



Warren Consolidated Schools

Creating Dynamic Futures

Butcher Educational Center	Career Preparation Center	Cousino High School	Community High School	Sterling Heights High School	Warren Mott High School
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High School Course Description Guide 2024-2025

MISSION STATEMENT

The Mission of the Warren Consolidated Schools, in partnership with families and community, is to achieve a level of excellence in teaching and learning which enables all students to become knowledgeable, productive, ethical, and successful citizens.

Published by the



Office of Curriculum & Instruction

31300 Anita * Warren, Michigan 48093 * (586) 698-4120

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Warren Consolidated Schools is committed to the concept of equal employment opportunity as a necessary element in its personnel program. It is the policy of the district to prohibit discrimination on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes"). Compliance inquiries should be addressed to the Chief Human Resources Officer, 31300 Anita, Warren, MI 48093, (586-825-2400).

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LETTER FROM THE CHIEF ACADEMIC OFFICER

Dear Parent/Guardian,

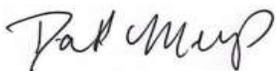
The mission of the Warren Consolidated School District, in partnership with families and community, is to achieve a level of excellence in teaching and learning which enables all students to become knowledgeable, productive, ethical, and successful citizens. In other words, Warren Consolidated Schools is committed to students graduating as fully functioning adults, ready to participate in a global economy and ready to take on the challenges that will confront them.

Our schools are comprehensive high schools organized around the principles of a Professional Learning Community (PLC) where student achievement is our main goal. The PLC is a collaborative process designed to improve student learning, and more specifically, your student's academic success. I hope that you will be engaged in the process as well, by involving yourself in your student's learning and overall academic program.

Our partnership continues as you select courses for next year. Warren Consolidated Schools offers excellent high quality programs for its students. It is imperative that you and your student take the time to discuss and plan the education experiences and opportunities in which they will participate. The course selection process is critical if your student is to become a successful and productive individual in a rapidly changing world.

The dedicated staff of talented teachers, counselors, and administrators is available for consultation in making choices or answering questions. Future career choices have basic requirements that must be met. The time you and your student spend now planning and selecting challenging programs will reap benefits later on the path leading to success. Your effort will promote our goal to help each student to be the best they can be.

Sincerely,



David Meengs
Chief Academic Officer



Warren Consolidated Schools provides a variety of courses to meet the needs, interests, abilities, and career goals of each student. The district believes that student needs are the guiding force in offering meaningful high school courses and programs.

High school students must plan their four year program with graduation requirements and career planning in mind. A four-year planning guide is included on pages 11-12 of this course book for student use. Please utilize the Career Zone information included in the booklet for additional planning assistance. In addition to graduation requirements, several other factors will affect a student's selection of courses:

- What courses will help me develop my career or occupational interests?
- What courses will prepare me for the college, technical, or vocational training programs of my interest?
- What courses are of special interest to me?
- What courses will be good for me at this time of my life?

Developing a program of study is a combined effort on the part of the student, parent, teacher, counselor, and school administrator. The major responsibility for developing a good four-year program belongs to the student and his/her parents. Each student should review his/her plan with parents so that educational and career goals may be reached by the time of graduation. The counselors are also available to provide guidance in making course selections and career decisions. They are dedicated to helping all students take advantage of a wide range of opportunities and acquire the best preparation for their future.

While developing a four-year plan, understand that the majority of our courses are semester-based, which affects how students earn credit, how cumulative grade points are averaged, and how class rank is determined. Some courses, such as foreign language, math, music, science, WCSPA, CPC and MMSTC, require two semesters to complete the course and therefore, are considered full year courses. Students earn a half credit for each semester course or a total of one credit for the full year course. Full year courses are shown with paired course numbers, such as Geometry (HS1611/HS1612).

Success in high school depends on many things; there is no substitute for consistent and diligent study, just as there is no substitute for good preparation and good study habits.

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency, by the awarding of a diploma at graduation ceremonies.

The Board shall annually notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the public school or public school academy will grant that request. The District shall provide this annual notice to parent and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and also shall post the notice on the District website.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), and as provided by State law.

Credit may be earned by: traditional course work; demonstrating master of subject area content expectations or guidelines for the credit; related course work in which content standards are embedded; non-traditional course work; independent teacher-guided study; testing out; dual enrollment; advanced placement courses; international baccalaureate or other "early college" programs; or Michigan Department of Education (MDE)-approved formal career and technical (CTE) program or curriculum; on-line class.

Students shall successfully complete an on-line course or learning experience OR shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

Special education students who properly complete the programs specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

For State-mandated curriculum requirements, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State or the student earns a qualifying score, as determined by the District on one or more assessments developed or selected by the School District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. For subject areas and courses in which a final examination is used as the assessment for successful attainment of the subject area content, a grade of C+ or better is required.

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

For elective courses, which are not State-mandated curriculum requirements, the Board shall grant credit to any high school student who is not enrolled in the course, but has exhibited a reasonable level of knowledge of the subject matter of the course by achieving C+ or better in the final exam for the course, or, if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project, presentation or other established means.

Such credit shall be counted toward the required number of credits needed for graduation. Mastery credits shall be counted toward any subject area requirement and any course sequence requirement. Once mastery credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

A high school student shall be granted credit in any foreign language not offered by the District providing the student meets the competency criteria established by the Superintendent.

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student’s experience and learning in the work setting in which the work-based learning occurs.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct so warrants.

Class of 2025-2027

English 9	1.0 credit	Earth Science ⁵	1.0 credit
English 10	1.0 credit	Biology	1.0 credit
English 11	1.0 credit	Chemistry, Physics, or Physical Science	1.0 credit
English 12	1.0 credit	Health	0.5 credit
Algebra 1	1.0 credit	Visual, Performing, and Applied Arts ²	1.0 credit
Geometry	1.0 credit	Physical Education ³	0.5 credit
Algebra 2	1.0 credit	World Language ⁴	2.0 credits
Additional Math or Math related credit ¹	1.0 credit	Online Learning Experience ⁶	See below+
American History	1.0 credit	Core Curriculum Total	18.0 credits
World History	1.0 credit	Required Elective Credits	4.5 credits
American Government	0.5 credit	Total Credits	22.5 credits
Economics	0.5 credit		

¹ Several math related courses (MRC) have been approved by the Board which satisfy the math graduation requirement. These courses are identified in the Course Selection Guide which is published annually. In addition, if Algebra I was taken in the 8th grade and the student passed the course, a high school math credit was earned. However, students must take a math course or a math related course during his/her senior year.

² The Board has approved several courses that satisfy Visual Performing Arts (VPA) graduation requirement. These courses are identified in the Course Selection Guide.

³ JV or varsity athletics or marching band for two (2) seasons may fulfill the physical education requirements. Students successfully passing one (1) year or more of the Warren Consolidated School of Performing Arts also satisfy the physical education Requirement.

⁴ Sec. 1278a(2) In addition to the requirements under subsection (1), the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed grades K to 12 at least 2 credits that are grade-appropriate in a language other than English or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on guidelines developed by the department. A pupil may partially or fully fulfill 1 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the requirements under subsection (1)(a)(iv).

⁵ Sec. 1278b (1)(b) At least 3 credits in Science that are aligned with subject area content expectations developed by the Department and approved by the State Board under this Section, including completion of at least Biology and either Chemistry, Physics, Anatomy, or Agricultural Science, or successfully completing a program or curriculum that provides the same content as the Chemistry or Physics benchmarks, as determined by the Department. A student may fulfill the requirement for the 3rd Science credit by completing a Department-approved Computer Science program or curriculum or formal Career and Technical Education (CTE) program or curriculum.

⁶ Online Learning Experience: The Board has approved several courses that contribute toward the satisfaction of this graduation requirement. These courses are identified in the Course Selection Guide which is published annually. Students are required to have a total of thirty (30) or more hours of cumulative Online Learning within these courses. Only hours earned in courses may be counted as part of this total.

Class of 2028 and Beyond

English 9	1.0 credit	Personal Finance ⁷	0.5 credit
English 10	1.0 credit	Earth Science ⁵	1.0 credit
English 11	1.0 credit	Biology	1.0 credit
English 12	1.0 credit	Chemistry, Physics, or Physical Science	1.0 credit
Algebra 1	1.0 credit	Health	0.5 credit
Geometry	1.0 credit	Visual, Performing, and Applied Arts ²	1.0 credit
Algebra 2	1.0 credit	Physical Education ³	0.5 credit
Additional Math or Math related credit ¹	1.0 credit	World Language ⁴	2.0 credits
American History	1.0 credit	Online Learning Experience ⁶	See below+
World History	1.0 credit	Core Curriculum Total	18.0 credits
American Government	0.5 credit	Required Elective Credits	4.5 credits
Economics	0.5 credit	Total Credits	22.5 credits

¹ Several math related courses (MRC) have been approved by the Board which satisfy the math graduation requirement. These courses are identified in the Course Selection Guide which is published annually. In addition, if Algebra I was taken in the 8th grade and the student passed the course, a high school math credit was earned. However, students must take a math course or a math related course during his/her senior year.

² The Board has approved several courses that satisfy Visual Performing Arts (VPA) graduation requirement. These courses are identified in the Course Selection Guide.

³ JV or varsity athletics or marching band for two (2) seasons may fulfill the physical education requirements. Students successfully passing one (1) year or more of the Warren Consolidated School of Performing Arts also satisfy the physical education Requirement.

⁴ Sec. 1278a(2) In addition to the requirements under subsection (1), the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed during grades K to 12 at least 2 credits that are grade-appropriate in a language other than English or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on guidelines developed by the department. A pupil may partially or fully fulfill 1 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the requirements under subsection (1)(a)(iv).

⁵ Sec. 1278b (1)(b) At least 3 credits in Science that are aligned with subject area content expectations developed by the Department and approved by the State Board under this Section, including completion of at least Biology and either Chemistry, Physics, Anatomy, or Agricultural Science, or successfully completing a program or curriculum that provides the same content as the Chemistry or Physics benchmarks, as determined by the Department. A student may fulfill the requirement for the 3rd Science credit by completing a Department-approved Computer Science program or curriculum or formal Career and Technical Education (CTE) program or curriculum.

⁶ Online Learning Experience: The Board has approved several courses that contribute toward the satisfaction of this graduation requirement. These courses are identified in the Course Selection Guide which is published annually. Students are required to have a total of thirty (30) or more hours of cumulative Online Learning within these courses. Only hours earned in courses may be counted as part of this total.

⁷ Sec. 1278a(3) Beginning with pupils entering grade 8 in 2023, the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil completes a 1/2 credit course in personal finance that aligns with subject area content expectations developed by the department and approved by the state board under section 1278b. The 1/2 credit course in personal finance must fulfill 1/2 credit of mathematics required under subsection (1)(a)(i), 1/2 credit of visual arts, performing arts, or applied arts required under subsection (1)(a)(iv), or 1/2 credit of a language other than English required under subsection (2). The 1/2 credit course in personal finance required under this subsection may be fulfilled through a department-approved formal career and technical education program or curriculum that aligns with the subject area content expectations.

Q: WHAT IS A CAREER ZONE?

A: Michigan career zones are broad groupings of careers that share similar characteristics. Employment characteristics within each of the six zones revolve around many common interests, strengths and competencies. Michigan career zones provide a useful framework to aid students, parents and educators in making meaningful connections to the world of work. The six Michigan career zones identify employment opportunities for all students and all ability levels. The desired outcomes of career zone preparation are student achievement and ultimately success in a career.

Q: WHY DO I NEED TO UNDERSTAND CAREER ZONES?

A: The Michigan Career Development Model (MI CDM) is designed to provide students with the necessary knowledge and skills for success in a career of their choice. Career zones can assist you in finding your way among the thousands of different occupations available to you, and makes it easier for you to identify career choices. Career zones can help you develop a plan on how to prepare for your chosen career interest area.

Q: WHEN CAN I START LEARNING ABOUT CAREER ZONES?

A: In grades 7-12, all students annually work on an Educational Development Plan (EDP). With the guidance of a counselor, students develop career goals and an action plan for reaching those goals.

Q: WHAT ARE MICHIGAN'S CAREER ZONES?

A: Michigan's six career zones include Arts and Communications; Business, Management, Marketing and Technology; Engineering/Manufacturing and Industrial Technology; Health Sciences; Human Services; and Natural Resources and Agriscience.

Q: WHERE CAN I LEARN ABOUT MY INTEREST, ABILITIES AND SKILLS?

A: Students will use *Xello* to explore interests, abilities and skills related to the career zones.

Q: WHAT ARE SOME OF THE WEB SITES ON CAREERS?

A: These web sites include:

- *Career Explorer* – <https://www.mitalent.org/career-exploration>
Allows individuals to assess their skills, explore training opportunities, education, and other career resources.
- *Pathfinder*– <https://pathfinder.mitalent.org/#/home>
Explore careers, schools and programs in Michigan to find the path that is right for you.
- *Xello*– www.xello.world/en, a site-licensed program with comprehensive career development for middle and high school students.

ARTS AND COMMUNICATIONS



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

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 zone for you!

BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY



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

Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet? This may be your career zone!

ENGINEERING, MANUFACTURING AND INDUSTRIAL TECHNOLOGY



Careers in this zone 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, and 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 zone for you!

HEALTH SCIENCES



Careers in this zone 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 that 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 or volunteer at a hospital or veterinary clinic? This may be your career zone!

HUMAN SERVICES



Careers in this zone are related to economic, 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 life better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? This could be your career zone!

NATURAL RESOURCES AND AGRISCIENCE



Careers in this zone 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 work, 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 could be your career zone!

