NEW HAVEN HIGH SCHOOL

Course Guidebook
2025-2026

Our personal best. Every day. No exceptions. No excuses.

TABLE OF CONTENTS

MISSION STATEMENT

Our personal best. Every day. No exceptions. No excuses.

VISION STATEMENT

Empowering students to change the world.

WELCOME TO NEW HAVEN HIGH SCHOOL

New Haven High School teachers, staff, and administration welcomes all district high school students to register for courses. As you select your courses, you should have an Education Development Plan (EDP) developed in Career Cruising that tracks out your four-year curriculum. This plan should reflect both the Michigan Merit Curriculum requirements mandated by the Michigan Department of Education for high school graduation and also the most appropriate course electives to prepare you for your career pathway and college.

This Course and Student Services Guide defines the graduation requirements for all students. Your future success is directly the result of how well you master the learning available to you at New Haven High School. Please keep in mind that high school experiences must be primarily focused on **LEARNING to MASTERY** the subjects in which you enroll. By the end of high school, a student must be able to read, write, and think at a deep level making assertions and substantiating those assertions with well-reasoned evidence through the process of inquiry and scholarly research. Mathematics' skills should support this level of deep insight by helping the student master the skills of reason and logic. All courses are intended to build these deeper thinking skills.

This guide booklet is organized by department. Course descriptions, the amount of credit offered for each course, and prerequisites are listed for each course offered. It is your responsibility to discuss your plans with your parents, teachers, and counselor. Your registration form must be signed by you and your parent(s) before you will be enrolled in courses**. A valid email address must be provided on the registration form in order to ensure communication over the summer as we attempt to build your schedule.**

Please be advised that some Career and Technical (CTE) courses are offered at L'Anse Creuse's Pankow Center and Richmond High School. Students who select any of these courses must ride a bus between schools. Some instructional time will be lost due to travel time. Students are not

allowed to drive themselves from New Haven High School to the Pankow Center or Richmond High School.

EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of this district to provide an equal education opportunity for all students. Any person who believes that the school or any staff person has discriminated against a student on the basis of race, color, creed, disability, religion, gender, age, ancestry, national origin, or other protected characteristics as well as place of residence within district boundaries, or social or economic background, has the right to file a complaint. A formal complaint can be made in writing to the school district's compliance officer listed below:

Mr. John McMahon or Mrs.Cheryl Puzdrakiewicz
PO Box 482000
30375 Clark Street
New Haven, Michigan 48048-2000
(586) 749-5123

The complaint will be investigated and a response, in writing, will be given to the concerned person within ten (10) days. Under no circumstances will the district threaten or retaliate against anyone who raises or files a complaint.

NONDISCRIMINATION POLICY

New Haven Community Schools comply with all Federal Laws and Regulations prohibiting discrimination and with all requirements and regulations of the United States Department of Education. It is our policy that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any academic, extra-curricular activity, program or service. Inquiries concerning this policy should be directed to:

Mr. John McMahon or Mrs.Cheryl Puzdrakiewicz
PO Box 482000
30375 Clark Street
New Haven, Michigan 48048-2000
(586) 749-5123

NEW PROGRAMS AT NEW HAVEN HIGH SCHOOL

EARLY HIGH SCHOOL:

- Students at Endeavour Middle School who meet the academic eligibility requirements may earn "high school credits", (CR), applied at the time of registering at New Haven High School. Students are allowed to earn up to one full credit, (CR), for Algebra 1.
- Spanish 1, and ASL I will earn a letter grade. Other courses may apply depending on schedule.

EARLY COLLEGE:

Important Note: Although New Haven High School provides students with opportunities to enroll in Advanced Placement classes approved by the College Board, students are advised to weigh the value of AP options against the opportunities to earn concurrent credits by attending Macomb Community College and Lawrence Technological University for college credit that can apply to both high school and college. Students attending the University of Michigan or Michigan State University will need to designate whether they want the credit to apply to one rather than the other as these universities and some others do not allow "double dipping." Be sure to discuss these options with the school counselor prior to enrolling in these programs.

Graduation from New Haven High School requires the satisfactory completion of 24 credits. Every New Haven High School student will be provided with the opportunity to earn 28 credits.

NEW CHANGES FOR EARLY COLLEGE:

A new policy from the Department of Education will allow students in the Early College program to have five years of high school paid for through the Foundation Grant. Students who complete the graduation requirements in four years would still walk at graduation and celebrate prom and do all the traditional things seniors do. The difference now is that by remaining a "fifth year senior" the student could finish the second year of the Associates Degree and have the cost funded by the Department of Education.

PARENT'S EMAIL CONTACT INFORMATION (POWERSCHOOL):

Every parent is provided with an ACCESS CODE to a software program called PowerSchool which can be searched 24/7 to keep track of how you are doing on your grades in courses, on assignments, on projects, on attendance, and behavior. Also since New Haven High School teachers post weekly lesson plans, it is helpful for teachers to be able to share their contact information so that parents can see what students are learning and what they are being asked to do in their courses. A steady flow of two-way communication between the school and home can contribute enormously to the success of every New Haven High School student.

As much as possible, if parents monitor teachers' gradebooks in PowerSchool, they might be able to discuss ways to prove mastery of the learning expectations or refer their youngster to a family friend or relative who may have some experiences related to the learning that could suggest ways to prove mastery of the learning concepts. Often these discussions about proving one's learning can be a magnificent tool to help parents keep the channels of communication open with their young adolescent or young adult student with benefits beyond academic grades.

Please be sure to keep the school up-to-date with your email, phone, and address contact information. Because we would like to share your email with our teachers and parent mentors, it might be advisable if you would have an email account to dedicate to school communications. Some parents prefer to keep their school communications email separated from their personal or business email. This is highly recommended.

INCREASE CORE COURSE REQUIREMENTS:

NHHS increased the core course graduation requirements by two additional classes (credits), starting with the class of 2016. Students will select two (2) of the following: additional classes in any of the following: Mathematics, Natural/Physical Science, English, Social Studies, or World Language.

Currently NHHS offers 28 credits to students over their four years at the high school. Twenty four (24) of the Twenty-eight (28) credits are required for graduation. Of the required credits only 15-16 (depending on 4th year math choice) are considered core classes. That leaves students with 12-13 elective classes from which to choose. It is core content knowledge that will directly increase our ACT/SAT scores.

NHHS Current Core Graduation Requirements

English Language Arts	4 credits
Mathematics	4 credits (must have a senior math class)
Science	3 credits (Biology, Physics or Chemistry and a 3rd)
Social Studies	3 credits (US History, Civics/Econ.,World History)
World Language	2 credits of the same language
Total Core Classes	16 credits (total depending if on an advanced math track)
2 Additional Core Classes	2 credits
	17-18 credits

NCAA currently requires 16 Core Courses for Initial-Eligibility Requirements. With the adoption of this requirement every student would meet this requirement. This would eliminate students graduating from high school not eligible for Division I or II athletics based on minimum core requirements.

Additional Core Classes being offered:

- Anatomy and Physiology
- Environmental Ecology/Forensic Science
- AP US History/AP World History
- AP English Literature and Composition/AP English Language and Composition
- AP Physics/AP Biology
- AP Computer Science Principles

Courses will run based on student interest and class enrollment numbers.

9TH GRADE EARLY START PROGRAM:

Students who fail English and/or Mathematics in their 8th grade year will be required to take a two-week end of summer high school preparation course. Students would be required to return to school two weeks prior to the official start of the school year. Students would work from 8:00 a.m. until 12:00 p.m. on English and Mathematics Fundamentals to prepare them for 9th grade. Study skills and organizational structures will also be addressed.

"C" or Better Program:
(See Page 86 for more information)

SUMMER READING PROGRAM:

All incoming 9th through 12th grade students are required to participate in our Summer Reading Program. The English department requires students to read one book in preparation for their next English course. In addition to reading the novel, students will be required to complete assignments, which will be submitted the first week of school to their English teacher for a grade in their English class.

ACADEMIC CENTER:

The goal of the Academic Center is to improve student achievement through mentoring and academic accountability. This course will be offered as a one-period class within each student's scheduled day.

Teachers would be available in a variety of different subject areas to provide monitoring of students' progress, to tutor, and to work with individual students to improve their academic success.

- Grade assigned to class based on participation and improvement
- Required for Freshmen

Purpose:

To improve student achievement through mentoring and academic accountability

Course Description:

Teachers are available in a variety of different subject areas, to provide monitoring of students' progress, tutoring, and to work with individual students to improve their academic success.

Course Benefits:

Students can receive assistance from teachers. They can work on homework assignments. They can study for upcoming tests and quizzes. They can do research online and work on computers for classroom assignments.

Grading Procedures:

- Students must maintain at least 80% of the total points available per marking period to receive a passing grade for the class. Academic Center is graded on a credit/no credit basis.
- Students can earn 5 points each day. Students will earn points as follows:

1. **Agenda completely filled out (1 point)**
   - Students' agendas must be filled out prior to entering AC
   - Hourly notations of assignments and upcoming tests/projects/papers
   - Hourly notation of the focus of that day's class activities

2. **Staying "academically engaged" (2 points)**
   - Use time wisely, work quietly, and stay academically focused
   - Working on material which applies to their classes

3. **Being prepared and getting right to work when class begins "Quick Start" (1 point)**
   - Arrive on time, with materials to study and complete, & begin working promptly
   - Place agenda and missing assignment sheet on desk for mentor teacher's review

4. **Working to the end of the class period (1 point)**

NEW HAVEN COMMUNITY SCHOOLS GRADUATION REQUIREMENTS

Students at New Haven High School select their required and elective courses to fit within their career pathway. Career pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies. Michigan's six Career Pathways have been identified to cover all career opportunities and all levels of education. Students at NHHS, after extensive comprehensive guidance and counseling, establish a career pathway in the seventh grade. After the career pathway is in place, an Educational Development Plan (EDP) is designed to fit each student's individual needs. A portion of the EDP lists the required and elective courses that the student will take at each grade level to best explore and prepare them to enter the job market after they complete their desired level of education. The EDP is reviewed and updated every year.

- Students must be enrolled in seven class periods per day
- All graduation requirements must meet state requirements
- When taking college or university classes for high school credit, one three credit class will count as a one semester half credit toward graduation
- Advanced placement will be offered
- Students must earn their credits appropriate to their grade level to be promoted from one grade to the next

Students are assigned to the core subjects based on reading and math grade levels in a three tier system.Students below grade level will be enrolled in support classes if appropriate to their needs.

Graduation requirements are subject to change according to possible new school board policies or State or Federal policies or requirements.

In addition to graduation requirements, students will complete 6-8 credit hours in their career pathway.

Specific course requirements under the Michigan Merit Curriculum are:

English Language Arts 4 credits required

- English 9
- English 10
- English 11 or AP
- English 12 or AP

Math 4 credits required

- Algebra or Geometry
- Geometry or Algebra II
- Algebra II or Pre-calculus
- Pre-calculus or Calculus (or math related course)
- Probability and Statistics/Personal Finance

Science 3 credits required

- 9th grade Biology
- 10th grade Chemistry or Physics
- 11th grade 3rd science

Social Studies 3 credits required

- 9th grade US History and Geography
- 10th grade Civics and Economics
- 11th grade World History and Geography

Physical Education ½ credit required

Health ½ credit required

Visual/Performing Arts 1 credit required

- 9th grade Elective
- 10th grade Elective
- 11th grade Elective
- 12th grade Elective

World Language 2 credits required

- Spanish I and Spanish II
- ASL I and ASL II

New Haven Community Schools also require:
Computer Technology (infused within high school courses)

Electives 7 credits required
Total credits for graduation 24 credits

TRANSCRIPTS?

Transcript requests can now be done online

Go to www.parchment.com

Enter New Haven High School and create an account.

NCAA GUIDELINES

Any student thinking that he/she may want to play athletics at the collegiate level should visit the NCAA Eligibility Center at:

https://web3.ncaa.org/ecwr3/

Students should be aware of the NCAA requirements which include but are not limited to: NCAA approved core courses, core GPA, and standardized tests.

Students that may want to play athletics at a NAIA college should follow the link below for further information.

https://play.mynaia.org/

Please contact the academic counselor and/or athletic director early in high school for further information.

MHSAA SENIOR HIGH SCHOOL ATHLETIC RULES AND REGULATIONS

SECTION I (A) – ENROLLMENT

· To be eligible for interscholastic athletics during the first semester or the first and second trimesters of the school year, a student must be enrolled in a high school not later than the fourth Friday after Labor Day.

· To be eligible for interscholastic athletics during the second semester or the second or third trimester of the school year, a student must be enrolled in a high school not later than the fourth Friday of February.

