

# **Student Registration Guide Swartz Creek High School**

**2024-2025**



## **MISSION**

**SWARTZ CREEK COMMUNITY SCHOOLS INSPIRES OUR LEARNERS TO EMBRACE CHALLENGES, SET GOALS,  
GROW THEIR TALENTS, AND REALIZE THEIR DREAMS FOR SUCCESS IN A GLOBAL SOCIETY**

# Parent Letter from the Principal

Dear Parent(s)/Guardian(s):

High school is a time for our students to explore options for their future while acquiring learning skills to ensure their success regardless of the path they choose (College, Skilled Trades, Military, or the Workforce). This is what makes intentionality in the selection of courses so vital. While all students are required to take courses in the core academic subjects (English, Math, Science, and Social Studies) as described in the Michigan Merit Curriculum, there are many options for how to meet those requirements and flesh out the remainder of their schedule with elective options. This guide provides the details of all of the options at our students' disposal. We encourage you to examine these options with your student and contact their assigned counselor with any questions that arise. Copies of the Student Registration Guide will be available online, in the lab, and by request from counselors.

I encourage you to help your child plan out a challenging high school career, providing them opportunities for growth throughout. This planning will help ensure all requirements are met and inform their counselor of the desired path you have chosen.

If you have any questions or concerns regarding the registration process and course requirements, please contact your student's assigned guidance counselor.

<b>Assignment (by last name)</b>	<b>Counselor</b>	<b>Phone</b>	<b>Email</b>
Students A-F	Jodi Guzak	(810) 591-1870	<a href="mailto:jguzak@swcrk.org">jguzak@swcrk.org</a>
Students G-M	Stephanie Carle	(810) 591-1869	<a href="mailto:scarle@swcrk.org">scarle@swcrk.org</a>
Students N-Z	Lisa Michalczuk	(810)-591-1868	<a href="mailto:lmichalczuk@swcrk.org">lmichalczuk@swcrk.org</a>
Secretary	Mandy Cummins	(810) 591-1866	<a href="mailto:mcummins@swcrk.org">mcummins@swcrk.org</a>

We are fortunate to have a wide variety of options to challenge our students, including Advanced Placement courses, Dual Enrollment opportunities, and multiple Early/Middle College options. Thank you for choosing Swartz Creek Community Schools; I am confident that our combined efforts will provide your student with a high-quality education.

Sincerely,



Steve Clark  
Principal  
Swartz Creek High School

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## Class of 2025-2027 High School Graduation Requirements

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21<sup>st</sup> Century, the State of Michigan has enacted a rigorous set of statewide graduation requirements that are among the best in the nation. With successful completion of these graduation requirements, students will be well-prepared for future success in college and in the workplace.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

### 23 Total Credits Required for Graduation

English				
Including:	English 9/Honors English 9	1.0 credit		
	English 10/Honors English 10	1.0 credit		
	English 11/AP English Language	1.0 credit		
	English 12/AP English Literature	1.0 credit	=	4.0 credits
Science				
Including:	Biology /Honors Biology	1.0 credit		
	Physical Science or Science Elective	1.0 credit		
	Chemistry/Honors Chemistry or Physics/Honors Physics	1.0 credit	=	3.0 credits
Social Studies				
Including:	World History	1.0 credit		
	US History/AP US History	1.0 credit		
	Government or AP Government	0.5 credits or 1.0 credits		
	Economics	0.5 credits	=	3.0 credits
Mathematics				
Including:	Algebra I	1.0 credit		
	Geometry/Honors Geometry	1.0 credit		
	Algebra II or Honors Algebra II or Algebra IIA	1.0 credit		
	1 Additional Math or Math related course	1.0 credit	=	4.0 credits
Physical Education***		0.5 credit		
Health		0.5 credit		
World Language-2 credits of the same language*		2.0 credits		
Visual/Performing/Applied Arts (VPAA)		1.0 credit		
Online course or learning experience**				
	<b>Required Credits Above</b>	= 18 credits		
	<b>Elective Credits</b>	= 6 credits		
	<b>Total Credits Required to Graduate</b>	= <b>23 credits</b>		

\*The second credit of World Language (WL) may be substituted with a GCI credit or a VPAA credit BUT some colleges may still require 2 years of the same WL for acceptance. Swartz Creek Community Schools strongly encourages students to obtain at least 2 full credits of the same WL.

\*\*The Education Development Plan (EDP) units fulfill the on-line learning experience required for the Michigan Merit Curriculum.

\*\*\*Beginning with the graduating class of 2026: Active participation in three complete seasons of an approved Swartz Creek High School sport (reported by the Athletic Department at the end of each school year) or active participation in three years of band (including Marching Band) may waive the Personal Education requirement and qualify as the Physical Education graduation requirement.

Students must take and complete ALL components of the state mandated testing in order to earn a high school diploma. Students are required to be enrolled full time in 6 credits per year.

## Class of 2028 and beyond High School Graduation Requirements

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21<sup>st</sup> Century, the State of Michigan has enacted a rigorous set of statewide graduation requirements that are among the best in the nation. With successful completion of these graduation requirements, students will be well-prepared for future success in college and in the workplace.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

### 23 Total Credits Required for Graduation

English			
Including:	English 9/Honors English 9	1.0 credit	
	English 10/Honors English 10	1.0 credit	
	English 11/AP English Language	1.0 credit	
	English 12/AP English Literature	1.0 credit	= 4.0 credits
Science			
Including:	Biology /Honors Biology	1.0 credit	
	Physical Science or Science Elective	1.0 credit	
	Chemistry/Honors Chemistry or Physics/Honors Physics	1.0 credit	= 3.0 credits
Social Studies			
Including:	World History	1.0 credit	
	US History/AP US History	1.0 credit	
	Government or AP Government	0.5 credits or 1.0 credits	
	Economics	0.5 credits	= 3.0 credits
Mathematics			
Including:	Algebra I	1.0 credit	
	Geometry/Honors Geometry	1.0 credit	
	Algebra II or Honors Algebra II or Algebra IIA	1.0 credit	
	1 Additional Math or Math related course	1.0 credit	= 4.0 credits
Physical Education***		0.5 credit	
Health		0.5 credit	
Personal Finance Credit (incorporated within Economics Courses)****		0.5 credit	
World Language-2 credits of the same language*		2.0 credits	
Visual/Performing/Applied Arts (VPAA)		1.0 credit	
Online course or learning experience**			
	<b>Required Credits Above</b>	=	<b>18.5 credits</b>
	<b>Elective Credits</b>	=	<b>6 credits</b>
	<b>Total Credits Required to Graduate</b>	=	<b>23 credits</b>

\*The second credit of World Language (WL) may be substituted with a GCI credit or a VPAA credit **BUT** some colleges may still require 2 years of the same WL for acceptance. Swartz Creek Community Schools strongly encourages students to obtain at least 2 full credits of the same WL.

\*\*The Education Development Plan (EDP) units fulfill the on-line learning experience required for the Michigan Merit Curriculum.

\*\*\*Beginning with the graduating class of 2026: Active participation in three complete seasons of an approved Swartz Creek High School sport (reported by the Athletic Department at the end of each school year) or active participation in three years of band (including Marching Band) may waive the Personal Education requirement and qualify as the Physical Education graduation requirement.

\*\*\*\*Beginning with the Class of 2028, all students **MUST** earn 0.5 credits in Personal Finance to graduate. This requirement can be met by completing the Personal Finance standards, which are embedded in the required Swartz Creek Economics course. See Economics course description for more details.

Students must take and complete ALL components of the state mandated testing in order to earn a high school diploma.

Students are required to be enrolled full time in 6 credits per year.

## Grade Point Average (GPA)

Grade Point Average in all classes except those with weighted GPA (AP Courses) are calculated by changing each letter grade earned into its numerical equivalent according to the chart below. All grades earned are used to make this calculation. When a student repeats a class he/she failed, the original grade earned and the grade earned retaking the class are both used in the calculation.

The following point system is used to numerically represent letter grades:

A = 93 – 100 = 4.0	A- = 90 – 92 = 3.8	B+ = 87 – 89 = 3.5	B = 83 – 86 = 3.0
B- = 80 – 82 = 2.8	C+ = 77 – 79 = 2.5	C = 73 – 76 = 2.0	C- = 70 – 72 = 1.8
D+ = 67 – 69 = 1.5	D = 63 – 66 = 1.0	D- = 60 – 62 = 0.8	E = Below 60 = 0.0

Grades earned in Advanced Placement (AP) will be weighted by a factor of 1.25.

To receive “High Honors” or Gold Cords a student must have earned an overall grade point average of 3.75 or higher.  
To receive “Honors” or Silver Cords a student must have earned an overall grade point average of 3.3 – 3.74.

## Ways to Earn High School Credit

Ways to earn credit	Description	What is proficiency?	How is it designated on the Transcript?	Is this part of the HS GPA
High School Courses	Courses offered at any accredited public or private school	D- or Above	Letter grade	Yes
Courses prior to high school (MS) that meet high school requirements	Courses such as Algebra 1, Spanish 1, or MVHS	D- or Above	CR	No
Testing Out	Taking assessments that demonstrates proficiency in a course	77% or Above	T	No
Credit Recovery	Summer school or credit recovery courses	D- or Above	Letter Grade	Yes
Dual Enrollment	College courses taken and partially paid for by the high school during the school year	D- or Above	Letter Grade submitted to the counselor via college transcript	Yes
Simultaneous Enrollment	College courses taken and paid for by the student at any time during their high school career. 3 credit course = 1 HS Credit	D- or Above	Letter grade submitted to the counselor via college transcript	Yes
Accelerated Credit Attainment during HS	MVHS online courses paid for by the student with counselor pre-approval.	D- or Above	Letter Grade	Yes
Foreign Language Assessment	Students can earn credit in a language not offered by SCHS by meeting competency criteria established by the Superintendent	77% or Above	T	No
Home School	Documentation must be provided to the school district. See Board Policies 9270 & 5463	Evidence of Proficiency	All courses taken at a home school will be given a grade of Pass or Fail (P/F) and transcripts will denote "home education" with P/F grades and "credits" assigned.	No
	Assessment(s) must be completed See Board Policies 9270 & 5463	77% or above	T	No
Semester Course Assessments	When a student fails a course, semester credit can be earned if 77% is achieved on the end of semester assessment	77% or Above	D-	Yes

Updated 11/9/2021

## Dual Enrollment

ALL dual enrollment forms must be completed, signed, and returned to the high school counseling office by **May 31st** to participate in Fall (1st semester) dual enrollment and by **November 30th** to participate in winter (2nd semester) dual enrollment. Forms are available in the high school counseling office and on the high school counseling web page

- **Eligible Students**

- Students must have taken one of the following assessments: PSAT, SAT, MME, or ACT and have achieved a minimum qualifying score.
- Students must have a cumulative GPA at or above the minimum GPA required by the college the student wishes to attend.

- **Courses**

- Students cannot take a dual enrollment course in the areas of hobby, craft, recreational, physical education class, theology, divinity, or religious education.
- Students who wish to take dual enrollment courses in Advanced Placement content areas must have completed the Swartz Creek High School offering of those Advanced Placement courses.
- Students can take no more than 10 Dual Enrollment courses during high school.
  - See counselor for more details regarding limits on the number of dual enrollment courses students can take in a school year.

- **Scheduling & Credit**

- 1- 3 credit college courses are equivalent to 0.5 HS credit and will fill 1 of the 6 hours in the student's high school schedule.
- 4 or more credit college courses are equivalent to 1.0 HS credit and will fill 2 of the 6 hours in the student's high school schedule.
- Dual enrollment course times may not interfere with high school course times. Unless there are special circumstances, students need to select dual enrollment classes that meet in the afternoon and/or evening AFTER high school classes.

- **Student Responsibilities**

- Students are responsible for verifying the transferability of their dual enrollment courses with any other higher education institutions that they may choose to attend in the future.
- Students must have their own round-trip transportation if they are taking courses that meet on the college campus.

- **Tuition and Fees**

For the 2023-2024 school year, Swartz Creek Schools paid a maximum of \$762.50 toward tuition, course fees, technology fees, materials fees, registration fees, and late fees for each 1-3 credit hour college course and \$1,525.00 for each 4-5 credit hour college course. The parent/guardian assumes financial responsibility for any tuition, fees, books, and supplies that exceed the maximum amount covered by the school district. **These amounts change every year and will be determined by Central Office.** If the student withdraws from or fails a course, the parent/guardian is responsible for repaying the school district for the amount of money it expended for the course that was not refunded by the postsecondary institution.

- **Grades**

The grade earned by the student at the postsecondary institution shall transfer to Swartz Creek High School as the same grade. These grades will count, along with Swartz Creek High School grades, in the computation of the student's GPA and class rank.

### Dual Enrollment Process

- ✓ Meet with guidance counselor
- ✓ Complete a college application
- ✓ Complete dual enrollment forms and submit to high school counseling office
- ✓ Complete orientation
- ✓ Register for the class

## Swartz Creek Early Middle College

The Swartz Creek Early Middle College (SCEMC) is a 5 year program designed to allow a student to earn transferable college credits based upon the Michigan Transfer Agreement, or tailor a certificate program to earn a career credential, or earn up to an associates of science/arts from Mott Community College, at the same time as earning their high school diploma. Students will begin blending high school coursework with college-level coursework in 11th grade, adding additional college courses in 12th grade, and completing a full schedule of college coursework in the 13th year. While this program is of little to no financial cost to you, it will require dedicated hard work on the part of each student and the devoted support of families. SCEMC is excited to partner with Mott Community College in this venture.

Students who participate in the SCEMC will begin the program taking specific pre-chosen general education courses through Mott Community College as a cohort. As the program progresses, students will have the opportunity to personalize their college curriculum to support their individual career goals. SCEMC students will participate in the high school graduation ceremony following the completion of their 12th year, but will not receive their high school diploma until they complete the program in their 13th year. In their 13th year, students will be taking a full course load of college classes on Mott Community College's campus.

Students interested in learning more about the SCEMC should contact their counselor. Applications for the program are completed during the students 10th grade year, during the spring semester, typically at the time scheduling occurs for the following year.

Upon entering the SCEMC students will have the option to take classes towards a specific associates degree or certificate offered at MCC or complete general education credits to transfer to another college after completion of their 13th year. It is recommended that students who want to complete general education course complete the requirements of the Michigan Transfer Agreement. The MTA is an agreement between most MI colleges and community colleges that allows students to complete general education credits at one institution and transfer those credits as a package to another institution.

Students wishing to [complete the MTA](#) must meet the following requirements:

- 1 course in English Composition
- A second course in English Composition OR 1 course in Communications
- 1 course in Mathematics
- 2 courses in Social Sciences (from two different disciplines)
- 2 courses in Humanities or Fine Arts (from two different disciplines, excluding studio or performance classes)
- 2 courses in Natural Sciences (including one with a laboratory experience, and from two different disciplines)
- Total of 30 credits

[MCC's general education courses can be found here.](#)

Students wishing to transfer to a 4-year university might also find their college's [transfer guides](#) helpful when picking classes to take.