EDUCATIONAL DEVELOPMENT PLAN

Use the following space below to create your four-year plan. Check your progress and program plans at least once each semester with your counselor.

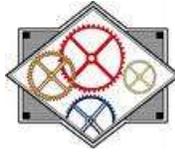
FRESHMAN (NINTH GRADE) CAREER ZONE...



Arts and Communications



Business, Management, Marketing and Technology



Engineering, Manufacturing and Industrial Technology



Health Sciences



Human Services



Natural Resources and Agriscience

Fall Semester	Credits	Spring Semester	Credits
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
Total Fall Semester	3.0	Total Spring Semester	3.0

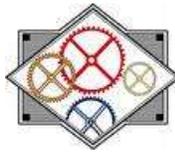
SOPHOMORE (TENTH GRADE) CAREER ZONE...



Arts and Communications



Business, Management, Marketing and Technology



Engineering, Manufacturing and Industrial Technology



Health Sciences



Human Services



Natural Resources and Agriscience

Fall Semester	Credits	Spring Semester	Credits
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
Total Fall Semester	3.0	Total Spring Semester	3.0

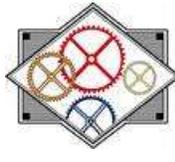
JUNIOR (ELEVENTH GRADE) CAREER ZONE...



Arts and Communications



Business, Management, Marketing and Technology



Engineering, Manufacturing and Industrial Technology



Health Sciences



Human Services



Natural Resources and Agriscience

Fall Semester	Credits	Spring Semester	Credits
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
Total Fall Semester	3.0	Total Spring Semester	3.0

SENIOR (TWELFTH GRADE) CAREER ZONE...



Arts and Communications



Business, Management, Marketing and Technology



Engineering, Manufacturing and Industrial Technology



Health Sciences



Human Services



Natural Resources and Agriscience

Fall Semester	Credits	Spring Semester	Credits
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
	0.5		0.5
Total Fall Semester	3.0	Total Spring Semester	3.0

COURSE SELECTION LIST

ENGLISH LANGUAGE ARTS

English 9 (HS0011/HS0012)
English 9-Honors (HS0021A/HS0021B)
English 9-Special Ed (HS8706/HS8707)
English 9 Skills-CI Programs (HS8938/HS8939)
English 10 (HS0111/HS0112)
English 10-Honors (HS0121/HS0122)
English 10-Special Ed (HS8708/HS8709)
English 10 Skills-CI Programs (HS8936/HS8937)
English 11 (HS0211/HS0212)
English 11-Special Ed (HS8710/HS8711)
English 11 Skills-CI Programs (HS8940/HS8945)
English 12 (HS0311/HS0312)
English 12-Special Ed (HS8811/HS8812)
English 12 Skills-CI Programs (HS8947/HS8950)
AP Language & Composition (HS0331/HS0332)
AP Literature & Composition (HS0341/HS0342)
Advanced Composition (HS0400)
20th Century American Literature (HS0410)
ELA Builder II (HS0420A, HS0420B, HS0420D, HS0420E)
Creative Writing 1 (HS0455)
Creative Writing 2 (HS0456)
Shakespeare (HS0540)
English ELD Level 1A/1B (HS7799/HS7800)
English Communication-ELD (HS7801/HS7802)
English Literacy-ELD (HS7803/HS7804)
Public Speaking 1 (HS0510)
Public Speaking 2 (HS0520)
Intro to Newspaper/Yearbook (VPA) (HS0710)
Yearbook 1 (VPA) (HS0715/HS0716)
Yearbook 2 (VPA) (HS0731/HS0732)
Yearbook 3 (VPA) (HS0751/HS0752)
Yearbook 4 (VPA) (HS0754/HS0755)
Media Communication 1 (VPA) (HS0841)
Media Communication 2 (VPA) (HS0842)

MATHEMATICS

Algebra 1(HS1601/HS1602)
Algebra Lab (HS1605/HS1606)
Math Foundations ELD Level 1A/1B (HS7873/HS7874)
Algebra 1-ELD (HS7881/HS7882)
Algebra 1-Special Ed (HS8719/HS8720)
Math Skills-CI Programs (HS8928/HS8929)
Geometry (HS1611/HS1612)
Geometry-ELD (HS7891A/HS7891B)
Geometry-Special Ed (HS8721/HS8722)
Geometry Accelerated (HS1701/HS1702)
Algebra 2 (HS1621/HS1622)
Algebra 2-Special Ed - (HS8802/HS8803)
Investigative Math Skills-CI Program (HS8979/HS8980)
SHHS only
Trigonometry, Statistics & Analytic Geometry
(HS1653/HS1654)

Algebra 2 & Trigonometry Accelerated (HS1711/HS1712)
Pre-Calculus Accelerated (HS1721/HS1722)
AP Calculus (HS1731/HS1732)

SCIENCE

Earth Science (HS3201/HS3202)
Biology 1(HS3101/HS3102)
Biology 1 Skills-CI Programs (HS8948) SHHS only
Exploring Biology-ELD (HS7833/HS7834)
AP Biology (HS3117/HS3118)
Comparative Anatomy & Physiology Biology (HS3115/HS3116)
Physical Science (HS3125/HS3126)
Chemistry 1 (HS3121/HS3122)
Honors Chemistry (HS3123/HS3124)
Chemistry Skills-CI Programs (HS8959) SHHS only
AP Chemistry (HS3181/HS3182)
Physics (HS3301/HS3302)
Physics Skills-CI Programs (HS8904) SHHS only
AP Physics (HS3311/HS3312)
AP Environmental Science (HS3109/HS3110)
Forensics (HS3061)
Astronomy (HS3064)
Laboratory Assistant (HS8918/HS8919)
Science Skills-CI Programs (HS8962)
Science Foundations-ELD Level 1A/1B (HS7837/HS7838)

SOCIAL STUDIES

American History (HS2009/HS2010)
American History-ELD (HS7825/HS7826)
Social Studies Skills-CI Programs (HS8968)
AP United States History (HS2013/HS2014)
World History (HS2017/HS2018)
World History Skills-CI Programs (HS8971) SHHS only
AP European History (HS8735/HS8736)
Global Geography (HS2270)
Global History (HS2251)
Criminal & Civil Law (HS2390)
American Government (HS2500)
Government Skills-CI Programs (HS8941) SHHS only
AP U.S. Government and Politics (HS2501/HS2502)
Economics (HS2510)
Economics Skills-CI Programs (HS8944) SHHS only
AP Micro Economics (HS2508)
AP Macro Economics (HS3509)
AP Human Geography (HS8951/HS8952)
Psychology (HS2520)
AP Psychology (HS2530A/HS2530B)
Transitional Psychology (HS2550)
Governing Practices (Leadership) (HS2571/HS2572)
Democracy & Citizenship-ELD (HS7821/HS7822)

SPECIALIZED PROGRAMS

Transition for Success- (HS8529/HS8530)
Community Based Vocational Training-CI Programs (HS8961)
Pre-Vocational Skills-CI Programs (HS8953/HS8954)
Personal Adjustment-CI Programs (HS8955/HS8956)
Community Living Skills-CI Programs (HS8957/HS8958)

VISUAL, PERFORMING, AND APPLIED ARTS (VPA)

Art Foundations (VPA) (HS5190)
Art History 1 (VPA) (HS2475)
Art History 2 (VPA) (HS2476)
Drawing/Painting 1 (VPA) (HS5200)
Drawing/Painting 2 (VPA) (HS5205)
Drawing/Painting 3 (VPA) (HS5300)
Drawing/Painting 4 (VPA) (HS5310)
Drawing/Painting 5 (VPA) (HS5500)
Drawing/Painting 6 (VPA) (HS5510)
3-Dimensional Design 1 (VPA) (HS5210)
3-Dimensional Design 2 (VPA) (HS5220)
3-Dimensional Design 3 (VPA) (HS5330)
3-Dimensional Design 4 (VPA) (HS5340)
3-Dimensional Design 5 (VPA) (HS5540)
3-Dimensional Design 6 (VPA) (HS5550)
Studio Art 1 (VPA) (HS5600)
Studio Art 2 (VPA) (HS5610)
AP Art (VPA) (HS5624/HS5625)
Drama 1 (VPA) (HS0610)
 HS0610C Community High
Mixed Ensemble (VPA) (HS5003/HS5004)
Choir (VPA) (HS5013/HS5014) Cousino only
Cadet Band (VPA) (HS5105/HS5106)
Concert Band (VPA) (HS5101/HS5102)
Symphonic Band (VPA) (HS5111/HS5112)
Symphonic Band-Wind Ensemble WMHS (VPA)
 (HS5113/HS5114)
Jazz Band-(VPA) (HS5121/HS5122)
AP Music Theory (VPA) (HS5163/HS5164)

WARREN CONSOLIDATED SCHOOL OF PERFORMING ARTS

(WCSPA)

(Housed at Sterling Heights High School)

WCSPA Level 1 (VPA) (HS0691/HS0692)
WCSPA Level 2 (VPA) (HS0693/HS0694)
WCSPA Level 3 (VPA) (HS0695/HS0696)
WCSPA Level 4 (MRC/VPA) (HS0699/HS0700)

RADIO/TV BROADCASTING

(Housed at Cousino High School)

Video & Audio Production and Performance (VPA)
 (HS0645/HS0646)
Advanced Video, Film & Radio 1 (VPA) (HS0657/HS0658)
Advanced Video, Film & Radio 2 (VPA) (HS0659/HS0660)
Advanced Video, Film & Radio 3 (VPA) (HS0661/HS0662)

PHYSICAL / HEALTH EDUCATION

Team Sports (HS4631)
Lifetime Fitness (HS4632)
Aerobics and Body Shaping (HS4633)
Sports Officiating (HS4725)
Health (HS4910)
Health Skills-CI Program (HS8935) SHHS only

WORLD LANGUAGES

Spanish 1 (HS4011/HS4012)
Spanish 2 (HS4111/HS4112)
Spanish 3 (HS4311/HS4312)
Spanish 4 (HS4511/HS4512)
AP Spanish (HS4513/HS4514)

BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY

Business Technology Management (VEI) (VPA)
 (HS7011/HS7012)
Digital Design & Development 1 (VPA) (HS7721 / HS7722)
Digital Design & Development 2 (VPA) (HS7723 / HS7724)
Cybersecurity 1 (VPA) (HS7121/HS7122)
Cybersecurity 2 (MRC/VPA) (HS7123/HS7124)
Accounting 1 (MRC/VPA) (HS7311/HS7312)
Accounting 2 (MRC/VPA) (HS7321/HS7322)

Marketing 1-Entrepreneurship (VPA) **(Housed at CPC)**
 (HSC7412/HSC7411)
Marketing 2-Management (MRC/VPA) **(Housed at CPC)**
 (HSC7421/HSC7422)
Global Financial Citizenship (MRC/VPA) (HS7612/HS7613)
 (HS7612C/HS7613C) Community High
Business Law (VPA) (HS7620)

FAMILY CONSUMER SCIENCE

Foods & Nutrition 1 (VPA) (HS8100)
Foods & Nutrition 2 (MRC/VPA) (HS8200)
Family/Personal Living (VPA) (HS8110)
Consumer Management (MRC/VPA) (HS8210)

INDUSTRIAL AND AUTOMOTIVE TECHNOLOGY

Automotive Tech 1 **(Housed at Cousino)** (HS6361/HS6362)
Automotive Tech 2 (MRC) **(Housed at Cousino)**
 (HS6561/HS6562)
Recreational Vehicle Repair (MRC) **(Housed at Cousino)**
 (HS6160/HS6161)

CAREER PREPARATION CENTER PROGRAMS (CTE)

Metal Technology 1 (MRC/VPA) (HSC171/HSC172)
Metal Technology 2 (MRC/VPA) (HSC671/HSC672)
Building Trades 1 (MRC/VPA) (HSC023/HSC024)
Building Trades 2 (MRC/VPA) (HSC527/HSC528)
Collision Repair Technology 1 (MRC/VPA) (HSC015/HSC016)
Collision Repair Technology 2 (MRC/VPA) (HSC511/HSC512)
Computer Information Systems 1 (MRC/VPA)
(HSC051/HSC052)
Computer Information Systems 2 (MRC/VPA)
(HSC551/HSC552)
Culinary Arts 1 (MRC/VPA) (HSC093/HSC094)
Culinary Arts 2 (MRC/VPA) (HSC593/HSC594)
Robotics & Mechatronics 1 (MRC/VPA) (HSC073/HSC074)
Robotics & Mechatronics 2 (MRC/VPA) (HSC573A/HSC573B)
Teacher Cadet 1 (HSC531/HSC532)
Teacher Cadet 2 (HSC535/HSC536)
Health Science 1 (HSC183/HSC184)
Health Science 2-Hospital Internship (MRC) (HSC383/HSC384)
Health Science 2-Exploration (MRC) (HSC284/HSC288)
Dental Science 1 (HSC191/HSC192)
Dental Science 2-Exploration (MRC) (HSC193/HSC194)
Emergency Medical Technician/Basic (MRC)
(HSC483/HSC484)
Pre-Engineering & Computer-Aided Design 1 (MRC/VPA)
(HSC061/HSC062)
Pre-Engineering & Computer-Aided Design 2 (MRC/VPA)
(HSC561/HSC562)
Pre-Engineering & Computer Aided Design 3: Aviation (CAD 3)
(HSC661/HSC662)
Introduction to Graphic Design (MRC/VPA)
(HSC111/HSC112)
Advanced Graphic Design (MRC/VPA) (HSC611/HSC612)

21F-Courses available through 21F Expanded Virtual Learning

MACOMB MATHEMATICS SCIENCE TECHNOLOGY CENTER

(MMSTC) (Application Required)

(Housed at Butcher Educational Center)

9th Grade

Geometry & Algebra with Transformations
(HSM150/HSM151)
Interdisciplinary Studies 1 (VPA) (HSM240/HSM241)
Biology (HSM360/HSM361)

10th Grade

Functions, Statistics and Trigonometry (HSM160/HSM161)
AP Statistics/Interdisciplinary Studies 2 (VPA)
(HSM196/HSM251)
Chemistry (HSM372/HSM373)

11th Grade

Pre-Calculus with Discrete Mathematics (HSM170/HSM171)
Interdisciplinary Studies 3/AP Statistics (VPA)
(HSM260/HSM197)
Physics (HSM390/HSM391)

12th Grade

AP Calculus A/B (HSM192/HSM193)
AP Calculus B/C (HSM194/HSM195)
AP Chemistry/Research (HSM410/HSM411)
AP Biology/Research (HSM412/HSM413)
AP Physics/Research (HSM414/HSM415)
Interdisciplinary Studies 4 (VPA) (HSM420/HSM421)

MRC-Board of Education approved Math Related Credit

VPA-Board of Education approved as satisfying Visual,
Performing and Applied Arts Requirements



ENGLISH LANGUAGE ARTS

ENGLISH 9

(BOARD RENEWAL MAY 2012)

COURSE ID: HS0011 / HS0012

COURSE ID: HS0011C / HS0012C (COMMUNITY HIGH)

This integrated experience, based on a Survey of Literature, will provide ninth grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies, process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentation formats.