· A student must be enrolled in at least 66 percent of full credit load potential for a full time student in the school for which he or she competes.

SECTION 3 (A) (B) – PHYSICAL EXAMINATIONS

· (A) No student shall be eligible to represent a high school for whom there in not on file in the offices of the superintendent or principal or athletic director of that school, statements for the current school year certifying that (1) the student has passed a physical examination and is physically able to compete in athletic tryouts, practices and contest and (2) there has been consent for disclosure to the MHSAA of information otherwise protected by FERPA and HIPAA for the purpose of determining eligibility for interscholastic athletics.

· (B) The penalties for failure to have a physical examination on file as stated in this section include those of Regulation V, Section 4 except that forfeiture will not be required if consent to information otherwise protected by FERPA and HIPPA are absent for the physical form or not on file. Once discovered, the individual student whose form is in question shall not be eligible to participate until the consent form and physical are both on file.

SECTION 4 (A) – MAXIMUM ENROLLMENTS

· A student shall not compete in athletics who has been enrolled in grades 9 to 12, inclusive, for more than eight semesters or 12 trimesters. The seventh and eighth semesters or the 10^{th}, 11^{th} and 12^{th} trimesters must be consecutive. Enrollment in a school beyond the fourth Friday after Labor Day (of the first semester or trimester) or fourth Friday of February (of the second semester), or the fourth Friday of the second or third trimesters, or competing in one or more interscholastic athletic scrimmages or contests, shall be considered as enrollment for a semester or trimester, respectively, under this Section.

SECTION 8 (45) – INTERPRETATIONS

· In schools whose classes are approximately equal in length, "receiving credit" or "passing" 66 percent of full credit load potential for a full time student is defined here and throughout these regulations as meeting requirements of courses for which credit toward graduation or a certificate of completion would be granted by the school. Except as provided under note 2 below, the credit load potential shall be the same for all students enrolled in the school to be represented. The minimum would be met, for example, by the following:

- Passing 3 of 4 classes
- Passing 4 of 5 classes
- Passing 4 of 6 classes
- Passing 5 of 7 classes

The minimum would not be met by students receiving credit for or passing 3 of 5 classes or 4 of 7 classes.

Top Ten Graduates

How the valedictorian, salutatorian, and top ten graduates are identified at New Haven High School:

- The Top Ten Graduates along with the Valedictorian and Salutatorian will be identified only after the third marking period of their senior year and will be verified by the school counselor to reflect consistency in the fourth quarter of the senior year allowing sufficient time to reflect the full accomplishments of the senior year while allowing time to print, publish and prepare the top students for the academic honors bestowed at commencement. (Normally this would be the last week of April).
- The Valedictorian and Salutatorian will be required to prepare a commencement speech which must be presented to the Principal. The speech should be presented no later than the last day of senior exams and must be presented as approved.
- Beginning with the class of 2017, the valedictorian of the graduating class will be the students whose combined GPA and SAT score is the highest in his or her class.
- The senior who is selected as the salutatorian will be the senior with the second highest combined score of GPA and SAT.
- The goal of the most outstanding students should reflect a correlation between the teachers assigned scores reflected on the cumulative Grade Point Average (GPA) and the score on the SAT assessments.
- SAT Testing must be completed by the December SAT Testing date.
- See below for the formula and example of calculating this rank.

(GPA x 250) + (SAT Composite Score x .625) = Score

EXAMPLE: **4.0 GPA x 250** = *1,000 Pts.* + **1600 x .625** = *1,000 Pts. =2,000 Pts.*

COMPREHENSIVE GUIDANCE AND COUNSELING CAREER MODEL

ELEMENTARY K-5 (AWARENESS)

*Junior Achievement
*Career Counseling
*Career Day
*Guest Speakers
*Business Visitations
*Interest Survey

MIDDLE SCHOOL 6-8 (EXPLORATION)

*Assessment
*Interest Survey
*Portfolio
*Job Shadowing
*Business Visitations
*Mentoring
*Guest Speakers
*Educational Development Plan (EDP)

HIGH SCHOOL 9-12 (PREPARATION)

*Six Career Pathways
*Business, Management, and Marketing Technology
*Engineering/Manufacturing and Industrial Technology
*Natural Resources and Agriscience
*Work-Based Learning
*Business Visitations
*Educational Development Plan (EDP)
*Arts & Comm.
*Human Services
*Health Services
*Job Shadowing
*Guest Speakers
*Community Service

TECHNICAL OR PROFESSIONAL EMPLOYMENT

*High School Diploma
*Certification
*Apprenticeship
*Associate's Degree
*Bachelor's Degree
*Master's Degree
*Professional Certification
*Ph.D.

SUCCESSFUL FUTURE

*Life Long Learner
*Adaptable to Change

CAREER PATHWAYS

WHAT IS A CAREER PATHWAY?

A Career Pathway is a plan designed by the student to make sure that what you learn in school each day is useful for your life. Your PATHWAY will help you put things in focus, giving you a better idea of what's out there in the world, what you want to do, and what you need to be successful.

ARE YOU SURE IT'S FOR ME?

Absolutely! No matter what, someday you will need to get a job. You may go to college first. You may get advanced education or training in other ways. But you'll eventually enter the workforce. The bottom line is that the GOOD JOBS of the future will go to people with skills. And you certainly want to be one of them!

HOW DO I BENEFIT?

Your Pathway prepares you so that you know what it takes to get a good job. It

- helps you learn about hot, new career opportunities.
- helps you see how school subjects relate to the world of work.
- makes your classes more interesting.
- helps you figure out what you do well.
- opens your mind to all kinds of careers in your chosen career major.
- shows you the education and skills needed to get the GOOD jobs.
- makes your education fit YOU.

WHAT IS MY ROLE?

Do everything you can to focus on your future!

- Study hard and do your best in school and extracurricular activities.
- Take advantage of every opportunity to learn about the real world through job shadowing, work experiences, field trips, community service and career speakers.
- Talk to your parents and other adults about their jobs.
- Go to school every day, on time, and with a good attitude…like a job.
- Learn…first hand…about as many different jobs, businesses, and professions.
- Participate in career and college fairs.
- Talk to your counselor, career development facilitator, and teachers.

Career Pathways

What are the Six Career Paths?	Is this Career Path for you?
ARTS AND COMMUNICATION	
Careers in this path are related to humanities and performing, visual, literacy, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations	Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? This may be the career path for you!
BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY	
Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics and management.	So you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers and ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, surfing the Internet? This may be the career path for you!
ENGINEERING/MANUFACTURING AND INDUSTRIAL TECHNOLOGY	
Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies.	Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? This may be the career path for you!

HEALTH SCIENCES	
Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies	Do you like to care for people or animals who are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid, volunteer at a hospital or veterinary clinic? This may be the career path for you!
HUMAN SERVICES	
Careers in this path are related to economics, political and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services and personal services.	Are you friendly, open, understanding and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? This may be the career path for you!
NATURAL RESOURCES AND AGRISCIENCE	
Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.	Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This may be the career path for you!

Career Categories	Courses in School	Sample of Careers
ARTS AND COMMUNICATION		
Advertising and Public Relations Creative Writing Film Production World Languages Journalism Radio and TV Broadcasting	Art Band Business Management Choir Commercial Art Communications World Language Information Technology Newspaper Psychology Related Co-op Sociology Telecommunications Visual Imaging Yearbook	Commercial Artist Dancer Desktop Publishing Specialist Disc Jockey Film Producer Fashion Designer Floral Designer Journalist Musician Painter Public Relations Executive Radio and TV Broadcaster Singer
BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY		
Accounting Office Administration Entrepreneurship Hospitality/Tourism Manger Computer/Info Systems Marketing Sales Finance Personnel Economics	Accounting Business Management Business Marketing Information Technology Office Assistant Newspaper Psychology Sociology Related Co-op Yearbook	Bank Teller Cashier Computer Programmer Economist Hotel Manager Legal Assistant Loan Officer Medical Assistant Office Manager Payroll Clerk Salesperson Software Engineer

Career Categories	Courses in School	Sample of Careers
ENGINEERING/MANUFACTURING AND INDUSTRIAL TECHNOLOGY		
Architecture Precision Production Manufacturing Technology Mechanics and Repair Engineering Related technologies Drafting Construction	Auto Body Auto CAD Auto Technician Construction Drafting Electronics Metal Works Physical Science Physics Technical Math	Air Traffic Controller Architect Auto Mechanic Computer Repair Construction Manager Draftsman Electrician Engineer Geographer Plumber Surveyor
HEALTH SCIENCES		
Dentistry Hygiene Medicine Nursing Nutrition and Fitness Therapy and Rehabilitation	Anatomy Biology Chemistry Business Management Medical Careers Physiology Related Co-op	Admitting Clerk Dentist Dental Hygienist Health Care Aide Laboratory Assistant Medical Assistant Nurse Physician Physical Therapist Respiratory Therapist Veterinary Technician

Career Categories	Courses in School	Sample of Careers
HUMAN SERVICES		
Education Child and Family Services Food and Beverage Services Law and Legal Studies Cosmetologist Social Service	Business Management Child Care Criminal Law Food Preparation Food Service Information Technology Law Enforcement Practical Law Psychology Sociology Related Co-op	Cook/Chef Child Care Worker Counselor Cosmetologist Firefighter Police Officer Detective Lawyer Legal Assistant Librarian Sheriff Social Worker Teacher Teacher Aide
NATURAL RESOURCES AND AGRISCIENCE		
Agriculture Animal Health Care Horticulture Wildlife Management Life Sciences Forestry Fisheries Management	Agriscience Accounting Chemistry Earth and Space Science Environmental Science Geography Physics Related Co-op	Animal Caretaker Chemist Conservation Agent Farmer Forester Oceanographer Physicist Groundskeeper Landscaper

ADVANCED PLACEMENT COURSES

Advanced Placement Courses (AP)

- AP is not just for the elite; it's for the prepared.
- Students taking AP courses improve their chances of college admission.
- Nearly one-third of colleges and universities use AP as a criterion to determine scholarship recipients.
- Students who take AP courses and exams are much more likely than their peers to complete a bachelor's degree in four or fewer years.

The incentive to do well on AP exams places teachers and students on the same side.

AP Courses being offered	YEAR OFFERED
AP English Literature and Composition	(on alternating years of AP Lang. and Comp.)
AP English Language and Composition	(on alternating years of AP Lit. and Comp.)
AP European History	(every year)
AP U.S. History	(on alternating years of AP World Hist.)
AP World History	(on alternating years of AP U.S. Hist.)
AP Biology	(every year)
AP Physics	(every year based on enrollment)
AP Computer Science Principles	(every year)

AP BIOLOGY **FULL YEAR 1 CREDIT**

Recommended Grade Levels: 10-12

PREREQUISITE: Chemistry and Biology: "B" or better strongly recommended

DESCRIPTION: Advanced Placement Biology is designed to be the equivalent of a two-semester introductory college biology course. Students begin the first semester by reviewing the summer reading assignments. As recommended by the College Board, students develop an understanding of the major topics of biology, including biochemistry, molecular biology, cells, heredity, evolution, organisms and populations. Through a variety of laboratory experiences, including those recommended by the College Board, students apply their understanding of scientific concepts. Advanced Placement Biology students are strongly encouraged, but not required, to take the advanced placement examination; which takes place in May.

AP COMPUTER SCIENCE PRINCIPLES FULL YEAR 1 CREDIT

Recommended Grade Levels: 10-12

PREREQUISITE: Algebra 1
Prior computer science experience is helpful but not required to take this course

DESCRIPTION: AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. This course also is designed to prepare students who are new to computer science for the AP Computer Science Principles exam. The course covers many topics including the Internet, Big Data and Privacy, and Programming and Algorithms.

*This class meets requirements for a math related class for Seniors.

AP EUROPEAN HISTORY GRADES 9-12 FULL YEAR 1 CREDIT

DESCRIPTION: In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students are encouraged, but not required, to take the advanced placement exam for this course; which takes place in May.

AP LANGUAGE AND COMPOSITION FULL YEAR 1 CREDIT

Recommended Grade Levels: 11-12

(This class is offered on alternating years as AP Literature and Composition)

DESCRIPTION: This year-long course is designed to be the equivalent of an introductory year of college composition course. Students write about a variety of subjects in several formal and informal contexts: journal writing, impromptu writing, narrative essay, expository essay, analytical essay and argumentative essay. Students read and respond in writing to a variety of prose styles and genres including nonfiction readings. Students analyze the author's use of rhetorical strategies and techniques. Students apply research skills to evaluate, use and cite primary and secondary sources. Major texts may include *Gulliver's Travels, Black Dog of Fate, Julius Caesar, Reading Lolita in Tehran, Me Talk Pretty One Day,* and *Angela's Ashes.* This course follows College Board guidelines. Students taking this course have required summer readings, which are the basis for initial fall assignments. A teacher recommendation for this course is advised.