Students wishing to complete an associates or certificate program at MCC can find a [list of programs here.](#)

## Online Learning

Students must have a C+ or better in the content of the requested online class. If the requested online class is yearlong, the student must have received a C+ in both semesters. Counselors will check second semester grades to ensure eligibility. The deadline to apply for online learning is the last day in April. The student must have the signed parent permission form returned to their counselor. The deadline to drop the online class is the last day of school. Only courses from the state catalog may be selected. [www.micourses.org](http://www.micourses.org).

## Testing Out Procedures

Public Act 335 of 1993 states that high school credit may be earned in any course offered by the school through testing out. This applies to all Swartz Creek High School courses with the exception of courses lower in sequence of those already passed by a student. This “credit” verifies proficiency of the course objectives. A grade of 77% or higher is needed to have this credit appear on the high school transcript. The course tested out of will appear on the transcript with a grade of “T”. Failure to earn a 77% or better will not be reflected on the transcript. Testing out cannot be used to replace a grade earned in a course already taken. It will serve as credit only. Students cannot test out of a class in which they are currently enrolled.

Students will have the opportunity to test out based upon completion of the application process. ***Students may pick up the applications in February in the Counseling Office. Students and parents are expected to complete this application and return it to the Counseling office by the date indicated on the application. Testing Out occurs once per calendar year on a designated date in June.***

A parent signature is required for all students regardless of age. In addition, students and parents are to identify the respective course(s) for testing out. Testing out is a lengthy affair. In most instances students will be expected to take both the midterm and final exams. Students are given up to three hours to test out for each registered course. Students taking more than one exam will receive a 30-minute lunch break between tests. Students are welcome to bring **QUIET** snacks to eat while testing. You **MUST**: Arrive on time, prepared to take the test(s) for which you registered.

***This testing-out schedule will be adhered to without exception.***

Testing out affords students an opportunity to gain mastery credit for a specific course to allow them to enhance and expand their educational opportunities by accelerating their academic program. Students are required to take seven classes each semester.

## Scheduling Process

### Availability of Courses Described in the Program of Studies

Our curriculum contains a wide variety of courses. Staffing decisions are made in light of course enrollment and available resources. Low enrollment or staffing constraints may result in the cancellation of some courses and/or sections of courses. Because the master scheduling of the classes and the teachers is based on students' requests, it is very important that students carefully consider selections.

### Student Schedule Change Requests

A student must request a schedule change through the counseling office. Student schedules are built based upon graduation requirements and student requests. Schedule change requests will be made only if a student attends summer school, does not meet a prerequisite for the class, has unmet graduation requirements, or if class size or time constraints restrict the schedule from being changed, or as a result of a course having been canceled. Changes will be honored within the realistic boundaries of class size, time periods, and the student's overall graduation progress. Additionally when scheduling, students need to pay particular attention to prerequisites of courses. During the first semester schedule changes can be made through the second Friday and during the second semester changes can be made through the first Friday. Students and parents will work with their counselor to make necessary schedule changes. After these designated time periods, schedule changes must be approved by the teacher, counselor, and administration. **A request to change teachers will be considered only when the student has had a previous experience with the teacher.**

### Swartz Creek High School Sample Four-Year Planning Guide

Grade	English	Social Studies	Math	Science	Elective	Elective
<b>9<sup>th</sup></b>	English 9 or Honors English 9	World History	Algebra 1 or Honors Geometry	Biology or Honors Biology	Health .5 & Physical Education .5	World Language year 1
<b>10<sup>th</sup></b>	English 10 or Honors English 10	U.S. History or AP U.S. History	Geometry or Honors Geometry or Algebra 2 or Honors Algebra 2	Physical Science or Honors Chemistry	1.0 Visual Performing or Applied Arts course	World Language year 2
<b>11<sup>th</sup></b>	English 11 or AP English Language	Economics .5 & Government .5 OR Economics .5 & AP Government 1.0	Algebra 2 A or Algebra 2 or Honors Algebra 2 or Trig/Statistics or Analysis	Chemistry or Physics or Honors Physics or Honors Chemistry or if Chemistry is already completed: AP Biology or AP Chemistry	<input style="width: 80px; height: 20px;" type="text" value="CHOICE"/>	<input style="width: 80px; height: 20px;" type="text" value="CHOICE"/>
<b>12<sup>th</sup></b>	English 12 or AP English Literature	<input style="width: 80px; height: 20px;" type="text" value="CHOICE"/>	Trig/Statistics or Analysis or Applied Calculus or AP Calculus	<input style="width: 80px; height: 20px;" type="text" value="CHOICE"/>	<input style="width: 80px; height: 20px;" type="text" value="CHOICE"/>	<input style="width: 80px; height: 20px;" type="text" value="CHOICE"/>

This is a sample four year plan that could be used to plan out courses a student wishes to take at Swartz Creek High School to meet graduation requirements. Students are encouraged to take more academics than represented on this chart if their future plans involve attending a community college, trade school, or 4 year University. This is a document that can change at any time based on the students' goals after high school. Counselors meet with students yearly to assist in course selections based on a student's career pathway. If you have questions, please contact your counselor.

## Career Pathways

Swartz Creek High School strives to prepare our students to make informed decisions regarding career choices through the exploration of Career Pathways and the development of EDPs. These programs encourage students to define and assess their career interests and abilities in order to better provide career direction for pursuing lifelong goals after high school. The Educational Development Plan (EDP) is a program designed to assist your child both with future educational plans and also in making course selections for high school classes. These EDPs are web-based and may be viewed and updated by students and parents at home by visiting: <https://xello.world/en/>

**Arts & Communication:** Careers in this path are related to 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.

**Business & Management:** Careers in this path are related to the business environment. These include entrepreneurship (business ownership); marketing, sales, computer and information systems, finance, accounting, personnel, economics, and management.

**Engineering & Industrial:** 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.

**Health & Science:** Careers in this path are related to the promotion of health and treatment of diseases. These include research prevention, treatment, and related health technologies.

**Human Service & Public Administration:** Careers in this path are related to economic, political, and social systems. These include education, government, law, and law enforcement, religion, child-care, and social services.

**Natural Resources:** 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.

**Exploring Career Pathways:** By exploring career majors and suggested pathways now, you can expand your choices for the future. The courses you select in high school can greatly assist your future career development. By exploring different career pathways, you will see how many of the things you study (math, science, social studies) in school are important in many careers. When you see a connection between what you are learning in school and the demands of the workplace and college admissions requirements, chances are school will mean more to you. Plus, you will be more motivated because you will be in charge of where you are going, and pursuing interests and activities that matter to you.

**Why are Career Pathways Important? :** Today's job market demands a highly skilled workforce. Many new jobs require at least one or more years of education beyond high school. So the courses you select in high school can prepare you for further education and employment. To be successful in today's labor market, you need to be prepared with a school and employment record that shows high academic achievement, good attendance, and that you are driven by a purpose and have goals.

**Plan of Action:** Goals are essential to your academic and occupational career. Goals are your road map, giving a destination and a route. Complete a four-year system using Swartz Creek High School's graduation course requirements and electives that support your career pathway. Picking a career pathway is not a permanent choice. It is only a starting point. It gives you a purpose for being in high school!

**Where can I get more information?:** This is a broad overview of the six pathways. Information on salaries, training, and employment outlook is different for each career. You can find additional information by utilizing the following computerized programs:

<https://xello.world/en/>  
[www.onetonline.org](http://www.onetonline.org)

[www.bls.gov/ooh](http://www.bls.gov/ooh)  
[www.careeronestop.org](http://www.careeronestop.org)

## Business Education

All courses count toward the 1.0 credit VPAA graduation requirement

<b>6073</b>	<b>Accounting</b>	<b>Full Year</b>	<b>10, 11, 12</b>
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The student will learn double entry bookkeeping while analyzing the impact on a business operation. While recording daily transactions in various journals and ledgers, the students will learn about the financial operations of single owner businesses as well as corporations. Students practice proper accounting procedures through the use of business simulations and practice sets. This course will prepare the student for proficiency in financial record management and may lead to entry level job placement. Google Sheets will be used to supplement instruction. Accounting is an essential course for any college-bound student who is considering a career involving finance, business, and/or marketing. If taken in the senior year, a student who has fulfilled the approved math sequence of courses as described in the Michigan Merit Core Curriculum guidelines, may receive math credit. This course is articulated with Mott Community College. See instructor for details.

**Note: If taken in the senior year, a student who has fulfilled the approved math sequence of courses as described in the Michigan Merit Core Curriculum guidelines, may receive math credit.**

<b>6820</b>	<b>Personal Finance</b>	<b>Semester</b>	<b>10, 11, 12</b>
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This course is designed to empower students to make sound financial decisions for life. Learning how to manage your money is one of the most important skills you can have. This course will provide students with the tools and knowledge that will help them win with money from the start. Personal finance concepts taught in this course include savings, investing, banking, budgeting, how to avoid debt, credit responsibility, insurance and consumer awareness. It is designed to help the student prepare for independent living and emphasizes how making smart financial decisions at a young age will result in positive long-term consequences. The curriculum is based on Dave Ramsey's Foundations in Personal Finance.

**Note: This class may fulfill ½ the requirement for a math related class your senior year.**

## Work Based Learning Education

Work-based learning experiences are essential for students to form and develop aspirations and to make informed choices about careers. This experience allows students to apply hands-on knowledge and skills they have obtained from their CTE training in the workplace which leads to an engaging, rigorous, and relevant experience. Work-based learning opportunities allow students to build transferable skills that lead to success in college and career while painting a realistic picture of the future students will face in the working world!

<b>6623 Work Based Learning Job</b>	<b>Number of credits is based on number of hours working</b>	<b>11, 12</b>
<b>6603 Work Based Learning Related Course</b>	<b>Full Year</b>	<b>11, 12</b>

**Prerequisite:** Students may not register without prior approval from the Work-based Learning Coordinator. The Work-based Learning Coordinator will confer with students to determine the student's eligibility based on the Work-based Learning contract and requirements to pass. The Work-based Learning Coordinator will also determine the enrollment eligibility for the Work-based Learning related class.

This course is designed for qualified high school juniors and seniors who are at least 16 years of age. Students accepted into the program attend school a minimum of five class periods per day for seniors, six for juniors, and work on the job (training station) for part of the day. The program is designed to develop basic occupational competencies for future employment in business, industrial technology, or other related career and technical education occupational areas. The student is supervised and trained by the employer in cooperation with the school Work-based Learning Coordinator. The employer is considered a partner in the program by providing required documentation, training, work experience, and the possibility of employment upon graduation.

**NOTE:** Students must be concurrently enrolled in a related class or Work Based Learning Related Course while taking Work-based Learning Job. Students must have selected an EDP career pathway and their job must be in the occupational area of the pathway.

### **Other related courses for the Work Based Learning Program**

Accounting                      Personal Finance

Admission into the Work-based Learning Program is based on the approval of the teacher. Grades, attendance, and behavior of the applicant will be reviewed and pre-admission interviews will take place. Probationary status and/or a contract may be applicable in certain situations.

### **Vocational Educational Programs**

All vocational education programs follow the district's policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status in all activities and employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation. For general information about these programs, contact:

**Mr. Tim Crow**  
**Swartz Creek High School**  
**One Dragon Drive**  
**Swartz Creek, MI 48473**  
[tcrow@swcrk.org](mailto:tcrow@swcrk.org)

## Computer Literacy

All courses count toward the 1.0 credit VPA graduation requirement

<b>6110</b>	<b>Coding Concepts</b>	<b>Semester</b>	<b>10, 11, 12</b>
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**Prerequisite:** Successful completion of Geometry with a 2.0.

Students are introduced to input/output, decision making, recursion, functions, arrays, objects, and object-oriented design. Currently, these concepts are explored via the themes of drawing, animation, and web design using JavaScript and HTML as the primary languages.

**Note: This class may fulfill  $\frac{1}{2}$  the requirement for a math related class your senior year.**

<b>6220</b>	<b>Advanced Coding And Game Design</b>	<b>Semester</b>	<b>10, 11, 12</b>
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**Prerequisite:** Successful completion of Coding Concepts (6110) with a 2.0.

Students build upon the ideas covered in Coding Concepts and use them to design and implement simulations and games. Our projects are designed to target multiple devices, from desktop computers controlled by a keyboard and mouse, to mobile devices that rely on touch for input.

**Note: This class may fulfill  $\frac{1}{2}$  the requirement for a math related class your senior year.**

## English/Language Arts

**Michigan Merit Curriculum requirements: 4.0 credits in English through the required courses below:**

- |  |   |   |  |
|--|---|---|--|
| <p><b><u>9<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• English 9 or</li> <li>• Honors English 9</li> </ul> | <p><b><u>10<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• English 10 or</li> <li>• Honors English 10</li> </ul> | <p><b><u>11<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• English 11 or</li> <li>• AP English Language</li> </ul> | <p><b><u>12<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• English 12 or</li> <li>• AP English Literature</li> <li>•</li> </ul> |
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<b>1013</b>	<b>English 9</b>	<b>Full Year</b>	<b>9</b>
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Students establish baseline skills in reading, writing, speaking, and listening in accordance to grade level common core state standards. These include: reading comprehension and literary analysis skills with classwide, group, and/or individual choice text selections; finding, evaluating, and drawing upon textual evidence to support claims; drafting and revising narrative, argumentative, and informative writing; essential understanding and application of standard English grammar; media and technological literacy; conducting research; and preparing for, participating in, and leading academic discussions and presentations.

<b>1023</b>	<b>Honors English 9</b>	<b>Full Year</b>	<b>9</b>
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**Prerequisite:** Completion of summer work, satisfactory placement test score, and teacher recommendation. *In addition, students must achieve 3 out of 4 of the following criteria:* ELA grade C or above, Pattern of student attendance, competitive STAR or PSAT scores

Honors English 9 is a rigorous, demanding course designed to parallel the English 9 curriculum, but with more depth and breadth of content and skill focus. Students work to develop critical thinking, reading, and writing skills as they learn how to critically analyze fiction and non-fiction texts from various genres, periods, and cultures. This course is also designed to begin to prepare students for AP Language in junior year & AP Literature their senior year. This class moves at an accelerated pace requiring students to have a strong work ethic as well as an advanced foundation of reading and writing skills. This course fulfills the English 9 requirement.

<b>1033</b>	<b>English 10</b>	<b>Full Year</b>	<b>10</b>
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Students develop established skills in reading, writing, speaking, and listening in accordance to grade level common core state standards. These include: reading comprehension and literary analysis skills with classwide, group, and/or individual choice text selections; finding, evaluating, and drawing upon textual evidence to support claims; drafting and revising narrative, argumentative, and informative writing; essential understanding and application of standard English grammar; media and technological literacy; conducting research; and preparing for, participating in, and leading academic discussions and presentations.