ENGLISH 9 HONORS

(BOARD APPROVAL MAY 2012)

COURSE ID: HS0021A/HS0021B

Students will continue to strengthen their communication skills and build stamina in reading, writing, speaking, listening, and language development. Narrative, informational and argumentative text and writing pieces will be the focus of this class. An emphasis will be placed on technology integration.

Recommendation by 8th grade ELA teachers and counselors.
An honor point may be earned for this course.

ENGLISH 9 (SPECIAL EDUCATION)

(BOARD RENEWAL MAY 2012)

COURSE ID: HS8706 / HS8707

Emphasis is placed on developing basic reading skills/ strategies, writing process, critical thinking skills, and verbal skills. Through individualized pacing and group instruction, students work on improving writing and reading techniques.

ENGLISH 9 SKILLS (CI PROGRAMS)

(BOARD RENEWAL MAY 2012)

COURSE ID: HS8938 / HS8939

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing Michigan's Alternate Content Expectations/Essential Elements. Students will continue to develop their reading and writing skills pursuant to their individualized IEP goals and objectives.

ENGLISH 10

(BOARD RENEWAL MAY 2012)

COURSE ID: HS0111 / HS0112

COURSE ID: HS0111C / HS0112C (COMMUNITY HIGH)

This integrated experience, based on World Literature, will provide tenth grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentation formats.

Recommendation: Satisfactory completion of English 9

ENGLISH 10 HONORS

(BOARD APPROVAL MAY 2012)

COURSE ID: HS0121 / HS0122

Students will continue to develop communication skills in reading for information, writing narrative and descriptive essays, and speaking and listening skills. Emphasis on Computer Assisted Instruction will be integrated into the lessons through individualized pacing and group instruction.

Recommendation: Satisfactory completion of English 9. An honor point may be earned for this course.

ENGLISH 10 (SPECIAL EDUCATION)

(BOARD RENEWAL MAY 2012)

COURSE ID: HS8708 / HS8709

Students will continue to develop communication skills in reading for information, writing narrative and descriptive essays, and speaking and listening skills. Emphasis on Computer Assisted Instruction will be integrated into the lessons through individualized pacing and group instruction.

Recommendation: Satisfactory completion of English 9 (SE)

ENGLISH 10 SKILLS (CI PROGRAMS)

(BOARD RENEWAL MAY 2012)

COURSE ID: HS8936 / HS8937

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing Michigan's Alternate Content Expectations/Essential Elements. Students will continue to develop their reading and writing skills pursuant to their individualized IEP goals and objectives.

Recommendation: Satisfactory completion of English 9 (CI Program).

ENGLISH 11

(BOARD RENEWAL MAY 2012)

COURSE ID: HS0211 / HS0212

COURSE ID: HS0211C / HS0212C (COMMUNITY HIGH)

This integrated experience, based on American Literature, will provide eleventh grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentation formats.

Recommendation: Satisfactory completion of English 10

ENGLISH 11 (SPECIAL EDUCATION)

(BOARD RENEWAL MAY 2012)

COURSE ID: HS8710 / HS8711

This course is designed to expand informational reading, critical thinking and reflective techniques. Through individualized pacing and group instruction, the second semester will focus on independent reading skills and expanding writing skills through Computer Assisted Instruction.

Recommendation: Satisfactory completion of English 10 (Special Education)

ENGLISH 11 SKILLS (CI PROGRAMS)

(BOARD RENEWAL MAY 2012)

COURSE ID: HS8940 / HS8945

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing Michigan's Alternate Content Expectations/Essential Elements. Students will continue to develop their reading and writing skills pursuant to their individualized IEP goals and objectives.

Recommendation: Satisfactory completion of English 10 (CI Program).

ENGLISH 12

(BOARD RENEWAL MAY 2012)

COURSE ID: HS0311 / HS0312

COURSE ID: HS0311C / HS0312C (COMMUNITY HIGH)

This integrated experience, based on British Literature, will provide twelfth grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentation formats.

Recommendation: Satisfactory completion of English 11

ENGLISH 12 (SPECIAL EDUCATION)

(BOARD RENEWAL MAY 2012)

COURSE ID: HS8811 / HS8812

Students will continue to develop their reading, writing, speaking and listening skills. Students will work on extended reading and writing projects through individualized pacing and group instruction.

Recommendation: Satisfactory completion of English 11 (Special Education)

ENGLISH 12 SKILLS (CI PROGRAMS)

(BOARD RENEWAL MAY 2012)

COURSE ID: HS8947 / HS8950

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing Michigan's Alternate Content Expectations/Essential Elements. Students will continue to develop their reading and writing skills pursuant to their individualized IEP goals and objectives.

Recommendation: Satisfactory completion of English 11 (CI Program).

AP LANGUAGE & COMPOSITION

(BOARD APPROVED)

COURSE ID: HS0331 / HS0332

Advanced Placement English is designed for the student who has demonstrated his ability to meet the demands of college preparatory courses and who wishes to advance his English skills to the collegiate level while still in high school. The demands of this course are rigorous, as extensive reading and expository writing are required. Successful completion of the optional AP placement tests may result in college English credit(s) for the student.

Recommendation: 11th Grade students. An honor point may be earned for this course.

AP LITERATURE & COMPOSITION

(BOARD APPROVED)

COURSE ID: HS0341 / HS0342

Advanced Placement English is designed to engage students in extensive reading and critical analysis of several genres and periods, from the sixteenth to the twenty-first century. The demands of this course are rigorous because of the extensive requirements in both reading and writing. Successful completion of the optional AP placement tests may result in college English credit(s) for the student.

Recommendation: 12th Grade students. An honor point may be earned for this course.

ADVANCED COMPOSITION

(BOARD APPROVED)

COURSE ID: HS0400

Advanced Composition focuses on expository writings with emphasis on organization and application of ideas. Corollary readings are examined for analysis and modeling. Students refine research and editing skills as they prepare a minimum of one written assignment each week.

Recommendation: 11th or 12th Grade students. An honor point may be earned for this course.

20TH CENTURY AMERICAN LITERATURE

(BOARD APPROVED)

COURSE ID: HS0410

This course will deal with the study of American prose since the completion of Realistic development. The students will study the diverse trends, techniques, and genres in American prose literature and apply their knowledge to the critical evaluation of prose style, content, and form. Student evaluation will take the form of classroom discussion, essay tests, and at least one substantial research-based project. Process writing will be employed for composition assignments.

Recommendation: 11th or 12th Grade students. An honor point may be earned for this course.

ELA BUILDER II

(BOARD RENEWAL MAY 2012 – COURSE NAME CHANGED APRIL, 2016)

COURSE ID: HS0420A

COURSE ID: HS0420B

COURSE ID: HS0420D

COURSE ID: HS0420E

COURSE ID: HS0431C, HS0432C (COMMUNITY HIGH)

Students are placed in this semester course based on their performance to provide additional support in the English Language Arts content area. Students MAY NOT select this course as an elective course. However, if it is determined that the student needs additional support, the student may be assigned to this course in lieu of an elective course.

CREATIVE WRITING 1

(BOARD APPROVED)

COURSE ID: HS0455

This course offers students an opportunity to pursue various creative writing styles, learn editing skills, and prepare their works for contests and publications.

Recommended for 10th-12th Grade students

CREATIVE WRITING 2

(BOARD APPROVED)

COURSE ID: HS0456

Creative Writing 2 is an advanced writing class. Students will refine and expand on skills learned in Creative Writing 1.

Recommendation: Creative Writing 1.

SHAKESPEARE

(BOARD APPROVED)

COURSE ID: HS0540

This course will provide students with an essential knowledge of Shakespearean theater in terms of background, structure, language, and historical content. Elements, such as, literary and dramatic techniques found in the plays of William Shakespeare will be examined.

Recommendation: 12th Grade students.

ENGLISH (ELD) LEVEL 1A/1B

(BOARD APPROVED)

COURSE ID: HS7799 / HS7800

Newcomer ELs at WIDA Level 1 (Entering) of English Proficiency receive reading, and writing foundational skills. Students develop oral language, decoding, phonics, learn to find the details, main ideas, and basic analysis of information and narrative text. EL students will build vocabulary and literacy skills. This course meets Common Core State Standards for reading, writing, speaking and listening.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA)

This course must be taken along with English Communication to create a 2 hour literacy block.

Note: English credit may be earned for this course.

ENGLISH COMMUNICATION (ELD)

(BOARD APPROVED MAY 2010)

COURSE ID: HS7801 / HS7802

Focus of English communication is for students who have never studied English or have very limited English reading, writing and speaking skills. Basic interpersonal communication skills are also developed.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA).

This course must be taken along with English ELD Level 1A/1B to create a 2 hour literacy block.

Note: Elective credit may be earned for this course.

ENGLISH LITERACY (ELD)

(BOARD APPROVED MAY 2010)

COURSE ID: HS7803 / HS7804

English Literacy will continue the students' development of speaking, reading, and writing skills and strategies for students who have had limited English language instruction. Emphasis on phonic awareness and thematic units are continued. Reading and writing skills are further developed through direct instruction that includes word study, vocabulary, basic sentence and paragraph writing, and comprehension of oral and written language.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA).

Note: English credit may be earned for this course.

PUBLIC SPEAKING 1 (VPA)

(BOARD APPROVED)

COURSE ID: HS0510

This course is designed to help students overcome their fear of public speaking, while developing and improving their informational speaking skills. Students learn about practical and social communication, levels of communication, and gain an understanding of the science and strategy for vocalization as well as delivery.

Recommended for 10th-12th grade students

PUBLIC SPEAKING 2 (VPA)

(BOARD APPROVED)

COURSE ID: HS0520

This course refines skills learned in Public Speaking 1. Students are introduced to, and practice persuasion, debate, parliamentary procedure, interview, oral interpretation, extemporaneous, group problem solving, and special occasion speech.

Recommended for 10th-12th grade students

INTRODUCTION TO NEWSPAPER AND YEARBOOK (VPA)

(BOARD APPROVED)

COURSE ID: HS0710

This introductory course focuses on the study of the principles related to newspaper and yearbook production which includes copy writing, layout design, photography and advertising/merchandising.

MATHEMATICS

ALGEBRA 1

(BOARD APPROVED MAY 2010)

COURSE ID: HS1601 / HS1602

COURSE ID: HS1601C / HS1602C (COMMUNITY HIGH)

This one-year college preparatory course will help students to view algebra not only as a theoretical tool for analyzing and describing mathematical relationships, but they will also experience the power of algebraic thinking in a context of applications by studying the mathematical modeling of real-world problems. The course content will include a rigorous approach to solving, graphing, and writing linear quadratic, rational, and exponential functions.

ALGEBRA LAB

(Board Approved)

COURSE ID: HS1605/HS1606

Students are placed in this year-long class based on their performance in mathematics. This course runs concurrently with Algebra 1 and provides additional support with this content area. Students MAY NOT select this class as an elective course. However, if it is determined that the student needs additional support, the student may be assigned to this course in lieu of elective courses.

MATH FOUNDATIONS (ELD) Level 1A/1B

(Board Approved)

COURSE ID: HS7873/HS7874

Newcomer ELs at WIDA Level 1 (Entering) of English Proficiency who may not be ready for Algebra 1 ELD based on placement criteria. The course covers basic math concepts necessary to excel in Algebra 1 as well as essential math vocabulary. Students will show growth in their understanding of the math concepts of: number operations, place value, fractions, decimals, and solving basic equations.

Recommendation: Contact Administrator of Language Acquisition for placing students.

This course may only be taken one time during the EL student's first year of high school.

Note: Math credit may be earned for this course.

ALGEBRA 1 (ELD)

(BOARD APPROVED MAY 2010)

COURSE ID: HS7881 / HS7882

This one-year college preparatory course will help students to view algebra not only as a theoretical tool for analyzing and describing mathematical relationships, but they will also experience the power of algebraic thinking in a context of applications by studying the mathematical modeling of real-world problems. The course content will include a rigorous approach to solving, graphing, and writing linear quadratic, rational, and exponential functions.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA).