AP LITERATURE AND COMPOSITION FULL YEAR 1 CREDIT

Recommended Grade Levels: 11-12

(This class is offered on alternating years as AP Language and Composition)

DESCRIPTION: This year-long course is designed to be the equivalent of an introductory college literature course. Students engage in the careful reading and critical analysis of a wide range of literature. Students write interpretations of literature based on structure, style and themes, as well as the author's use of literary elements. Students identify the social and historical values reflected in the literature. Through the close reading of literary texts, students examine the ways writers use language. Students write formal, extended analyses of literature as well as timed in-class responses. Emphasis is placed on writing expository and analytical essays.

AP PHYSICS FULL YEAR 1 CREDIT

Recommended Grade Levels: 11-12

PREREQUISITE: Geometry; "B" or better in Physics or Chemistry strongly is recommended

DESCRIPTION: In this college level physics course, students learn about mechanics, electricity and magnetism in sufficient depth so that they have the necessary knowledge and skills to pass

both the mechanics, electricity and magnetism portions of the calculus-based Advanced Placement test. Students are encouraged, but not required, to take the Advanced Placement examination, which takes place in May.

AP U.S. HISTORY FULL YEAR 1 CREDIT

Recommended Grade Levels: 10-12

PREREQUISITE: None

(This class is offered on alternating years as AP World History)

DESCRIPTION: The AP U.S. History course is an elective course. Students taking the class should have a strong interest in history and be academically prepared to handle the rigors of this advanced course. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with issues in U.S. History (1607-present). Students are encouraged, but not required, to take the Advanced Placement exam for this course; which takes place in May.

AP WORLD HISTORY FULL YEAR 1 CREDIT

Recommended Grade Levels: 10-12

PREREQUISITE: None

(This class is offered on alternating years as AP U.S. History)

DESCRIPTION: In this course, students trace the chronology of world history from 8000 BCE to the present, with 8000 BCE to 600 CE as the foundation for the rest of the course. Students analyze the processes and causes that created continuity and change across the historical periods. Students identify the five overarching theses of interaction between humans and the environment, development and interaction of cultures, political expansion and conflict, interaction and expansion of economic systems and development of social structures and apply these to their study of major civilizations. Students construct and evaluate arguments, using documents and primary sources. Students compare diverse interpretations of events through analysis of context, point of view and frame of reference. Students are encouraged, but not required, to take the advanced placement exam for this course; which takes place in May.

ALTERNATIVE COURSES

Correspondence Courses as governed by board policy
Adult Education Classes as governed by board policy
Alternative Education must meet federal guidelines
Summer School classes as governed by board policy
Lake Huron Virtual and Hybrid High School

ANCILLARY SERVICES

Comprehensive Guidance and Counseling

Comprehensive Guidance and Counseling is an integral part of the New Haven School's total educational program. Activities are organized and implemented by a licensed school counselor with the cooperation and support of students, parents/families, teachers, support staff, administrators and the community.

The Comprehensive Guidance and Counseling Program includes:
Guidance Curriculum – Consists of structured developmental experiences presented systematically through classroom and group activities.
Individual Planning – Consists of activities that help all students plan, monitor and manage their own learning as well as their personal and career development. A student's career pathway, educational development plan (EDP) and graduation requirements are a basis for course selection and scheduling.
Responsive Services - Consists of activities to meet immediate needs and concerns of students. This includes counseling, consultation and referrals.
Systems Support – Consists of management activities that establish, maintain, and enhance the total guidance and counseling program.

AUTOMOTIVE SERVICES

AUTOMOTIVE TECHNICIAN I (7045/7050) 1 HOUR FULL YEAR 1 CREDIT

DESCRIPTION: This introductory automotive service course will provide an introduction to the operation and fundamental service procedures on today's automobile.

120 hours -The first semester includes the use of hand and power tools. Shop safety will be stressed. In addition, the student will develop basic automotive maintenance skills in oil change, tire repair, vehicle inspection and repair.
Engine Repair – 60 hours
The second semester is a course designed to explore four-cycle engine theory, operation, diagnosis, and repair.

*NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

AUTOMOTIVE TECHNICIAN II (7055/7060) 1 HOUR FULL YEAR 1 CREDIT

PREREQUISITE: Introduction to Automotive Technician I

DESCRIPTION: This course is designed to provide the skills necessary to achieve ASE or Michigan State Mechanic Certification in the following areas:

Engine Repair - 60 hours
A course designed to introduce the principles and procedures required to diagnose and completely rebuild an automotive engine.
Electrical/Electronic Systems - 230 hours
A course designed to introduce the principles and operation of basic automotive electrical systems.
Brakes - 110 hours
A course designed to introduce the principles of operation and servicing of brake systems.

*NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

AUTOMOTIVE TECHNICIAN III (7065/7070) 2 HOURS FULL YEAR 2 CREDITS

PREREQUISITE: Automotive Technician I and Automotive Technician II (Math Elective)

DESCRIPTION: This course is designed to provide the skills necessary to achieve ASE or Michigan State Mechanic Certification in the following areas:

Steering and Suspension – 100 hours - A course designed to introduce the operating principles and repair of steering and suspension systems, wheel alignment, and balance.
Engine Performance – 220 hours - A course designed to teach the operating principles and service procedures of engine tune-up, emissions, controls, and basic drivability.

*NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts and senior math credit.

AUTOMOTIVE TECHNICIAN IV (7075/7080) 2 HOURS FULL YEAR 2 CREDITS

PREREQUISITE: Automotive Technician I, II, and III

Independent Study – 360 hours
A course designed to provide shop experience and exposure to other areas of potential ASE or Michigan State Mechanic Certification areas.

*This class meets requirements for a math related class for Seniors.

*NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts and senior math credit.

BUSINESS MANAGEMENT AND ADMINISTRATION

LTU: PRINCIPLES OF MARKETING (MKT2013) 1 SEMESTER .5 CREDIT

DESCRIPTION: This is an introductory course in Marketing. It examines the role of Marketing in our society and within the organization. This course will help students to identify the marketing mix components; explain the environmental factors which influence consumer and organizational decision-making process; outline a marketing plan; and interpret marketing research data to forecast industry trends and meet customer demands.

LTU: PRINCIPLES OF MANAGEMENT (MGT2203) 1 SEMESTER .5 CREDIT

DESCRIPTION: This course provides an introduction to the role of the manager and the management process in the context of organizations and society. The focus of the course is on effective management of the organization in a changing society and on improved decision making and communication as they relate to planning, organizing, coordinating and controlling.

ADVANCED GRAPHIC DESIGN 1 YEAR 1 CREDIT

DESCRIPTION: Building on the foundational skills learned in the introductory graphic design course, *Advanced Graphic Design* pushes students to refine their craft and deepen their understanding of digital tools. This course explores advanced techniques in photo manipulation, vector illustration, page layout, and typography, while emphasizing the integration of these elements to produce cohesive, professional-level designs.This course fosters both individual creativity and collaborative teamwork, encouraging students to engage with constructive feedback and iterate on their work.

COREQUISITE: INSTRUCTOR PERMISSION REQUIRED

ADVANCED MANAGEMENT/MARKETING & FINANCE (7129/7130) FULL YEAR 1 CREDIT

COREQUISITE: Lawrence Technology University Marketing and Management

INSTRUCTOR PERMISSION REQUIRED

DESCRIPTION: Students in this class will learn how to create, manage and market an entrepreneurial business operation. They will be introduced to the theories and practices needed to make sound business decisions through the study of the traditional and current trends in business and economic environments. The focus is on learning the essential skills necessary to write a business plan, secure financing, and develop effective marketing and advertising, anticipate consumer behaviors, and learn the various business structures and operations. This class will require before, during lunch and after school attendance in the operation of the entrepreneurial venture.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts and senior math credit.

COMPUTER SKILLS FOR COLLEGE & CAREER SUCCESS 1 SEMESTER .5 CREDIT

DESCRIPTION: Students will learn about computers, their use, and their impact on society. Students will use the Microsoft Office program for applications in word processing, spreadsheets, and presentations. Other topics covered may include email, accessing and using the Internet, and using a scanner and/or digital camera to capture images to be used in a project or multimedia presentation. Grades will be based on completion of worksheets, computer assignments, projects, and tests.

*This class meets requirements for a math related class for Seniors.

ENTREPRENEURSHIP (9927/9932) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10-12

PREREQUISITE: Algebra I

DESCRIPTION: Students will use computer simulations to build their dream business from scratch. The class will teach students the key concepts to be successful entrepreneurs, such as, spotting opportunity, market research, building a team, human resource management, and acquiring resources. Students will develop and use soft skills such as written and oral communication, critical thinking, and problem solving. Class is primarily computer based.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts and senior math credit.

GRAPHIC DESIGN (7125/7126) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10-12

PREREQUISITE: Art

DESCRIPTION: This course is designed to introduce students to the computer as a design tool. Students learn the basics of digital graphic programs including photo manipulation/image creation, drawing and page layout/typography. After learning about each of these components separately, students combine applications to create unique pieces of digital art.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

PROJECT MANAGEMENT (9934/9935) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10-12

PREREQUISITE: Algebra I

DESCRIPTION: Students will work through computer simulations giving them a real look into running a major corporation. Students will work in the sports and entertainment industry learning how to make the hard decisions, like: handling promotions, ticket pricing, stadium operations and staffing, sponsors, concessions, concert booking and promotions, and more. This class is ideal for teaching sports and entertainment marketing, business/sports management, general marketing courses, and entrepreneurship. Students will develop and use soft skills such as written and oral communication, critical thinking, and problem solving. Class is primarily computer based.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

STRATEGIES IN SPORTS, ENTERTAINMENT, AND MARKETING FULL YEAR 1 CREDIT

Recommended Grade Levels: 10-12

DESCRIPTION: This course is designed for students interested in sports and entertainment marketing, marketing, management, and business ownership. Emphasizing a project-based learning approach, it covers language, strategies, distribution channels, and social skills for success in the business world. The primary goal is to equip students with foundational principles, fostering critical thinking and decision-making through practical application. Topics include the private enterprise system, consumer economics, global distribution, marketing purpose, diverse enterprises, sports and entertainment marketing careers, distribution dynamics, promotion and pricing strategies, human relations skills, and technology's impact on business. Through coursework, field trips, and insights from industry professionals, students gain confidence and practical skills. The course aims to provide a dynamic learning experience beyond theory, offering opportunities to develop and showcase marketable skills. All students in this course are eligible to join a Career and Technical Student Organization, such as Skills.

CAREER AND TECHNICAL EDUCATION

Today's world is marked by increasingly rapid social, political, and technological change–-change that is increasingly more difficult to predict. As a consequence, in addition to being academically, socially, and emotionally prepared, students will need to be technologically savvy –understanding how to locate information, determine its relevance, determine its accuracy, and integrate it with other sources. To prepare students for today's world, Business, Management, Marketing and Technology Services offers four strands of programs: Business, Management and Administration; Finance; Information Technology; and Marketing Sales and Services.

Curriculum in this program assists students in developing common information technology skills including: data input, word processing, technology management, multimedia, spreadsheet, database, presentation and telecommunications. Information skills are used by students in school as well as in the workforce when performing tasks such as: problem solving, research, document processing, and presentation of materials.

Additionally, students will have the opportunity to become certified, according to industry-specific requirements, in a variety of business and industry programs while using state of the art computer equipment and software.

Students in the Business, Management, Marketing and Technology Service program are given the opportunity and encouraged to be active members of Business Professionals of America (BPA), a student organization which helps students acquire leadership skills and provides contests at local, regional, state and national levels.

ELECTIVES

ART I (8111/8112): FULL YEAR 1 CREDIT

DESCRIPTION: This course features art study concepts, processes, and history. Students will learn to develop the idea process, enhance their understanding of art principles and sharpen their perceptive and technical skills in two and three dimensional media. They will also develop their critical thinking skills by examining art, history and the art work of their peers. A sketch book is required. Passing grades are earned by daily participation, completion of projects according to art concepts learned, homework assignments, and assessments through project completion and rubric

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

Because Art I is a creative course that individualizes the production of artwork to each individual student, much of the instruction is done one-on-one or in small groups as others work on their projects in a studio setting. This requires, therefore, the skills of self-regulation more than in some other studies. Students who are in need of a higher level of structure and supervision are generally not successful in an art class. Students must be able to focus their attention on the teacher's occasional presentations, but also be able to discipline their focus to their own individual art projects as the teacher moves about to guide the unique creativity for each student.