<b>1043</b>	<b>Honors English 10</b>	<b>Full Year</b>	<b>10</b>
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**Prerequisite:** *Required IF student has not taken Honors 9:* Placement test score considered, English 9 teacher recommendation and summer work completed. *In addition, students must achieve 3 out of 4 of the following criteria:* ELA grade C or above, Pattern of student attendance, competitive STAR or PSAT scores.

Honors English 10 is a rigorous, demanding course designed to parallel the English 10 curriculum, but with more depth and breadth of content and skill focus. This course will explore the evolution of the American Dream as we analyze a wide variety of non-fiction and some fiction texts including novels, short-stories, poetry, a play, essays, journal entries, and biographies. Students work toward further developing skills in critical reading comprehension and analysis, analytical writing, and articulation of thought and argument. There will be a strong emphasis on literary analysis and building rhetorical skills in order to prepare students for AP Language in 11th grade and AP Literature in 12th grade. This class moves at an accelerated pace requiring students to have a strong work ethic, advanced reading skills, and excellent writing skills. This course fulfills the English 10 requirement.

<b>1053</b>	<b>English 11</b>	<b>Full Year</b>	<b>11</b>
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Students expand established skills in reading, writing, speaking, and listening in accordance to grade level common core state standards. These include: reading comprehension and literary analysis skills with classwide, group, and/or individual choice text selections; finding, evaluating, and drawing upon textual evidence to support claims; drafting and revising narrative, argumentative, and informative writing; essential understanding and application of standard English grammar; media and technological literacy; conducting research; and preparing for, participating in, and leading academic discussions and presentations. In addition, test taking strategies in preparation for the SAT will be introduced and emphasized.

<b>1063</b>	<b>AP English Language and Composition</b>	<b>Full Year</b>	<b>11</b>
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**Prerequisite:** *The following determinants will be used for placement:* STAR scores - Grade Equivalent scores at or above grade level placement, PSAT scores - at or above 1100, Teacher recommendation, Completion of summer work

In addition to preparing students for the state assessment, students in this year-long course will experience college-level work as they read a variety of fictional and informational texts and learn elements of rhetoric in order to write in various modes. Because students will take the Advanced Placement English Language exam in the spring in order to qualify for college credit, the instructor will follow the AP College Board-approved syllabus and use pre-approved college-level materials. This course fulfills the English 11 requirement.

1073	English 12	Full Year	12
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Students refine established skills in reading, writing, speaking, and listening in accordance to grade level common core state standards. These include: reading comprehension and literary analysis skills with classwide, group, and/or individual choice text selections; finding, evaluating, and drawing upon textual evidence to support claims; drafting and revising narrative, argumentative, and informative writing; essential understanding and application of standard English grammar; media and technological literacy; conducting research; and preparing for, participating in, and leading academic discussions and presentations. In addition, a cumulative senior exit presentation is required at the end of the year.

1083	AP English Literature and Composition	Full Year	12
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**Prerequisite:** *The following determinants will be used for placement:* STAR scores - Grade Equivalent scores at or above grade level placement, PSAT scores - at or above 1100, Teacher recommendation, Completion of summer work

This year-long college-level course emphasizes critical reading in both imaginative and discursive literature from the classical, British, and American traditions, with a special emphasis on poetry. Advanced writing instruction will emphasize analysis of literature and related ideas. Because students will take the Advanced Placement English Language exam in the spring in order to qualify for college credit, the instructor will follow the AP College Board-approved syllabus and use pre-approved materials. Two major projects include an individual research project and multimedia senior exit presentation. This class moves at an accelerated pace requiring students to have a strong work ethic, advanced reading skills, and excellent writing skills. This course fulfills the English 12 requirement.

1100	Creative Writing	Semester	11, 12
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This creative writing course provides an opportunity for students to explore different fields of writing and to share their efforts with others. This course utilizes a writing workshop approach. Students will write every day, and they will explore different writing techniques and styles. The students independently set goals and schedules for their particular interests and needs. **This course does not fulfill the English requirement for graduation. Offered on a rotational basis.**

1135	Holocaust Literature	Semester	11, 12
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In this course, students will examine different literary approaches to describing and making sense of the Holocaust, including documents about and by resisters, survivors, and victims, as well as narratives by a younger generation of Germans attempting to come to terms with the atrocities committed in their homeland.

## General Electives

<b>1516</b>	<b>Peer to Peer</b>	<b>Semester</b>	<b>9, 10,11,12</b>
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**Prerequisite:** None. Student must fill out an application form and, if selected, go through a short interview process to determine an appropriate fit for a peer.

Peer to Peer is an elective course that provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on; journaling and or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with their assigned peer, and a final project. Time outside of the classroom may be required.

<b>1533</b>	<b>LINK Crew</b>	<b>Full Year</b>	<b>11, 12</b>
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**Prerequisite:** Selection as a Link Leader

Link Leaders learn to be a peer supporter whose main objective is to help increase academic and social success of the freshmen class. This course allows more time and attention for training and developing selected students as leaders in the high school building. It allows time for planning and executing specific LINK program lessons and events held for the freshman class that have a positive impact on the school climate.

<b>1514</b>	<b>Junior Leadership</b>	<b>Semester</b>	<b>9, 10</b>
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This introductory course will emphasize skills such as goal setting, communication, and organization, along with the other skills it takes to be a good leader both in your school and community. The structure of this class will consist of group activities, planning for school and community events, individual projects/goals, and the learning and practicing of leadership qualities/skills both as a group and as individuals. The focus of this class will be to give you the tools you need to become great leaders.

<b>1515</b>	<b>Leadership</b>	<b>Semester</b>	<b>11, 12</b>
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**Prerequisite:** Application Process

The leadership class at Swartz Creek High School will emphasize skills such as goal setting, communication, and organization, along with the other skills it takes to be a good leader both in your school and community. The students will take part in group activities, planning for school and community events and projects.

Throughout the term, we will seek to refine leadership skills that are evident within our student leaders as well as challenge our leaders to hone other skills that may not have been utilized before. Organization, time management, delegation and personal responsibility and growth will be areas given special attention.

## Mathematics

**Michigan Merit Curriculum requirements: 1.0 credit Algebra 1; 1.0 credit Geometry; 1.0 credit Algebra 2 and 1.0 credit additional math or math related course. Must earn 1.0 credits in a math class in the 12th grade year.**

<b>3013</b>	<b>Pre-Algebra</b>	<b>Full Year</b>	<b>9</b>
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**Prerequisite:** Teacher Recommendation

This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables. This course will also backfill under-developed concepts in order to prepare students to handle the rigor of Algebra 1.

<b>3033</b>	<b>Algebra 1</b>	<b>Full Year</b>	<b>9, 10</b>
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Algebra I is the standard one year algebra course offered in every high school around the country. Attention is given to the properties and structure of algebra. Students will solve equations, systems of equations, and inequalities. Students will work with the real number system, algebraic expressions and linear graphing.

<b>3043</b>	<b>Geometry</b>	<b>Full Year</b>	<b>9, 10, 11</b>
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**Prerequisite:** Completion of Algebra 1 (3033)

This course is designed for those students who are (1), planning on a technical career or (2), planning on going to college but do not intend to major in mathematics or science or (3), have a genuine interest in mathematics but see no essential career use for it. The course is designed to expand and unify the student's previous geometry experiences. Students are to become familiar with the relationships between plane and space figures. The course does not stress proofs but considers practical and numerical aspects of geometry by using concrete models.

<b>3143</b>	<b>Honors Geometry</b>	<b>Full Year</b>	<b>9, 10</b>
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**Prerequisite:** B or Better in Algebra 1 (3033)

Honors Geometry is designed to acquaint students with some of the properties of plane and solid figures. Students will also begin to learn to write formal mathematical proofs. Concepts studied in Algebra I will be reviewed and extended. The ideas of congruence, similarity, perpendicularity, and parallelism are studied and trigonometry is introduced. Students who are planning to enter highly technical fields or who are planning to attend college should take this course.

<b>3053</b>	<b>Algebra 2A</b>	<b>Full Year</b>	<b>12</b>
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**Prerequisite:** Completion of Geometry (3043) and Teacher Recommendation

This course reviews algebraic topics covered in the first course in Algebra 1. It covers the first half of the traditional Algebra 2 course. Topics studied include first and second degree equations and inequalities in one or more variables. Attention is given to graphing and analyzing functions. Students are introduced to matrices, complex numbers, rational functions, families of functions and logarithms.

<b>3253</b>	<b>Algebra 2</b>	<b>Full Year</b>	<b>11, 12</b>
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**Prerequisite:** Completion of Geometry (3043)

This course reviews algebraic topics covered in the Algebra 1 course. Topics studied in depth include first and second degree equations and inequalities in one or more variables. Attention is given to graphing and analyzing functions. Students are introduced to complex numbers, rational functions, families of functions, logarithms, probability, arithmetic and geometric sequences, and trigonometric functions.

<b>3153</b>	<b>Honors Algebra 2</b>	<b>Full Year</b>	<b>10, 11</b>
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**Prerequisite:** B+ or better in Geometry (3043) or B or better in Honors Geometry (3143)

This course reviews algebraic topics covered in the first course in Algebra 1 and extends them considerably. Topics studied in depth include first and second degree equations and inequalities in one or more variables. Attention is given to graphing and analyzing functions. Students are introduced to matrices, complex numbers, rational functions, families of functions, conic sections, logarithms, probability, arithmetic and geometric series and sequences and trigonometric functions.

<b>3072</b>	<b>Trigonometry</b>	<b>Semester</b>	<b>11, 12</b>
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**Prerequisite:** Completion of Algebra 2 (3253) or Honors Algebra 2 (3153)

Trigonometry: Two dimensional study of angular measure, trigonometric solutions of right and oblique triangles, logarithms, trigonometric and inverse trigonometric equations, complex numbers, and graphing trigonometric functions. Students will also apply trigonometry to practical shop blueprints and surveying.

<b>3100</b>	<b>Probability and Statistics</b>	<b>Semester</b>	<b>11, 12</b>
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**Prerequisite:** Completion of Algebra 2 (3253) or Honors Algebra 2 (3153)

Statistics: Topics studied include descriptive measures for empirical data, theory of probability, probability distributions, sampling distributions of statistics from large and small samples, estimation theory, hypothesis testing, correlation, and regression.

<b>3120</b>	<b>Sports Statistics</b>	<b>Semester</b>	<b>11, 12</b>
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**Prerequisite:** C- or better in Algebra I, Geometry, and Algebra II

Sports Statistics is intended for students who have an interest in college and professional level athletics. It involves the study of exploratory analysis, experimental design, probability, and statistical inference. Sports Statistics is an activity-based course in which students construct their own understanding of the concepts and techniques of statistics using real-world sports data. The purpose of this course is to familiarize students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data collected throughout the sports world. Students are expected to have mathematical quantitative reasoning ability. Reading and writing will be required to fulfill course objectives.

<b>3073</b>	<b>Honors Analysis</b>	<b>Full Year</b>	<b>11, 12</b>
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**Prerequisite:** B or better in Honors Algebra 2 (3153) or Teacher Recommendation

The course is designed as a pre-calculus study of functions. All topics previously studied in the Algebras are extended. Trigonometry, theory of equations, analytic Geometry, exponential and logarithmic functions are included.

<b>3078</b>	<b>Applied Calculus</b>	<b>Full Year</b>	<b>12</b>
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**Prerequisite:** Completion of Honors Analysis (3073)

The course approaches Calculus from a problem solving perspective. The course places emphasis on applications from business and science and focuses on polynomial functions. The topics include functions and their graphs, the algebra of functions, mathematical modeling, and a brief introduction to limits, derivatives, applications of derivatives including optimization, integration, techniques of integration, and applications of integration.

<b>3078</b>	<b>Advanced Placement (AP) Calculus AB</b>	<b>Full Year</b>	<b>12</b>
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**Prerequisite:** Completion of Honors Analysis (3073)

This course is intended for students who have thorough knowledge of Algebra, Geometry, Trigonometry, elementary functions, and analytic Geometry (including rectangular and polar coordinates, equation and graphs, lines and conics). The course reviews the function and analytic Geometry topics presented in the Analysis course and presents differential and integral calculus to the student.

## Physical Education/Health Department

### **Michigan Merit Curriculum requirements: 0.5 credit Health and 0.5 Physical Education**

\*\*\*Beginning with the graduating class of 2026: Active participation in three complete seasons of an approved Swartz Creek High School sport (reported by the Athletic Department at the end of each school year) or active participation in three years of band (including Marching Band) may waive the Personal Education requirement and qualify as the Physical Education graduation requirement.

**NOTE: A student may enroll in only one P.E. class per semester.**

<b>7900 Health</b>	<b>Semester</b>	<b>9,10,11,12</b>
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Health Education involves the relationship between physical, mental and social aspects of life. The student's health today and in the future is primarily his/her own responsibility. This course is provided so that the student might have the knowledge to live a long and healthy life. The course content includes: fitness, sex education, nutrition, first aid, mental health, misuse of alcohol, tobacco and drugs, communicable and chronic diseases, death education, suicide prevention, safety education, and recognition of future health goals.

<b>7910 Physical Education</b>	<b>Semester</b>	<b>9,10,11,12</b>
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A variety of Activity/Game units will be introduced throughout the semester. Students will see an improvement in overall fitness, as emphasis is placed upon gaining a basic understanding of physical fitness through cardio vascular, strength, agility, and crossfit style exercises. Students will complete fitness self-assessments, and a Standard Fitness assessment will be administered each marking period.

<b>7940 Advanced Physical Education</b>	<b>Full Year or Semester</b>	<b>9, 10,11,12</b>
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**Prerequisite:** Successful completion of Physical Education or Strength & Conditioning

Students in Advanced Physical Education will build upon the knowledge and skills achieved in physical education class to participate in sports that can be used throughout life. Instruction will be targeted at participation for the health and enjoyment of sports. Students will gain skills and an understanding of the rules and strategies to comfortably participate in the activity outside of school in a recreational setting. Activities may include badminton, basketball, volleyball, pickleball, Ultimate Frisbee/Football, and soccer. A standard fitness evaluation will be administered each semester.

<b>7913 Strength and Conditioning</b>	<b>Full Year or Semester</b>	<b>9,10,11,12</b>
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This course is intended for those students interested in learning more about the basic fundamentals of strength training and cardiovascular development. Students will be introduced to basic fundamentals of flexibility, weight room safety, techniques of various weight training exercises as well as muscle terminology and functions.