Note: Algebra credit may be earned.

ALGEBRA 1 (SPECIAL EDUCATION)

(BOARD APPROVED MAY 2010)

COURSE ID: HS8719 / HS8720

This course continues to reinforce the mastering of Algebra. Through individual pacing and group instruction, the class will continue to focus on algebraic expression, real number properties, linear equations, and basic statistics. Activities will include manipulative and graphing calculators.

MATH SKILLS (CI PROGRAMS)

(BOARD APPROVED MAY 2010)

COURSE ID: HS8928 / HS8929

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing Michigan's Alternate Content Expectations/Essential Elements. Students will continue to develop their math skills pursuant to their individualized IEP goals and objectives.

GEOMETRY

(BOARD APPROVED MAY 2011)

COURSE ID: HS1611/HS1612

COURSE ID: HS1611C / HS1612C (COMMUNITY HIGH)

This is a one-year college preparatory geometry course studying geometric concepts from an algebraic perspective. Included in this course is a study of both two and three dimensional shapes, congruence, similarity, transformations and the relationships between geometric shapes.

Recommendation: Satisfactory completion of Algebra 1

GEOMETRY (ELD)

(BOARD APPROVED)

COURSE ID: HS7891A/HS7891B

This is a one-year college preparatory geometry course studying geometric concepts from an algebraic perspective. Included in this course is a study of both two and three dimensional shapes, congruence, similarity, transformations and the relationships between geometric shapes.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA).

Note: Geometry credit may be earned.

GEOMETRY (SPECIAL EDUCATION)

(BOARD APPROVED MAY 2011)

COURSE ID: HS8721/HS8722

Through individual pacing and group instruction, the one-year course will focus on the key topics that provide a strong foundation in the essentials of geometry. Topics include basics of geometry, segments and angles, parallel and perpendicular lines, triangle relationships, congruent triangles, quadrilaterals, similarity, polygons and area, surface area and volume, right triangle and trigonometry and circles.

Recommendation: Satisfactory completion of Algebra 1 (Special Education)

GEOMETRY ACCELERATED

(BOARD APPROVED MAY 2011)

COURSE ID: HS1701 / HS1702

This is a one-year college preparatory Geometry course for the accelerated mathematics student. The course content will include a rigorous in-depth study of geometric concepts from an algebraic perspective. Included in this course is a study of both two and three dimensional shapes, congruence, similarity, transformations and the relationships between geometric shapes. If a student expects to study Calculus as a 12th grader, this course should be taken in the 9th grade.

Recommendation: Satisfactory completion of Algebra 1.

An honor point may be earned in this course.

ALGEBRA 2

(BOARD APPROVED MAY 2010)

COURSE ID: HS1621 / HS1622

This is a one-year college preparatory course that will help students view algebra not only as a theoretical tool for analyzing and describing mathematical relationships, but they will also experience the power of algebraic thinking in the context of application by studying the mathematical modeling of the real world problems. The course content will include a rigorous approach to function families: polynomial, exponential, logarithmic, rational, and trigonometric. Also included are the conic sections, as well as statistics and probability.

Recommendation: Satisfactory completion of Algebra 1, Geometry, or Geometry Accelerated

ALGEBRA 2 (SPECIAL EDUCATION)

(BOARD APPROVED MAY 2010)

COURSE ID: HS8802 / HS8803

This course continues to reinforce the mastering of algebra. Through individual pacing and group instruction, the class will continue to focus on algebraic expression, real number properties, linear equations and basic statistics. Activities will include manipulative and graphing calculators.

INVESTIGATIVE MATH SKILLS (CI PROGRAM)

(BOARD APPROVED)

COURSE ID: HS8979 / HS8980

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will continue to develop their math skills pursuant to their individualized IEP goals and objectives. SHHS only.

TRIGONOMETRY, STATISTICS AND ANALYTIC GEOMETRY

(BOARD APPROVED MAY 2010)

COURSE ID: HS1653 / HS1654

COURSE ID: HS1653C / HS1654C (COMMUNITY HIGH)

This is a one-year college preparatory course designed to prepare the student for college mathematics including calculus. The course content will include a study of trigonometry, statistics, and analytic geometry. Topics to be covered in the course include periodic functions, circular functions, measures of central tendency, standard deviation, variance and correlation, analytical approaches to proofs, vectors, and matrices.

Recommendation: Satisfactory completion of Geometry, Algebra 2



SCIENCE

EARTH SCIENCE

(BOARD APPROVED)

COURSE ID: HS3201 / HS3202

Earth Science is a complex, problem-based course designed to investigate processes that operate on Earth and also addresses its place in the universe. Earth consists of a set of systems such as the atmosphere, hydrosphere, geosphere, and biosphere that are intricately interconnected. Students will explore how small changes, including human impact, in one part of one system can have large and sudden consequences in parts of other systems or have no effect at all. Students will understand the dynamic and interrelated systems of the Earth including Earth materials, plate tectonics, and other large-scale system interactions.

BIOLOGY 1

(BOARD APPROVED)

COURSE ID: HS3101 / HS3102

COURSE ID: HS3101C / HS3102C (COMMUNITY HIGH)

This class is a college prep biological survey course that introduces a variety of topics ranging from the study of living things to environmental problems including cells, classification, heredity, evolution and ecosystems. A special emphasis will be placed on students doing the work of investigation, as well as reading, discussing and resolving biologically related issues and topics.

BIOLOGY 1 SKILLS (CI PROGRAMS)

(BOARD APPROVED)

COURSE ID: HS8948

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing Michigan's Alternate Content Expectations/Essential Elements. Students will be exposed to biology concepts and themes with a focus on applicability to daily life. SHHS only.

EXPLORING BIOLOGY (ELD)

(BOARD APPROVED MAY 2010)

COURSE ID: HS7833 / HS7834

Basic scientific vocabulary, reading and writing will be expanded. This course introduces a variety of topics ranging from the study of living things to environmental problems including cells, classification, heredity, evolution and ecosystems. A special emphasis will be placed on students doing the work of investigation, as well as reading, discussing and resolving biologically related issues and topics.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA).

Note: Biology credit may be earned for this course.

AP BIOLOGY

(BOARD APPROVED)

COURSE ID: HS3117 / HS3118

This course is equivalent to a college-level introductory biology course. Major areas of study include molecules and cells, heredity and evolution, and organisms and populations. The major goals of this course are to help students develop a conceptual framework for modern biology and to help students gain an appreciation for science as a process. Completion of this course will prepare students for the AP Biology exam. Students electing this course should be highly motivated, self-disciplined and inquisitive.

Recommendation: Satisfactory completion of Biology. An honor point may be earned in this course.

COMPARATIVE ANATOMY AND PHYSIOLOGY BIOLOGY

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS3115 / HS3116 (BIOLOGY 3)

Comparative anatomy and physiology is the study of similarities and differences in the form and function of living organisms. This course will examine vertebrate anatomy from behavioral, physiological, and evolutionary perspectives. The course will focus on origin, evolution, and development of vertebrates with special emphasis on the human body. The course will concentrate on the body at a microscopic level and then move on to the individual systems including the skeletal, muscular, nervous, endocrine, reproductive, digestive, respiratory, and urinary system. Along with these topics, students will explore current scientific issues by reading and evaluating original literature so that they have direct access to new developments in the field of evolution and anatomy/physiology. A substantial amount of laboratory experience will be involved including an extensive pig dissection with a lab practical assessment.

PHYSICAL SCIENCE

(BOARD APPROVED)

COURSE ID: HS3125 / HS3126

This course will provide foundational understanding of chemistry and physics. Students will explore physical and chemical properties of matter, the atom and periodic table, bonding, chemical reactions and energy forms. The course emphasizes scientific thinking as a way of understanding the natural phenomena that surround us. The course content is grouped into smaller topics to increase retention and expand opportunities for assessment. For physics, the units of study include motion, forces, energy, Newton's Laws, waves, electricity and magnetism. It includes real and virtual lab exercises and gives students the skills to discuss a number of scientific topics, understand how science is used in their daily lives, and become comfortable with solving simple algebraic expressions that support scientific laws.

CHEMISTRY 1

(BOARD APPROVED)

COURSE ID: HS3121 / HS3122

COURSE ID: HS3121C / HS3122C (COMMUNITY HIGH)

This course provides students with an understanding of chemical principles and skills that are needed for college. The study of chemistry includes laboratory investigation, problem solving activities, textbook study, lecture, and class discussion. The structure and properties of matter, organic and inorganic chemistry, energy, consumer science, technology, history and societal issues make up the content of this class.

Recommendation: Satisfactory completion of Algebra 1

HONORS CHEMISTRY

(BOARD APPROVED)

COURSE ID: HS3123 / HS3124

This is a more rigorous chemistry course, requiring additional mathematical experience, and a greater commitment from the student. The course includes the content described in the Chemistry 1 course with additional emphasis on advanced topics for the college bound or AP Chemistry students.

**Recommendation: Satisfactory completion of Algebra 1.
An honor point may be earned in this course.**

CHEMISTRY SKILLS (CI PROGRAMS)

(BOARD APPROVED)

COURSE ID: HS8959

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing Michigan's Alternate Content Expectations/Essential Elements. Students will be exposed to chemistry concepts and themes with a focus on applicability to daily life. SHHS only.

AP CHEMISTRY

(BOARD APPROVED)

COURSE ID: HS3181 / HS3182

AP Chemistry covers topics and information normally contained in a first-year college general chemistry course. This course is intended to prepare the student for success on the AP Chemistry Exam. Emphasis will be given to areas not covered in Chemistry 1, including, but not limited to Kinetic-Molecular Theory of Matter, Solutions/Acid-Base Reactions, Thermo Chemistry, Oxidation/Reduction Reactions, Organic Reactions, and Nuclear Chemistry. This course is supported by extensive labs, some of which may require students to spend time outside the traditional school day to complete.

**Recommendation: Satisfactory completion of Chemistry 1.
An honor point may be earned in this course.**

PHYSICS

(BOARD APPROVED)

COURSE ID: HS3301 / HS3302

COURSE ID: HS3301C / HS3302C (COMMUNITY HIGH)

This is a college prep class designed for the students who have a curiosity about the physical world. Emphasis is placed on understanding the concepts of energy, energy transfer, energy conservation, and radiation, developing laboratory skills and using scientific method to investigate, applying the ideas of physics to technology and developing an awareness of the impact of physics on society.

Recommendation: Satisfactory completion of Algebra 2 or taking Algebra 2 concurrently

PHYSICS SKILLS (CI PROGRAMS)

(BOARD APPROVED)

COURSE ID: HS8904

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing Michigan's Alternate Content Expectations/Essential Elements. Students will be exposed to physics concepts and themes with a focus on applicability to daily life. SHHS only.

AP PHYSICS

(BOARD APPROVED)

COURSE ID: HS3311 / HS3312

This mathematically rigorous course is equivalent to an introductory college-level physics course. Topics covered include: mechanics, thermodynamics, electricity and magnetism, optics, and quantum mechanics. Laboratory experiments are an integral component of this course. Completion of this course will prepare students for the AP Physics B exam. Students electing this course should be highly motivated, self-disciplined, and inquisitive.

Recommendation: Satisfactory completion of Algebra 2 or taking Algebra 2 concurrently. An honor point may be earned in this course.

AP ENVIRONMENTAL SCIENCE

NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT)

COURSE ID: HS3109/HS3110

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

This course is a pilot course and may or may not run based on student interest. Beginning with the 2013-14 school year, this course would satisfy the third science course graduation requirement. An honor point may be earned in this course.

FORENSICS

(BOARD APPROVED)

COURSE ID: HS3061

COURSE ID: HS3061C (COMMUNITY HIGH)

This class is an elective, inquiry-oriented science class that will focus on criminal forensics. Through a sequence of lab based activities, students will gain an understanding and appreciation of the role of science in solving crimes. These activities will include fingerprinting, simulated drug evidence analysis, ink chromatography, and an introduction to DNA analysis.

ASTRONOMY

(BOARD APPROVED)

COURSE ID: HS3064

COURSE ID: HS3064C (COMMUNITY HIGH)

This class is an elective, inquiry-based science which will focus on the fundamental study of the universe. It will primarily explore the nature of weather patterns, moon phases, seasons, stars and galaxies. Students will explore these phenomena through a sequence of lab activities where they will make observations, analyze data, do research and problem solve in order to develop an understanding of how these forces of nature affect Earth.

LABORATORY ASSISTANT

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS8918/HS8919

This class is an elective, part hands-on course which introduces advanced scientific laboratory procedures and meets the online learning requirement. The focus of the course is to improve student understanding of the scientific method, experimental design, presentation skills, data analysis, and career development.

Note: Elective credit may be earned for this course.

SCIENCE SKILLS (CI PROGRAMS)

(BOARD APPROVED)

COURSE ID: HS8962

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing Michigan's Alternate Content Expectations/Essential Elements. Students will be exposed to science concepts and themes with a focus on applicability to daily life.

SCIENCE FOUNDATIONS (ELD) Level 1A/1B

(BOARD APPROVED)

COURSE ID: HS7837 / HS7838

Newcomer ELs at WIDA Level 1 (Entering) of English Proficiency will be introduced to science concepts in the areas of life, earth, and physical sciences. Students will investigate cells, atoms, the solar system, rocks, climate & weather, as well as human impact on the spheres of Earth with a focus on vocabulary and literacy development. This hands-on course will prepare students for a more in-depth study of biology, chemistry, physics, and earth sciences.