BAND: CONCERT AND/OR MARCHING (8331/8332) FULL YEAR 1 CREDIT

DESCRIPTION: Band is a year- long course open to any student (grades 9-12) with or without previous instrumental music experience. Students will participate in pep band, marching band and concert band performances. A wide variety of music for winds and percussion will be studied and performed throughout the year. Students are encouraged to attend private or semi-private lessons on a regular basis. In addition, students will have individual opportunities to participate in optional events like Solo and Ensemble Contest, IMEA and the Conference Music Festival. Attending all full band performances is a course requirement.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

NOTE: Three successfully completed (passing) semesters of Marching Band may be used to fulfill the NHCS physical education graduation requirement. Students must notify the counseling department if they wish to apply this option.

CHOIR (8321/8322) FULL YEAR 1 CREDIT

DESCRIPTION: This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in Chorale are expected to participate in one evening concert each quarter as a major part of their grade.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

CLEP (9997/9998) FULL YEAR 1 CREDIT

Recommended Grade Levels: 11-12 (For students planning on attending college)

This course prepares students for success in CollegeBoard's CLEP (College-Level Examination Program) exams, which allow students to earn college credit for knowledge they already possess. Through focused study in subjects like history, science, math, and language, students will develop test-taking strategies, master key concepts, and practice with sample questions. By the end of the course, students will be equipped to take CLEP exams confidently, saving time and money in their pursuit of higher education. Ideal for motivated learners aiming to jumpstart their college journey.

DRAMA FULL YEAR 1 CREDIT

Recommended Grade Levels: 9 -12

DESCRIPTION: Students will learn the basics of acting, including body awareness, vocal techniques, and stage presence. Through engaging exercises and improvisational activities, students will build confidence, develop teamwork and collaboration skills, and discover the power of the performing arts. From script analysis to character development and exploring different theatrical genres, this course provides a well-rounded introduction to the fundamentals of drama. The course will end with a culminating performance to show off what we have learned.

ENTERTAINMENT SCIENCES TECHNOLOGY IV (DRAMA) (9921/9922) FULL YEAR 1 CREDIT

Recommended Grade Levels: 9-12

DESCRIPTION: The Entertainment Science Technology program is, in fact, more a program than a single course. There will be multiple instructors providing instruction in various aspects of Entertainment Science Technology.

In the **DRAMA** section, students will prepare dramatic presentations and learn the skills involving voice, body movements, dialogue, stagecraft, and performance.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

GUITAR (8343/8344) FULL YEAR 1 CREDIT

DESCRIPTION: Guitar is a year-long course open to any student without any previous (or very limited) instrumental music experience. Students will learn the basics of acoustic or electric guitar in a variety of musical styles and genres, including Rock, Pop, R&B and Classical. Students will learn the fundamentals of guitar including guitar chords, lead guitar playing, scales, and finger picking. Students are encouraged to have their own guitar for the class, but school guitars are available for use and sharing.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

LEADERSHIP FULL YEAR 1 CREDIT

Recommended Grade Levels: 10-12

DESCRIPTION: Semester one will focus on the science of well-being. The curriculum was developed by Yale University professor Dr. Laurie Santos. The course focuses on the psychology of happiness. Students will learn how to be less stressed and how to thrive in high school and beyond. The second semester of the course will focus on leadership skills, such as communication, problem solving, teamwork and ethics. Students will learn who they are as a leader and apply these skills in a practical setting.

PHOTOGRAPHY (9928/9935) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10 - 12

DESCRIPTION: Digital Imaging is divided into three areas of concentration. The first part of the class will center on photographic history. The second part of the class will focus on procedures, safety, and techniques used in successful photography. The third portion of the class will be computer oriented. Students will shoot and edit their own images, using the knowledge and techniques learned in the first and second part of the class. If the students do not have their own cameras we will have them to check out. Upon completion of the class, students will put together a portfolio compiling their original works. Completion of this class is a prerequisite or corequisite to those students who wish to join the yearbook staff, since students will learn the fundamentals needed to take both action and still shots. A 10 dollar material fee is charged to each student to cover the cost of photographic paper and ink.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

POTTERY (8125/5126) FULL YEAR 1 CREDIT

DESCRIPTION: Pottery is a course designed for the serious art student who has an interest in developing his or her abilities and style in three dimensional media. Students will explore three dimensional forms in various media with emphasis on pottery. Other three dimensional media may be explored, such as paper and fiber arts, sculpting, and other construction methods.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

TECH FUSION: IT, PROGRAMMING, & DIGITAL INNOVATION (7133/7134) FULL YEAR 1 CREDIT

PREREQUISITE: Algebra 1 (taking Geometry concurrently)

DESCRIPTION: TechFusion is an innovative course designed to provide students with a solid foundation in digital and computer literacy before diving into advanced programming and IT concepts. The course begins by building essential skills in Digital and Computer Literacy, preparing students to navigate today's technology-driven world confidently. Students then learn Python, a versatile, open-source programming language widely used in industries such as web and software development, data science, machine learning, and automation. Known for its simplicity, adaptability, and real-world applications, Python is one of the most in-demand programming languages globally. This course offers opportunities to earn industry-recognized certifications upon completion of its required components. Students can further personalize their learning journey by exploring advanced topics such as Artificial Intelligence, Java, Cybersecurity, HTML and CSS, Networking, Databases and Data Analytics, and Software Development. For those seeking to deepen their expertise, additional coursework in Digital and Computer Literacy is available, culminating in a Mastery Certification. TechFusion equips students with the technical knowledge, problem-solving skills, and certifications to excel in today's rapidly evolving digital landscape.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts and senior math credit.

TRANSITION: PATHWAYS TO EXPLORATORY FULL YEAR 2 CREDITS

10th Grade Special Education Only; Teacher Recommendation Required

DESCRIPTION: Students in 10th grade can earn high school credit while learning about workplace readiness, job exploration, self-advocacy skills, and local post-secondary education and employment options. Block classes will be held daily at the high school. Participating in this program will prepare students for their next steps, whether it's successful employment or pursuing post-secondary options.

YEARBOOK (1082/1083) FULL YEAR 1 CREDIT

PREREQUISITE: Grades 10 - 12 and approval from the instructor

DESCRIPTION: This course is designed to produce the school yearbook. Students will work with all the production aspects of a yearbook including layout, copy-writing, headlining, advertising, photography, interviewing, marketing, and maneuvering the yearbook avenue website. Students will be required to sell advertising to support the yearbook. Some after school work will be required.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.

ENGLISH

Requirements for Graduation: 4 Credits

English courses all emphasize both reading skills and writing skills necessary for high school graduates for careers and college. The student must master the skill of INQUIRY and REFLECTION and the major READING STRATEGIES essential to learning from reading with a special focus on finding meaning in context beyond just the literal. English courses all must emphasize the importance of mastering the recursive writing process and the ability to adapt writing to the PURPOSE and AUDIENCE intended. Students must learn to read literature closely to derive meaning beyond the literal. Students must verify that they engage in independent reading and can use their independent reading to inform their writing and speaking.

AP LANGUAGE AND COMPOSITION (1093/1094) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10 - 12

DESCRIPTION: This year-long course is designed to be the equivalent of an introductory year of college composition course. Students write about a variety of subjects in several formal and informal contexts: journal writing, impromptu writing, narrative essay, expository essay, analytical essay and argumentative essay. Students read and respond in writing to a variety of prose styles and genres including nonfiction readings. Students analyze the author's use of rhetorical strategies and techniques. Students apply research skills to evaluate, use and cite primary and secondary sources. Major texts may include Gulliver's Travels, Black Dog of Fate, Julius Caesar, Reading Lolita in Tehran, Me Talk Pretty One Day, and Angela's Ashes. This course follows College Board guidelines. Students taking this course have required summer readings, which are the basis for initial fall assignments. A teacher recommendation for this course is advised.

AP LITERATURE AND COMPOSITION (1095/1096) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10 - 12

DESCRIPTION: This year-long course is designed to be the equivalent of an introductory college literature course. Students engage in the careful reading and critical analysis of a wide range of literature. Students write interpretations of literature based on structure, style and themes, as well as the author's use of literary elements. Students identify the social and historical values reflected in the literature. Through the close reading of literary texts, students examine the ways writers use language. Students write formal, extended analyses of literature as well as timed in-class responses. Emphasis is placed on writing expository and analytical essays.

CREATIVE WRITING FULL YEAR 1 CREDIT

Recommended Grade Levels: 11 - 12

DESCRIPTION: Explore the art and craft of creative writing in this engaging and dynamic course designed for juniors and seniors. Students will delve into various genres, including fiction, poetry, and creative nonfiction, to develop and refine their unique voices as storytellers. Through a combination of writing exercises, workshops, and in-depth discussions, participants will enhance their understanding of literary elements and techniques.

ENGLISH 9 (1091/1092) FULL YEAR 1 CREDIT

DESCRIPTION: Throughout the English 9 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts; developing analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres. Students will read a variety of fictional texts ranging from micro fiction, short stories, and novels to practice identifying story elements and their impact on the author's purpose. Students will also read a range of advertisements across marketing sub-genres to analyze how advertisers market a product and persuade consumers. Students apply their knowledge of informational texts to read critically, making inferences and analyzing bias. Student's knowledge of argument is extended through immersion and study of two related genres: personal narrative and personal essay culminating in their writing their own personal essay.

ENGLISH 10 (1101/1102) FULL YEAR 1 CREDIT

DESCRIPTION: Throughout the English 10 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres including foundational documents from American history, multimedia, and visual texts. Students work with literary non-fiction, literature, and informational text types in both their reading and writing. Across the course, students continue to deepen their skills of argumentation with close study and development of claims, counterclaims, line of reasoning, and building evidence-based arguments.

ENGLISH 10 HONORS (1033/1034) FULL YEAR 1 CREDIT

DESCRIPTION: The objective of the course is to allow better opportunities for the students to achieve their highest potential in English 10 and also to better prepare our students for the demands of AP English and college and career writing. The main differences between the Honors section and the general sections of English 10 are the higher amount of required reading outside of class and the higher expectations for student autonomy and room for creativity. Students will engage with the same required texts for English 10 but those texts will often supplement those texts with other reading and class activities and at least 4 extra core texts. To make room for these additions, students are expected to complete more independent reading at home than those students in the general section. Some of the important topics that will be covered in English 10 Honors are Poetry Analysis, The Hero's Journey, The Tragic Hero, Argumentative Writing and Literary Analysis.

ENGLISH 11 (1111/1112) FULL YEAR 1 CREDIT

DESCRIPTION: Throughout the English 11 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres. Students read literary nonfiction that encompasses a variety of topics, central ideas, and arguments. They also read multiple texts in the same genre to understand what sets it apart from other genres. Through close analytical reading, readers develop theories about which writer is most effective in conveying intent, purpose and meaning. As readers and researchers, students also study a variety of argumentative texts for structure, tone, audience, claim, counterclaim, evidence, and line of reasoning. Through inquiry, students gather information from primary and possibly secondary resources; they analyze and synthesize information to inform and support their claim(s) and counterclaims(s). Students explore a variety of informational text genres (e.g., short print text, video, graphic text, foundational documents).

ENGLISH 12 (1021/1023) FULL YEAR 1 CREDIT

DESCRIPTION: Throughout the English 12 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres. The English 12 course is developed with the presupposition that students have prior experience and a level of independence in a writing workshop model (e.g. writing community, response groups, and the writing process). Students study short texts, novels, Shakespeare's Hamlet (varies), and informational texts. Informational texts include foundational documents from American History, multimedia, and visual texts. Students analyze texts for bias and point of view in readers and writers of texts; they explore the influence of great leaders, historical events, and cultural situations on writers and readers of literature and informational texts; and they extend this thinking as they research topics of personal interest. In addition, students self-monitor the skills, habits, strategies, and processes they use to set goals and reflect on their growth.

IEP ENGLISH/ENGLISH ESSENTIALS FULL YEAR 1 CREDIT

Recommended Grade Levels: 9 - 12

PREREQUISITE: Recommendation of IEP Team

DESCRIPTION: This course is designed to develop students' basic skills in Communication Arts, using a variety of methods. Emphasis will be on reading strategies and writing. Students will analyze and respond to various forms of literature, including fiction, short stories, poetry, and nonfiction articles. Students will be provided with daily and weekly opportunities to read, communicate and reflect, and create.