**7923 Advanced Strength and Conditioning****Full Year or Semester****10,11,12****Prerequisite:** Successful completion of Strength & Conditioning**\*This course may be repeated**

This course has been developed for the student-athlete interested in developing their athletic potential. This will be done through a similar program as Strength and Conditioning, but with a higher intensity and more sport specific training for athletes seeking to improve themselves for specific interests. This course will also include speed and agility training for the athlete as well as plyometric exercises to further develop the athlete's power and explosiveness. This class will take on a team like environment in which the competitive nature of the athletes will be channeled to encourage each other to meet and exceed personal goals.

**7951 Sport Specific Strength and Conditioning****Full Year or Semester****10, 11,12****Prerequisite:** Successful completion of Physical Education or Strength & Conditioning, Participation in an athletic sport required**\*This course may be repeated**

This course has been developed for student-athletes that have completed Strength and Conditioning. Sport Specific Strength and Conditioning programming is similar to Strength and Conditioning. This course will build on the concepts of anatomy, physiology and exercise physiology previously taught. Sport Specific S&C will also focus on speed, agility, plyometrics and the development of athletic power and explosiveness. As students develop their competence they will be required to design their own sport specific (position specific) program. This course is intended for all athletes familiar with the fundamentals of the weightroom and desire to improve their sport performance or overall fitness.

## Science Department

**Michigan Merit Curriculum requirements: 1.0 credit Biology, 1.0 credit Chemistry or Physics, 1.0 credit Science Elective (most often completed through Physical Science)**

<b>4013</b>	<b>Biology</b>	<b>Full Year</b>	<b>9</b>
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Biology is a first year life science course emphasizing the scientific practices: asking questions, developing models, carrying out investigations, analyzing data, using mathematics, constructing explanations, engaging in argument from evidence, and communicating information. We will use lab work, reading, writing, technology, and class meetings to “figure out” phenomena. Topics include traits of life, evolution, ecology, cell energetics, growth and reproduction, and genetics.

<b>4113</b>	<b>Honors Biology</b>	<b>Full Year</b>	<b>9</b>
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**Prerequisite:** Completion of an application with an 8th grade Science teacher recommendation. In addition, students must achieve the following criteria: completion of Algebra 1 (3033) with a B or better, have science grades of B or better, score 3 or higher on Everyone is Responsible on the CREEK rubric, and have an overall GPA of 3.5 or better

Honors Biology is designed for students who have met with academic success in all subject areas. Students must be highly motivated and present to keep up with the fast pace of this course. Similar scientific practices, as in the Biology course, are emphasized but with more depth. Also it covers a few more topics such as disease and homeostasis. In addition to more rigorous assessments with writing sections, students will use reading, math, technology, and lab work to solve real world problems.

<b>4025</b>	<b>Physical Science</b>	<b>Full Year</b>	<b>10</b>
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Physical science is a sophomore course designed to follow Biology. Like Biology, an emphasis will be made on the Scientific Practices. We will use lab work, readings, and class discussions to investigate relationships to develop models for understanding. Topics include energy conservation, motion, forces, electromagnetic spectrum, earth structures and global interactions.

<b>4033</b>	<b>Chemistry</b>	<b>Full Year</b>	<b>11, 12</b>
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Chemistry is a comprehensive course covering all requirements for chemistry set forth by the State of Michigan. Topics covered include chemical technology, atomic structure, periodic table, chemical reactions, acids, bases, and basic organic chemistry. Laboratory experiments will be implemented to enhance learning. **Each student is required to have a scientific calculator.**

<b>4133</b>	<b>Honors Chemistry</b>	<b>Full Year</b>	<b>10, 11</b>
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**Prerequisite:** B or better in Algebra 1 (3033)

Honors Chemistry is a course designed for college bound students who plan to pursue a science oriented career and need a strong background in chemistry. Students who have a desire to take AP Chemistry should take Honors Chemistry first. Extensive laboratory experiences are included to enhance learning. The curriculum of Honors Chemistry will cover the High School Content Expectations in chemistry in greater depth and will utilize math concepts to a greater extent than Chemistry (3203). **Each student is required to have a scientific calculator. If a 10<sup>th</sup> grader needs to drop Honors Chemistry, they will be placed in Physical Science**

<b>4043</b>	<b>Physics</b>	<b>Full Year</b>	<b>11, 12</b>
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**Prerequisite:** C or better in Algebra 2A (3053) or Algebra 2 concurrently (3253)

Physics is a laboratory science course covering topics set forth by the Next Generation Science Standards. Students learn to develop models for a variety of situations to describe, explain, or predict physical events or to design experiments. Units include: Constant Velocity, Accelerated Motion, Net Force Modeling, Two Dimensional Motion, and the Analysis of Energy Storage and Transfer in Physical Systems. Depending on time, possible topics include Electromagnetic Charge & Field Modeling, Circuit Electricity, Waves, Light & Sound

<b>4443</b>	<b>Advanced Placement (AP) Physics 1</b>	<b>Full Year (1.0 credits)</b>	<b>11, 12</b>
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**Prerequisite:** C or better in Honors Algebra 2 (3153) or Algebra 2 (3253)

AP Physics 1 is a course designed for college bound students who plan to pursue a science oriented career and need a strong background in physics. The course is an algebra-based, introductory college-level physics course that includes mechanics topics such as motion, force, momentum, energy, harmonic motion, and rotation. You'll do hands-on laboratory work to investigate phenomena, work in groups to develop models and problem solve. By May students will be prepared and encouraged to take the AP exam which can lead to college credit. There is a fee to take the AP® exam. **Each student is required to have a scientific calculator.**

<b>4233</b>	<b>Advanced Placement (AP) Chemistry</b>	<b>Full Year (2.0 credits)</b>	<b>11, 12</b>
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**Prerequisite:** A in Chemistry (4033) or B- or better in Honors Chemistry (4133)

Advanced Placement Chemistry is a college level course, with students being given the opportunity to earn college credit by successfully passing the Advanced Placement Exam given in May. Students will be required to pay a fee for the AP Exam. Topics include the atomic theory and atomic structure, chemical bonding, nuclear chemistry, states of matter, reactions, and descriptive chemistry. Emphasis will be on problem solving, essay writing, and laboratory work including analysis of data. By May students will be prepared and encouraged to take the AP exam which can lead to college credit. There is a fee to take the AP® exam.

<b>4213</b>	<b>Advanced Placement (AP) Biology</b>	<b>Full Year (1.0 credits)</b>	<b>11, 12</b>
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**Prerequisite:** B in Chemistry (4033) or C or better in Honors Chemistry (4133)

AP Biology is an introductory college-level biology course where students cultivate their understanding of biology through investigations, online tutorials, collaborative discussions and independent study. This course requires that 25 percent of the instructional time is spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are expected to have strong reading comprehension and writing skills as well as the ability to perform advanced mathematical calculations when analyzing laboratory data. Tests cover a significant amount of material with complex questions that require critical thinking and problem solving skills as well as a high amount of independent study and preparation outside of class. By May students will be prepared and encouraged to take the AP exam which can lead to college credit. There is a fee to take the AP® exam.

<b>4310</b>	<b>Anatomy and Physiology</b>	<b>Semester</b>	<b>10, 11, 12</b>
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**Prerequisite:** Completion of Biology (4013) or Honors Biology (4113)

Anatomy & Physiology is a one-semester class providing students with an interest in veterinary or human medicine at any level an additional ½ credit of Life Science. In this course we will take an in-depth look at the structure and function of the human body through readings, lectures and dissection of the fetal pig.

<b>4330</b>	<b>Astronomy &amp; Space Science</b>	<b>Semester</b>	<b>11, 12</b>
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Astronomy/Space Science is a one semester class providing students with additional instruction in Physical Science. Topics covered include: lunar calendars, seasons, eclipses, the solar system, the sun, the stars, galaxies, extraterrestrial life, and the study of the sky and its constellations. Telescope viewing and a trip to the Planetarium will be scheduled.

<b>4340</b>	<b>Environmental Science</b>	<b>Semester</b>	<b>10, 11, 12</b>
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Environmental Science focuses on the relationship between humans and the world we live in. We will examine issues in Michigan Ecology related to the biosphere, geosphere, hydrosphere, and atmosphere. We will emphasize the scientific practices: asking questions, developing models, carrying out investigations, analyzing data, using mathematics, constructing explanations, engaging in argumentation from evidence, and communicating information. Classroom, lab, and field work will assess the health of the Swartz Creek and current environmental problems in our own state.

<b>4300</b>	<b>Zoology</b>	<b>Semester</b>	<b>10, 11, 12</b>
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**Prerequisite:** Completion of Biology (4013) or Honors Biology (4113)

Zoology is a one semester class providing students with an additional ½ credit of Life Science. In this course students will mainly study invertebrate representatives of the animal kingdom. There are many lab experiences. Dissections of preserved specimens, such as an earthworm, a grasshopper and a rat, will be required. Students will become aware of the great diversity of animals and their impact upon our environment.

## Social Studies Department

**Michigan Merit Curriculum requirements: 1.0 credit World History, 1.0 credit U.S. History, 0.5 credit Government and 0.5 credit Economics**

**9<sup>th</sup> Grade  
World History**

**10<sup>th</sup> Grade  
US History or  
AP US History**

**11<sup>th</sup> Grade  
Economics and  
Government or  
AP Government**

**12<sup>th</sup> Grade  
Elective**

<b>5013</b>	<b>World History</b>	<b>Full Year</b>	<b>9</b>
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This course is an overview study of world history beginning in the 1300's and ending in the modern age. The first semester of the course highlights such major events as the Renaissance, the discovery and eventual settlement of the Americas by Europeans, and the American and French Revolutions. The second semester of the course highlights such events as the Industrial Revolution, World War I, and World War II. An emphasis is also placed on map skills and reading primary sources.

<b>5023</b>	<b>United States History</b>	<b>Full Year</b>	<b>10</b>
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This course is meant to teach students from the Reconstruction Era after the Civil War around 1876 to our current day in History. Students will delve into topics including Industrialization, Progressivism, Expansion, World War I, The Roaring 20's, The Great Depression, World War 2, America's Post-War Economic and Political Expansion, The Cold War Era Domestically and Internationally, and the role of The U.S. in the Global Age. Students will participate in critical thinking as they develop their understanding of the Cultural, Political, Social, and Economic historical themes of United States History.

<b>5123</b>	<b>Advanced Placement (AP) United States History</b>	<b>Full Year</b>	<b>10</b>
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**Prerequisite:** 3.0 GPA at the end of 9th grade

AP United States History is a challenging course that is meant to be the equivalent of a freshmen college course and can earn students college credit. It is a two-semester survey of American History from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed. An emphasis will be placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography.

<b>5000</b>	<b>Government</b>	<b>Semester</b>	<b>11, 12</b>
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The student becomes acquainted with some of the principles, philosophies, and beliefs that led to the writing of our constitution. The legislative, executive, and judicial branches of government at the national, state, and local level are studied.

<b>5010</b>	<b>Economics</b>	<b>Semester</b>	<b>11, 12</b>
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This course is designed to provide students with the basic understanding of decision making through both microeconomics and macroeconomics. Students taking this course can expect to learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic tools of macroeconomics and its application in the analysis and determination of national growth and stability. Students taking this course will also spend time examining consumer behavior and the behavior of profit-maximizing firms under market structures. They will evaluate the efficiency of the outcomes with respect to price, output and consumer/producer surplus and shortages. Students will have an opportunity to examine the behaviors of household and business markets and learn how the determination of prices, wages, interest and rent influence the distribution of income in a market economy. **The “Day on the Job” experience is a requirement for earning credit in this course.**

\*\*\*\*Beginning with the Class of 2028, all students MUST earn 0.5 credits in Personal Finance to graduate. This requirement can be met by completing the Personal Finance standards, which are embedded in the required Swartz Creek Economics course. Demonstrating competency in the Personal Finance standards will result in the student earning the required 0.5 Personal Finance credits with a reported grade of “CR” in addition to the 0.5 credits they will earn in Economics for satisfactory completion of the course. The Personal Finance 0.5 credit may be counted toward 0.5 credits of the required 1.0 credit in VPAA or be counted toward the required 4.0 credits in Mathematics (this does not replace the required completion of Algebra 1, Geometry, and Algebra 2 and all students must continue to have a math course/experience in their 12th grade year.) Students who do not meet personal finance requirements within the Economics course and/or students who transfer to Swartz Creek High School without documented personal finance credit on their previous high school’s transcript will need to enroll in a personal finance course in order to meet State of Michigan graduation requirements.

<b>5133</b>	<b>Advanced Placement (AP) United States Government</b>	<b>Full Year</b>	<b>11, 12</b>
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**Prerequisite:** 3.0 GPA

This year-long course is designed for the high school junior or senior who wishes to receive college credit for a political science course. Since most college programs require a course in political science, this course is applicable for most degrees. The course content prepares students for the College Board AP exam given in May. Students passing the exam may receive college credit for political science. The course focuses on the study of the purpose and structure of the United States government, from its inception to present day. Due to the vast amounts of material involved students are expected to become learners both in and out of the classroom. An emphasis will be placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and mass media presentations. AP Government (full year) fulfills the Government graduation requirement.

<b>5240</b>	<b>Principles of Psychology 1</b>	<b>Semester</b>	<b>11, 12</b>
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Psychology is the science and study of mental processes and behavior. This course is designed to give students a fundamental understanding of basic psychological principles, concepts, and theories, along with a familiarization of current research associated with this field of study. The major units covered include history & psychological approaches, research methods, biological processes of behavior, motivation, emotions, stress, and the lifespan.

<b>5250</b>	<b>Principles of Psychology 2</b>	<b>Semester</b>	<b>11, 12</b>
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**Prerequisite:** Principles of Psychology 1 (5240) or teacher approval

Psychology is the science and study of mental processes and behavior. This course is designed to follow Principles of Psychology I, as it builds upon major theories and concepts. The major units covered include memory, learning, personality & individuality, social, and abnormal psychology.

<b>5280</b>	<b>Advanced Placement (AP) Psychology</b>	<b>Full Year</b>	<b>11, 12</b>
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**Prerequisite:** 3.0 overall GPA or Teacher Recommendation

AP Psychology will introduce students to the scientific study of the behavior and mental processes of human beings and other animals. This course focuses on the following content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. This course will stress the need to think like a psychologist. AP Psychology will closely resemble a college-level course; with the increased difficulty comes added responsibility. Be prepared for fast-paced learning that requires students to work independently and thoroughly during and outside class.

<b>5220</b>	<b>Introduction to Law</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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This course is designed to provide students with an understanding of the role and function of law in a democratic society. Students will develop an understanding of the law and the legal system as it applies to their everyday lives. Included in this study will be civil law and torts. Forensic investigation techniques will be explored.