Recommendation: Scores and placement are based on World-Class Instructional Design and Assessment (WIDA).

Note: Elective credit may be earned for this course.

WORLD HISTORY

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS2017 / HS2018

COURSE ID: HS2017C / HS2018C (COMMUNITY HIGH)

Students will examine and analyze historic, geographic, political and economic concepts and issues. The focus is on the United States in the second half of the 20th century through the present and its relationship to the rest of the world through four lenses: United States' perspective, international perspective, geography and economics.

WORLD HISTORY SKILLS (CI PROGRAMS)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS8971

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. Students will be exposed to World History concepts and themes with a focus on applicability to daily life. SHHS only.

AP EUROPEAN HISTORY

NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT)

COURSE ID: HS8735 / HS8736

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

This course is a pilot course and may or may not run based on student interest. Beginning with the 2013-14 school year, this course would satisfy the World History graduation requirement. An honor point may be earned in this course.

GLOBAL GEOGRAPHY

(BOARD APPROVED)

COURSE ID: HS2270

COURSE ID: HS2070C (COMMUNITY HIGH)

This course examines environmental factors such as climate, topography and natural resources throughout the world. It also explores population distribution and growth and their effect on the world's population. The study of varied customs and cultural characteristics of world societies, as well as productivity and consumption of natural resources on a global scale are also main aspects of this class.

GLOBAL HISTORY

(BOARD APPROVED)

COURSE ID: HS2251

The purpose of this course is to increase students' knowledge of significant events and ideas from ancient times through the 1940's, as well as how those events have had an important effect on us today. The course covers the ancient civilizations of Samaria, Assyria, Babylon, Egypt, Greece and Rome. World War I and the Holocaust are covered in depth. This study of mankind from a global perspective will help students develop historical insight and sharpen their skills in processing and evaluating information.

CRIMINAL AND CIVIL LAW

(BOARD APPROVED)

COURSE ID: HS2390

Students will have the opportunity to learn about the criminal justice system and its relationship to the individuals and communities it serves. The individual's responsibilities to society will be a focus of this course.

AMERICAN GOVERNMENT

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS2500

COURSE ID: HS2500C (COMMUNITY HIGH)

American Government offers students the opportunity to learn about the three branches of government as well as their role and responsibility as citizens. The goals of this class are that students recognize the strengths and weaknesses of democratic form of government and develop a realization of the necessity of individual participation to ensure a successfully functioning government.

GOVERNMENT SKILLS (CI PROGRAMS)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS8941

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. Students will be exposed to American Government concepts and themes with a focus on applicability to daily life. SHHS only.

AP U.S. GOVERNMENT AND POLITICS

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS2501/HS2502

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government & Politics: United States course must follow, certain topics are generally covered in college courses.

This course may fulfill the Government graduation requirement. An honor point may be earned in this course.

ECONOMICS

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS2510

COURSE ID: HS2510C (COMMUNITY HIGH)

The purpose of this course is to aid students in understanding the basic principles of our economic system and that of other countries. Further aim is to enable students to gain knowledge of economic principles for use in everyday lives. Specific units are production, supply and demand, stock market money, credit, banking, personal income, the government and its economy, and major economic problems in the United States.

ECONOMICS SKILLS (CI PROGRAMS)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS8944

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. Students will be exposed to Economics concepts and themes with a focus on applicability to daily life. SHHS only.

AP ECONOMICS MICRO

NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT)

COURSE ID: HS2508

The purpose of an AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

This course is a pilot course and may or may not run based on student interest. Beginning with the 2013-14 school year, this course would satisfy the Economics graduation requirement. An honor point may be earned in this course.

AP MACROECONOMICS

(BOARD APPROVED JUNE 2016)

COURSE ID: HS3509

An AP course in Macroeconomics is designed to give you a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economic performance measures, economic growth, and international economics.

Beginning with the 2013-14 school year, this course would satisfy the Economics graduation requirement. An honor point may be earned in this course.

AP HUMAN GEOGRAPHY

NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT)

COURSE ID: HS8951 / HS8952

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

This course is a pilot course and may or may not run based on student interest. An honor point may be earned in this course.

PSYCHOLOGY

(BOARD APPROVED)

COURSE ID: HS2520

Psychology is the scientific study of behavior and mental processes. When applied to humans, psychology covers everything that people think, feel, and do. The use of a systematic method of asking and answering questions about why people think, act, and feel as they do reduces the chances of coming to false conclusions. Many different approaches are used to understand the complex richness of human behavior.

AP PSYCHOLOGY

(BOARD APPROVED)

COURSE ID: HS2530A / HS2530B

AP Psychology will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also will learn about the methods psychologists use in their science and practice. The aim of the AP class is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses. Students will be encouraged to take the AP Exam.

An honor point may be earned in this course.

TRANSITIONAL PSYCHOLOGY

(BOARD APPROVED)

COURSE ID: HS2550

This course is the study of the various transitions that occur throughout a lifetime and the psychology that can help understand these periods of time. This class will show how events from childhood influence adolescence and affect adulthood. In addition, it will look at the differences between childhood, adolescence, and adulthood in terms of morality, emotions and relationships.

GOVERNING PRACTICES (LEADERSHIP)

(BOARD APPROVED)

COURSE ID: HS2571 / HS2572

This course explores the realities of governmental situations and institutions. The class provides a practical exploration of individual philosophies and one's relationships with government responsibilities including the budgeting process. Also included are studies of the influences of emotional intelligence on problem solving, personal interactions, and conflict resolution. Basic elements of service learning are explored and put into practice. A maximum of two credits may be earned.

Elected student representatives.

DEMOCRACY AND CITIZENSHIP (ELD)

(BOARD APPROVED MAY 2010)

COURSE ID: HS7821 / HS7822

Students enrolled in English Communication will take this class. Emphasis will focus on vocabulary, listening, speaking and writing. This course will introduce students to American and Michigan history, government, and geography.

Recommendation: Scores and placement are based on World-Class Instructional Design and Assessment (WIDA).

Note: Elective credit may be earned for this class.



SPECIALIZED PROGRAMS

TRANSITION FOR SUCCESS

(PILOT)

COURSE ID: HS8529 / HS8530

This elective course is designed to provide TC students with the necessary skills to be successful in high school. Students will learn skills such as organization, time management, study strategies, self-advocacy, communication, and collaboration with other students while also working on IEP goals. This is a credit/no credit class for 9th grade TC students only.

COMMUNITY BASED VOCATIONAL TRAINING (CI PROGRAMS)

(BOARD APPROVED)

COURSE ID: HS8961

This course is designed for those twelfth grade students pursuing a Certificate of Completion within the cognitively impaired programs. This course is designed to support a student's transition goals and objectives determined by an IEP. It focuses on providing training and guidance for entry level positions in the work force outside of the school environment. Specifically, students will learn appropriate interpersonal interactions on the job and in the community. Students will work on understanding appropriate career choices, job application skills, personal finance skills, public transportation skills, time management skills and work-related problem solving skills.

NOTES

PRE-VOCATIONAL SKILLS (CI PROGRAMS)

(BOARD APPROVED)

COURSE ID: HS8953 / HS8954

This course is designed for those eleventh and/or twelfth grade students pursuing a Certificate of Completion within the cognitively impaired programs. This course is designed to support a student's transition goals and objectives determined by an IEP. It focuses on understanding resumes and job applications, reading want ads, managing personal finances, and understanding relevant personal information needed for participation within the community. This course will also explore appropriate work place attire, interview skills, and work-related problem solving skills. Students may perform a variety of entry-level jobs within the school setting with guidance and instruction tailored to their individualized goals.

PERSONAL ADJUSTMENT (CI PROGRAMS)

(BOARD APPROVED)

COURSE ID: HS8955 / HS8956

This course is designed for ninth grade students pursuing a Certificate of Completion within the cognitively impaired programs. This course is designed to support a student's transition goals and objectives determined by an IEP. It focuses on understanding your personal information, exploring career goals, managing personal finances, and setting personal goals. Additionally, students will explore family issues, hygiene issues, personal social/emotional issues, peer pressure as well as receive guidance adjusting to a high school environment.

COMMUNITY LIVING SKILLS (CI PROGRAMS)

(BOARD APPROVED)

COURSE ID: HS8957 / HS8958

This course is designed for those tenth grade students pursuing a Certificate of Completion within the cognitively impaired programs. This course is designed to support a student's transition goals and objectives determined by an IEP. It focuses on character education and aspects of good citizenship. This course explores household management, independent living after high school, etiquette, and living a healthy lifestyle. Students will be exposed to a variety of community services available to them after high school, understanding their personal information necessary for independent life, utilizing public transportation and map reading. Students may have an opportunity to participate in community activities within the school environment.



VISUAL, PERFORMING, AND APPLIED ARTS

ART FOUNDATIONS (VPA)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS5190

This semester course is a recommendation to all other art courses and will be a survey of two and three dimensional media and art history. Drawing and Painting and/or 3-D Design may be selected upon successful completion of this class.

ART HISTORY 1 (VPA)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS2475

This course will cover material from the Ancient Civilizations in the Middle East and its migration westward through Europe up until 1800. This course will introduce students to the evolution of the visual expressive arts through lecture and actual studio time. The first semester will emphasize the development of architecture and how the human figure was expressed in painting and sculpture. The course will be divided into two parts: ½ slide/lecture and ½ hands-on studio experiences.

ART HISTORY 2 (VPA)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS2476

This course will cover the evolution of modern art beginning with an overview of Asian, African, and South American Art, then continuing through Europe and North America to the present day. The course will emphasize the Functional and Decorative Arts (Pottery and Jewelry, etc.) as well as, emphasizing everyday life via landscape and still life compositions. This course will be divided into two parts, ½ slide/lecture and ½ hands on studio experiences.

DRAWING/PAINTING 1-6 (VPA)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS5200 (1)

COURSE ID: HS5205 (2)

COURSE ID: HS5300 (3)

COURSE ID: HS5310 (4)

COURSE ID: HS5500 (5)

COURSE ID: HS5510 (6)

Students will develop their observation and accuracy skills as they progress through a variety of classroom assignments such as still life drawings, perspective drawings, portraiture, figure drawing and painting. A wide range of drawing and painting media may be used such as graphite, charcoal, India ink, pastel, oil pastel, color pencils, water and acrylic. Student will continue to develop compositional understanding by applying the elements and principles of design to their sketches/drawings. A variety of artists will be studied as students discover how they are relevant in art history and to the individual student's work.

Recommendation: Art Foundations

3-DIMENSIONAL DESIGN 1-6 (VPA)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS5210 (1)

COURSE ID: HS5220 (2)

COURSE ID: HS5330 (3)

COURSE ID: HS5340 (4)

COURSE ID: HS5540 (5)

COURSE ID: HS5550 (6)

Three Dimensional Designs seeks to expand students understanding of design theory as it relates to the 3 dimensional world. Working in a variety of media, students will explore concepts of modularity, sequence and series, relief, contour, structure and symmetry. In 3-D, students will examine the function of space, volume, mass, plane, and line. Sculptural issues will be explored through the solution of design problems. The main emphasis of this course is the development of critical thinking skills as they apply to three dimensional art forms and to help you gain a deeper understanding of visual art.

When the design elements of shape and form are organized in three dimensions we move beyond the depiction of perceptual space and compositional balance to real space and physical balance. This unit will build the ability to translate 2D form into 3D design and will focus on Line, Shape/planes, Volume, Mass, Space, and Texture

Recommendation: Art Foundations

STUDIO ART 1 (VPA)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS5600

STUDIO ART 2 (VPA)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS5610

Students work independently with teacher guidance in two or three dimensional areas of concentration. In this course, students will assemble a portfolio of their art work for college admissions, art exhibits, or personal use.

Note: Portfolio Presentation

AP ART (VPA)

(BOARD APPROVED AUGUST 2009)

COURSE ID: HS5624 / HS5625

This course includes students who have chosen to specialize in two-dimensional design, drawing and painting, or three-dimensional design. It is meant to provide students with an experience equivalent to a college introductory course within a specific concentration. Students are expected to be independent learners who are willing to do what it takes to complete at least 30 works of art throughout the school year, illustrating a diversified number of skills within their specific chosen concentration.

An honor point may be earned in this course.

DRAMA 1 (VPA)

(BOARD APPROVED)

COURSE ID: HS0610

COURSE ID: HS0610C (COMMUNITY HIGH)

This introductory course is designed to give students valuable life skills through the lens of dramatic study. Students will develop an appreciation for theater arts while learning to work in pairs and groups, to improve observation and memory, to take direction, to analyze characters, and to build confidence. Students will develop their creativity and dramatic skills through the study of acting techniques, improvisation, voice and diction training, and scene study.

MIXED ENSEMBLE (VPA)

(BOARD APPROVED)

COURSE ID: HS5003 / HS5004

This one-year course is designed for students with a moderate background in music who demonstrate an interest and enthusiasm for singing. Emphasis is on the development of vocal skills taught through a wide variety of choral literature.

Membership in this course is by audition only.

Attendance at all performances is required.

CHOIR (VPA)

(BOARD APPROVED)

COURSE ID: HS5013 / HS5014

The Choir is a select vocal ensemble offering a high level of performance for high school students, usually juniors and seniors. Music is selected from a wide variety of outstanding choral literature periods, including swing, popular, and contemporary. Performances will be held in and out of the school building. A high degree of musicianship, tone development, skill, self-discipline, and citizenship will be required. In addition, prior membership in a high school choral ensemble is also a requirement.

Attendance at all performances is required.