SCI-FI LITERATURE FULL YEAR 1 CREDIT

Recommended Grade Levels: 11 -12

DESCRIPTION: "Go Boldly where no man has gone before!" Students will "travel" to distant galaxies, alternate dimensions, and futuristic landscapes, challenging conventional perspectives on reality. Analyze classic and contemporary works, delving into the genre's profound influence on literature, film, culture, and our imaginative vision of the future.

ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE LEARNING (ELL)

DESCRIPTION: Based on your WIDA scores and class grades and GPA, you have been identified as a student who will receive English language skills. That identification has placed you in the class **ELL Skills,** a class designed to support your growth in English language skills. The class will include academic and real-world vocabulary, language skills such as speaking and listening, and academic English reading and writing support. In addition to following an English language curriculum, you will receive language support for homework, tests and learning in your other classes.

HEALTH SERVICES

SPORTS MEDICINE 1 (5606/5607) FULL YEAR 1 CREDIT

DESCRIPTION: This course provides high school students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Other topics will include medical terminology, anatomy and physiology, legal implications for athletic training, sports nutrition, sports psychology, performance enhancement philosophies, first aid principles, and taping procedures. Students will also learn about healthy lifestyles and will be training in AHA First Aid and BLS CPR. Students enrolled in this class will not provide patient care.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in science and senior math.

HEALTH SCIENCE ANATOMY & PHYSIOLOGY FULL YEAR 1 CREDIT

DESCRIPTION: This is an elective science course for CTE. The course content will help prepare the student for most biological or medical science undergraduate programs. In this course the students will be introduced to the structure and function of the human body. Topics include orientation to the human body, basic chemistry, cells and tissues, and the organ systems. Each of the organ systems will be explored individually as well as their relationships with each other. Various projects, laboratory experiments and dissections will be performed in conjunction with each human system or topic.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in science.

MEDICAL HEALTH SCIENCE CAREERS I(9917/9918) FULL YEAR 2 HOURS 2 CREDITS

RECOMMENDED PREREQUISITES: Biology, Anatomy, 10th - 12th grade students

DESCRIPTION: This course of study is designed to introduce students to careers in the medical and healthcare fields. Students will explore the foundation standards based on the National Healthcare Skill Standards, developed by the National Consortium for Health Science Education (NCHSE). Topics included with the foundation standards are academic foundations (human systems & disease), communication skills, systems in the health care network, legal responsibilities and ethics, safety practices, teamwork, health maintenance practices, employability skills, medical terminology and medical math, technical skills, and information technical applications. Hands-on skills include first aid procedures with CPR/AED training (with certification), body mechanics, universal precautions, patient transport, and measuring/recording vital signs. A variety of professional guest speakers will also be visiting the class to discuss their careers. At the end of the school year the students will take a medical terminology exam and may earn college credit (articulation) if the grade is 80% or greater. Also, a national assessment of the Healthcare Foundation Standards will be given at the end of the year. Eligible students passing this exam will obtain a certificate issued by the NCHSE.

NOTE: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts, science and senior math.

MEDICAL HEALTH SCIENCE CAREERS II FULL YEAR 1 CREDIT

PREREQUISITE: A final semester grade of 70% or better must have been earned from Medical Careers I and also in Anatomy and Physiology. In addition, the student must have been awarded 70% or greater on the NCHSE state exam or by teacher discretion.

DESCRIPTION: This course of study is designed to further students' understanding of careers in the healthcare fields. Students will continue to explore the foundation standards based on the National Healthcare Skill Standards, developed by the National Consortium for Health Science Education (NCHSE). Hands-on skills include: laboratory safety and orientation, urinalysis, blood chemistry, hematology and coagulation, microbiology, serology, range of motion, bed making, positioning patients, preparing for the world of work, and dental assistant skills.

Note: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing of Applied Arts, science and senior math.

MATH

Required for Graduation: 4 Credits

Algebra I, Geometry, Algebra II and a math class or math related class in the Senior Year.

All mathematics courses include guidance in the collection of evidence in the form of test data, assignments, and artifacts aligned to course objectives..

Students leaving middle school should know and be able to do the following:

Be able to add, subtract, multiply, and divide:

- Whole numbers
- Decimals
- Fractions
- Ratios and Percentages
- Proportions
- Exponents
- Signed Numbers

Be able to identify variables in a word problem and determine the solution to the word problems using the strategies listed.

All students will be pre-tested using NWEA MATH regularly.

The most reliable predictor of success in math in high school is the level of mastery of these listed skills.

The most reliable predictor of success in college and the most likely success in repaying college loans has been proven to correlate with a student's success with Algebra II in high school.

Students must master math fundamentals prior to attempting Algebra I. These math fundamentals mean a student must be able to add, subtract, multiply, and divide whole numbers, fractions, decimals, ratios, proportions, percentages, exponents and signed numbers both with and without a computer.

Students in Algebra I must have a mastery of math fundamentals to succeed with Algebra I. Students in Algebra I must master the use and understanding of expressions and equations. They must master the ability to reason about numbers, perform calculations, and solve algorithms. They must know how to use math reasoning, logic and proofs.

Students in Geometry must have a mastery of math fundamentals and Algebra I to be prepared to take Geometry. Most importantly students must master figures and properties

and the relationships between figures and the transformation of figures. Students also learn functions and the families of functions.
Every student will be required to show a high level of proficiency on these essential skills for Algebra I and Geometry.

ALGEBRA I (4206/4207) FULL YEAR 1 CREDIT

DESCRIPTION: Algebra I is a required course in the Michigan Graduation Requirement guide. Algebra I is both a theoretical tool for analyzing and describing mathematical relationships, and a powerful tool for the mathematical modeling and solving of real-world problems. These problems can be found all around us: the workplace, the sciences, technology, engineering, and mathematics. Algebra I is organized into 5 units; Linear Functions, Quadratic Functions, Polynomial Functions, Exponential/Power Functions and Bivariate Data/Mathematical modeling. This presentation of common objectives helps students to make connections between concepts. These units make algebra more meaningful for students and allow the students to gain understanding.

ALGEBRA II (4208/4209) FULL YEAR 1 CREDIT

PREREQUISITE: Algebra I and Geometry

DESCRIPTION: This course builds upon the concepts taught in Algebra I and Geometry while adding new concepts of mathematics. In Algebra I, students studied the concept of functions in various forms (linear, quadratic, polynomial, and exponential). Algebra II continues the study of exponential and logarithmic functions and further enlarges the catalog of function families to include rational and trigonometric functions. This course will extend the numeric and logarithmic ideas of accuracy, error and sequences. Students will also extend their knowledge of univariate and bivariate statistical applications.

CALCULUS (4401/4402) FULL YEAR 1 CREDIT

PREREQUISITE: Pre-Calculus with a grade of "C" or better or teacher approval

DESCRIPTION: A study of functions with applications, and an introduction to differential calculus. The major concepts of calculus include limit, derivative, and integrals. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, the derivative, differential equations, and Euler's method.

Pre-Calculus topics are reviewed when they are needed in the development of calculus. Topics include graphical interpretations of the derivative, zeros of functions, optimization, related rates, anti-differentiation, initial value problems, review of trigonometry, modeling with trigonometric functions, geometric sums and series, and the Fundamental Theorem of Calculus.

Students enrolled in Calculus will receive a weighted GPA, consistent with all Advanced Placement (AP) courses.

FUNDAMENTALS OF ALGEBRA II (4199/4200) FULL YEAR 1 CREDIT

DESCRIPTION: This course builds upon the concepts taught in Algebra I and Geometry while adding new concepts of mathematics. In Algebra I, students studied the concept of functions in various forms (linear, quadratic, polynomial, and exponential). Fundamentals of Algebra II continues and deepens the study of each of these previously studied functions, focusing on mastering key ideas. It also enlarges the catalog of function families to include logarithmic, rational, and trigonometric functions. Students additionally explore topics of probability and extend their knowledge of univariate and bivariate statistical applications.

GEOMETRY (4304/4305) FULL YEAR 1 CREDIT

PREREQUISITE: Algebra I

DESCRIPTION: Geometry is a course in which students will develop, apply and generalize problem solving approaches to investigate, understand and resolve problems involving geometric concepts. Topics will include properties of figures, congruence, similarity, and geometric shapes, algebraic formulas used in geometry, transformations, proofs, and an introduction to trigonometry.

PERSONAL FINANCE (4415) ONE SEMESTER .5 CREDIT

DESCRIPTION: Personal Finance offers juniors and seniors the opportunity to learn the essential principles of personal finance and math applications to be financially successful in the real world. Students will be taught through the Dave Ramsey Personal Finance Curriculum, with supplemental lessons included. This course will include a variety of unit activities based on real-life situations. Unity of focus will be on budgeting, balancing expenses and income, saving, avoiding debt, the basics of investing, consumer awareness, credit cards, the importance of insurance, life after high school, and more. Students will be provided with the tools and knowledge to win with money.

PRE-CALCULUS & TRIGONOMETRY (4405/4406) FULL YEAR 1 CREDIT

PREREQUISITE: Algebra II

DESCRIPTION: This math course is designed for the college-bound student, particularly those planning a career involving math (technology, engineering, etc.). This course will continue with the study of advanced algebra, and introduce students to trigonometry and calculus in order to prepare them for calculus at the college level.

Students enrolled in Pre-Calculus will receive a weighted GPA, consistent with all Advanced Placement (AP) courses.

PROBABILITY AND STATISTICS (3101) ONE SEMESTER _.5 CREDIT

DESCRIPTION: Probability and Statistics is a one-semester course. In this course, students collect data, graph, test, analyze, interpret, and draw conclusions. Students will make inferences as well as predict outcomes using several statistical measures. Throughout the year, students will understand the importance and relevance of probability and statistics in solving practical problems in the real world. Through part lecture and part guided instruction, combined with activities and active cooperative learning, students develop an appreciation for the usefulness of probability and statistics in our society and learn to be future problem solvers. Students apply critical thinking and reinforce their skills using technology.

Pankow Vocational-Technical Center

(0901) AUTO COLLISION AND REFINISHING

This approved NATEF/ASE/AYES (National Automotive Technicians Education Foundation/Automotive Service Excellence/Automotive Youth Education Systems) program teaches students the fundamentals of auto collision repair and refinishing. It also includes instruction on damage repair and metal finishing, paint preparation, welding, surface preparation and refinishing. Students will also have the opportunity to learn basic estimation and cost analysis.

Mechanical Drafting

The course covers the basic fundamentals of technical design. Students will learn technical representation drawing and computer aided design using SolidWorks. Units of study include, but are not limited to: technical drawing, architectural design, 3D modeling, engineering and production blueprints, manufacturing processes, computer aided manufacturing (CAM), auto body design and scale modeling. The course is housed in a manufacturing shop environment which will be utilized as needed.

(0908) CONSTRUCTION TECHNOLOGY

This course is designed to give students the opportunity to develop skills related to the various building/construction trades. Practical, hands-on experience, as well as classroom instruction in: residential rough and finish carpentry, plumbing, drywall installation and repair, commercial carpentry, roofing, cabinet making, electrical wiring, painting and ceramic tile will give the student exposure to the variety of opportunities in the building trades field. Job safety and instruction on proper handling of hand and power tools will be taught and expected as part of the course. Basic math, as well as builder's math, will be learned through daily instruction and homework. Students interested in pursuing a career in building trades – whether as tradesmen, construction managers, engineers, architects, or designers – would benefit from completion of a two-year program in Construction Technology. Attendance is very important to be accepted by apprenticeship programs following graduation.

(0915) CRIMINAL JUSTICE 1

This is the first of a two year course designed to prepare students who have an interest in one of the numerous careers in law related fields and emergency services. Students will be introduced to Michigan Criminal Law and its applications, police procedures, police administration, emergency dispatching, criminal investigations, court procedures, first-aid/CPR, and the criminal justice system as a whole. Students will experience hands-on training in the fields of Criminal Justice, firefighting, and emergency medical response, including opportunities for on the job training with local emergency service programs.

(0909) EDUCATION: EARLY CHILDHOOD

This course provides classroom training in the licensed "Teens for Tots" Preschool with approximately 20 preschool children (ages 3/12 to 5 years) from the surrounding community. Students act as "Student Teachers" in training, developing and performing age appropriate lessons with the preschool children. Students will compile a professional portfolio to use in college or employment.

HORTICULTURE SCIENCE

Horticulture Science is a hands-on class that focuses on floral design, basic landscape design and greenhouse management. Students gain experience in floral design, *(including corsages, basic arrangements, and holiday arrangements)*, greenhouse management, plant propagation including tissue culture, hydroponics, nursery and landscape management, landscape design, and integrated pest management. Students will have the opportunity to manage the class floral shop and retail greenhouse. Students can participate in the FFA, a student organization that promotes leadership and technical skills.