<b>5270</b>	<b>Law II</b>	<b>Semester</b>	<b>11, 12</b>
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In Law II students will continue the study of the legal system. This course covers many subsystems in the criminal justice system; in addition to subsystems in civil law as well. Students also have the opportunity to learn from guest speakers and take trips to various local, state, and federal agencies. Ethics, problem solving skills, analysis, team building and communication skills are incorporated in the course. In addition, police work, court procedure, corrections and the history of the criminal justice field are also covered.

<b>5285</b>	<b>Pop Culture in the United States: 1920's-1950's</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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This course studies United States history through the lens of entertainment. Students will study and analyze such resources as films, music, television programs, books, radio programs and sports to determine how popular culture has either shaped or reflected different decades of United States history. This course will specifically examine how popular culture either reflected or shaped major historical events such as the Great Depression, World War II, and the early years of the Cold War.

<b>5295</b>	<b>Pop Culture in the United States: 1960's to Present Day</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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This course studies United States history through the lens of entertainment. Students will study and analyze such resources as films, music, television programs, books, radio programs and sports to determine how popular culture has either shaped or reflected different decades of United States history. This course will specifically examine how popular culture either reflected or shaped major historical events such as the Vietnam War, the later years of the Cold War, and the terrorists attacks of 9/11. **\*There is no prerequisite for this course. Taking Pop Culture in the United States : 1920's -1950's before taking the course is not required.**

<b>5210</b>	<b>Vital Current Affairs</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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Today's news happenings are studied primarily through internet and video presentations. This class is geared toward independent study and research of specific events or topics which affect our society today.

<b>5230</b>	<b>Michigan History</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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This course is designed to give students an in-depth study of the history and heritage of our state. Students will learn the history of the state including such topics as the state's Native American tribes, Michigan's path to achieving statehood, and the impact major industries such as mining, lumbering, and automobile production have made on Michigan's history. Michigan geography is also emphasized along with a study of the Great Lakes.

## Visual, Performing and Applied Arts

Michigan Merit Curriculum requirements: 1.0 credit VPA

### Visual Arts Department

<b>7000</b>	<b>Art &amp; Design</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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This course is an introduction to the building blocks of art, the elements and principles of design, application of design elements and principles of basic color theory are used to achieve specific goals for visual communication. Students will not only create art, but will also study art history, art criticism and aesthetics. A wide variety of materials and approaches toward solving design problems will be taught.

<b>7410</b>	<b>Drawing 1</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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Students in Drawing 1 will use a variety of drawing tools, to include pencils, pen and ink and charcoal. Students will learn basic fundamentals in representational, imaginary and symbolic drawing by use of perspective, proportion, light and shade and principles of good composition.

<b>7420</b>	<b>Drawing 2</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Completion of Drawing 1 (7410)

Advanced students are encouraged to refine manual and perceptual skills while being introduced to ways media can be combined to make compositions more complex and innovative. Students will develop artwork that demonstrates a range of expression as well as an effective use of material.

<b>7010</b>	<b>Cartoon Graphics 1</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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Cartoon animators use drawing and computer software to create life-like characters and images for print and digital media, including video games, television and film. Students will learn techniques related to the Digital Arts and Animation industry (character development, layout, and comic strip/book design). Students will study and learn the process of stop motion and object animation using digital software. Students will end the semester by creating their own stop motion short film.

<b>7020</b>	<b>Cartoon Graphics 2</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Cartoon Graphics 1 (7010)

Students will further develop the illustration and/or computer techniques learned in Cartoon Graphics 1 by creating a fully developed multi-page comic book as well as a 3D animated stop motion short film using Claymation techniques.

<b>7110</b>	<b>Ceramics and Sculpture 1</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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This course will include an introduction to the foundations of art and the elements and principles of design. Student projects will not only develop skills and techniques for three-dimensional forms, but will reflect cultural and historical development of early societies. Students will also study artists and art movements as they relate to their studies.

<b>7220</b>	<b>Ceramics and Sculpture 2</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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**Prerequisite: Ceramics and Sculpture 1 (7110)**

This course is a continuation of Ceramics & Sculpture I. Emphasis will be placed on creative interpretation of art problems. Further studies of culture and art history will be the basis of topics assigned for study. Individual artists and their styles will also be studied.

<b>7330</b>	<b>Advanced Ceramics and Sculpture</b>	<b>Semester</b>	<b>10, 11, 12</b>
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**Prerequisite: Ceramics and Sculpture 2 (7220)**

This course is a continuation of Ceramics & Sculpture 2. Students will continue to explore culture and art history through the ceramic process, use of glazes, and firing. They will also explore the creation of sculpture through the use of everyday materials. Emphasis will be placed on the creation of students' own, unique theme or art style.

<b>7510</b>	<b>Painting 1</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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Students will learn the process of color mixing while creating a variety of paintings. Paintings include portraits, landscapes, and imaginative creations through the use of acrylic and watercolor paints. Design elements and principles will be studied as well as aesthetics.

<b>7520</b>	<b>Painting 2</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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**Prerequisite: Painting 1 (7510)**

Students will use their knowledge from Painting 1, to create still life, portraits, landscapes and abstract paintings. Students will incorporate mixed media in some of the paintings. Color, value, texture and using reflected light will be the emphasis.

<b>7530</b>	<b>Advanced Painting</b>	<b>Semester</b>	<b>10, 11, 12</b>
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**Prerequisite: Painting 2 (7520)**

This is an advanced painting course that explores color, composition, and expression in the medium of paint. The elements and principles of design are utilized in addition to color theory to impress an understanding of successful art. Students will further develop and expand their skills needed for creating successful and meaningful paintings through the creation of multiple artworks. Composition, observation, and rendering skills will be emphasized as students explore a range of painting media, mostly acrylic and watercolors. The structure of the class will consist of guided exercises, class projects, group discussion, and critiques.

<b>7700</b>	<b>Fashion Design and Illustration</b>	<b>Semester</b>	<b>11, 12</b>
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This course is an introduction to graphic design and illustration skills involved in the fashion industry. Students will learn to illustrate the fashion figure, garment sketches, and rendering of textures. There is an emphasis on portfolio development for an apparel designer, including application of the elements and principles of design.

### **Performing Arts Drama Department**

<b>7610</b>	<b>Theatre 1</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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In this semester course students will deal with improvisation, pantomime & mime and the voice. The students of this course must understand there will be some performing required which will be done in front of the class. It is further understood that among the projects required, one of the choices will be seeing and writing a review about the school play.

<b>7620</b>	<b>Theatre 2</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Theatre 1 (7610)

This semester course will take an in depth look at various aspects of theatre. Topics covered include the structure of a play, writing and performing a scene, theater history and theater in other media. Students could be required to memorize and perform monologues and scenes throughout the course. It is further understood that among the projects required, one of the choices will be seeing and writing a review about the school play.

<b>7621</b>	<b>Theatre 3</b>	<b>Semester</b>	<b>10, 11, 12</b>
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**Prerequisite:** Theatre 1 (7620)

Students will take a deeper approach to various styles of acting compared to Theatre 1 and 2. Theatre 3 will include Greek, Shakespeare, Comedy of Manners, Farce, Realism, and the Classic Chekhov. Students will perform one of these styles as their final while affording them the opportunity to explore different time periods. Students are expected to participate and perform in class in order to explore the styles through script.

<b>7622</b>	<b>Theatre 4</b>	<b>Semester</b>	<b>10, 11, 12</b>
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**Prerequisite:** Theatre 3 (7621)

This class is a continuation of Theatre 3 continuing our journey through the various acting styles throughout the world. This includes the Absurd, Pinter, Mamet, Beckett, Brecht and Epic Theatre, Artaud, Grotowski and the Theatre of Physical Metaphor. Students will perform one of these styles for their final exam. Students are expected to participate and perform in class in order to explore the styles through script.

<b>7650</b>	<b>Public Speaking</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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In this course students will explore, analyze and practice basic public speaking techniques including healthy social interaction, knowing an audience, speech, giving presentations and professional interactions. This course will help prepare students who are involved in Quiz Bowls, Science Fairs, Mock Trials, Student Council, ITC, influencers, YouTubers, and budding entrepreneurs.

<b>7660</b>	<b>Play Production</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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In this course students will explore all aspects of play production from administration, design, building/operating, parts of the auditorium and stage, performance and production. The class will then split into teams/crews and mount a mainstage production in January.

<b>7630</b>	<b>Acting/Directing</b>	<b>Semester</b>	<b>10, 11, 12</b>
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**Prerequisite:** Theatre 2 (7620) or consent of instructor

This is a class that extends the experiences of the performing aspects of the Theater I & II courses. It will team up students in various combinations to explore a more concentrated experience that attempts to take students beyond merely reciting words from a script. Advanced acting techniques and scene work will be utilized to help students gain insight & experience into both the directing & performance aspects. This class can be repeated.

<b>7640</b>	<b>Stagecraft</b>	<b>Semester</b>	<b>10, 11, 12</b>
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This is a class with lots of hands-on experience. The projects will be related to school productions & events. It will take a quick look at design elements of all aspects of what it takes to bring a production to life. Students more interested in this facet could then concentrate on this experience in depth if desired. Afterwards it moves into the nuts & bolts of set construction, scene painting, props & set pieces including emphasis on safe practice and handling of equipment. Students could later learn units in basic costume design, repair & construction and/or lighting & sound experience. Students will gain experience, the necessary skills and privilege to be considered for after school tech positions for outside events. This class can be repeated.

<b>7623</b>	<b>Acting For The Camera</b>	<b>Semester</b>	<b>10, 11, 12</b>
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Students will focus on acting techniques that are strictly designed to be performed in front of the camera. They will use these techniques to rate a variety of media products including drama, commercials, sitcoms, and movies. This course requires class participation and demonstration.

<b>7624</b>	<b>Movement For The Actor</b>	<b>Semester</b>	<b>10, 11, 12</b>
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Students will begin by learning how to move the body and develop characters using an animal approach. They will also develop safe and proper stage combat skills in order to execute them on the stage. Finally, they will learn basic dance steps and styles that will assist them on the stage and off. This class requires class participation, demonstration, and comfortable clothing for physical movement.

## Performing Vocal Music

<b>7813</b>	<b>Junior Varsity Chorale</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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A chorus especially for beginning music students or students new to the high school which emphasizes the proper use of the singing voice, development of techniques of good choral singing, introduction to musical terms, symbols, rhythm patterns, music reading, etc. Participation in school concerts is required. This class is for students to learn the basics of singing but includes tests and written work. No previous experience is necessary. Participation in competition is expected from members.

<b>7823</b>	<b>Varsity Chorale</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Audition

Chorale is a mixed choir of more experienced singers. Previous participation in some organized choir, either in school or church, is required. Instrumental experience fulfills experience requirements. A review of the basics of music is included, such as music terminology, notation, symbolism, music reading and continued emphasis on development of the singing voice. Participation in concerts both in school and away from school is required. There is an emphasis placed on good choral literature. Participation in competitions is expected from members. Open only through auditions.

<b>7833</b>	<b>Women's Ensemble</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Audition

This chorus is designed to explore the unique strengths and challenges of being in a group with all female voices. Previous participation in some organized choir, either in school or other venue is beneficial but not required. A review of the basics of music is included such as music terminology, notation, symbolism, and music reading. This class focuses primarily on developing the voice into a well-trained instrument. Participation in concerts both in school and away from school is required. Participation in competitions is expected from members. Open only with director approval.

<b>7843</b>	<b>Madrigals</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Audition

Madrigals is an advanced group of singers performing a wide variety of music, ranging from classical and sacred to pop and contemporary. Active participation in competition and development of public performing expertise is required. Choreography is also a part of this group's function. Good attendance is required. Previous musical experience is necessary. Participants must be secure, independent singers. Open only through audition.

## Performing Instrumental Music

Color Guard (Flag Corp) is available to 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade instrumentalists who are members of the Concert Band or Wind Ensemble.

<b>7853</b>	<b>Concert Band</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Audition

Concert Band is the developmental group of the two “concert-type” groups at the high school. In the fall it combines with Wind Ensemble to form the “Dragon Marching Band” which performs at all home Varsity Boys Football games as well as the Homecoming Parade and pep rallies. At the completion of “marching season,” the two groups split up for “concert season”. As the developing group, Concert Band concentrates on improving technical skills, knowledge, and ensemble playing. **PERFORMANCES ARE MANDATORY** unless excused in advance by the director. The band will perform about twelve times a year including participation in the District Band Festival. Entrance into the groups is by audition only. Auditions will take place twice a year starting the spring of the previous year and in January prior to the completion of the first semester.

<b>7863</b>	<b>Wind Ensemble</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Audition

Wind Ensemble is the most select of the two “concert-type” bands at the high school. In the fall it combines with the Concert Band to form the “Dragon Marching Band” which performs at all home Varsity Boys Football games as well as, the Homecoming Parade and pep rallies. At the completion of “marching season” the two groups split up for “concert season”. As the Wind Ensemble, it performs all varieties of music. Musical skills must be at a high technical level and a positive attitude toward playing well must be demonstrated. The music studied includes moderately difficult to very difficult works. **PERFORMANCES ARE MANDATORY** unless excused in advance by the director. The band will perform about twelve times a year including participation in the District Band Festival. Entrance into the group is by audition only. Auditions will take place twice a year starting the spring of the previous year and in January prior to the completion of the first semester.

<b>7873</b>	<b>Jazz Band</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Audition

Jazz Band is an instrumental course designed to study and perform styles of music native to American popular music. Membership in the marching/concert band program required for wind instruments and drum set. Electric Bass, piano, and electric guitar will be auditioned from non band members if no band members are available to play them. Electric Bass and guitar players need to own their instrument and be able to read chord figures and written music without tabs. This is a performance based class with performances during and after school. Students enrolled in Jazz Band should expect to attend all mandatory performances.

<b>7880</b>	<b>Electronic Music Production</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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Electronic Music Production explores the development and production of music and sound in a progressive curriculum. Students will get to practice skills used in today's music industry. Students will not only explore, but experience an engaging class that focuses on the creation, recording, mixing, performing, and production of music using today's music technology. Students will also gain insight into the career opportunities available in Music Production and Sound Engineering. Any student with an interest in music, regardless of previous musical experience, can be successful in this course.

<b>7890</b>	<b>Introduction to Guitar</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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Introduction to Guitar is for any student in grades 9-12 who have never played guitar or have limited experience in guitar. Students will learn basic hand and finger positions, primary chords, simple strumming patterns and single note melodies. Reading and writing musical notation and guitar tablature are also components of this course. Singing while playing, as well as basic care and maintenance of the instrument will be included in the curriculum. Only acoustic and classical guitars are used in this course. A school instrument will be provided, but students may bring an instrument from home.

<b>7850</b>	<b>Songwriting</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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Songwriting is an introduction to the craft of writing popular songs. Students will study landmarks in songwriting, from folk songs to Woody Guthrie to more modern artists like James Taylor or Lady Gaga. Students will learn music theory basics (scales, harmony, melody, meter, form, etc.) Students will study the elements of lyric writing and content. Students will analyze basic song structures and learn the fundamentals of songwriting. They will demonstrate skill development through writing their own songs. Students will have an opportunity to perform their own work or have "guest artists" perform their work. Students will work to create a song portfolio of their work at the end of each semester.