CADET BAND (VPA)

(BOARD APPROVED)

COURSE ID: HS5105 / HS5106

Cadet band is available as an introductory band to train students for the technical and musical demands of the other performing bands. Students in this band will focus on the fundamentals of performance, such as developing a characteristic tone, rhythm and counting, music reading ability, interpretation skills, and overall musicality. Throughout the school year, various performance opportunities will be made available and/or required such as Marching Band, Pep Band, Parades, Solo & Ensemble Festival, and the like.

Membership in this course is by audition only.

Attendance at all performances is required.

CONCERT BAND (VPA)

(BOARD APPROVED)

COURSE ID: HS5101 / HS5102

This instrumental music ensemble performs a wide variety of genre and emphasizes the continued development of musical performance skills. Throughout the school year, various performance opportunities will be made available and/or are required such as Marching Band, Pep Band, Parades, Solo & Ensemble Festival, and the like.

Membership in this course is by audition only.

Attendance at all performances is required.

SYMPHONIC BAND (VPA)

(BOARD APPROVED)

COURSE ID: HS5111/HS5112

COURSE ID: HS 5113/HS5114 (WMHS-WIND ENSEMBLE)

This instrumental music ensemble performs an array of advanced instrumental music literature. Throughout the school year, various performance opportunities will be made available and/or are required such as Marching Band, Pep Band, Parades, Solo & Ensemble Festival, and the like.

Membership in this course is by audition only.

Attendance at all performances is required.

JAZZ BAND (VPA)

(BOARD APPROVED)

COURSE ID: HS5121 / HS5122

This unique instrumental music ensemble performs a wide variety of jazz, rock, blues, and other types of music utilizing the jazz/rock band instrumentation. Instrumentation includes trumpet, trombone, saxophone, drums, piano, guitar, and bass.

Membership in this course is by audition only.

Attendance at all performances is required.

AP MUSIC THEORY (VPA)

NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT)

COURSE ID: HS5163/HS5164

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation

This course is a pilot course and may or may not run based on student interest. An honor point may be earned in this course.



Office of Curriculum & Instruction

WARREN CONSOLIDATED SCHOOL OF PERFORMING ARTS

HOUSED AT STERLING HEIGHTS HIGH SCHOOL

12901 Fifteen Mile Road * Sterling Heights, MI 48312 * 586-825-2700

The Warren Consolidated School of Performing Arts (WCSPA) is a nationally recognized program specializing in all aspects of theatre performance and production. Classes are set in a professional working environment, which meet daily for two hours. During classes, students rotate among a variety of specialized teachers. In addition to school hours, students are required to participate in some after-school activities related to performances.

Students participating in the Warren Consolidated School of Performing Arts (WCSPA) program must complete a full year (two semesters) to receive credit. No partial credits are available. Classes are available for students in 9th-12th grades. Students are transported to/from Sterling Heights High School (the home of WCSPA) to their "home" schools for the remainder of their academic day.

Students interested in taking WCSPA as a class must fill out an application and then audition. General informational meetings will take place in February, with open auditions in March, by appointment at the Performing Arts Center located at Sterling Heights High School. Additional information and specific details are available on the WCSPA website (www.wcspa.net) under the "Admissions" tab.

Students participating in the Warren Consolidated School of Performing Arts (WCSPA) program must complete a full year (two semesters) to receive credit. No partial credits are available. For additional information about Warren Consolidated Schools School of Performing Arts Courses contact, Erik Hart, Artistic Director of Warren Consolidated Schools at (586) 825-2525, ext: 5.

Note: Students can fulfill .5 PE credit with one year or more at WCSPA.

WCSPA LEVEL 1 2-HOUR BLOCK/2 CREDITS (VPA)

(BOARD APPROVED)

COURSE ID: HS0691 / HS0692

This is a two-hour period magnet level course that meets the first two hours of the school day. Students are introduced to basic aspects of theatre performance and production including the areas of acting, dance, singing, vocabulary, history, etiquette, use of tools and equipment along with technical design, theory and implementation. Students in Level One perform in both the small and large theatre as well as work on crew for the final production of the year.

Audition and interview are required. Attendance at all performances is mandatory.

WCSPA LEVEL 2 2-HOUR BLOCK/2 CREDITS (VPA)

(BOARD APPROVED)

COURSE ID: HS0693 / HS0694

This is a two-hour period magnet level course that meets the last two hours of the school day. In this class, students build on the introductory knowledge of theatre that they learned in Level 1. Classes involve more detailed instruction and corresponding application of techniques to further their learning of each area of theatre. In addition students are exposed to completely new genres of dance, choreography, and additional technical fields of study. Level 2 students participate in additional performances and projects along with students in the third and fourth years of the program.

Audition and interview are required. Attendance at all performances is mandatory.

WCSPA LEVEL 3 2-HOUR BLOCK/2 CREDITS (VPA)

(BOARD APPROVED)

COURSE ID: HS0695 / HS0696

This is a two-hour period magnet level course that meets the last two hours of the school day. In this class, students explore theatre in terms of theory, design and execution. Students generally find areas of strengths and strong interest which they explore through project-based learning. Students in Level 3 perform, design and produce shows along with other students from Levels 2 and 4.

Audition and interview are required. Attendance at all performances is mandatory.

WCSPA LEVEL 4 2-HOUR BLOCK/2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HS0699 / HS0700

This is a two-hour period magnet level course that meets the last two hours of the school day. This course is designed for students who are either planning to further their study of theatre at a college or university or are planning to directly enter the workforce as a professional. Students create resumes and portfolios that demonstrate a command of the skills and concepts they have acquired in preparation for college scholarship and admissions. In addition, students continue to perform, crew, design, choreograph, direct, etc. Students work collaboratively with their peers from Levels 2 and 3.

Audition and interview are required. Attendance at all performances is mandatory.



Office of Curriculum & Instruction

RADIO/TV BROADCASTING

HOUSED AT COUSINO HIGH SCHOOL

30333 Hoover Road - Warren, MI 48093 - 586-574-3100

All classes are open to Cousino, Sterling Heights and Warren Mott High School students

VIDEO & AUDIO PRODUCTION AND PERFORMANCE

(VPA)

(BOARD APPROVED)

COURSE ID: HS0645 / HS0646

This course provides an overview of media production, podcasting, streaming, and live broadcasting. Subjects to be covered include areas of live DJ and television performance, podcasting, studio and location production technique, camera work, scriptwriting, and editing software. This CTE course utilizes 89.1 FM - WPHS, Macomb County's only high school radio station as well as WCS's television and YouTube studio and equipment.

This course is the prerequisite for Advanced Video, Film and Radio 1.



Office of Curriculum & Instruction

PHYSICAL/HEALTH EDUCATION

TEAM SPORTS

(BOARD APPROVED)

COURSE ID: HS4631

COURSE ID: HS4631C (COMMUNITY HIGH)

This co-ed class will provide the student with the opportunity to improve and/or learn new team sport athletic skills. Students will learn sportsmanship, rules, strategies, and refine motor skills at a competitive level in several of the following areas: football, soccer, softball, basketball, volleyball, swimming, and skill activities. In addition, students will also learn how to improve personal physical conditioning which will help them achieve optimal healthy and physical fitness.

Note: This class fulfills the P.E. requirement for graduation.

LIFETIME FITNESS

(BOARD APPROVED)

COURSE ID: HS4632

COURSE ID: HS4632C (COMMUNITY HIGH)

This co-ed class will provide the student with the opportunity to improve their resistance to injury, physical performance, and enhance their mental toughness, self-esteem, and self-confidence. Students will learn fundamental movement patterns that will allow them to engage in functional strength training. The student will also be taught physical fitness components such as: aerobic, anaerobic, agility, speed, mobility and flexibility training. Finally the student will learn how healthy nutrition plays a role in keeping physically fit. The major outcome of this class is that the student's short-term performance improvements in physical fitness will result in long-term life improvements.

Note: This class fulfills the P.E. requirement for graduation.

AEROBICS AND BODY SHAPING

(BOARD APPROVED)

COURSE ID: HS4633

This co-ed class is for the student who is interested in developing or maintaining aerobic fitness and muscular endurance. The four basic components to this program include: (1) body movement and exercising to music; (2) strength training; (3) aerobic exercise activities and (4) personal fitness awareness. The students may participate in some of the following activities: low-impact aerobics, fitness jogging/walking, circuit aerobics, step training, jump rope, dance aerobics, tumbling, hand weights, strength training, plyometrics, and swimming.

Note: This class fulfills the P.E. requirement for graduation.

SPORTS OFFICIATING

(BOARD APPROVED)

COURSE ID: HS4725

This co-ed course is for the student who has an interest in learning the rules and techniques required for officiating as a part-time or full-time vocation. Employment opportunities as an official are available in city recreation departments and in public baseball, basketball, volleyball, football and soccer. Students will be given the Michigan High Schools Athletic Association Officiating (MHSAA) Test. Once a student has passed the MHSAA Test, s/he will be certified to accept a paid officiating assignment.

Recommended for 11th and 12th grade students.

HEALTH

(BOARD APPROVED)

COURSE ID: HS4910

COURSE ID: HS4910C (COMMUNITY HIGH)

This Michigan Model health curriculum will enable students to become better informed and make wise life decisions in regard to the care and maintenance of their personal health. The curriculum will focus on units in alcohol and drugs, tobacco, teen violence, nutrition, HIV and AIDS, fitness, and CPR/First Aid.

HEALTH SKILLS (CI PROGRAMS)

(BOARD APPROVED)

COURSE ID: HS8935

This course is designed for students pursuing a Certificate of Completion within the cognitively impaired programs. It focuses on enabling students to understand personal health issues in order to make wise life decisions. This curriculum will focus on aspects of the general education health course including but not limited to drugs and alcohol, tobacco use, teen violence, nutrition, and fitness. SHHS only.



WORLD LANGUAGES

What the Michigan Merit Curriculum Law Says

Sec. 1278a(2) In addition to the requirements under subsection (1), the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed during grades K to 12 at least 2 credits that are grade-appropriate in a language other than English or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on guidelines developed by the department. For pupils who graduate from high school in 2016, through 2024 only, a pupil may partially or fully fulfill 1 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the requirements under subsection (1)(a)(iv).

Admission to some colleges/universities requires two years of study of the same language, as three or four years are strongly advised. Taking four years of a language in high school increases students' chances of fulfilling some college language requirements.

SPANISH 1 (BOARD APPROVED) COURSE ID: HS4011 / HS4012

Instruction will concentrate on listening to and speaking the target language with the aim of proficiency in Spanish. Memorization, recitations, and mimic responses with cooperation in learning are required throughout the year. Cultural discussions are held on the ideas, beliefs, and behavior of Spanish speaking people.

SPANISH 2 (BOARD APPROVED) COURSE ID: HS4111 / HS4112

This course is a continuation of the goals of Spanish 1 with further development of proficiency in listening and speaking skills. More emphasis is placed on structure pattern analysis as well as on reading and writing (composition).

Recommendation: Spanish 1

SPANISH 3 (BOARD APPROVED) COURSE ID: HS4311 / HS4312

This course is a review of grammar and structural pattern; emphasis on proficiency in composition, reading and discussion of ideas, beliefs, and behavior of the people as revealed in their literature is expected, as well as special projects. The use of the Spanish language is required at all times.

Recommendation: Spanish 2

SPANISH 4 (BOARD APPROVED) COURSE ID: HS4511 / HS4512

This course is a continuation of Spanish 3 with emphasis on literature and cultural projects.

Recommendation: Spanish 3

AP SPANISH (BOARD APPROVED) COURSE ID: HS4513/HS4514

An AP Spanish Language course is comparable to an advanced level (5th and 6th semester, or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition.

An honor point may be earned in this course.

NOTES

CYBERSECURITY 2 2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HS7123 / HS7124

The cyber security field is the fastest growing field in the IT industry, and is one of the most needed professions in the United States. Students gain competitive skills required to administer, analyze, and secure applications, networks, and devices. Students will understand concepts that include threats, attacks, and vulnerabilities; exploring technology and tools; examining architecture and design; analyzing identity and access management; demonstrating risk management; and examining cryptography and public key management.

Certifications that can be obtained:

- Microsoft MTA
- Linux +
- NET+
- CISSP
- CCNA
- SECURITY+
- CEH
- Cisco Cyber Essentials

Articulation Agreements:

- Baker College
- Wayne Community College
- Eastern University
- Jackson Community College

ACCOUNTING 1 (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HS7311 / HS7312

This course will provide students with the manual and computerized accounting skills used in a small business, organized as a proprietorship or a corporation. Students will complete realistic accounting simulations and perform duties that assist the accountant in recording, sorting, and filing financial data. Manual and computerized competency will be exhibited in journalizing and posting transactions; reconciling a bank statement; completing a worksheet; creating a trial balance, balance sheet, and income statement; adjusting and closing entries; and implementing petty cash and payroll procedures. Students completing Accounting 1 and 2 may qualify for college articulation credits. In this course, students will use an on-line learning system for lecture notes, exercises, tutorials, on-line discussions, and assessments with on-line help and email available.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

ACCOUNTING 2 (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HS7321 / HS7322

Students will expand their knowledge of manual and computerized accounting procedures. Decision-making skills in budgeting, departmental accounting systems, payroll procedures, and simulated accounting experiences will be emphasized. In this course, students will use an on-line learning system for lecture notes, exercises, tutorials, on-line discussions, and assessments with on-line help and email available. Students completing Accounting 1 and 2 may qualify for college articulation credits.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

GLOBAL FINANCIAL CITIZENSHIP (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HS7612 / HS7613

COURSE ID: HS7612C / HS7613C (COMMUNITY HIGH)

Global Financial Citizenship is designed to teach real world applications and increase financial literacy. The topics will focus on employability in a global economy, career development, budgeting, money management, and credit management. Students will develop skills in pursuing career choices and prepare to be knowledgeable consumers. Other topics include, college planning, saving and investing, as well as consumer rights and responsibilities. Students will participate in a Capstone project centered around successful management of a virtual business, while learning how to be a global financial citizen.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

BUSINESS LAW (VPA)

(BOARD APPROVED)

COURSE ID: HS7620

Business law is a one-semester course designed for both personal and business use. Topics include development of law, protecting one's rights, functions of courts, defective agreements, and consideration of business contracts. In this course, students will use an on-line learning system for lecture notes, exercise, tutorials, on-line discussions and assessments with on-line help and email available



FAMILY CONSUMER SCIENCE

FOODS AND NUTRITION 1 (VPA)

(BOARD APPROVED)

COURSE ID: HS8100

Students will learn about food management, preparation, measurements, selection, storage, and serving foods leading to more advanced skills and concepts. Students will discover the relationship of nutritious food and a healthy lifestyle.