(0913) TV AND BROADCAST MEDIA

The TV and Broadcast Media program is designed to prepare students to explore careers in the television production field and to develop essential skills for employment in this field. Training will involve field productions and studio exercises. In field productions, students will learn to use various camera formats and multiple microphone types. In the studio, students will work with studio cameras, produce event tapings, run an audio mixer, and learn a variety of shot selections in a real world work situation. This course emphasizes a hands-on approach to skill development with individual and group projects.

PHYSICAL EDUCATION

PHYSICAL EDUCATION (6025) 1 SEMESTER .5 CREDIT

Grade Level: 9

DESCRIPTION: The physical education component will consist of an overview of the P.E. program process with general introduction to team and individual sports as well as a simplistic level one approach to weight training and conditioning. This course will also emphasize physical fitness components to be implemented within the framework of general fitness standards.

Students who enroll in this course will complete their half credit graduation requirement in one semester as long as they satisfactorily meet the expectations for the grade of a C.

NOTE: Physical Education Credit through MHSAA Sports and Club Participation

Students may earn Physical Education credit by successfully completing **three (3) separate seasons** of **MHSAA-sanctioned sports** or **eligible extracurricular clubs** that meet district-approved physical activity criteria. Multiple activities completed during the same season will not count as separate seasons (e.g., participation in two sports during the same season counts as one). Additionally, combinations such as one year in marching band and two sports do not fulfill the requirement.

Application Process: Students must complete and submit the *Physical Education Credit Modification Request Form*, signed by the Athletic Director, Principal, or Assistant Principal. Students are also responsible for notifying the Counseling Department if they intend to apply this option.

Upon approval, the student's transcript will reflect a **"CR" (Credit Received)** for Physical Education.

This PE replacement option does not waive the state-mandated Health Education requirement, which must still be completed separately.

HEALTH (6030) 1 SEMESTER .5 CREDIT

Grade Level: 9

DESCRIPTION: The Health component will revolve around the well-being of body, mind, and relationships with others. This concept of health will also encompass the term Quality of life. Quality of life is the degree of overall satisfaction that a person gets from life. This course will emphasize an individual's capacity to use basic health information and services in ways that enhance health. Students who do not select to use the pre and post diagnostic OPTION for earning their mandated health course should enroll in Health and Physical Education in their freshman year. Either process will satisfy the graduation requirement; however, the credit-by-examination and healthy living practices are recommended.

Elective Physical Fitness Courses

Elective courses do not meet the basic PE/Health graduation requirement; however, these electives do award elective credit and are a way for students to become more fit and healthy leading to obtaining credit by examination for health and obtaining credit through demonstrated improvements in healthy life habits and rigorous fitness practices that produce results.

TEAM SPORTS I/II & CONDITIONING (6007/6008) 1 CREDIT

Recommended Grade Level: 9 - 12

DESCRIPTION: This course will provide specific focus on a variety of individual sports. These sports include flag football, basketball, volleyball, baseball/softball, floor hockey and others. Students will acquire a working knowledge relative to fundamentals, general skills, rules, strategy, and sportsmanship.

WEIGHT LIFTING & CONDITIONING I/II (6003/6005) 1 CREDIT

Recommended Grade Level: 9 - 12

DESCRIPTION: This course is designed to introduce the student to basic concepts of weight training and conditioning. The student will gain a general working knowledge of weight training principles and techniques as well as cardio-vascular conditioning. Emphasis will also be placed on the importance of flexibility training, agility training, and plyometrics.

YOGA (6031/6032) 1 CREDIT

Recommended Grade Level: 9 - 12

DESCRIPTION: This course is designed to help maintain a student's fitness through aerobic activity, weight training and learning about muscle groups and proper nutrition. This class will consist of running and walking outdoors, circuit training with weights, and Yoga and aerobics will be used to improve flexibility, coordination, and balance. The four basic components to this program include: (1) body movement (2) strength training (3) aerobic exercise activities and (4) personal fitness awareness.

RENEWABLE ENERGY TECHNOLOGY

RENEWABLE ENERGY TECHNOLOGY – CERTIFICATE

South Campus

This certificate provides the knowledge and skills required for positions involving the integration of renewable energy applications in a variety of business and industrial environments. The certificate focuses on a "holistic" approach, emphasizing the importance of scientific principles coupled with industrial processes, professional proficiencies, and practical laboratory experiences.

As the Renewable Energy field emerges, the Renewable Energy Technology certificate is designed to complement several existing program paths including but not limited to Associate Degrees in Automated Systems Technology – Mechatronics, Maintenance Technology, Manufacturing Technology, Building Construction Technology, Electronic Engineering Technology, Architectural Technology, Business, Environmental Science, and others. The Renewable Energy certificate is not intended as a stand-alone certificate. Students are highly recommended to complement the above degree programs with the Renewable Energy Technology certificate to increase employability skills.

Students who need assistance in scheduling or planning their technical program should contact program advisor Lisa Richter at 586.445.7191.

A. Career Preparation and Related Courses

Course	Course Title	Suggested Sequence				Sem. Hours
RNEW-1000	Introduction to Energy	X				3.0
RNEW-1020	Introduction to Sustainability	X				3.0
RNEW-1010	Renewable Energy Concepts	X				3.0
RNEW-1800	Energy Management Fundamentals		X			4.0
AND select a minimum of 7 semester hours from the following courses:						
ATBC-1700	Green Building-Design & Construction - Commercial	X				3.0
AUTO-1440	Hybird Electric Vehicle Fundamentals	X	X			3.0
AUTO-2440	Hybird Electric Vehicle Power Management		X			3.0
RNEW-1100	Principles of Wind Energy		X			2.0
RNEW-1110	Wind Energy Lab		X			1.0
RNEW-1200	Principles of Solar Energy		X			2.0
RNEW-1210	Solar Energy Lab		X			1.0
RNEW-1300	Principles of Biomass Technology		X			2.0
RNEW-1310	Biomass Technology Lab		X			1.0
RNEW-1400	Principles of Geothermal Energy		X			2.0
RNEW-1500	Principles of Hydrogen Fuel Cell Technology		X			4.0
RNEW-2000	Renewable Energy Power Systems			X		3.0
RNEW-2200	Photovoltaic Design & Installation				X	3.0
		Total:				20.0

RNEW-1000 - Introduction to Energy

3.00 credit hours

***Prerequisite*: None**

(formerly RNEW-2911) RNEW-1000 explores the physical, environmental, political, and social impact of energy. Topics include energy conservation, electric and thermal generation, materials, fossil fuels, nuclear energy, and energy alternatives. (3 contact hrs) South Campus.

RNEW-1010 - Renewable Energy Concepts

3.00 credit hours

***Prerequisite*: None**

RNEW-1010 explores and investigates the sources, technologies, and applications of renewable energy. Topics include solar thermal and photovoltaic energy, wind energy, bioenergy, hydroelectricity, tidal and wave power, and geothermal resources. The focus is on technological principles, economic and environmental impact, integration, and policy. (3 contact hrs) South Campus.

RNEW-1020 - Introduction to Sustainability

3.00 credit hours

***Prerequisite*: None**

RNEW-1020 provides an overview of the meaning, application, and impact that sustainable practices can have on "The Triple Bottom Line": our economy, society, and environment. The focus will be to uncover the link that sustainable practices have on financial growth, developing a strong community, and ensuring protection of our environment. (3 contact hrs) South Campus.

RNEW-1100 - Principles of Wind Energy

2.00 credit hours

***Prerequisite*: None**

(formerly RNEW-2912) RNEW-1100 analyzes and evaluates wind energy. Topics include the source of wind, history and types of wind turbines, how wind turbines work, structure of a turbine system, issues involved in establishing a system including the challenges, advantages, and available resources. (2 contact hrs) South Campus.

RNEW-1110 - Wind Energy Lab

1.00 credit hours

***Prerequisite*: None**

RNEW-1110 is a laboratory course that introduces students to the practical application of wind energy. A variety of hands-on activities are included. (1 contact hrs) South Campus.

RNEW-1200 - Principles of Solar Energy

2.00 credit hours

***Prerequisite*: None**

(formerly RNEW-2913) RNEW-1200 analyzes and evaluates solar energy systems. Topics include the nature of sunlight, history of solar generated electricity, types and structure of solar modules, issues involved in establishing a solar energy system including the challenges, advantages, and available resources. (2 contact hrs) South Campus.

RNEW-1210 - Solar Energy Lab

1.00 credit hours

***Prerequisite*: None**

RNEW-1210 is a laboratory course that introduces students to the practical application of solar energy. A variety of hands-on activities are included. (1 contact hrs) South Campus.

RNEW-1300 - Principles of Biomass Technology

2.00 credit hours

***Prerequisite*: None**

RNEW-1300 analyzes and evaluates biomass technologies and bioenergy systems. Topics include the basic concepts of biomass, land use issues, historical role of biomass, woody and non-woody biomass and secondary fuels. This course also discusses issues involved in biomass including the challenges, advantages, and available resources. (2 contact hrs) South Campus.

RNEW-1310 - Biomass Technology Lab

1.00 credit hours

***Prerequisite*: None**

RNEW-1110 is a laboratory course that introduces students to the practical application of biomass energy. A variety of hands-on activities are included. (1 contact hrs) South Campus.

RNEW-1400 - Principles of Geothermal Energy

2.00 credit hours

***Prerequisite*: None**

RNEW-1400 analyzes and evaluates geothermal energy systems. Topics include the basic concepts of geothermal energy, plate tectonics, heat flow, and types of geothermal systems. This course also discusses issues involved in geothermal systems including the challenges, advantages, and available resources. Hands-on activities are included. (2 contact hrs) South Campus.

RNEW-1500 - Principles of Hydrogen Fuel Cell Technology

4.00 credit hours

***Prerequisite*: None**

RNEW-1500 analyzes and evaluates hydrogen fuel cell technology. Topics include hydrogen safety, storage, production, codes, regulations, and standards associated with hydrogen. This course also discusses the history of fuel cells, current applications, future use, fuel cell structures, operations, and classifications. Hands-on activities are included. (4 contact hrs) South Campus.

RNEW-1800 - Energy Management Fundamentals

4.00 credit hours

***Prerequisite*: None**

RNEW-1800 explores the field of energy management. Topics include energy analysis, benchmarking, evaluation of systems, auditing basics, survey instrumentation, system performance, efficiency, and optimization. (6 contact hrs) South Campus.

RNEW-2000 - Renewable Energy Power Systems

3.00 credit hours

***Prerequisite*: RNEW-1100 and RNEW-1200**

RNEW-2000 introduces students to renewable energy power systems, specifically wind and solar sources. It also presents an in-depth task analysis for practitioners who specify, install, and maintain power generation systems. Topics include safety, design, and installation of residential stand-alone, grid-tied, and hybrid systems. (4 contact hrs) South Campus.

RNEW-2200 - Photovoltaic Design & Installation

3.00 credit hours

***Prerequisite*: RNEW-2000**

RNEW-2200 is a hands-on course that introduces students to the design and installation of photovoltaic systems. Topics include safety, site assessment, electrical and mechanical design, component installation, mounting configurations, system start-up, and maintenance. (4 contact hrs) South Campus.

RICHMOND CAREER AND TECHNICAL EDUCATION

CULINARY ARTS GRADES 11-12 (0923/0824)
FULL YEAR 2 CREDITS

DESCRIPTION: Culinary Arts is a program designed to prepare students for a career pathway into the culinary industry. This course involves both classroom and laboratory work. Topics covered in the class include theories and methods of cooking, culinary vocabulary and math, and the development of safe and sanitary kitchen practices. Lab work is a hands-on environment where students will learn the competencies needed to work in a commercial kitchen including vegetable and starch preparations, soups, stocks and sauces, meat and protein products, baking and pastry skills.

EMERGENCY MEDICAL TECHNICIAN (EMT) GRADES 11-12 (0925/0926) FULL YEAR 2 CREDITS

DESCRIPTION: Emergency Medical Technicians and Paramedics are lifesavers, responding to emergency medical situations that include sudden illness and injury accidents. Trained in emergency medical procedures, Emergency Medical Technicians and Paramedics assess illness or injuries, provide emergency treatment to stabilize and transport victims to hospitals. This class is designed for those interested in emergency medicine and ambulance operations, as well as fire, public safety, and police occupations. This program is an intense study of pre-hospital and emergency medical training. Students will receive intensive hands-on instruction in emergency first aid, bleeding control, shock management, cardiac arrest management, airway management, patient treatment, and anatomy and physiology. Students will complete classroom study, hands-on practicals, and clinical training. With successful completion of all course requirements at the end of year 2, students will be eligible to take the National Registry of Emergency Medical Services Exam (NREMT exam) at the conclusion of the second year. Successful completion of the NREMT exam then allows the student to apply for their State of Michigan EMT license. Career Opportunities. Health services are one of the fastest growing job areas in the United States. Many fire and police departments require their personnel to gain this certification. In addition to working in the pre-hospital setting, some EMTs work in hospital emergency departments, offshore refineries, occupational medicine and movie sets. Demand for EMTs and paramedics continues to grow. Successful completion of the Richmond Lenox EMS EMT class can be an excellent entry point into one of the most dynamic and fastest growing careers of our time. Employment of emergency medical technicians (EMTs) and paramedics is projected to grow 24 percent from 2014 to 2024, much faster than the average for all occupations.

SCIENCE

Requirements for Graduation: 3 Credits

Biology, Physics or Chemistry and a Science Elective is required.

The most important goal in all science classes is to learn to "think like a scientist." This means that students must be able to use INQUIRY to develop guiding questions to prompt their own investigations, experiments and research, and use reflection to draw conclusions about their inquiry. In addition to the most important learning objective related to INQUIRY AND REFLECTION, science students need to arrive from middle school with a solid proficiency in earth systems, the solid earth, the fluid earth, and earth in space and time. In biology, students build on their proficiencies for INQUIRY AND REFLECTION as they master the understanding of living systems and the environment, genetics, and evolution and biodiversity. In chemistry, students continue to add a depth of knowledge to their proficiencies for INQUIRY AND REFLECTION as they master their understanding of energy, energy, energy transfer and conservation of energy, and the properties of matter and changes in matter.

In physics, students build on their proficiencies for INQUIRY AND REFLECTION in mastering the study of motion of objects, forces and motion, and energy transfer and conservation.

AP BIOLOGY (3410/3411) FULL YEAR 1 CREDIT

PREREQUISITE: Biology and Chemistry: "B" or better strongly recommended

DESCRIPTION: Advanced Placement Biology is designed to be the equivalent of a two-semester introductory college biology course. Students begin the first semester by reviewing the summer reading assignments. As recommended by the College Board, students develop an understanding of the major topics of biology, including biochemistry, molecular biology, cells, heredity, evolution, organisms and populations. Through a variety of laboratory experiences, including those recommended by the College Board, students apply their understanding of scientific concepts. Advanced Placement Biology students are strongly encouraged, but not required, to take the advanced placement examination; which takes place in May.

AP PHYSICS (3203/3206) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10-12

PREREQUISITE: Geometry, "B" or better in Chemistry or Physics strongly recommended

DESCRIPTION: In this college level physics course, students learn about mechanics, electricity and magnetism in sufficient depth so that they have the necessary knowledge and skills to pass both the mechanics, electricity and magnetism portions of the calculus-based Advanced Placement test. Students are encouraged, but not required, to take the Advanced Placement examination, which takes place in May.

BIOLOGY(3200/3201) FULL YEAR 1 CREDIT

Recommended Grade Level: 9 - 10

DESCRIPTION: Biology is a course that must be passed in order to meet the graduation requirement. Content covered in this course include: scientific method, laboratory safety, cells, cell transport, cellular respiration and photosynthesis, genetics, evolution, taxonomy, and ecology. Various laboratory experiments with laboratory reports will be performed and completed. Students are expected to read textbooks and scientific articles and demonstrate comprehension, analysis, and mastery through writing, reading, thinking, presenting, testing. Reading of scientific text and writing to demonstrate mastery of the scientific method are a major aspect

CHEMISTRY (3304/3305) FULL YEAR 1 CREDIT

Recommended Grade Level: 10 - 12

PREREQUISITE: Biology and Algebra 1

DESCRIPTION: Students will measure, calculate, and solve problems in chemistry. Students will perform experiments and complete laboratory reports. Students will name and write chemical formulas, and predict chemical reactions. Other topics include matter, the mole, atomic structure, the periodic table, chemical bonds and structure, kinetic theory, acid-base theory, and organic and nuclear chemistry.

Chemistry is also available through the Early College program with Macomb Community College.

ENVIRONMENTAL ECOLOGY (3105) 1 SEMESTER .5 CREDIT

Recommended Grade Levels: 10 - 12

PREREQUISITE: Biology

DESCRIPTION: This course will survey environmental and ecological concepts. The topics covered include biosphere, ecosystems, biomes, solar and alternative energies, minerals and soils, land, water, air and noise pollution. This course may include field trips and hands-on experiments. The second semester will continue to survey environmental and ecological concepts. The topics covered include biosphere, ecosystems, biomes, solar and alternative energies, minerals and soils, land, water, air and noise pollution. This course includes field trips and hands-on experiments.

FORENSIC SCIENCE (9937) 1 SEMESTER .5 CREDIT

Recommended Grade Levels: 11-12

PREREQUISITE: B or Better in Algebra 1 and Biology

DESCRIPTION: Forensic science is the application of science to the law. This course focuses on problem solving through investigation of evidence potentially collected from crimes. Students are expected to work in teams, design experiments, research forensic methodologies and make conclusions based on their own empirical evidence. First semester will focus on crime scene analysis, fingerprinting, blood, DNA, hair and fibers.

HONORS CHEMISTRY A/B (3307/3308) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10 - 12

PREREQUISITE: Algebra 1 and Biology

DESCRIPTION: The honors chemistry curriculum provides a more intense study of the topics in chemistry. The course provides an opportunity for students to go above the regular course requirements and is designed for those students with a strong interest in science. The content covered in this course include the scientific method, matter, the mole atomic structure, the periodic table, chemical bonds and structure, kinetic theory, acid-base theory, and organic and nuclear chemistry. Students will perform experiments and write laboratory reports, name and write chemical formulas, and predict chemical reactions.

PHYSICS (3301/3302) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10 - 11

DESCRIPTION: This course is designed to meet the state high school graduation requirement for a physical science class. Students will understand and solve problems related to the physical world around us. Content covered in this course will include: the scientific method, force and motion, energy and work in systems, electricity, vibrations, waves, sound, light and optics. Students will perform laboratory experiments with reports, along with reading and writing assignments.

SOCIAL STUDIES

Required for Graduation: 3 Credits
Credit of U.S. History and Geography
Credit of World History and Geography
0.5 Credit of Civics and 0.5 Credit of Economics

In mastering the National Common Core State Standards for Social Studies and the M-STEP Reading competencies a student must demonstrate the ability to read COMPLEX TEST related to social studies and be able to interpret charts, maps, graphs, and tables to identify key variables and how these variables are correlated to the concepts in history, government, and economics.

High achieving social studies students should be outstanding readers and thinkers who can express their understanding of complex ideas fluently in both speech and writing.

All high school students beginning in the 8th grade and continuing in grade nine must develop a depth of knowledge in the ability to apply inquiry and reflection and analysis to the study of United States History looking for patterns and traditions and the impact of events that cause for social change. Students must master a depth of knowledge in their understanding of the geography of the United States and see how geography has related to social changes and migration and immigration over time.

In the study of World History and Geography, every student needs to apply a depth of knowledge in using reading strategies and the writing process and reflective thinking to study the major patterns of development and influences on World History as they relate to the geography of the nations and the political, economic, religious, social, and intellectual developments that are prompted within the areas of the world in the struggles for power versus the dignity demanded for human rights. Through inquiry and reflection based on guiding questions students research and present the depth of their knowledge on the important patterns of human development.

AP EUROPEAN HISTORY GRADES 9-12 FULL YEAR 1 CREDIT

DESCRIPTION: In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students are encouraged, but not required, to take the advanced placement exam for this course; which takes place in May.

AP WORLD HISTORY (3234/3235) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10 - 12

(This class is offered on alternating years as AP U.S. History)

DESCRIPTION: In this course, students trace the chronology of world history from 8000 BCE to the present, with 8000 BCE to 600 CE as the foundation for the rest of the course. Students analyze the processes and causes that created continuity and change across the historical periods. Students identify the five overarching theses of interaction between humans and the environment, development and interaction of cultures, political expansion and conflict, interaction and expansion of economic systems and development of social structures and apply these to their study of major civilizations. Students construct and evaluate arguments, using documents and primary sources. Students compare diverse interpretations of events through analysis of context, point of view and frame of reference. Students are encouraged, but not required, to take the advanced placement exam for this course; which takes place in May.

AP U.S. HISTORY (5603/5604) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10 -12

(This class is offered on alternating years as AP World History)

DESCRIPTION: The AP U.S. History course is an elective course. Students taking the class should have a strong interest in history and be academically prepared to handle the rigors of this advanced course. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with issues in U.S. History (1607-present). Students are encouraged, but not required, to take the Advanced Placement exam for this course; which takes place in May.

CIVICS (5105) 1ST SEMESTER .5 CREDIT

Recommended Grade Level: 10

DESCRIPTION: The purpose of this course is to introduce students to the form and functions of the federal, state and local government in the United States. The course concentrates on an examination of our democratic government. The Constitution will be examined with an emphasis on civil rights. Through this course students will also discover how economic forces affect consumer and producer decisions. Additionally, the course is designed to review some of the fundamental concepts of geography. In this course, students will apply decision-making through role-playing the three branches of government with Reading, Writing, Thinking, Debating, and active, mindful, engaged participation as U.S. citizens.

As sophomores in high school, students in Civics should be able to prove that they can read complex informational text related to American Government and Processes and express a profundity of understanding the text and can communicate this understanding fluently in both speech and writing.

Social studies students should expect to be required to express their understanding in writing and speech more than in mere multiple choice objective exams.

ECONOMICS (5111) 2ND SEMESTER .5 CREDIT

Recommended Grade Level: 10

DESCRIPTION: The purpose of this course is to introduce students to the American Economic system. Students will examine the different types of economies, the basics of the American Economic system, and the four Governments role in the economy. The course will also introduce students to the banking system, money management and how to make sound economic decisions. A particular focus on reading complex, informational text and articles with statistical data presentations in graphic form along with the verbal commentary grounds the student's writing and thinking as they master basic principles of economics.

Social studies students should expect to be required to express their understanding in writing and speech more than in mere multiple choice objective exams.

U.S. HISTORY & GEOGRAPHY (5004/5005) FULL YEAR 1 CREDIT

Grade Level: 9

DESCRIPTION: The purpose of this course is to increase students' knowledge of geography and the growth of the United States (1865-1995) as a democratic nation within a world economic system. The course is organized as a chronological survey of the American past with emphasis on major events, individuals, ideas, and problems comprising the American heritage. Political, economic and social aspects of the American experience are included. Students study United States history from the end of the Civil War to modern times.

Reading of text and social studies articles with graphically presented information is essential in the understanding of U.S. History and Geography and will be a significant component in this course.

Students in grade 8 study U.S. History and Geography from the era of exploration through the civil war. To be successful at high school in Modern U.S. History since the Civil War, the most important skills will be reading and understanding complex informational text and recognizing variables that might influence historical events.

Students must be able to demonstrate their proficiency in the comprehension of complex, informational text through a proficient level of fluency in reading and communicating in both speaking and writing.

Social studies students should expect to be required to express their understanding in writing and speech more than in mere multiple choice objective exams.

WORLD HISTORY I & GEOGRAPHY (5500/5501) FULL YEAR 1 CREDIT

Recommended Grade Level: 11

DESCRIPTION: Students will study the human experience over time and space. Beginning with the Roman Empire in 300 B.C. through the Industrial Age, students will engage powerful and sometimes conflicting ideas while learning about people and events in different places and time. The course focuses on local, regional and global **understanding** and its **connection** to modern times. In semester II students continue their exploration in the same manner as World History I beginning with the age of imperialism to the present. Emphasis will be on the impact of nationalism, local, regional and global conflict and

resolution, human interactions, dominant political ideologies, and their impact on past and current events. Reading, writing, and thinking are a vital part of learning World History and applying that learning to ethical and systemic solutions for twenty-first century citizens.

Students in grade 11 having succeeded with the study of U.S. History and Geography from the era of exploration to contemporary time and have proven that they are able to read and understand complex informational text, and can demonstrate this understanding fluently in both speech and writing, built on this proficiency through the application of these skills in an analysis, synthesis, and evaluation of their study of World History.

Social studies students should expect to be required to express their understanding in writing and speech more than in mere multiple choice objective exams.

SPECIAL EDUCATION

CI MATH (98760/98761) FULL YEAR 1 CREDIT

DESCRIPTION: This course offers students real-world mathematics in the areas of percentages, story problems, critical thinking, problem solving, and a series of units working up to difficult problem-solving taught in an applied manner.

CI READING (0107/0108), CI SCIENCE (3107/3108), CI SOCIAL STUDIES (5411/5412)
9, 10, 11, 12 FULL YEAR 1 CREDIT EACH YEAR

DESCRIPTION: In the special education classrooms, students are covering the same materials as the general education students; however, the students receive instruction and modifications according to the individual need of each student. These classrooms are

taught by special education teachers with secondary certifications. Course work also included MME/SAT preparation, vocabulary study and grammar and writing.

MATH EDL FULL YEAR 1 CREDIT

DESCRIPTION: Math EDL is a foundational mathematics course designed for students who require additional support before progressing to Algebra 1. This course provides individualized instruction to build critical math skills in alignment with each student's needs and abilities. Topics include basic operations with whole numbers, fractions, and decimals; introduction to ratios and proportions; understanding of percentages; and fundamental problem-solving strategies. Students will also develop essential pre-algebra skills such as working with variables, patterns, and simple equations.

TRANSITION (0059/0060) FULL YEAR 1 CREDIT

PREREQUISITE: Permission of Special Education Director

DESCRIPTION: This course is designed to teach basic life skills. It will cover the areas of cooking, banking and everyday living skills. Students will work on being able to use bus schedules, grocery shopping, cooking and being able to be an independent individual. There will be transitional objectives that will be taught and exploration of career goals.

WORK EXPERIENCE PROGRAM

WORK BASED LEARNING (7907/7908) FULL YEAR 2 HOURS 2 CREDITS

Requirements: Junior or Senior
Enrollment in five classes
Good attendance record
Transportation

PREREQUISITE: Must have prior approval of Work Based Learning Coordinator

DESCRIPTION: Junior or Senior students who want to explore an occupation. The student will work in an entry- level position for a minimum of 280 hours a semester. The student will find the job. During the school year, the employer will complete monthly

evaluations. To receive credit, the student must receive satisfactory evaluations, turn in all required paperwork, work a minimum of 280 hours a semester, attend weekly meetings and keep the same job for the entire school year. Work experience must be consistent with the student's educational development plan.

WORLD LANGUAGE

Proficiency in a language is acquired after many years of study, contact and use. Therefore, students who truly wish to learn a language should begin early and complete as many courses before graduation as they are able. The Spanish department follows and integrates the **5 Cs – Communication, Cultures, Connections, Comparisons, and Communities**, which are the National Standards for Foreign Language Learning. World Language should be an integral part of the course study for all students, especially those who plan to attend college or technical schools, or who plan careers in our "global" business/industrial society. Each course listed will receive one credit per year. Languages offered to students include:

Spanish I, II, III, and IV
American Sign Language I, II, III and IV

All students are mandated to have two credits in a single world language. Students earning a 77% on the final exams for the language will earn "credit-by-examination."

AMERICAN SIGN LANGUAGE (ASL) I) (2226/2227) FULL YEAR 1 CREDIT

DESCRIPTION: This course provides an introduction to American Sign Language (ASL), including basic grammar, vocabulary, fingerspelling and number use. Students will be expected to attain a basic proficiency ibn expressive and receptive ASL. American Deaf culture topics will also be introduced. ASL is a visual language so attendance is crucial. The class will be taught primarily in ASL and student use of voice will be minimal.

AMERICAN SIGN LANGUAGE (ASL) II (2228/2229) FULL YEAR 1 CREDIT

PREREQUISITE: ASL I

DESCRIPTION: This course builds on the introduction to American Sign Language (ASL) provided in ASL I. The course will continue vocabulary building and mastery of basic grammar. American Deaf culture topics will also be introduced. ASL is a visual language so attendance is crucial. The class will be taught primarily in ASL and student use of voice will be extremely minimal.

AMERICAN SIGN LANGUAGE (ASL) III (2236/2237) IV (2240/2241) V (2442/2243) FULL YEAR 1 CREDIT

PREREQUISITE: ASL II

DESCRIPTION: This course provides instruction in vocabulary building and mastery of grammar through rigorous receptive and expressive language activities. American Sign Language (ASL) skills development with application to complex grammatical structures is continued. American Deaf culture topics will be discussed. ASL is a visual language so attendance is crucial. The class will be taught only in ASL and there will be no use of voice by teacher or students.

SPANISH 1 (2207/2208) FULL YEAR 1 CREDIT

DESCRIPTION: This beginning course is devoted to developing the skills of listening, speaking, reading and writing. By working with the teacher, classmates and recorded material, the student gradually learns to recognize and adapt text materials into everyday conversation. A variety of audio/visual aids and current technology are used to acquaint the student with the people and countries where the language is spoken.

Students could enter the Early College at Macomb Community College and earn their high school requirement for foreign language in an on-campus course along with also earning college credit. Students entering a university or students in the class of 2016 who learn best when learning on-ground may wish to do the two years of Spanish (or German or French or Japanese) in the Early College program.

Middle School students who are able to earn a 77% or better in a cumulative examination for Spanish I could be awarded credit for Spanish I upon entering New Haven High School.

SPANISH 2 (2209/2210) FULL YEAR 1 CREDIT

PREREQUISITE: Successful completion of Spanish 1 or permission of the instructor.
These second level courses again stress speaking and listening skills. The student continues to develop reading and writing abilities. The student continues to explore the culture of the people who use the language.

DESCRIPTION: Students could enter the Early College at Macomb Community College and earn their high school requirement for foreign language in an on-campus course along with also earning college credit. Students entering a university or students in the class of 2016 who learn best when learning on-ground may wish to do the two years of Spanish (or German or French or Japanese) in the Early College program. Students enrolled in Early College also have access to the Spanish Conversation Club that meets one evening each week socially to practice conversational Spanish with like- minded learners.

SPANISH 3 (2211/2212) FULL YEAR 1 CREDIT

Recommended Grade Levels: 10 - 12

PREREQUISITE: Successful completion of Spanish 2 or permission of the instructor. This third level course emphasizes listening, speaking and the finer points of grammatical structure. The student develops the ability to talk on prepared topics and use the common expressions needed in everyday life. More time is spent on reading selections and on composition.

DESCRIPTION: Students wishing to earn their third year of Spanish while in high school could consider beginning Early College in their sophomore year or could take the course at New Haven High School or could earn a credit by doing a junior year abroad living with a native speaking family approved through the Youth for Understanding Study Abroad program. Courses required for graduation could be completed online or accommodated with school attendance in the adopted country.Students who have already mastered a second language from experiences living in another country who are able to demonstrate this proficiency for reading, writing, and speaking a second language by earning a 77% or better on a state approved proficiency test in the language could satisfy their two-year foreign language graduation requirement.

SPANISH 4 (2238/2239) FULL YEAR 1 CREDIT

Recommended Grade Levels: 11 - 12

PREREQUISITE: Successful completion of Spanish 3 or permission of the instructor. This fourth level course focuses on reading, writing, speaking and listening to the Spanish language. The student will learn higher level verb conjugations and grammatical structures. The course focuses on reading comprehension using leveled Spanish novels as well as longer passages provided by the textbook, Realidades 3. Students also write and speak Spanish daily.

DESCRIPTION: Students wishing to earn their third year of Spanish while in high school could consider beginning Early College in their sophomore year or could take the course at New Haven High School or could earn a credit by doing a junior year abroad living with a native speaking family approved through the Youth for Understanding Study Abroad program. Courses required for graduation could be completed online or accommodated with school attendance in the adopted country.

Students who have already mastered a second language from experiences living in another country who are able to demonstrate this proficiency for reading, writing, and speaking a second language by earning a 77% or better on a state approved proficiency test in the language could satisfy their two-year foreign language graduation requirement.

Pending approval: Students have the option of enrolling in Spanish with Macomb Community College.

GRADING AND ASSESSMENTS

Grading, Assessments and Grading Periods:

Students shall receive a report card at the end of each quarter (10 weeks) indicating their grades for each course of study for that portion of the academic term. Quarter grades are **calculated using a four-point grading scale**.

When a student appears to be at risk of failure, notification will be provided to the parents so they can talk with the teacher about what actions can be taken to improve poor grades. Parents are alerted to the fact that they can access their youngster's grades, attendance, behavior and weekly lessons ONLINE. If a parent does not have access to the Internet, the parent can ask another parent of the students in the same Small Learning Community Cohort or can use the computer at the local library or ask his or her youngster to run a copy in the school library. It is worth knowing that every New Haven High School Parent can have access to their child's academic standing at any time 24/7.

Letter Grade	100 point Scale	4 point Scale	AP Weighted Scale
A+	97-100	4.0	4.5
A	93-96	4.0	4.5

A-	90-92	3.7	4.2
B+	87-89	3.3	3.8
B	83-86	3.0	3.5
B-	80-82	2.7	3.2
C+	77-79	2.3	2.8
C	73-76	2.0	2.5
C-	70-72	1.7	2.2
D+	67-69	1.3	1.8
D	63-66	1.0	1.5
D-	60-62	.7	1.2
E	59 below	0	0

Semester Grade Calculations:

The semester grade in every course is determined by averaging each quarter final grade as 40% and the semester examination as 20%. (40/40/20). The final examination or semester examination in all of the core subjects is established by the Michigan Department of Education based on the High School Content Expectations for that course.

Exams: All students are required to take final exams. There are no exceptions.

Promotion, Placement, and Retention:

A student's progress toward graduation and receiving a diploma or certificate of attendance or certificate of completion is determined by completing required course work and earning the necessary credits. A student is ONLY PROMOTED to the next grade at New Haven High School when the necessary requirements are met or the student has completed the goals and objectives of an Individualized Education Plan (IEP). It is the student's responsibility to keep in contact with his or her counselor and teachers to ensure that all requirements are being met. Information about credit and course requirements are listed in this document. The counselor will be pleased to assist any student or parent in answering any questions regarding these expectations

Testing Out Policy / Credit-by-Examination:

According to Michigan School Code, a student may test out of a class if that student can demonstrate on a standardized, MDE approved test that he deserves to earn "credit by examination." The exam will only be administered once each semester. Students must register with the counselor to take the test. By School Code the student must earn a 77% or better on the exam to earn credit. The grade is not calculated into the GPA calculations. The effect of the credit-by-examination is that the student has satisfied the graduation requirement and can progress to the next level. Students may only test out of classes they have not previously taken.

The examination for "credit-by-examination" is only offered once each semester.

Credit Classification:

Grade Status and Credits Earned

- A student is classified as a freshman in grade 9 until 6 credits have been earned.
- A student is classified as a sophomore in grade 10 until 12 credits have been earned.
- A student is classified as a junior in grade 11 until 18 credits have been earned.
- A student remains a senior in grade 12 and only graduates with 24 credits in the required subjects.

Grade status is determined in August of every year.

Please note that grade place, locker assignments, class schedules and assemblies are all based on the number of credits earned rather than merely on the years the student has attended school.

There are several ways a student can recover credit or earn advanced credit as described in this Curriculum Guide above.

“C” or better program:

Starting with the class of 2017, students will be expected and required to meet the content expectations of every core course to the level of at least a 70% or better. Students who earn a 69% or less for Semester grades will be required to retake the course. This would include all core credits required for graduation. With 28 credits offered and only 24 required for graduation, students have plenty of opportunities for excellence.

The following classes apply to the “C” or better program:

- English 9
- English 10
- English 11
- English 12

- Algebra 1
- Geometry
- Algebra 2

- 4th Year Math

- Biology
- Chemistry
- Physics

- US History
- World History
- Civics/Economics

New Haven High School's policy is anything less than a 70% will result in students not having the content knowledge needed to be successful on the SAT and successive courses.

Michigan Personal Curriculum:

A Personal Curriculum is an option a student or family can explore as a way to modify certain Michigan Merit Curriculum (MMC) graduation requirements. It is intended to meet individual learning needs, allow students to earn a high school diploma, and provide preparation for life after high school.

A Personal Curriculum can be requested by a parent or legal guardian, a student of age 18, an emancipated student, or can be recommended by school personnel. A Personal Curriculum must be supported by a parent or legal guardian, meet the individual needs of the student, and his or her post-secondary plans consistent with an Educational Development Plan (EDP). The high school diploma then documents that the student has met the curriculum expectations and possesses the knowledge and skills necessary for postsecondary success.

State statute allows personal curriculum modifications in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world language credits; or by completing a department-approved formal career and technical education (CTE) program.
- Modify the Algebra II content

- Modify, if necessary, the course requirements of a student with an Individualized Education Plan (IEP).
- Modify course requirements for a student who transfers from out-of-state or from a nonpublic school and is unable to meet the MMC requirements.
- If you have specific questions about personal curriculum options, please contact your student's counselor or building principal.