## Applied Arts

<b>6010</b>	<b>Web Design</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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This one-semester course is intended to give the students experience in application beyond the basics of processing, databases and spreadsheets. It will explore the use of Internet search engines, Web research, computer ethics and computer “etiquette;” in support of responsible and safe Internet and World Wide Web practices. Students will reach a better understanding of the hazards, security, legality and dangers in the misuse of the systems. Additionally, the course introduces the basics of HTML code, a variety of Web design applications, and support equipment such as a digital camera and scanner, leading to several website projects and presentations. **Students will agree to an authorized, parent signed, user policy prior to working on the computer system.**

<b>6020</b>	<b>Web Design 2</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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**Prerequisite:** Web Design 1 (6010) & Teacher Approval

Course content will include creating Web pages and websites, primarily using instructor selected Web design applications, HTML code, and Adobe Photoshop enhancements for professional website design. Instruction will lead to the creation of two major multi-page website projects, including designing and updating professional websites according to the specifications and desired end products of selected clients, such as school administrators, teachers, and coaches. **Students will agree to an authorized, parent signed, user policy prior to working on the computer system.**

<b>9201</b>	<b>Personal Living</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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Food – cooking simple recipes, nutrition, and health; personal finance; family resource management and planning; textiles and clothing; shelter and housing; consumerism and consumer science; household management – including car maintenance.

<b>1111</b>	<b>ITC: Broadcast 1</b>	<b>Semester</b>	<b>9, 10, 11</b>
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This course is an introduction to broadcast and video production. Students will learn basic camera techniques, introduction to digital editing, scripting, and other digital media skills. Please note that this course will require outside-of-the-school day work as students will be expected to film b-roll and media for projects as well as help with sports and event live streams outside of school hours.

<b>1112</b>	<b>ITC: Intro to Photography</b>	<b>Semester</b>	<b>9, 10, 11, 12</b>
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Intro to Photography is designed to teach students the basics of digital photography, the ethics surrounding the taking of and use of digital pictures, basic photo editing skills (Adobe Lightroom and Photoshop), and teach students how to tell a story through the photos they take.

<b>1103</b>	<b>ITC: Photojournalism</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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**Prerequisite: Any ITC course, Middle School Yearbook, or instructor approval**

Photojournalism students will utilize journalism and photography to produce the SCHS yearbook.

<b>1113</b>	<b>ITC: Broadcast 2</b>	<b>Full Year</b>	<b>10, 11, 12</b>
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**Prerequisite: ITC: Broadcast 1 or Instructor Consent (1111)**

This course will build on the skills learned in Broadcast 1. Students will produce content for ITC news as well as film and broadcast events around the district including sports events, choir and band concerts, and elementary special events and concerts. Please note that this course will require outside-of-the-school day work as students will be expected to film b-roll and media for projects as well as help with sports and event livestreams outside of school hours.

<b>1114</b>	<b>ITC: Broadcast 3</b>	<b>Full Year</b>	<b>11, 12</b>
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**Prerequisite: ITC: Broadcast 2 and Instructor Approval (1113)**

Students will expand on the skills learned in Broadcast 2 to take leadership positions as anchors, technical advisors, graphics coordinators, and student leaders for the ITC Productions program and for live event production. Please note that this course will require outside of the school day work as students will be expected to film b-roll and media for projects as well as help with sports and event livestream outside of school hours.

<b>1116</b>	<b>ITC: Sports Media and Marketing</b>	<b>Full Year</b>	<b>10, 11, 12</b>
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**Prerequisite: ITC: Broadcast 1 and Instructor Approval (1111); Can be taken currently with ITC Broadcast 2 and 3**

Sports Media & Marketing students will serve as creators of content for the district's video scoreboards in the high school gym and stadium. Students will also produce content for social media including the ITC social media accounts. Topics and software covered in the course include motion graphics basics (Adobe After Effects), basic graphic design (Adobe Illustrator), basic photo editing (Adobe Photoshop), and social media marketing (Canva.com & Buffer.com) Please note that this course will require outside of the school day work as students will be expected to lead and attend sports media days for athletics, and to attend and work the scoreboards at games and events.

<b>4351</b>	<b>Introduction to Engineering Design</b>	<b>Full Year</b>	<b>9, 10</b>
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In Introduction to Engineering Design students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work.

<b>4353</b>	<b>Principles of Engineering</b>	<b>Full Year</b>	<b>10, 11</b>
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**Prerequisite: Introduction to Engineering Design (4351) and Geometry (3043 or 3143)**

Principles of Engineering is the second course in a three year engineering program. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials and automation. Students develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration and presentation.

<b>4355</b>	<b>Civil Engineering and Architecture</b>	<b>Full Year</b>	<b>11, 12</b>
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**Prerequisite: Principles of Engineering (4353)**

This course is designed for those eleventh and/or twelfth grade students to learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. and in the community. Projects may include advertisements, news stories, cable tv specials, and sports broadcasting.

<b>9190</b>	<b>Intro to Construction Trades</b>	<b>Semester</b>	<b>9,10,11,12</b>
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Students will explore and learn basic fundamentals of construction math, safety, first aid, employability, and the principles to using different types of machines on the projects they create in class. Creativity is an essential part of this class.

<b>9160</b>	<b>Construction Trades I</b>	<b>Semester</b>	<b>9,10,11,12</b>
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**Prerequisite:** Intro to Construction Trades

Students will review basic concepts learned in Intro to Construction Trades. Students will have the opportunity to complete coursework toward pre-apprenticeship certification in carpentry, and possibly electrical. Students will create projects using different machines in the woodshop under the supervision of and at the discretion of the teacher.

<b>9170</b>	<b>Construction Trades II</b>	<b>Semester</b>	<b>10,11,12</b>
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**Prerequisite:** Construction Trades I This class may be repeated.

In this course, students will learn advanced techniques in construction trades. Students will have the opportunity to complete coursework toward pre-apprenticeship certification in HVAC, and possibly plumbing. Students will review all safety rules and guidelines when using the machines and tools in the shop areas. Students will be able to create advanced projects using different machines in the woodshop under the supervision of and at the discretion of the teacher.

<b>9180</b>	<b>Construction Trades III</b>	<b>Semester</b>	<b>11,12</b>
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**PREREQUISITE:** Construction Trades II Teacher recommendation. This class may be repeated.

In this course, students will complete an independent study project. Students will also serve one hour as an apprentice in the shop with a teacher assisting with one of the beginning level Construction Trades classes.

<b>9150</b>	<b>Home Repairs</b>	<b>Semester</b>	<b>10,11,12</b>
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**PREREQUISITE:** Intro to Construction Trades

This course covers basic home repairs. Students will learn electrical wiring, plumbing, drywall, and construction techniques and skills. Students will design and construct a scale shed.

## World Languages

Michigan Merit Curriculum requirements: 2.0 credits World Language

\*must be same language; credits earned in middle school do count toward graduation requirement

<b>Level 1 Language</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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<b>2013 Spanish 1</b>	<b>2213 German 1</b>
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The primary objective in a level one language course is to develop communication skills. All modes of communication (listening, speaking, reading and writing) will be practiced by dealing with selected topics relevant to students' lives and activities. Good listening and speaking habits which lead to conversational ability are emphasized. Development of writing skills is achieved through production of sentences & paragraphs. Projects relating to the cultures of the foreign language are an integral part of the curriculum. **These courses are intended for the student beginning a new language.**

<b>Level 2 Language</b>	<b>Full Year</b>	<b>9, 10, 11, 12</b>
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<b>2023 Spanish 2</b>	<b>2223 German 2</b>
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**Prerequisite: Successful completion of Level 1 Language (2013 or 2213)**

Students are concerned in this course with developing good listening and speaking habits, but additional emphasis is put on reading skills and understanding of the foreign language grammar. Conversational skills continue to be developed through building a larger vocabulary and more intricate grammatical sentence structure. Role-play activities and skits as well as longer written activities are a part of the curriculum.

<b>Level 3 Language</b>	<b>Full Year</b>	<b>10, 11, 12</b>
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<b>2033 Spanish 3</b>	<b>2233 German 3</b>
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**Prerequisite: B- or better in Level 2 Language (2023 or 2223) or Teacher Recommendation**

In third level, students continue to fine tune speaking and listening skills while reading, writing and understanding the foreign language at a more challenging level. Topics of study shift from communicating about one's self to materials including cultural and historical anecdotes from the cultures of the foreign language. To facilitate increasing the depth and breadth of study, additional grammatical topics are introduced.

<b>Level 4 Language</b>	<b>Full Year</b>	<b>11, 12</b>
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<b>2044 Spanish 4</b>	<b>2243 German 4</b>
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**Prerequisite: B- or better in Level 3 Language (2033 or 2233) or Teacher Recommendation**

In this course, students will continue to master more in-depth vocabulary dealing with situations, difficulties, and unexpected events. Students will further their knowledge of grammar, broaden their knowledge of the culture and history of the countries as well as discuss contemporary events and issues in the culture.

<b>Level 5 Language</b>	<b>Full Year</b>	<b>12</b>
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<b>2253 German 5</b>
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**Prerequisite: B or better in German 4 (2043) or Teacher Recommendation**

In this course, students will continue to master more in-depth vocabulary dealing with situations, difficulties, and unexpected events. Students will further their knowledge of grammar, broaden their knowledge of the culture and history of the countries as well as discuss contemporary events and issues in the culture.

<b>8313</b>	<b>American Sign Language 1 - GenNET</b>	<b>Full Year</b>	<b>10, 11, 12</b>
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**Prerequisite: 3.0 GPA; Approval through Application When Available**

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

<b>8323</b>	<b>American Sign Language 2 - GenNET</b>	<b>Full Year</b>	<b>11, 12</b>
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**Prerequisite: Completion of American Sign Language 1 (8313) when available**

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

## GENESEE CAREER INSTITUTE

The Genesee Career Institute (GCI) seeks to provide relevant instruction to meet the future needs of young men and women throughout Genesee County. The Institute serves approximately 2,000 junior and senior students from twenty-one different school districts. It offers a full range of instructional alternatives from the traditional to the highly technical.

Students attend GCI for 3 class periods each day in addition to attending classes at Swartz Creek High School. The 3 class periods include the GCI course and an online Career Essentials course that provides students with practical online awareness activities in: personal, professional, financial, communication and digital areas of the CTE student's life. Divided into five modules, students are able to explore, examine, and demonstrate their understanding of what it truly means to be career ready. These career readiness topics, coupled with an online delivery system, will prepare them for future learning experiences. Students will receive 2 credits through successful completion of the GCI course and 1 credit through successful completion of the Career Essentials course.

The GCI course is issued a letter grade each Semester and the Career Essentials course is issued a Pass/Fail at the Semester based on students' successful completion of the standards at that time. NOTE: Any 10th or 11th grade student interested in GCI must submit an application during February Scheduling the year prior. Applications are then sent to GCI where the final selections are made.

It is suggested that students use transportation provided by the school. If a student is enrolled in a course that requires participation in an internship, and/or clinical, or offsite instruction location they must provide their own transportation to that special location. This listing will provide students with brief descriptions of all of the programs at GCI. For more detailed information and to view requirements and recommendations, please check GCI's website ([www.geneseeisd.org](http://www.geneseeisd.org)) or call GCI at (810) 591-4462.

**M** = Can count toward the 4th year of Math if student has finished Algebra II

**PE** = Earns a PE credit

**SCI** = Can count toward the third science credit requirement (student must still complete biology and either chemistry or physics)

**NOTE:** All GCI courses meet the VPA graduation requirement and can therefore substitute for the second year of the World Language graduation requirement

\*\* Indicates that a prerequisite is required (students must have successfully completed the first year of the program)

### **CTE EXPERIENCE**

#### **CTE EXPERIENCE**

11, 12

Credits: VPA; M

Students will have an option of two different on-semester CTE exploration courses. Students will research a variety of careers/programs, experience hands-on activities, and receive employability training and team building skills. Students will participate in Teen Quest and have a specific focus each semester visiting a variety of GCI programs. Students can enroll in one or both semesters.

### **AGRISCIENCE**

#### **VETERINARY MEDICINE**

11, 12

Credits: VPA; SCI; M

Students will handle and care for a wide variety of live animals from small to large. In addition, students will cover units in medical terminology, anatomy, infection control, zoonotic diseases, animal handling, basic animal health care, the human animal bond, legal obligations, ethics, safety, employability, and practice management. Students will have the opportunity to interact with live animals, attend a field trip, and participate in FFA. Students also attend field trips and spend time each semester working at a clinical site. Students will need to provide their own transportation to their work based learning site. Junior Completers may return for a senior year of advanced studies with internship placement.

**AGRICULTURE, FOOD & NATURAL RESOURCES**

11, 12

Credits: VPA; SCI; M

This course will introduce students to the growing industry of agriculture, environmental engineering, and conservation. Topics in the class include: animal health, plant science, soil and water conservation, urban and rural agriculture, business operations, sustainable practices, and agriculture technology. Students will participate in experiments using technology, classroom activities, and lab work. Students will also visit local farms, businesses, and related industries on field trips and job shadowing experiences. Leadership and teamwork skills may also be developed through membership in the National FFA organization. Junior Completers may return for a senior year of advanced studies with internship placement.

**ARCHITECTURE & CONSTRUCTION****CONSTRUCTION TRADES**

11, 12

Credits: VPA; M

In this program, students will be introduced to many of the skilled and professional career opportunities in the Construction Industry. Students will practice skills required in the residential, commercial, and civil branches of construction. Junior Completers may return for a senior year of advanced studies with internship placement.

**ELECTRICAL WIRING**

11, 12

Credits: VPA; SCI; M

This program teaches the fundamental concepts in residential and commercial electrical wiring, based on the National Center for Construction Education and Research (NCCER) curriculum. Students will have the opportunity to learn hands-on applications of residential, commercial, and industrial wiring careers. It is the intent of this course to prepare students for NCCER certification examinations, entry level employment, and/or postsecondary programs. Junior Completers may return for a senior year of advanced studies with internship placement.

**ARTS, AUDIO/VIDEO, TECHNOLOGY & COMMUNICATIONS****DIGITAL ART, DESIGN AND BROADCASTING**

11, 12

Credits: VPA, M

Students in the Digital Media Arts course will receive hands-on experience in operating high tech equipment in a modern print and design studio. They will work alongside professional art directors using industry software and quality computers, create solutions to client-driven jobs while honing artistic skills in drawing, graphic design, photography, and animation/video, complete screen printing projects, large digital printing, vinyl banner production, and dye sublimation, and learn to use industry software. Apply your creative design, illustration, and photography skills to develop real-world projects for clients. Advanced studies in Digital Art, Design, and Broadcasting for second-year students provide in-depth study in areas of graphic design, illustration, or photography; the focus is on advanced image-making or manipulation using traditional and digital media often with an editorial twist. Also includes building a substantial print portfolio including logo design, point of purchase displays, packaging, and signage.