FOODS AND NUTRITION 2 (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HS8200

This course explores the development of skills in advanced food preparation creating healthy snacks, meals, and introducing students to culture and cuisine. Dietary guideline concepts will help influence students to make healthy choices.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

FAMILY & PERSONAL LIVING (VPA)

(BOARD APPROVED)

COURSE ID: HS8110

Emphasis of this course is placed on the individual and his or her relationships with others. Areas covered are interpersonal skills, family structures and their impact on society, parental changes that impact family, and the need of family to manage and adapt to change. The use of personal and community resources to resolve family and personal conflict is utilized.

CONSUMER MANAGEMENT (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HS8210

Knowing how to use one's paycheck to buy/rent a residence, finance a vehicle, purchase necessities, and save money is the key focus of the management course. Making one's own decisions on banking, insurance, food purchases, recreation, and investments will also be explored. The three S's: spend, save, and survive are the keys to consumer management.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.



INDUSTRIAL & AUTOMOTIVE TECHNOLOGY

AUTO TECH 1 (TWO HR BLOCK)

HOUSED AT COUSINO (BOARD APPROVED)

COURSE ID: HS6361 / HS6362

This National Automotive Technical Education Foundation (NATEF) certified program introduces students to vehicle maintenance and light repair (MLR). This course covers the basic principles of vehicle maintenance and repairs. Along with classroom instruction, students will work "Hands On" in an auto shop setting focusing on professionalism with the emphasis on attitude, work ethic, and motivation.

AUTO TECH 2 (TWO HR BLOCK) (MRC)

HOUSED AT COUSINO (BOARD APPROVED)

COURSE ID: HS6561 / HS6562

Students will expand their automotive knowledge and skills while concentrating on Steering and Suspension, and Electrical system diagnosis and repairs. Students, upon completion of this course, are eligible to receive college credit from various local colleges and vocational training institutions in the tri-state area.

Recommendation: Auto Tech 1

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

RECREATIONAL VEHICLE REPAIR (MRC)

HOUSED AT COUSINO (BOARD APPROVED)

COURSE ID: HS6160 / HS6161

This course prepares students to service and repair two- and four-cycle gasoline engines and controls on motorcycles, snowmobiles, outboard motors, chain saws, ATVs, lawn equipment, and personal watercraft. This course is project driven and designed to let the student work and learn at the same time. Students' classroom and shop experience in this course can give them an excellent chance of securing an entry-level position into the recreation vehicle repair careers.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.



CAREER PREPARATION CENTER

12200 Fifteen Mile Road * Sterling Heights, MI 48312 * 586-825-2800



Career Prep Center Programs are available throughout the school day and are open to tenth through twelfth grade students. Students can register for CPC courses with their home school counselor. Career Prep Center Programs are designed to provide students with the skills necessary to be successful, upon graduation, to enter the work force or continue with additional training through college courses or workplace experiences. CPC students must stay in the program the entire year in order to receive credit.

Career and Technical Education (CTE) is an essential component of the education system in Warren Consolidated Schools and the State of Michigan. CTE classes at the Career Preparation Center provide technical skills and knowledge for students to succeed in careers and the workplace. These skills incorporate teamwork, problem solving, and the ability to find and use pertinent information. CTE classes combine real world learning with rigorous academic subjects such as Math and Science.

Listed below are the Board approved courses that can earn Math Related Credit (MRC). Students in their final year of high school are required to earn one credit in Math or one credit in a Math Related Credit (MRC) course. Several CTE courses fulfill the final year MRC requirement.

Courses that include MRC options are:

- Metal Technology
- Building Trades
- Collision Repair Technology
- Computer Information Systems
- Culinary Arts
- Cybersecurity
- Dental Science 2
- Robotics & Mechatronics
- Emergency Medical Technician (EMT)
- Health Science 2 Internship/Health Science 2 Exploration
- Pre-Engineering CAD
- Introduction to Graphic Design and Advanced Graphic Design
- Marketing 2 Management

METAL TECHNOLOGY 1

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC171 / HSC172

This course offers students the opportunity to develop a thorough understanding of metal forming technology through precision metal machining and arc welding processes. Students advance in life training through applied math, technical communication, employability skills and teamwork. Technical skills are presented in precision measuring, blueprint reading, safety, torch cutting. Students become proficient in various welding processes such as MIG, TIG, gas and other arc welding processes. Other essential industrial and manufacturing skills taught are fabrication, manual lathe, CNC machining, surface grinding, manual milling, troubleshooting & problem solving. There are exciting extracurricular activities and opportunities for students' competitions through SkillsUSA.

METAL TECHNOLOGY 2

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC671 / HSC672

Second year students will learn advanced metal technology concepts and fabrication. Students have the opportunity to advance their skills in CNC machining, advanced MIG & TIG welding processes, and advance their fabrication, critical thinking and problem solving skills using various metals such as steel, aluminum, and stainless steels. Students in this course also have additional exciting opportunities for students' competitions through SkillsUSA, AWS or Boilermakers. Second year students are also eligible for work-based learning opportunities. This course offers a great jump-start to further education with a future in many high demand industrial fields as well as preparing students for entry level positions upon graduation.

Certifications:

- OSHA CareerSafe Training
- AWS Welder Performance Qualification Record (WPQR)

Recommendation: Metal Technology 1

BUILDING TRADES 1

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC023 / HSC024

This course is designed to give the student a foundation in the fundamental skills needed for careers in the residential construction industry. Industry related vocabulary, scale reading, applying construction calculations, measuring, tools and their uses and construction procedures are just some of the topics covered in the course. From basic hand tools to modern power equipment, students will learn to become proficient with all of their uses and potential.

Students will learn in a well-equipped, modern shop at the Career Prep Center. They will complete a wide variety of projects that challenge the student in a real-world atmosphere. Projects include rough framing of structures and roofs, application of siding, installation of fixtures, tile installation, drywall, plumbing, and electrical. Students will also work with state-of-the-art, computerized heavy equipment simulators. The learning experience develops confidence and skills in a supportive and challenging environment.

BUILDING TRADES 2

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

PM COURSE ID: HSC527 / HSC528

The Building Trades 2 program offers second year students a unique opportunity to apply skills learned in Building Trades 1 towards remodeling of a residential, single family home. The course emphasizes the skills necessary for a successful career in the residential construction industry: print reading, carpentry, electrical, drywall, tile installation, flooring, painting, window installation, interior finish woodworking, and plumbing skills. Upon successful completion of this course, students are ready to enter the residential construction industry in entry level positions

Recommendation: Building Trades 1

Articulation Agreements(s):

- *Macomb Community College: up to 15 credits*
- *Detroit Carpenters Apprentice School: Length of apprenticeship shortened*
- *Detroit Carpenters Apprentice School: Test Out of blueprint reading and Math*

COLLISION REPAIR TECHNOLOGY 1

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC015 / HSC016

This National Automotive Technical Education Foundation (NATEF) certified program introduces students to fundamental skills in metalworking, painting, body repair, MIG welding and shop safety using hands-on experience in a real-world shop setting. The first-year emphasis is on building hours of experience in each skill necessary to become a successful collision repair technician. The program also develops students' professional skills, with emphasis on quality, motivation, attitude, work ethic and respect for others in a work setting.

COLLISION REPAIR TECHNOLOGY 2

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC511 / HSC512

Second year students continue to build and refine advanced skills in collision repair in a hands-on shop setting, with additional introductions to automotive frame technology, estimating and customer service.

Recommendation: Collision Repair Technology 1

Articulation Agreement(s):

- *Certification credit for one year of the two years of work experience required for Automotive Service Excellence (A.S.E.) testing*
- *Up to 8 credit hours are transferable into the Baker College Collision Repair Technology program.*
- *Prepares students for entry into on-the-job training programs with local employers and/or Collision Repair Technology programs at Oakland Community College, Baker College, and other post-secondary programs, supported by strong inter-educational and professional relationships between the Career Prep Center and local educators and employers.*

COMPUTER INFORMATION SYSTEMS 1

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC051 / HSC052

If you love computers, this program is for you! This comprehensive program provides a well-rounded background in the major areas of Programming and Information Technology (IT). Students are immersed into the world of current technology providing them the opportunity to apply their skill-set in programming in order to develop business related solutions.

Students explore the following areas:

- Introductory programming and game development
- Mobile iOS and Android Applications
- 2D and 3D Game Development
- Web Design, HTML and Dreamweaver and PHP
- Visual Basic, Database Development & Management, Query Language, MYSQL, SQL
- C++, Java, Python, and JavaScript, and Ruby
- Programming/Web Design
 - Visual Basic, Data Base Development, Query Language, C++, Java, Python, Ubuntu Linux/Pear, HTML, Dreamweaver, JavaScript, API's, Ruby, Augmented Reality, 3D and 4D Development

COMPUTER INFORMATION SYSTEMS 2 2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC551/ HSC552

The advanced class is designed for second year students who are interested in learning high level programming and game development. Second-year students will advance their knowledge in:

- Advanced Programming/Web Design
 - Visual Basic, Database Development & Management, Query Language, C++, Java, Ruby, Git, PHP, Python, Ubuntu Linux/Pear, HTML, Dreamweaver, JavaScript, SQL, MYQL, API's, Augmented Reality, and 3D & 4D Development
- Mobile iOS and Android App & Game Development (Programming)
- Networking & Project Management Skills
- Online Lab Simulations

Advanced students will assume leadership roles, with a concentration on pathways to certifications while taking their skills to the next level by working on special projects. Second-year students will prepare for certification, employment, and/or advanced post-secondary training. Projects can result in actual mobile applications and games which qualify for placement on the market. Work-based learning opportunities may be offered when available.

These comprehensive courses are project-based and develop critical thinking and communication skills that are essential for business and project management. Up to 29 college credits can be earned for successful completion of these courses.

Recommendation: Computer Information Systems 1

Articulation Agreement(s):

- Baker College up to 32 credits
- Davenport University up to 29 credits
- Macomb Community College 12 credits
- Eastern Michigan University 6 credits

CULINARY ARTS 1 2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC093 / HSC094

First year culinary student learning will encompass the world of food. Students will learn the basics of the culinary world from knife skills, baking, and restaurant operations. Students of the culinary program will learn all facets of the many different areas of the food service business. The CPC Grille is a student run restaurant that is open to the public for the students to practice their techniques with real life experiences. During the first year experience, students will be exposed to cutting edge restaurant equipment, such as ice-cream machines, blast chillers, and a printer that uses edible ink. The curriculum that is used in the program is sponsored by the National Restaurant Association Pro-Start.

Certifications: Serve Safe Worker Certificate

CULINARY ARTS 2 2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC593 / HSC594

Second year students will learn more advanced culinary techniques. The students will have the chance to assist the Chef in teaching some of the basic skills to other students in the program. Second year students will develop and construct the necessary menu's for the Grille, and the many different banquet functions that the Career Prep Center Grille provides to the community at large. During the second year experience, students will have the opportunity to develop their personal business that is run inside the classroom. Some of the examples include personal cupcakes, gourmet popcorn, ice cream land, and many others. During this experience the students learn how to develop a business plan for opening their own business in their future.

Recommendation: Culinary Arts 1

Certifications: Serve Safe Workers Certificate

Articulation Agreement(s):

- Macomb Community College
- Culinary Institute of Michigan: Muskegon and Port Huron Campus
- Art Institute of Novi
- Culinary Institute of America

ROBOTICS & MECHATRONICS 1

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC073 / HSC074

Robotics and Mechatronics is the fastest growing and one of the highest demand fields. This course is designed to provide students with the fundamentals of electronics, mechanics, pneumatics, hydraulics, robotics and programming. This course combines classwork and mostly hands-on projects for students to learn basic concepts necessary to design, build, maintain and control robots and other automated systems.

ROBOTICS & MECHATRONICS 2

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC573A /HSC573B

This course is designed to provide second year students with the advanced concepts of robotics and mechatronic. Students are taught the integration of robotics, electronics, mechanics, pneumatics and programming to create economical, energy efficient and reliable automated systems that can be used in industrial, manufacturing, medical, residential settings, and in efficient transportation systems. Students will learn the basic concepts necessary to design, build, maintain and control robots and other automated systems through hands on applications. Areas of study include Robotics, Electrical, Controls, and Fluid Power Technician, as well as Automation Machine Builder.

Recommendation: Robotics & Mechatronics 1

TEACHER CADET 1

2 CREDITS

(BOARD APPROVED)

COURSE ID: HSC531 / HSC532

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

Certifications:

- Working toward Mi-YDA
- American Red Cross CPR and First Aid

TEACHER CADET 2

2 CREDITS

(BOARD APPROVED)

COURSE ID: HSC535 / HSC536

This second-year course will encourage students who possess interpersonal and leadership skills to consider teaching as a career by providing the students with insights about teachers and schools so that they will become civic advocates of education through instructional strategies, lesson plan writing and presentation, student assessment, career planning, job shadow observations, field trips, guest speakers and advanced field placement experiences.

Certifications:

- Working toward Mi-YDA
- American Red Cross CPR and First Aid

HEALTH SCIENCE 1

2 CREDITS

(BOARD APPROVED)

COURSE ID: HSC183 / HSC184

For any student who has dreams of being a doctor, vet, nurse, physical therapist or a variety of other exciting health professions. This course provides students foundational skills of Health Science careers, and includes workplace tours and job shadowing experience alongside professionals in various settings at St. John Macomb-Oakland. This class is a great match to help you achieve their dreams, and gain valuable experiences in the health care field.

Certifications:

- American Heart Association, Adult CPR & AED
- American Heart Association, HeartSaver Bloodborne Pathogens (BBP)
- OSHA Safety Training
- National Healthcare Foundations & Skills Assessment

HEALTH SCIENCE 2 HOSPITAL INTERNSHIP

2 CREDITS (MRC)

(BOARD APPROVED)

COURSE ID: HSC383 / HSC384

Health Science Internship is a fun-filled, action- packed second year, hospital-based program (taken only after successful completion of Health Science 1) in which students spend three days per week working with patients at St. John Hospital Macomb-Oakland. Students participate in exciting, year-long teambuilding exercises in the classroom.

Interesting class lectures on various topics (including: CPR, Safety, Gerontology, and Medical Math) are combined with hands-on activities and work skills gained from the hospital experience to allow students to become productive members of the healthcare team. Students also have the opportunity to visit colleges as well as participate in various activities related to the medical field.

Certifications:

- Basic Life Support (BLS) for Healthcare Providers
- Patient Care Technician (PCT)

HEALTH SCIENCE 2 EXPLORATION

2 CREDITS (MRC)

(BOARD APPROVED)

COURSE ID: HSC284 / HSC288

Second year Health Science Students will learn advanced skills necessary to work an entry level health care position. Classroom modules facilitate student learning of Medical Assistant, Pharmacy Technician, Personal Trainer, and Veterinary Assistant certification courses. Students will gain knowledge and become proficient in hands on skills that will be used on the job. Examples of some skills practiced include venipuncture, EKG, vitals signs, sterile procedure, autoclave use, taping wrist/ankle, counting medications, safe prescriptions, small mammal handling, and many MORE!

Exploration students attend a career-based visit to the Detroit Zoo Animal Hospital. Through St. Louis University two face to face cadaver autopsies provide application of learned human anatomy and disease process.

Paid work-based learning opportunities are offered every school year and all students are invited to apply and gain experience. All students participate in a leadership group called HOSA and compete at regional and state levels with other Health Science students.

Certification Courses:

- Certified Clinical Medical Assistant
- Certified Pharmacy Technician
- Certified Personal Trainer
- Elanco Veterinary Medicine for Veterinary Assistants
- American Heart Association
 - Basic Life Support for Healthcare Providers
 - Heartsaver First Aid and Bloodborne Pathogens
- Stop the Bleed – American College of Surgeons

Prerequisite: Health Science I

DENTAL SCIENCE 1

(2 CREDITS)

(BOARD APPROVED)

COURSE ID: HSC191 / HSC192

Are you interested in a dental career such as a dentist, dental hygienist, dental assistant or a dental laboratory technician? Students will learn basic dental skills and knowledge needed to for continuing onto a college dental programs after high school and/or to peruse careers within the Dental field.

Certifications:

- American Heart Association
- Adult Heart Saver CPR AED
- OSHA Safety Training

DENTAL SCIENCE 2 EXPLORATIONS

2 CREDITS (MRC)

(BOARD APPROVED)

COURSE ID: HSC193 / HSC194

Second year Dental Science students learn more advanced skills to help them prepare them for a career within the field of Dentistry. Students learn more advanced dental vocabulary and are exposed to specialties within Dentistry such as Orthodontics, Periodontics and Endodontics. Second year students are exposed to more advanced hands-on activities such as mold making and patient care. Eligible students may have the opportunity to work in a dental office. Students also have the opportunity to earn college credit for the course.

Recommendation: Dental Science 1

Certifications:

- American Heart Association
- Adult Heart Saver CPR AED
- OSHA Safety Training

EMERGENCY MEDICAL TECHNICIAN/BASIC

2 CREDITS (MRC)

(BOARD APPROVED)

COURSE ID: HSC483 / HSC484

The EMT course covers the care and treatment of critically ill and injured patients in an emergency setting. Students will acquire a working knowledge of practices and procedures in the field of emergency care, such as patient assessment, airway management, vital signs, splinting, bandaging, child birth, and treatment of burns and shock. This EMT course is regulated and certified by the State of Michigan. Qualified students may be eligible to sit for the National Registry (NREMT) exam and obtain a medical license to practice at an EMT level. The NREMT requirements include a minimum grade of 80%, successful completion of practical skills and assessments, and the completion of 48 unpaid clinical hours that include (3) 8-hour ER shifts at St. John Hospital and (2) 12-hour ambulance shifts. All clinical shifts will be scheduled by the students and completed outside of school hours.

Recommendation: Health Science 1

Certifications: Completion of a State Certified EMT Program, American Heart Association CPR. AED. BLS level, HAZMAT Awareness and Entry Level ICS (Incident Command)

PRE-ENGINEERING & COMPUTER-AIDED DESIGN 1 (CAD 1)

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC061 / HSC062

This course is designed to provide students with a foundation in the basic skills needed for success in modern design and engineering careers. Students will learn basic drafting skills. In addition, they will learn to use AutoCAD and SolidWorks to create 2D drawings and 3D solid models. Students will be introduced to the field of design and engineering through hands-on projects and competitions. Students will also see their designs come to life through the use of 3D printing.

Note: College credits can be earned upon completion of this course. Math credit may be earned for the fourth-year graduation requirement if taken as a senior.

This course fulfills the Visual, Performing Arts Requirements.

PRE-ENGINEERING & COMPUTER-AIDED DESIGN 2 (CAD 2)

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC561 / HSC562

This course is designed to provide second year students with the opportunity to advance their skills for success in modern design and engineering careers in a project-based, hands-on learning environment. Students will participate in real-world engineering competitions and learn the product development process. Areas of study will include aerospace and aeronautics, product development and packaging, manufacturing materials and processes, 3D printing, and advanced computer-aided design. Students will learn to use Siemens NX engineering software.

Recommendation: CAD 1

Note: College credits can be earned upon successful completion of this course. Math credit may be earned for the fourth-year graduation requirement if taken as a senior. This course fulfills the Visual, Performing Arts requirements.

PRE-ENGINEERING & COMPUTER-AIDED DESIGN 3 (CAD 3): AVIATION

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC661 / HSC662

This course is designed to provide students with the opportunity to explore the exciting world of aviation science. Students will participate in AeroScholars – the country's premiere on-line

aviation science curriculum for high school students. Developed in accordance with national teaching standards, this two-course, award winning on-line program brings the fascinating world of aviation right to the student's fingertips. The program is not simply textbooks on the internet. It is comprised of educational videos, 3D animations, interactive question and other multimedia learning tools. Upon successful completion of the program, students will have completed the first step towards earning a real pilot's license. Students will also have the opportunity to learn how to use UG, NX, CREO Parametric, and/or SolidWorks design software.

Prerequisites: None

Note: College credits can be earned upon successful completion of this course. This course fulfills the VPA Performing Arts requirements.

Math credit may be earned for the fourth-year graduation requirement if taken as a senior.

INTRODUCTION TO GRAPHIC DESIGN

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC111 / HSC112

Graphic Design is all around you. It truly is everywhere! Whether it is on the side of a coffee cup or within your favorite social media apps, it is impossible to go a day without seeing some form of graphic design. This CTE course is designed for students who are interested in expressing themselves both visually and digitally.

In this class, students learn about graphic design principles, basic photography, image manipulation, many forms of typography, and design layout through the completion of print and multimedia-based assignments. Projects include logos, posters, magazines spreads, advertising, booklets, and photo retouching. This course uses state of the art equipment, drawing tablets, and the Adobe Creative Suite.

ADVANCED GRAPHIC DESIGN

2 CREDITS (MRC/VPA)

(BOARD APPROVED)

COURSE ID: HSC611 / HSC612

Looking to sharpen your skills in graphic design? The field of graphic design is something many companies rely on to spread awareness to what they choose to promote. This CTE course focuses more deeply on the design techniques of advertising, logos, design competitions and customer relations.

Second year students go more in depth into personal projects and paid clientele. Advancing their skills in Adobe Creative Suite, students gain a deeper knowledge creating bigger projects and more intricate designs. Projects may include logos, advertisements, posters, websites, and animation. Students



Office of Curriculum & Instruction

MACOMB MATHEMATICS SCIENCE & TECHNOLOGY CENTER

Housed at Butcher Educational Center

27500 Cosgrove * Warren, MI 48092 * 586-698-4394

The Macomb Mathematics Science Technology Center (MMSTC) is an honors program for students interested in advanced mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teacher recommendation. The Center's program is half a day. Therefore, students attend their home schools for the remainder of their school day. Students take four years (grade 9-12) of accelerated mathematics, advanced sciences, and interdisciplinary studies.

9TH GRADE SEQUENCE

GEOMETRY AND ALGEBRA WITH TRANSFORMATIONS

(BOARD APPROVED)

COURSE ID: HSM150 / HSM151

Through technology explorations with transformations, geometric concepts are discovered and studied. An introduction to matrices, complex numbers, polar coordinates, and the conic sections are used to link geometric and algebraic concepts. Descriptive statistics and design or experiments are studied.

Note: An honor point may be earned in this course.

INTERDISCIPLINARY STUDIES 1 (VPA)

(BOARD APPROVED)

COURSE ID: HSM240 / HSM241

An introductory course that introduces and develops computer literacy with special emphasis placed on problems that focus on the interrelations of STEM (Science, Technology, Engineering, & Mathematics). Students will use computers, calculators, and other technological devices as tools for study, writing, problem solving, and construction of multi-media presentations. Beginning statistical concepts, as well as charting and graphing will be applied as it pertains to biological research.

BIOLOGY

(BOARD APPROVED)

COURSE ID: HSM360 / HSM361

Students will focus on the areas of biology to include ecology, biogeochemical cycles, biomes, earth as a system, biological chemistry, cytology, photosynthesis, respiration, genetics, and classification with an emphasis on laboratory experience and presentation skills. Students will be required to complete an original, semester-long research project complete with a written paper, statistical analysis, and visual presentation. Students will also receive extensive instruction on laboratory safety, equipment usage, and data analysis.

10TH GRADE SEQUENCE

FUNCTIONS, STATISTICS AND TRIGONOMETRY

(BOARD APPROVED)

COURSE ID: HSM160 / HSM161

Students will review and extend ideas about linear, quadratic, exponential, logarithmic, trigonometric, polynomial, and circular functions. With appropriate technology, content will be explored numerically, graphically, algebraically, and through applications. Topics studied also include probability, complex numbers, polar graphing, and sequences and series.

Note: An honor point may be earned in this course.

AP STATISTICS / INTERDISCIPLINARY STUDIES 2 (VPA)

(BOARD APPROVED)

COURSE ID: HSM196 / HSM251

This course provides an introduction to college level statistics. Students are taught proper techniques on how to collect data experimentally or by sampling. Analysis of data is aided by the extensive use of calculators and computer programs such as Excel, Fathom, and MiniTab. Topics cover data management through inferential statistics including confidence intervals and hypothesis testing for one variable. Further topics in the statistical method of Design of Experiments model are also explored. Chemistry research and a statistics poster-contest provide the opportunities to realistically apply these concepts. Additionally, students explore Industrial Technology (IT), Computer Science (CPS), and Computer Aided Design (CAD) in the second semester.

Note: An honor point may be earned for AP Statistics.

CHEMISTRY

(BOARD APPROVED)

COURSE ID: HSM372 / HSM373

This is an advanced chemistry course that explores topics in general chemistry. Topics include Chemistry of matter, atomic theory, stoichiometry, solution/acid-base reactions, oxidation-reduction reactions, thermochemistry, gases, periodicity, bonding, and equilibrium. Students will engage in a variety of laboratory experiences including an independent research project utilizing qualitative and quantitative analysis.

Note: An honor point may be earned for this course.

11TH GRADE SEQUENCE

PRE-CALCULUS WITH DISCRETE MATHEMATICS

(BOARD APPROVED)

COURSE ID: HSM170 / HSM171

With the aid of technology, students will explore and model connections between problem situations and their mathematical representations. Topics to be explored are functions, trigonometry, and complex numbers. In discrete math, vectors, determinants, sequences, series, matrices, Boolean algebra, applications to computer systems, and graph theory are studied. A geometric introduction and algebraic rules for the derivative are also included. Further topics in the Statistical Design of Experiments model are explored.

Note: An honor point may be earned in this course.

INTERDISCIPLINARY STUDIES 3/AP STATISTICS (VPA)

(BOARD APPROVED)

COURSE ID: HSM260 / HSM197

This course continues the exploration of advanced topics in Engineering, Computer Science (CPS), and Computer Aided Design (CAD). