and control system configurations emanating from a specific site or network hub. It includes instruction in computer hardware and software applications; managing software systems; evaluating application software packages; basic web programming; web hosting; systems analysis and design; system installation and maintenance; local area network (LAN) and wide area (WAN) networking; principles of information systems security; disk space and traffic load monitoring; data backup; resource allocation; setup and takedown procedures; customer service, and project management.

Marketing I and II

Grades 11 - 12

Location: *Airport HS*

This program focuses on planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion. Various specialty areas are included. Skills acquired in this course include customer service; problem solving; process/system thinking; project management; communication; and decision making.

Construction Trades I & II

Grades 11 -12

Locations: *Gibraltar Carlson HS and Southgate Anderson HS*

This program prepares students to apply technical knowledge and skills in the building, inspection, and maintenance of structures and related properties. It includes instruction in carpentry, electrical and power transmission installation, building/construction finishing, inspection, lay out, cut, fabrication, erection, installation, and repair of wooden structures and fixtures using hand and power tools, technical mathematics, framing construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, finishing carpentry techniques, and applicable codes and standards.

Cosmetology I & II

Grades 11 - 12

Location: *Riverview School of Cosmetology*

Prerequisite: Students must complete an application process that will determine admission. Good attendance and overall grades are examined. Students may be able to access transportation **to** their program when the DCTC bus hub is operating but students are required to provide their own transportation **from** the Riverview School of Cosmetology and when the bus hub is not operating.

Students are prepared to cut, trim, and style scalp, and facial hair; apply cosmetic preparations; perform manicures and pedicures; massage the head and extremities; and prepare students for practice as licensed cosmetologists in specialized or full-service salons. It includes instruction in hair shampooing, cutting and styling; manicures; pedicures; facial treatments; chemical applications; esthetics; shop management; sanitation and safety; customer service; and applicable professional and labor laws and regulations.

The program is structured based on state requirements. The first 350 hours focus on the basics of cosmetology. After 350 hours the students will be able to work hands on with in-person guests until they complete their required 1500 hours. The goal is to prepare the students for not only passing their licensing exam, but also to prepare them to launch a sustainable career.

Criminal Justice I & II

Grades 11 - 12

Location: *Trenton HS*

Note: This is a two-year Dual Enrollment Program offered through Wayne County Community College.

Prerequisite: Students must complete an application process that will determine admission.

Law enforcement officers protect lives and property. Detectives and criminal investigators gather facts and collect evidence of possible crimes. Law enforcement officers' duties depend on the size and type of their organization. This program is designed to provide the academic and professional training necessary for careers in these fields.

Culinary Arts I & II

Grade 11

Location: *Riverview HS*

This program focuses on preparing students for a variety of jobs within the food service industry. It includes instruction in food preparation, cooking techniques, equipment operation and maintenance, sanitation and safety, communication skills, applicable regulations, and principles of food service management.

Location: *Henry Ford College MTech Campus*

Note: This is a two-year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and Carlson High School.

Prerequisite: Students must complete an application process that will determine admission.

Students are required to follow the Henry Ford College schedule for classes.

This course offers a mid-level understanding of the technological needs, threats, and vulnerabilities of hardware, software, operating systems, networks and the internet. Students will examine operating systems, networks, tools and protocols needed to navigate, use, and manage security technologies as well as gain insight into the legal, social, and political dynamics of the cyber universe. Designed for students who are interested in cyber defense.

Location: *Woodhaven HS*

Prerequisite: GPA of 2.5 or higher and C or better in Math and Science and good attendance. Students must complete an application process that will determine admission.

This program is a combination of subject matter and experience designed to prepare the student to assist the dentist at chair side, perform reception and clerical functions, and to carry out selected dental laboratory work. Objectives are: (1) to prepare high school students for full-time employment in the dental office occupational area upon completion of the program or to encourage continuing education or training, and (2) to provide each student broad entry-level skills in a cluster of related jobs.

The second year will offer further training in dental assisting techniques including such procedures as radiographic techniques, denture repairs, making temporaries, and dental office emergencies. It will also offer a chance for a student to obtain some work-related experience.

Location: *Southgate Anderson HS, Trenton HS and Woodhaven HS*

This program prepares students to apply technical knowledge and skills in the manufacturing and distribution or transmission of graphic communications products. This includes instruction in the pre-press, press, and post-press phases of production operations; and processes such as offset lithography, flexography, gravure, letterpress, screen printing, foil stamping, digital imaging, and other reproduction methods.

Heating, Ventilation and Cooling I & II (HVAC)

Grades 11-12

Location: *Henry Ford College Campus*

Note: This is a two-year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and Riverview High School

Prerequisite: Recommended minimum GPA is 2.5. Students must complete an application process.

This program prepares students to apply technical knowledge and skills to repair, install, service and maintain the operating condition of heating, air conditioning, and refrigeration systems. It includes instruction in diagnostic techniques; the use of testing equipment; and the principles of mechanics, electricity, and electronics as they relate to the repair of heating, air conditioning and refrigeration systems.

Junior Reserve Officers Training Corps (JROTC) I & II

Grades 11-12

Location: *Southgate Anderson HS*

This program prepares and refines the traits of leadership within individual students by emphasizing the qualities of a leader and the challenges to leadership. The four-year program is designed to motivate students to become better citizens. It includes instruction in the precepts of citizenship and emphasizes self-confidence, self-discipline, and community service. Students also receive CERT (Community Emergency Response Team) certification as part of this program.