**EDUCATION & TRAINING****EARLY CHILDHOOD EDUCATION**

11, 12

Credits: VPA, M

This course is for students interested in pursuing a career in Elementary Education or Child Development. This program is a dual-enrollment course through MCC with work based learning placements. This approach allows students to gain a realistic understanding of careers in education. Students will be required to enroll in college courses through dual-enrollment and provide their own transportation to the work-based learning site. Junior Completers may return for a senior year of advanced studies. Advanced studies in Early Childhood Education for second-year students continue college coursework in early childhood education through Mott Community College and earn their Child Development Associate (CDA) certificate upon program completion. with internship placement.

**TEACHER CADET ACADEMY**

11, 12

Credits: VPA, M

This course is for students interested in pursuing a career in K-12 education. This course allows students to gain a realistic understanding of careers in education. Students will work with education leaders to learn current educational strategies needed to jump-start a teaching career. The curriculum utilizes a hands-on approach to educate students on the requirements to become a successful teacher and enables student to put their knowledge to work through a classroom internship.

**FINANCE****INSURANCE AND RISK MANAGEMENT**

11, 12

Credits: VPA, M

In this innovative program of both face-to-face and online instruction, students will explore careers in the Risk Management and Insurance industry in a nationally recognized risk management program. Students will investigate the process of risk management and the field of insurance including loss exposures and protection, marketing, claims adjusting, underwriting, personal insurance, financial planning, and commercial insurance. This program is highly recommended for students planning to pursue a career in business or finance. Students can earn up to three national certifications from the Insurance Institutes of America and qualify for paid summer internships. Junior Completers may return for a senior year of advanced studies with internship placement.

**GOVERNMENT AND PUBLIC ADMINISTRATION****US ARMY JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)**

9, 10, 11, 12 (Grades 9/10 are after school)

Credits: VPA, M, PE

This program develops leadership, teamwork, citizenship, and self-discipline, in a positively structured military environment. Students will perform physical fitness activities, explore military science and history, government, geography, and more. Enlistment is NOT required for enrollment in this program. Junior Completers may return for a senior year of advanced studies with internship placement.

**HEALTH SCIENCE****MCF (MEDICAL CAREER FOUNDATIONS)**

11, 12

Credits: VPA, M, SCI

This one-year program will incorporate the fundamentals of medical terminology, team building, anatomy and physiology, emergency procedures, and basic clinical skills. Students will utilize local area hospitals and focus on different medical career paths to make an informed career decision. Junior Completers may return for a senior year of advanced studies in Allied Health, CNA, EMT, or Nursing.

**\*\* NURSING—ADVANCED STUDIES**

12

Credits: VPA, M, SCI

The Nursing program teaches students basic practical personal care skills to prepare them for entry level healthcare employment. Successful students will be eligible to take the State of Michigan Certified Nurse Assistant (CNA) certification test and seek employment in a healthcare facility as a CNA. Students learn advanced anatomy and physiology, pharmacology, medical math, and CPR to prepare them for a college level nursing program. Students will need to provide their own transportation to their clinical site.

**EMERGENCY MEDICAL CONCEPTS**

11, 12

Credits: VPA, M, SCI

This course covers an extensive volume of medical terminology and details comparative anatomy and physiology with associated pathology. This is a comprehensive course that also covers Basic Life Support/Cardiopulmonary Resuscitation, legal and ethical issues, medical emergencies, trauma, infants, and children. It will provide the basic concepts of emergency care and will be beneficial for students who wish to pursue careers in the healthcare field. Junior Completers may return for a senior year of advanced studies in EMT.

**\*\* EMERGENCY MEDICAL TECHNICIAN (EMT)**

12

Credits: VPA, M, SCI

This course covers introduction to emergency care, EMT wellbeing, medical legal and ethical issues, the human body, baseline vital signs, sample history, American Heart Association Cardiopulmonary Resuscitation and

automated external defibrillator, airway management, and scene size up. The student will also learn about initial assessment, focused history for the medical and trauma patients, detailed physical exams, and focused physical exams. The course will also provide an understanding about pharmacology, and respiratory, cardiovascular, and diabetic emergencies. Students will also have a 24 hour field internship riding with an ambulance service, and 24 hours of observation time in a hospital emergency room setting. Students who successfully complete the program are eligible to test for national EMT certification, once they reach the age of 18.

### **EXERCISE SCIENCE**

11, 12

Credits: VPA, M, SCI

This course will incorporate the fundamentals of athletic training and physical therapy. Students will study the human body and focus on major joints, their anatomy, common injuries, and basic rehabilitation of injuries. Students will have the opportunity to compete in Health Occupations Students of America. Students may choose to take a second year in which they will build on the first-year class and have the opportunity to participate in work based learning. They will also take the information they have learned to complete a career portfolio, and a course project which includes a paper and final presentation. Students will need to provide their own transportation to their work based learning site. Junior Completers may return for a senior year of advanced studies in Allied Health.

### **FORENSIC SCIENCE**

11, 12

Credits: VPA, M, SCI

This course will focus on using scientific evidence and technology in a problem solving manner in order to learn how to solve crimes. Students will perform physical and chemical laboratory experiments in order to process mock crime scenes and analyze physical evidence. This course involves laboratory experiments, case study analysis, safety skill demonstrations, and mock crime scene processing. The subject areas will cover entomology, fingerprinting, document examination, psychology, pathology, crime scene analysis, physical evidence, blood spatter analysis, ballistics, and criminalistics. Junior Completers may return for a senior year of advanced studies with internship placement.

### **\*\*FORENSIC SCIENCE ADVANCED STUDIES**

12

Credits: VPA, M, SCI

This class will incorporate the fundamentals of biomedical and scientific research career exploration. Students will focus on advanced laboratory and technology skills. The subject areas will include toxicology, DNA analysis, disease detectives and epidemiology, public health careers, environmental forensics, car accident reconstruction, arson investigation, and bioterrorism defense. This course will incorporate anatomy, physics, microbiology, chemistry, and math concepts.

### **MEDICAL ASSISTANT 1**

11, 12

Credits: VPA, M, SCI

In this course, students get a rare opportunity to receive training through a two-year program that will enable students to be employable upon completion, as well as eligible for state certification. The first half of a two-year program, this class introduces students to the skills and knowledge required for the Medical Assistant Registry. This first year incorporates the fundamentals of medical terminology, anatomy and physiology, and certifications including CPR, HIPAA, and OSHA. This course provides a strong focus on the curriculum required to function in a medical office in both the administrative (front desk) and clinical (patient care) components. Your own transportation is required for the clinical portion. Junior Completers may return for a senior year of advanced studies with internship placement.

### **\*\* MEDICAL ASSISTANT II**

12

Credits: VPA, M, SCI

This course is the second year of a two-year program. Entry into this course requires successful completion of Medical Assistant I with recommendation of the instructor. In this class, students will continue their professional growth with the addition of advanced skills including venipuncture, electrocardiograms, and medication administration. Students will further their knowledge of insurance medical billing. A clinical externship is a large component of this second year. The clinical experience is designed to reinforce the acquired skills and to meet state certification requirements. Your own transportation is required for the clinical portion.

## HOSPITALITY & TOURISM

### **CULINARY ESSENTIALS I**

11, 12

Credits: VPA, SCI, M

This program prepares students for entry-level employment or college opportunities in the food service industry. Students will progress through a variety of practical hands-on learning experiences and real-world activities including training in the state-of-the-art Weekdays Restaurant, which offers both table and banquet services. Junior Completers may return for a senior year of advanced studies with internship placement.

### **\*\* CULINARY ESSENTIALS II**

12

Credits: VPA, SCI, M

This program prepares students for employment in the fastest growing industry in the nation. Students will learn the basics of food preparation, with a focus on proper cooking techniques, safety and sanitations, cutlery skills, as well as advanced baking skills that include classical pastries, cake decorating, and a wide variety of yeast breads and quick breads. Hot and cold food competitions and a full service banquet facility with the capacity of up to 300 guests increase students' comfort level with commercial kitchen equipment while improving teamwork and employability skills. This is the second year of a two-year program that keeps pace with the changing trends of the industry.

## HUMAN SERVICES

### **COSMETOLOGY I**

11, 12

Credits: VPA, SCI, M

This basic cosmetology program is designed for juniors, and prepares them with foundational knowledge and necessary skills to prepare them for Cosmetology II. Students must complete 350 hours of basic training in theory and practical skills. Students will learn the basics of hairstyling, hair care, skin care, and nail services. Students may be required to participate on weekends, evenings, and/or during the summer to complete the number of hours required to be accepted into Cosmetology II. Junior Completers may return for a senior year of advanced studies.

### **\*\* COSMETOLOGY II**

12

Credits: VPA, SCI, M

This advanced cosmetology program is designed to provide students with hands-on experience in a cosmetology salon. Students in advanced cosmetology will continue to develop their knowledge (theory) and practical skills, while learning customer care, communication skills, and the know-how of running a salon business. Students in this program will be required to participate in evening, weekend, and summer sessions in order to obtain the 1,500 hours necessary to test for their state license of cosmetology. The Advanced Cosmetology program is offered off campus and students must provide their own transportation.

## INFORMATION & TECHNOLOGY

### **COMPUTER HARDWARE TECHNICIAN**

11,12

Credits: VPA, SCI, M

In this course, students will focus on installing, configuring, upgrading, diagnosing, and repairing personal computers. Students will also learn how to build their own PC, as well as how to maintain, troubleshoot, and repair personal computers. The class will focus on obtaining the CompTIA A+ certifications. The CompTIA A+ certification is recognized as the information technology industry's entry level certification. Junior Completers may return for a senior year of advanced studies with internship placement.

### **\*\* COMPUTER HARDWARE-NETWORKING & SUPPORT**

12

Credits: VPA, SCI, M

In this second-year program, students will gain the necessary knowledge to become CompTIA Net+ certified, and will also have the opportunity to take the onsite certification during the school year. In today's electronic world, whether it's business, gaming, mobile computing or social networking, they all rely on one thing, the reliability and interaction of networks. Throughout the course of the year, students will learn computer networking and complete projects that focus on routine maintenance, customer service, help desk, and front line support skills.

**INTRO TO 3D GAME PROGRAMMING**

11,12

Credits: VPA, M

This one-year course explores a revolutionary approach to programming by creating 3-D video games with an application based programming concept. This introductory course exposes students to object-oriented programming, and teaches fundamental programming concepts through the context of video games. Student will create programs to animate objects in a 3-D virtual world.

**LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY****PUBLIC SAFETY & HOMELAND SECURITY**

11,12

Credits: VPA, SCI, M

This one-year program incorporates the fundamentals of law enforcement and other first-responder career fields. Students will receive classroom instruction on basic law enforcement techniques and procedures, and then use that training in multiple hands-on exercises and scenarios. It is open to high school juniors and seniors. It includes field trips to Mott Community College, the Genesee County 911 Center, and use of a crime/reaction simulator. Students who successfully complete this course may apply to take the Advanced Public Safety and Homeland Security during their senior year. This course provides an in-depth examination of the juvenile justice system to include offender classification, historical procedure laws, and the legal processing of juvenile offenders. Delinquency causation, prevention and adjudication will be studied to ascertain the philosophy and treatment that could be utilized. Also, this course will provide an in-depth look into crime scene investigation, felony traffic stop scenarios, and tactical building searches. Junior Completers may return for a senior year of advanced studies with internship placement.

**\*\*FIRE ACADEMY**

12

Credits: VPA, M, PE

This is a second year advanced studies program for students that have taken Public Safety and Homeland Security, Forensic Science, or Emergency Medical Concepts. Students will learn to perform search and rescue and vehicle extrication; learn about fire safety and how to educate the public about fire safety; learn firefighting skills such as fire attack and hose line management; learn about incident command and incident management.

**MANUFACTURING****WELDING**

11,12

Credits: VPA, M

This program teaches the fundamentals of four welding processes, along with cutting and blueprinting. Students will be exposed to essential skills based on American Welding Society national standards. After completing all required coursework, real-world foundation skills will also be taught as students work on self-selected projects. It is the intent of this course to prepare students for employment, apprenticeship, and post-secondary programs in the welding field. Junior Completers may return for a senior year of advanced studies with internship placement.

**MECHATRONICS AND ROBOTICS**

11, 12

Credits: VPA, SCI, M

This program incorporates math, innovative and critical thinking, and engineering along with hands-on training in design processes. Students will learn about electronics, robotics, equipment controls and sensors, programming and hydraulics/pneumatics. They will shape woods, metals and other materials on machines such as lathes, mills, grinders, drill presses, and band saws manually and through the sophisticated application of computers. They will design three dimensional objects on the CAD system that can then be made into prototypes using a 3D printer, or create new processes using robotics. Advanced studies in mechatronics and robotics for second year students help students develop additional skills to qualify for immediate employment, transfer to college or trade school and earn industry certifications.

## MARKETING

### MARKETING AND ENTREPRENEURSHIP

11, 12

Credits: VPA, M

This program replicates all the functions of a real business in both structure and practice. Students create and manage a virtual business from product development, production and distribution, to marketing and sales, human resources, accounting/finances, and web design. This is an in-school business simulation that offers students a competitive edge through project based learning, and the development of 21st century entrepreneur skills. This course engages students in higher-order thinking by challenging them with practical career-based problems in entrepreneurship. Students will develop a portfolio, business plan, and presentation and participate in work based learning experiences, research, and Distributive Education Clubs of America competitions. Junior Completers may return for a senior year of advanced studies with internship placement.

## TRANSPORTATION DISTRIBUTION & LOGISTICS

### AUTOMOTIVE TECHNOLOGY

11,12

Credits: VPA, M

This program instructs students on how to hoist up a car, diagnose and repair problems with brakes, electrical systems, engine, steering, and suspension. This program, which can be taken for one or two years, incorporates the fundamentals of the Automotive Service Excellence/National Automotive Technicians Education Foundation (NATEF) certified curriculum. Instructors hold Automotive Service Excellence certification. The course covers NATEF maintenance and light repair standards in brakes, steering and suspension, electrical, manual transmission, automatic transmission, heating and air conditioning, engine performance and engine repair. Junior Completers may return for a senior year of advanced studies with internship placement.

### \*\*AUTOMOTIVE TECHNOLOGY ADVANCED STUDIES

12

Credits: VPA, M

Employers are seeking professionals in the automotive industry with a background in electronics and computers, as well as communication, math, and problem-solving skills. Students will also learn shop orientation, shop safety, tool knowledge, and more, and participate in a work based learning experience. Your own transportation to the work based learning experience location is required.

### AVIATION ACADEMY

11, 12

Credits: VPA, M

This program explores careers for the in-demand field of aviation. It prepares students to pass the private pilot knowledge test by learning from trained pilots. Students visit airports, air traffic control towers, and air museums. Students will practice on a flight simulator. Advanced studies in aviation academy for second year students include work for both manned and unmanned aviation and will prepare students to take two FAA tests: The Private Pilot Knowledge Test and/or the Drone Remote Pilot Knowledge Test. Topics include pre-flight procedures, airspace, radio communications, drop operation, and more.

### MEDIUM/HEAVY DUTY TECHNICIAN (DIESEL MECHANICS)

11,12

Credits: VPA, M

In this one-year program, students will work on major brands of engines and equipment including Caterpillar, Cummins, Detroit, and others. The diesel engine, because of its durability and fuel efficiency, is the preferred engine for medium/heavy duty trucks, buses, and other large vehicles. Students will operate and perform maintenance on construction equipment, such as a dozer, backhoe, and forklift. Junior Completers may return for a senior year of advanced studies with internship placement.

## Genesee County Career and Technical Education Early Middle College (GCI's EMC Program)

The GCCTEEMC is a three-year high school program beginning in 11th grade designed to allow a student to explore and earn an associate degree, credentials, or transferable credit in a CTE Career Pathway while in high school. Students will begin blending high school coursework with college-level coursework in 11th grade, adding additional college courses in 12th grade, and completing a full schedule of college coursework in the 13th year by following a specific Program of Study.

A variety of Genesee County Career Technical Education Early Middle College programs are available through the Genesee Career Institute and local school districts. Students must apply during their 10th-grade year and commit to the 13th year of school. [How and when to apply.](#)

Students in the GCCTEEMC receive support services to assist them in their transition from high school to college and will work closely with the GCCTEEMC Coordinator who will serve as a "success coach" as they progress through the program. In addition, students will still have access to their traditional high school support system as well as student support services provided by the colleges.

Students interested in the Genesee County CTE Early Middle College have many different career paths to choose from. Students can earn industry certifications and work toward an associate degree in the following areas:

- [Accounting](#)
- [Automotive Technology](#)
- [Autopsy Assistant Certificate](#)
- [Business Management](#)
- [Computer Aided Drafting Design](#)
- [Computer Occupations Technology Application Developer](#)
- [Computer Occupations Technology Computer Security](#)
- [Criminal Justice](#)
- [Culinary Arts- Professional Baking Certificate](#)
- [Culinary Arts-Professional Cooking Certificate](#)
- [Dental Assisting](#)
- [Early Childhood Education](#)
- [Electronics and Electrical Technology](#)
- [Firefighter/Paramedics Prerequisites](#)
- [Marketing Management](#)
- [Mechatronics](#)
- [Nursing Prerequisites](#)
- [Occupational Therapy Assistant Prerequisites](#)
- [Physical Therapist Assistant Prerequisites](#)
- [Teacher Preparation K-12](#)
- [Welding Technology](#)
- [Welding Technology Certificate](#)

## GenNet Live Distance Learning

GenNET provides opportunities for students to take courses not able to be offered otherwise at districts across Genesee County. By combining small classrooms across Genesee county with live instruction provided by a certified teacher using technology, students and teachers in various locations can see one another and interact together. Course offerings vary and change each year. These technology driven in person classes meet at specific times and courses offered are released during scheduling prior to each school year.

## **UNIVERSITY OF MICHIGAN FLINT DEEP PROGRAM (Dual Enrollment Educational Partnership)**

Swartz Creek High School and Carman-Ainsworth High School are partnering with the University of Michigan-Flint to offer the Dual Enrollment Educational Partnership. The DEEP initiative allows motivated students to earn college credit by taking accredited courses taught by UM-Flint faculty at local high schools. DEEP will do exactly what its name implies: deepen the students' knowledge and understanding of course material, while providing in-depth college courses that will prepare students for their university experience.

All DEEP programs are for 2023-2024 **SENIOR** students. Applications can be found in the counseling office during the Spring scheduling period prior to the senior year. There is a cost to the DEEP Program.

You must provide your own transportation to participate in the DEEP Program

DEEP Programs offered:

### **SENIOR HUMANITIES PROGRAM 13 credits**

Classes are taught on the UM-Flint campus Monday-Thursday 7:40am-8:55am & Friday Lab is 7:25am-9:20am

#### **FALL**

**ART 120**, An Introduction to the Visual Arts, 3 credits

Examination of the essential characteristics of the visual arts, intended to develop in the student a discriminating appreciation of these arts.

**BIO 104**, Introduction to Human Biology, 4 credits-Natural Science and Lab

Introduction to human anatomy and physiology with a focus on exercise physiology and human health. Intended for non-science majors.

#### **WINTER**

**COM 170**, An Introduction to Digital Culture, 3 credits-Technology

How communication technology influences culture, society, and other day-to-day lives, with a special emphasis on the massive shift from analog to digital technologies in a variety of media contexts.

**PHL 101**, Introduction to Philosophy, 3 credits-Humanities

Examination of some of the main questions of philosophy, how they arise, and the methods of answering them, based on the works of selected authors.

### **MEDICAL SCIENCE PROGRAM 13 credits (Seniors Only)**

Classes are taught at Carman-Ainsworth High School

Monday & Wednesday 7:40am-8:55am, Tuesday & Thursday & Friday Lab 7:35am-9:15am

#### **FALL**

**PHL 168**, Philosophy of Bioethics, 3 credits, Humanities

Introduction to Classical ethical theories and their application to contemporary bioethical issues.

**BIO 104**, Introduction to Human Biology, 4 credits-Natural Science and Lab

Introduction to human anatomy and physiology with a focus on exercise physiology and human health.

#### **WINTER**

**BIO 307**, Topics in Human Anatomy, 4 credits

In-depth study of one or more areas of regional anatomy. Involves hands-on lab activities and/or distance learning presentations of study for cadaver anatomy.

**HCR 206**, Health Science Applications, 2 credits

Intro to a wide range of topics in health science with demonstrations of how basic scientific concepts can be applied to solving problems in the field.

# DIVISION I ACADEMIC REQUIREMENTS

To study and compete at a **Division I school**, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.3 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, world language or non-doctrinal religion/philosophy)
<b>4 years</b>	<b>3 years</b>	<b>2 years</b>	<b>1 year</b>	<b>2 years</b>	<b>4 years</b>

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

## QUALIFIER

As a Division I qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
  - Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
  - Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- » Earn a minimum 2.3 **core-course GPA**.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

## ACADEMIC REDSHIRT

As a Division I academic redshirt, you may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.0 core-course GPA.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

\* More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).



## TEST SCORES

In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.

*\* More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).*

## CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist). No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

## NONTRADITIONAL AND ONLINE COURSES

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on [your school/program's list](#) of NCAA-approved core courses.

## BE AHEAD OF THE GAME

- » Plan to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org) before your freshman year of high school. Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

## ADDITIONAL RESOURCES

- » [DII Academic Requirements flyer.](#)
- » [DIII Amateurism flyer.](#)
- » [International Initial-Eligibility flyer.](#)



Want more information? Visit [ncaa.org/playcollegesports](https://ncaa.org/playcollegesports).

### CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec): 877-262-1492  
Monday-Friday, 9 a.m. to 5 p.m. Eastern time

[@ncaaec](https://twitter.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports) [@ncaaec](https://www.facebook.com/ncaaec)

# DIVISION II ACADEMIC REQUIREMENTS

To study and compete at a **Division II school**, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.2 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, world language or non-doctrinal religion/philosophy)
<b>3 years</b>	<b>2 years</b>	<b>2 years</b>	<b>3 years</b>	<b>2 years</b>	<b>4 years</b>

## QUALIFIER

As a Division II qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.2 **core-course GPA**.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

## PARTIAL QUALIFIER

If you have not met all of the Division II academic standards, you will be deemed a partial qualifier. As a partial qualifier, you may practice and receive an athletics scholarship, but may NOT compete, during your first year of full-time enrollment at an NCAA Division II school.

\* More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

 **DIVISION II**  
**MAKE IT YOURS**



## TEST SCORES

In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.

*\*More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).*

## CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist). No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

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- » Plan to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org) before your freshman year of high school. Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- » For more information on Division II, visit [ncaa.org/D2](https://ncaa.org/D2).

## ADDITIONAL RESOURCES

- » [DI Academic Requirements flyer](#).
- » [DIII Amateurism flyer](#).
- » [International Initial-Eligibility flyer](#).



**Want more information? Visit [ncaa.org/playcollegesports](https://ncaa.org/playcollegesports).**

### CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec): 877-262-1492  
Monday-Friday, 9 a.m. to 5 p.m. Eastern time

[@ncaaec](#) [@playcollegesports](#) [@ncaaec](#)

# SWARTZ CREEK HIGH SCHOOL APPROVED NCAA CORE COURSE LIST:

## English:

Title
AP ENGLISH LANGUAGE
AP ENGLISH LITERATURE
CREATIVE WRITING
ENGLISH 10
ENGLISH 11
ENGLISH 12
ENGLISH 9
HOLOCAUST LITERATURE
HONORS ENGLISH 10
HONORS ENGLISH 9

## Social Science:

Title
AP PSYCHOLOGY
AP UNITED STATES HISTORY
AP US GOVERNMENT
AP US HISTORY
ECONOMICS
GOVERNMENT
INTRODUCTION TO LAW
LAW II
MICHIGAN HISTORY
PSYCHOLOGY 1
PSYCHOLOGY 2
SOCIOLOGY
UNITED STATES HISTORY
VITAL CURRENT AFFAIRS
WORLD CONFLICTS FROM 1789
WORLD HISTORY

## World Language:

GERMAN 1
GERMAN 2
GERMAN 3
GERMAN 4
SPANISH 1
SPANISH 2
SPANISH 3
SPANISH 4

## Mathematics:

Title
ALGEBRA 1
ALGEBRA 2
ALGEBRA 2A (.5 UNIT MAX)
ALGEBRA 2B (.5 UNIT MAX)
ANALYSIS
AP CALCULUS
APPLIED CALCULUS
CALCULUS
GEOMETRY
HONORS ALGEBRA 2
HONORS GEOMETRY
INTRODUCTION TO ALGEBRA (.5 UNIT MAX)
PROBABILITY AND STATISTICS
TRIGONOMETRY

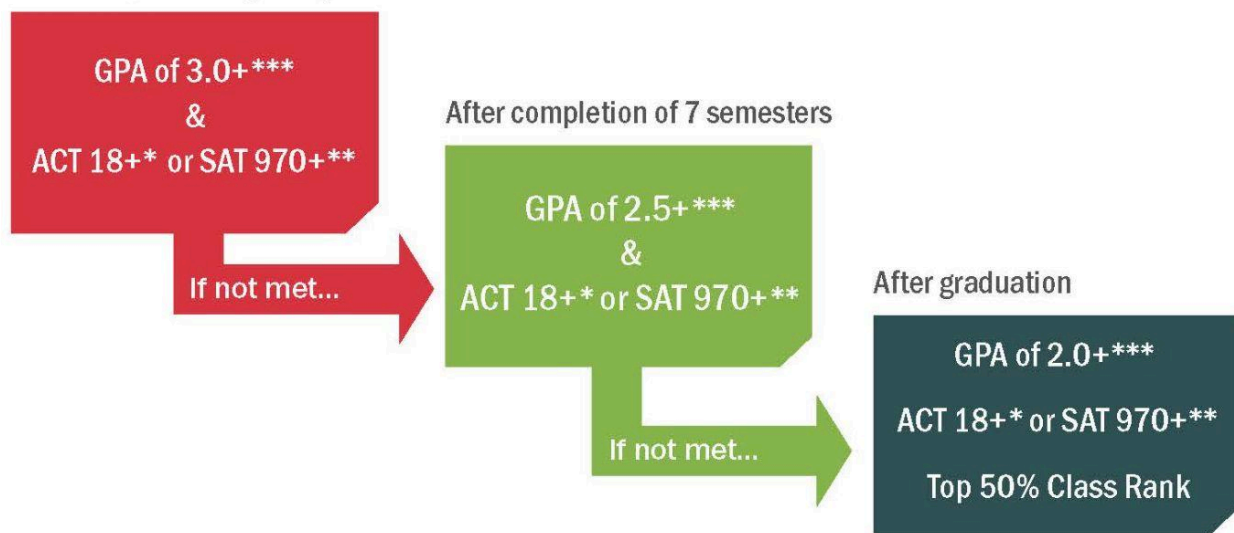
## Natural/Physical Science:

Title
ANATOMY/PHYSIOLOGY
AP BIOLOGY
AP CHEMISTRY
AP PHYSICS
ASTRONOMY/SPACE
BIOLOGY
CHEMISTRY
ENVIRONMENTAL SCIENCE
HONORS BIOLOGY
HONORS CHEMISTRY
HONORS PHYSICS
PHYSICAL SCIENCE
PHYSICS
PRINCIPLES OF ENGINEERING
ZOOLOGY

## Meeting Early Decision and Freshman Requirements

Use the chart below to determine what is required to gain eligibility as a high school student. GED, HiSet and home school requirements are also shown.

After completion of junior year



Home School Students

Completion of home school program  
(Must submit final transcript with graduation date)

ACT 20+\* or SAT 1040+\*\*

GED/HiSet Students

Completion of GED/HiSet  
(Must submit official GED/HiSet records)

ACT 18+\* or SAT 970+\*\*

\*EXCEPTION: ACT tests taken March 1, 2016 through April 30, 2019 require a composite score of 16. ACT test taken during this time by home school students require a composite score of 18.

\*\*EXCEPTION: SAT tests taken March 1, 2016 through April 30, 2019 require a score of 860. SAT test taken during this time by home school students require a score of 950.

\*\*\*GPA requirements are based on 4.00 scale

Additional exceptions or interpretations may apply. Please see the [NAIA Handbook](#) and [Interpretations Library](#) for more details.

## **NONDISCRIMINATION AND SEXUAL HARASSMENT GRIEVANCE PROCEDURES**

Any person believing that the Swartz Creek Community Schools or any part of the school organization has inadequately applied the principles and/or regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disability Act of 1990, may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address:

The Office of the Assistant Superintendent of Personnel and Business Services and Civil Rights Coordinator  
Swartz Creek Community Schools  
8354 Cappy Lane  
Swartz Creek, Michigan 48473 – 1299

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following steps:

**STEP 1:**

A written statement of the grievance signed by the complainant shall be submitted to the Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.

**STEP 2:**

A complainant wishing to appeal the decision of the Local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

**STEP 3:**

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

**STEP 4:**

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights, Department of Education, Washington, D.C. 20202.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, Department of Education, Washington, D.C. 20202.

The local Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.