Manufacturing Engineering and CNC Technology I & II

Grades 11-12

Location: *Henry Ford College MTech Campus*

Note: This is a two-year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and Huron High School

Prerequisite: Recommended minimum GPA is 2.5. Students must complete an application process.

Students are required to follow the Henry Ford College schedule for classes. This program provides students with the opportunity to obtain skills with Computer Numerical Controlled equipment as part of an Engineering curriculum. Students enrolled in the program will receive training on the latest equipment used in the modern manufacturing environment at Henry Ford College.

Students will learn on HAAS Computer Numerical Control lathes, mills and trainers, along with a wide variety of manual machine tools. Heat treating, hardness testing, quality control techniques utilizing Coordinates Measuring Machines and Statistical Process Control will be introduced.

Mechatronics I and II

Grades 11 - 12

Location: *Ford Flat Rock Assembly Plant***Note:** This is a two-year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and Southgate Anderson High School**Prerequisite:** Recommended minimum GPA is 2.5. Students must complete an application process.

This program prepares students to apply mathematical and scientific principles to the design, development, and operational evaluation of computer controlled electro-mechanical systems and products with embedded electronics, senses, and actuators, and which includes, but is not limited to, automated robots and automation systems. Instruction includes mechanical engineering, electronic and electrical engineering, computer and software engineering, and control engineering.

Welding and Fabrication I & II

Grades 11 - 12

Location: *Airport HS, Flat Rock HS and Woodhaven HS*

This program prepares students to apply technical knowledge and skills to join or cut metal surfaces. It includes instruction in arc and resistance welding; brazing and soldering; welding and cutting; solid state welding; ferrous and non-ferrous materials; oxidation-reduction reactions; welding metallurgy; welding processes and heat-treating structural design; safety; and the applicable codes and standards.

Appendix - Edgenuity Course-GIHS Course Crosswalk

Business (GIHS Course Guide p. 21 - 23)	
<u>GIHS Course Title</u>	<u>Edgenuity Course Title</u>
Criminal Law 11505	Criminology: Inside the Criminal Mind
Everyday Law 12524	Law and Order: Introduction to Legal Studies
Personal Finance 11502	Personal Finance
Web Design I 11511	Digital Media Web Design 2A
Web Design II 12512	Digital Media Web Design 2B
Gaming Concepts 12509	Game Design 2A
Engineering Concepts 11455	3D Modeling 1A
Introduction to Computer Science 12508 & 13508	Introduction to Computer Science (Full Year Course)
AP Computer Science A 13341 & 13351	AP Computer Science Principles (Full Year Course)

English Language Arts (GIHS Course Guide p. 24 - 26)	
<u>GIHS Course Title</u>	<u>Edgenuity Course Title</u>
Literature and Composition 9 11109 & 12109	English Language Arts 9 (Full Year Course)
Literature and Composition 10 11110 & 12110	English Language Arts 10 (Full Year Course)
Literature and Composition 11 11126 & 12126	English Language Arts 11 (Full Year Course)
Literature and Composition 12 11127 & 12127	English Language Arts 12 (Full Year Course)
Creative Writing 11106	Creative Writing
AP English Language and Composition 11123 & 12123	AP English Language and Composition (Full Year Course)
AP English Literature and Composition 11158 & 12125	AP English Literature and Composition (Full Year Course)
Mathematics (GIHS Course Guide p. 27 - 29)	
<u>GIHS Course Title</u>	<u>Edgenuity Course Title</u>
Algebra 1 11399 & 12399	Algebra I (Full Year Course)
Geometry 11369 & 12369	Geometry (Full Year Course)
Algebra 2 11348 & 12348	Algebra II (Full Year Course)
AP Statistics 11376 & 12376	AP Statistics (Full Year Course)
AP Calculus AB 11382 & 12383	AP Calculus AB (Full Year Course)
Science (GIHS Course Guide p. 32 - 34)	
<u>GIHS Course Title</u>	<u>Edgenuity Course Title</u>
Biology 11311 & 12311	Biology (Full Year Course)
Chemistry 11341 & 12341	Chemistry (Full Year Course)
Physics 11351 & 12351	Physics (Full Year Course)
Ethology and Ecology A 11333	Veterinary Science: The Care of Animals
AP Biology 11320 & 12320	AP Biology (Full Year Course)
Social Studies (GIHS Course Guide p. 35 - 38)	
<u>GIHS Course Title</u>	<u>Edgenuity Course Title</u>
US History 11415 & 12415	US History II (Full Year Course)
Government 11411	US Government
Economics 12412	Economics
World History 11432 & 12432	Modern World History (Full Year Course)
Behavioral Studies A 11404	Personal Psychology 1

Social Studies (GIHS Course Guide p. 35 -38)	
<u>GIHS Course Title</u>	<u>Edgenuity Course Title</u>
Behavioral Studies B 11424	Personal Psychology 2
AP US History 11445 & 12445	AP United States History (Full Year Course)
AP World History: Modern 11442 & 12442	AP World History: Modern (Full Year Course)
AP Psychology 11436 & 12436	AP Psychology (Full Year Course)
Visual, Performing and Applied Arts (GIHS Course Guide p. 39 - 45)	
<u>GIHS Course Title</u>	<u>Edgenuity Course Title</u>
Fashion Design I 11617	Fashion Design
Speech 11138	Public Speaking 1A
World Languages (GIHS Course Guide p. 46 - 48)	
<u>GIHS Course Title</u>	<u>Edgenuity Course Title</u>
French I 11201 & 12201	French I (Full Year Course)
French II 11202 & 12202	French II (Full Year Course)
French III 11203 & 12203	French III (Full Year Course)
Spanish I 11211 & 12211	Spanish I (Full Year Course)
Spanish II 11212 & 12212	Spanish II (Full Year Course)
Spanish III 11213 & 12213	Spanish III (Full Year Course)
AP Spanish 11228 & 12228	AP Spanish Language and Culture (Full Year Course)

Michigan Career Pathways - Edgenuity Electives Crosswalk

<u>Arts and Communication</u>	<u>Business, Management, Marketing, & Technology</u>	<u>Engineering/ Manufacturing & Industrial Technology</u>	<u>Health Sciences</u>	<u>Human Services</u>	<u>Natural Resources and Agriscience</u>
Gothic Literature: Monster Stories	Advertising and Sales Promotion	Advanced Networking 1A & 1B	Foundations of Personal Wellness	Careers in Criminal Justice 1A & 1B	
Journalism 1A & 1B	Business Information Management 1A & 1B	Animation 1A & 1B	Healthy Living	Cybersecurity 1A & 1B	
Mythology & Folklore: Legendary Tales	Computer Applications - Office 2019/Office 365	Computer Maintenance 1A & 1B	Lifetime Fitness	Military Careers	
Marketing 2A & 2B	Hospitality and Tourism 1, 2A & 2B	Concepts of Engineering and Technology	Nutrition and Wellness	National Security	
Marketing Foundations 1A & 1B	Hotel Management 1A & 1B	Cybersecurity 1A & 1B	Sports Medicine 1A & 1B, 2A & 2B	Principles of Public Service: To Serve and Protect	
Sports and Entertainment Marketing 1A & 1B	Human Resource Management 1A & 1B	Manufacturing: Product Design and Innovation		Social Media: Our Connected World	
Social Media: Our Connected World	International Business: Global Commerce 21c	Network Security Fundamentals 1A & 1B		Social Problems 1 & 2	
African-American History	Management 1A & 1B	Astronomy 1A & 1B		Sociology 1 & 2	
Anthropology 1 & 2	Marketing 2A & 2B	Biotechnician 1A & 1B, 2A & 2B			
Archeology: Detectives of the Past	Marketing Foundations 1A & 1B	Biotechnology 1A: Introduction			
History of the Holocaust	Office Administration 1A & 1B	Biotechnology 2B: Unlocking Nature's Secrets			
Philosophy: The Big Picture	Operational Cybersecurity 1A & 1B	Forensic Science 1 & 2			
Social Problems 1 & 2	Professional Sales and Promotions 1A & 1B	Great Minds in Science: Ideas for a New Generation			
Sociology 1 & 2	Restaurant Management	Marine Science 1A & 1B: Secrets of the Deep Blue			
Digital Photography 1A & 1B	Sports and Entertainment Marketing 1A & 1B	Renewable Technologies 1A & 1B			
Digital Photography 2	Social Media: Our Connected World	3D Modeling 1A & 1B			
Introduction to Art					
Interior Design					
Music Appreciation					
Theatre, Cinema, and Film Production 1A & 1B					

Advanced Networking 1A

In this course, you will learn about a variety of different networks, their layers, and the different needs they address. You'll uncover best practices for setting up secure remote access connections, techniques to troubleshoot and think strategically, and correct documentation. Lastly, you'll learn tips to successfully communicate in the workplace.

Advanced Networking 1B

In this course, you'll learn the methods used to manage traffic, transmissions, and users based on organizational needs and the important decisions that go into building an optimal network. You'll explore types of malicious attacks and the role that risk management plays in the strategic planning to prepare for, monitor, and efficiently remediate damage. Lastly, you'll investigate processes that can be used to prevent, monitor, and notify of these events to employ action plans quickly.

Animation 1A and 1B ✨

Do you wonder what it would be like to create the next blockbuster animated movie, or do you want to make the next big video game? Do you have an eye for drawing, technology, and timing? If so, Animation is the course for you! You will learn how to use animation tools to conceptualize and bring your Creations to life. You'll learn the ins and outs of creating 2D and 3D animation, from start to finish. You'll even begin working on your own design portfolio and get hands-on experience with creating your own animation projects. Learning about animation could lead to a thriving career in the growing world of technology and animation.

✨ *Students will need to be enrolled separately in each semester course*

Advertising and Sales Promotion

Every year companies spend \$200 billion promoting their products and services - and that's just in the United States alone! Experts estimate that by the time you turn 65, you will have seen nearly 2 million TV commercials, not to mention radio ads, billboards, and online advertisements. You're familiar with what it's like on the receiving end of a company's marketing efforts, but what's it like on the other side? In this advertising and sales promotion course, you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You'll meet some of the creative men and women who produce those memorable ads and commercials. You'll discover career opportunities in the field to help you decide if a job in this exciting, fast-paced industry is in your future!

Business Information Management 1A

Wherever your path may lead you, having the essential knowledge of business types, requirements to start a business, understanding of finances, business law, marketing, sales, customer service, and more will ensure you are on the path to success.

Business Information Management 1B

Learn about professional conduct, teamwork, and managerial skills, while also examining careers in business technology. The basics of word processing, spreadsheets, databases, and presentation software are also explored so that you become better prepared for jobs in this field.

Careers in Criminal Justice 1A and 1B ✨

The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.

✨ *Students will need to be enrolled separately in each semester course*

Computer Maintenance 1A

In this course, you'll learn how computers are set up starting with software and operating systems, and what to do when hardware and software issues are encountered. You'll learn different types of data communication, various power supply units, essential components like motherboards and memory, and much more!

Computer Maintenance 1B

In this course, you'll dig into computer networks and their extensive capabilities. You'll explore data exposure and how to mitigate threats, discuss the fundamentals of network design and layout, learn how cloud-based services store data, discover the differences between wired and wireless networks, and dream of possibilities as you explore fun network options like smart home systems.

Concepts of Engineering and Technology

Each day, we are surrounded by technology and engineering projects. From our phones to the bridges, we drive over, engineering and technology influence many parts of our lives. In Concepts of Engineering and Technology, you will learn more about engineering and technology careers and what skills and knowledge you'll need to succeed in these fields. You'll explore innovative and cutting-edge projects that are changing the world we live in and examine the design and prototype development process. Concepts of Engineering and Technology will also help you understand the emerging issues in this exciting career field

Cybersecurity 1A and 1B ✨

We depend more and more on the technologies we interact with every day, and we put more and more of our personal data out there online. Can all of that data really be kept secret? We all need to know more about how to protect our personal information, especially given how much we rely on and use our network devices and media. You'll learn about the various parts of your computer, how they work together, and how you can manipulate them to keep your data safe. You'll also dive into the tools, technologies, and methods that will help protect you from an attack and discover the many opportunities in the rapidly growing field of cybersecurity.

✨ *Students will need to be enrolled separately in each semester course*

Computer Applications - Office 2019/Office 365 ✨

This full-year course introduces students to the features and functionality of the most widely used productivity software in the world: Microsoft Office. Through video instruction, interactive skill demonstrations, and numerous hands-on practice assignments, students learn to develop, edit, and share Office 2019 documents for both personal and professional use. By the end of this course, students will have developed basic proficiency in the most common tools and features of the Microsoft Office Suite of applications: Word, Excel, PowerPoint, and Outlook. (Students must have access to MS Office 2019 or Office 365)

✨ *This is a full-year course*

Hospitality and Tourism 1: Traveling the Globe

With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest-growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

Hospitality and Tourism 2A and 2B: Hotel and Restaurant Management

In this course, students will learn about what makes the hotel and restaurant industries unique. They will learn about large and small restaurants, boutiques and resort hotels, and their day-to-day operations. Students will evaluate the environment for these businesses by examining their customers and their competition. Also, they will discover trends and technological advances that make each industry exciting and innovative. Students will explore a variety of interesting job options from Front Desk and Concierge services to Front-of-House and Food Service.

Hotel Management 1A

In this course, you will learn about the business of hospitality and the different types of hotel ownership and programs. You'll explore the essential functions of a hotel from bookings, management systems, front and back of house operations, technologies, and more. You'll also discover what it takes to keep guests happy and run a sustainable program.

Hotel Management 1B

In this course, you'll dig deeper into hotel organization from structure to departments to staffing needs. You'll explore management and leadership including types of managers; management styles, roles, and responsibilities; and technical and communication skills. You'll also learn more about the big picture of the travel and tourism industry, how to handle emergencies, growth and sustainability, laws and ethics, careers in the industry, and more!

Human Resource Management 1A

In this course, you will wear the shoes of a Human Resource Management (HRM) professional and will learn how to build and manage a team to help a company reach its goals. You will also explore and perform some of the key responsibilities of an HRM professional: research, interviewing, reporting, recruiting, hiring, assessing employees, and more!

Human Resource Management 1B

In this course, you'll step into the shoes of an HRM professional and explore key duties such as onboarding, training, and development, retaining and terminating employees, safety and risk management, company communication, and more! You'll also learn about different career opportunities in the field of HRM, develop collateral based on real-world scenarios involving HRM tasks and responsibilities, and the role of HRM in a global environment.

International Business: Global Commerce in the 21st Century

From geography to culture Global Business is an exciting topic in the business community today. This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view of business, investigating why and how companies go International and are more interconnected. The course further provides students with a conceptual tool by which to understand how economic, social, cultural, political, and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing International organizations will all be explored in

this course. Students will cultivate mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st century.

Management 1A

Explore foundational management concepts such as leadership, managing teams, entrepreneurship, global business, finance, and technology and innovation. Engage in a capstone that pulls all of the concepts you've learned together, allowing you to see how management ideas can be applied to a business case study.

Management 1B

Explore the ends and outs of this career, the responsibilities businesses have towards customers, and hiring the right employees. Gain an understanding of Human Resources to ensure job satisfaction and take action to ensure that all rules and laws are being followed. Learn how to become an effective manager in any field.

Manufacturing: Product Design and Innovation

Think about the last time you visited your favorite store. Have you ever wondered how the products you buy make it to the store shelves? Whether it's video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In this course, you'll learn about the types of manufacturing systems and processes used to create the products we buy every day. You'll also be introduced to the various career opportunities in the manufacturing industry including those for engineers, technicians, and supervisors. As a culminating project, you'll plan your own manufacturing process for a new product or invention! If you thought manufacturing was a little more than mundane assembly lines, this course will show you just how exciting and fruitful the industry can be.

Marketing 2A

Without a solid understanding of business and international marketing strategy, it becomes nearly impossible to be successful and stand out from the crowd. Discover how business and marketing works around the world. You'll learn about topics such as regulations, market research, marketing plans, global trends, buying and selling internationally, and more.

Marketing 2B

This course explores the secrets to sales. You'll learn expectations, best practices, sales planning, building a clientele that becomes long-term buyers, and how to stay motivated to sell, sell, sell! If management is your goal, you'll learn about management styles, and how to find, hire, train, motivate, and compensate your team.

Marketing Foundations 1A

Learn about the role of marketing in business in addition to the basics of business management, customer service, and economics. Examine how to identify target markets, perform market research, and develop successful marketing strategies. Discover the legal and ethical considerations of business and marketing, along with the impact of government on business.

Marketing Foundations 1B

Become a marketing mix pro by studying and understanding branding, advertising, promotion strategies, and more through real-world applications and practices. Explore the secrets of advertising and promotion. Learn about effective sales techniques and discover employment opportunities to pursue a career in this exciting field!

Military Careers

You've probably seen an old movie about a hotshot naval aviator, or perhaps a more recent film about the daring actions of Special Forces operatives. But do you really know what careers the military can offer you? Introduction to Military Careers will provide the answers. The military is far more diverse and offers many more career opportunities and tracks than most people imagine. In Introduction to Military Careers, you'll learn not only about the four branches of the military (and the Coast Guard) but also about the types of jobs you might pursue in each branch. From aviation to medicine, law enforcement to dentistry, the military can be an outstanding place to pursue your dreams.

National Security

In this course, you will learn the critical elements of this very important career, such as evaluating satellite information, analyzing training procedures, assessing military engagement, and preparing intelligence reports. In addition, you will gain a better understanding of appropriate responses to security threats and how best to coordinate information with other agencies.

Network Security Fundamentals 1A

Learn what information security is, hackers, viruses, spyware, and network systems, identifying potential vulnerabilities, protecting against attacks, and creating a disaster and response plan if breaches do occur.

Network Security Fundamentals 1B

Explore cyber forensics, encryption, cryptography and cryptology, and user and password management to mitigate large data breaches, and other threats, vulnerabilities, and security issues. Discover what it takes to enter this high-demand career field.

Office Administration 1A

Explore what it means to have effective verbal and written communication, speaking, and listening skills to work with diverse people and teams. Then dive into learning how to leverage various technology and software businesses use to stay connected and productive.

Office Administration 1B

You will explore the responsibilities of an administrative professional to understand what a typical workday looks like and even what goes into searching for an administrative professional role: searching, applying, and securing.

Operational Cyber Security 1A

In this course, you will assume your role as Chief Information Security Officer responsible for a data network's design, maintenance, and end-user training. You will explore the essentials of keeping networks safe and secure through the use of cryptology, keys, and certificates before moving into the important practice of risk assessment. In the end, your attention will shift to mitigation and managing identified risks and working with key stakeholders to improve the organization's security posture and disaster response.

Operational Cyber Security 1B

In this course, you will dive into data security in the workplace and will learn ways to mitigate cyber threats that lurk in dark corners. You will step into the familiar shoes of the Chief Information Security Officer, this time at a startup company, making decisions about access and authentication protocols, security planning, and expanding the business in a safe way. Lastly, you will explore real-world security breaches, how they were solved, and step-by-step instructions to set up robust security policies.

Principles of Public Service: To Serve and Protect

Have you ever wondered who decides where to put roads? Or make sure that someone answers the phone when you call 911? Or determine that a new drug is safe for the public? These tasks and many more are part of public service, a field that focuses on building healthy societies. Public Service includes many different types of careers, but they all have in common the goal of working for others. This course will explore some of the most common career paths in public service. Working for the public also comes with a very specific set of expectations since protecting society is such an important mission. So, if you want to work for the greater good, there is probably a public service career for you!

Professional Sales and Promotion 1A

In this course, you'll learn about the bigger picture of the sales cycle. You'll examine the role of today's sales professional along with the skills and qualities needed for success, and you'll learn the ins and outs of the sales process and how it is driven by recognizing and responding to customer needs.

Professional Sales and Promotions 1B

In this course, you'll explore the power of promotion and how to rise to the ranks of an elite sales and promotions rep. You'll dive into what it takes to be a stellar seller, how salespeople work together in teams to meet goals, and how the savviest sales managers employ proven sales methods mixed with technology, tools, and psychological insights to build and operate an efficient sales team.

Restaurant Management

Have you always dreamed of running your own restaurant? Maybe you want to manage a restaurant for a famous chef. What goes on beyond the dining room in a restaurant can determine whether a restaurant is a wild success or a dismal failure. In Restaurant Management, you'll learn the responsibilities of running a restaurant - from ordering supplies to hiring and firing employees. This course covers the different types of restaurants; managing kitchen and wait staff; food safety and hygiene; customer relations; marketing; using a point-of-sale system; scheduling employees; and dealing with difficult guests. Restaurant Management will prepare you for a steady career, whether you plan to buy a fast-food franchise, operate a casual sit-down restaurant, or oversee a fine-dining establishment.

Sports and Entertainment Marketing 1A and 1B ✨

Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? If you answered yes to either question, then believe it or not, you've been fantasizing about entering the exciting world of sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well - including a lot more glitz and glamor! In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the billion-dollar sports and entertainment marketing industry. You'll learn about how professional athletes, sports teams, and well-known entertainers are marketed as commodities and how some of them become billionaires as a result. If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career.

🌟 *Students will need to be enrolled separately in each semester course*

Social Media: Our Connected World

Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial to survive and thrive in this age of digital communication. In this course, you'll learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more. You'll also discover other types of social media you may not have been aware of and how to use them for your benefit - personally, academically, and eventually professionally as well. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways. (*Social media accounts are required to use this course.*)

Edgenuity English Electives

Gothic Literature: Monster Stories

From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drives produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of differences between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

Journalism 1A and 1B* 🌟

If you're the first to know what's going on in your school or town, or the first person to post on Facebook or Instagram about your favorite TV shows or your favorite celebrities, then you're just the person that every online, in print, and broadcast news outlet is looking for. Then Journalism: Investigating the Truth is the perfect course for you! In this course, you'll learn how to write a lead that grabs your readers, how to write engaging news stories and features, and how to interview sources. You'll also learn about the history of journalism, how to succeed in the world of social media news, and how to turn your writing, photography, and people skills into an exciting and rewarding career.

🌟 *Students will need to be enrolled separately in each semester course*

Mythology & Folklore: Legendary Tales

Mighty heroes. Angry gods and goddesses. Cunning animals. Since the first people gathered around fires, mythology, and folklore has been used as a way to make sense of humankind and our world. Beginning with an overview of mythology and different kinds of folklore, students will journey with ancient heroes as they slay dragons and outwit gods, follow fearless warrior women into battle, and watch as clever monsters outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore and see how these are still used to shape society today.

Edgenuity Health Electives

Foundations of Personal Wellness 🌟

Exploring a combination of health and fitness concepts, this comprehensive and cohesive course explores all aspects of wellness. Offered as a two-semester course designed for high school students, coursework uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle. NOTE: This course contains content from both Healthy Living and Lifetime Fitness; to avoid duplication, students should take either those one-semester courses or this full-year course.

🌟 *This is a full-year course*

Healthy Living

Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, this high school course provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns. Available as either a semester or year-long course, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks.

Lifetime Fitness

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness. Available as either a semester or year-long course, Lifetime Fitness encourages students to assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design a fitness program to meet their individual fitness goals.

Nutrition and Wellness

This course takes students through a comprehensive study of nutritional principles and guidelines. Students learn about worldwide views of nutrition, essential nutrient requirements, physiological processes, food labeling, weight management, healthy food choices, fitness, diet-related diseases and disorders, food handling, healthy cooking, nutrition for different populations, and more. Students gain important knowledge and skills to aid them in attaining and maintaining a healthy and nutritious lifestyle.

Sports Medicine 1A

What do you think of when you hear the phrase “sports medicine professional”? Do you think of a doctor? Or maybe you are thinking of a coach? Believe it or not, the term encompasses a much larger range of career options that expand further than jobs typically associated with this field. Would you believe that massage therapists, dietitians, and facility managers are considered to be part of the sports medicine industry? Together, we'll take a deep dive into a few of the most popular career paths available in the field today. We will also take a look at and discuss some of the day-to-day duties and legal obligations of a sports medicine professional.

Sports Medicine 1B

In Sports Medicine 1B Injury Prevention, you'll expand your understanding of the human body to provide a greater context for injury in a variety of scenarios. You'll learn how to evaluate an injury, what onsite tests to perform, and when to refer a patient to a medical professional. You'll also explore the anatomy of specific body areas to better understand injuries that may occur as well as ways to prevent injury.

Sports Medicine 2A

Have you ever wondered what happens inside your body to help you make the perfect pitch, run the fastest race, or lift the heaviest load? What is the body actually doing in each of the systems to guarantee that you can successfully, without injury, execute the moves that you wish to make? Finally, you must prepare the body for these masterful moves, so what steps do you take to ensure your body is ready for that all-out push? These questions should be on the minds of those training for competition and for those wishing to be more physically fit.

Sports Medicine 2B

In this course, you will be introduced to teaching group exercise classes and providing rehabilitation services to clients facing injury and disease. You will also learn about laws that govern the work of sports medicine professionals, business concerns like insurance and staffing, and what you need to consider if you start your own fitness facility.

Astronomy 1A and 1B: Exploring the Universe ✨

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

🌟 *Students will need to be enrolled separately in each semester course*

Biotechnician 1A

There are so many mysteries that need unraveling in the world today that can help us grow better crops, cure diseases, combat pollution, solve crimes, and so much more. If you love the idea of solving problems to make the world a better place, a career as a biotechnician may be for you. In this course, you'll learn the basics of lab safety, how to perform tasks crucial to experimentation, biological basics, and about the exciting careers available in the field of biotechnology.

Biotechnician 1B

In this course, you'll explore essential topics that structure the reality of biotechnology such as the role genetics and epigenetics play in influencing human traits, the creation and purpose of recombinant DNA, and how the human immune response can be tweaked to fight disease. You'll also explore GMOs and biofuels and how an idea becomes a reality in the biotech industry.

Biotechnician 2A

In this course, you will dive even deeper into the role of a biological technician to understand how genetic engineering works. You will explore managing a biotech laboratory, Microscopy and Spectroscopy, mammalian cell culture, what the day-to-day duties of a biotechnician involve, and more. You will also explore experimental design as it relates to genetic engineering to plan your own experiments.

Biotechnician 2B

In this course, you will build on the basics and learn how a career as a biotechnician could change the world! You will explore genetics - diseases, therapies, testing, AI, and precision medicine, CRISPR and agricultural sciences, and much more. You will also explore job opportunities in the field of biotechnology and tips for planning a career.

Biotechnology 1A: Introduction

Biotechnology is a cutting-edge, high-demand field that encompasses everything from plant and animal breeding to genetics. Discover how biotechnology has changed the world around us, from food to genetics. Explore historical applications with modern discoveries. Understand how regulations and ethics govern the course of biotechnology and learn of its importance to the field of medicine.

Biotechnology 2B: Unlocking Nature's Secrets

Learn how and why biotechnology is so important to the agricultural, pharmaceutical, and genetic fields of study. You'll learn about mapping the human genome, the role of antibiotics, how medicine is created to combat diseases, and the future of the biotechnology field.

Forensic Science 1: Secrets of the Dead

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

Forensic Science 2: More Secrets of the Dead

Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. We will examine some of the basic scientific principles and knowledge that guide forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined.

Great Minds in Science: Ideas for a New Generation

Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, the scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on 10 of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals and shows how their ideas may help to shape tomorrow's world.

Marine Science 1A and 1B: Secrets of the Deep Blue 🌟

Have you ever wondered about the secrets of the deep and how the creatures below the ocean's surface live and thrive? Understand more about the aquatic cycles, structures, and processes that generate and sustain life in the sea.

🌟 *Students will need to be enrolled separately in each semester course*

Renewable Technologies 1A and 1B 🌟

Interested in transforming energy? With concerns about climate change and growing populations' effects on traditional energy supplies, scientists, governments, and societies are increasingly turning to renewable and innovative energy sources. In this course, you'll learn all about the cutting-edge field of renewable energy and the exciting new technologies that are making it possible. You'll explore new ways of generating energy and storing that energy, from biofuels to high-capacity batteries and small electrical grids. You'll also learn more about the environmental and social effects of renewable technologies and examine how people's energy decisions impact policies.

🌟 *Students will need to be enrolled separately in each semester course*

Edgenuity Social Studies Electives

African American History

How have African Americans shaped the culture of the United States throughout history? Tracing the accomplishments and obstacles of African Americans from the slave trade through emancipation, and to the modern African diaspora, you will learn about the political, economic, social, religious, and cultural factors that have influenced African American life. In African American history, you'll come face to face with individuals who changed the course of history and learn more about slavery, the Civil Rights movement, and the many contributions of the African American community to American life. You will also explore how the history of African Americans influences current events today.

Anthropology 1: Uncovering Human Mysteries

Anthropology aims to use a broad approach to gain an understanding of our past, present, and future, and in addition address the problems humans face in biological, social, and cultural life. This course will explore the evolution, similarity, and diversity of humankind through time. It will look at how we have evolved from a biologically and culturally weak species to one that can cause catastrophic change. Exciting online video journeys to different areas of the anthropological world are just one of the powerful learning tools utilized in this course.

Anthropology 2: More Human Mysteries Uncovered

Anthropology has helped us better understand cultures around the world and through different time periods. This course continues the study of global cultures and the ways that humans have made sense of their world. We will examine some of the ways that cultures have understood and given meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

Archeology: Detectives of the Past

George Santayana once said, "Those who cannot remember the past are condemned to repeat it." The field of archeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on the techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved.

History of the Holocaust

Holocaust Education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. In this course, students will study the history of anti-Semitism; the rise of Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics. Throughout this in-depth semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and they will get glimpses of kindness and humanity in the worst of times.

Philosophy: The Big Picture

This course will take you on an exciting adventure that covers more than 2,500 years of history! Along the way, you'll run into some very strange characters. For example, you'll read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions. You'll learn about another eccentric who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time. As you learn about these great thinkers, you'll come to see how and where many of the most fundamental ideas of Western Civilization originated. You'll also get a chance to ask yourself some of the same questions these great thinkers pondered. By the time you've "closed the book" on this course, you will better understand yourself in the world around you... from atoms to outer space, and everything in between.

Social Problems 1: A World in Crisis

Students will become aware of the challenges faced by social groups, as well as learn about the complex relationships among societies, governments, and the individual. Each unit is focused on a particular area of concern, often within a global context. Possible solutions at both the structural level, as well as that of the individual, will be examined. Students will not only learn more about how social problems affect them personally but begin to develop the skills necessary to help make a difference in their own lives and communities, not to mention globally.

Social Problems 2: Crisis, Conflicts & Challenges

The Social Problems 2 course continues to examine timely social issues affecting individuals and societies around the globe. Students learn about the overall structure of social problems as well as how it impacts their lives. Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. For each issue, students examine the connections in the global arena involving societies, governments, and the individual.

Sociology 1

Human beings are complex creatures, and when we interact and begin to form relationships and societies, things become even more complicated. Are we more likely to act differently in a group than we will when we're alone? How do we learn how to be human? Examine answers to these questions and many more as you explore culture, group behavior, and societal institutions and how they affect human behavior.

Sociology 2

Have you ever looked at your social media feed and wondered why there is always so much fighting over social issues? Discover how social institutions like families, religion, government, and education shape the world and how collective behavior and social movement can create change. Investigate how our lives are shaped by entertainment, social institutions, and social change.

Edgenuity VPAA Electives

3D Modeling 1A

Heart valves, cars, cartoons, and buildings may not seem to have much in common, but they all share one spectacular attribute: all originated as a 3D model. 3D modeling has changed the way the world makes things,

and in this course, you'll learn the basics to begin creating in 3D! You'll learn how different 3D models are built and how to practice using a variety of modeling methods. By the end of the course, you'll walk away with a portfolio of your ingenious modeling ideas.

3D Modeling 1B

Many buildings that are rendered in the real world first are constructed in a digital 3D world that depicts the aesthetics, environment, and conditions of what will come to be. In this course, you will be introduced to the tools and techniques needed to create 3D works of art. You will bring your objects to life with color, textures, lighting, and shadow all while simulating the movement of the world around you.

Digital Photography 1A* AND 1B*: Creating Images with Impact! ✨

Have you ever wondered how photographers take such great pictures? Have you tried to take photographs and wondered why they didn't seem to capture that moment that you saw with your eyes? The Digital Photography I course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-ups, and action photographs.

✨ *Students will need to be enrolled separately in each semester course*

Digital Photography 2: Discovering Your Creative Potential

In today's world, photographs are all around us, including in advertisements, on websites, and hung on our walls as art. Many of the images that we see have been created by professional photographers. In this course, we will examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas that professional photographers may choose to specialize in, such as wedding photography and product photography. We will also learn more about some of the most respected professional photographers in history and we will learn how to critique photographs to better understand what creates an eye-catching photograph.

Introduction to Art

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, Intro to Art provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology, and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

Interior Design

Are you constantly redecorating your room? If so, the design industry might just be for you! In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition, you'll develop the essential communication skills that build success in any business. By the end of the course, you'll be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field.

Music Appreciation: The Enjoyment of Listening

Music is part of everyday life and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the Twentieth First Century. Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying.

Theater, Cinema, and Film Production 1A and 1B: Introduction 🌟

Lights! Camera! Action! Theater and cinema are both forms of art that tell a story. Let's explore the enchanting world of live theater and its fascinating relationship to the silver screen. Explore the different genres of both and how to develop the script for stage and film. Then dive into how to bring the script to life with acting and directing. If you have a passion for the art of film and stage, let's bring your creativity to life!

🌟 *Students will need to be enrolled separately in each semester course*

Edgenuity World Language Electives - including American Sign Language

American Sign Language 1A and 1B 🌟

The beginning of this full-year course will introduce you to vocabulary and simple sentences so that you can start communicating right away. Importantly, you will explore Deaf culture: social beliefs, traditions, history, values, and communities influenced by deafness. The second semester will introduce you to more of this language and its grammatical structures.

🌟 *Students will need to be enrolled separately in each semester course*

American Sign Language 2A and 2B ✨

In this course, students will build on the skills they learned in American Sign Language 1 and explore the long and rich history of Deaf culture and language. They will expand their knowledge of the language as well as their understanding of the world in which it is frequently used. Students will grow their sign vocabulary and improve their ability to interact using facial expressions and body language. They will also learn current trends in technology within ASL as well as potential education and career opportunities.

✨ *Students will need to be enrolled separately in each semester course*

American Sign Language 3A and 3B ✨

As students dive into more advanced ASL signing, including unique grammar features, advanced classifiers, and locatives, they'll learn, compose, and present newfound vocabulary and narratives by immersion in Deaf culture and community. Students will learn opinions, slang, and idioms, to use technology and media that offers authentic Deaf perspectives. They will explore how travel, cultural differences, and geography affect sign language, and gain a better understanding of Deaf culture by learning about important events and examining topics such as education, science, and literature. Additionally, through discussing Deaf culture and experiences, students will advance their signing skills by developing verb tenses, grammar, and syntax in real conversation activities and through opportunities to debate real issues. Students will explore the next steps in education and career opportunities for their new intermediate ASL skills.

✨ *Students will need to be enrolled separately in each semester course*

AP French Language and Culture ✨

French Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills. The course prepares students for the AP French Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience requiring the use of French exclusively. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking, and writing is in French. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts. The course makes great use of the Internet for updated and current material.

✨ *This is a full-year course*

AP Spanish Language and Culture ✨

Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills. The course prepares students for the AP Spanish Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they can share their opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

✨ *This is a full-year course*

Chinese I 🌟

High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading, and listening comprehension activities, speaking, and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

🌟 *This is a full-year course*

Chinese II 🌟

Students in high school continue their introduction to Chinese in this second-year course with a review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading, and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

🌟 *This is a full-year course*

German I 🌟

High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading, and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

🌟 *This is a full-year course*

German II 🌟

Students continue their introduction to high school German in this second-year course with a review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading, and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

🌟 *This is a full-year course*

Latin I 🌟

High school students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading, and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

🌟 *This is a full-year course*

Latin II 🌟

Students continue their introduction to high school Latin by covering the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading, and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

🌟 *This is a full-year course*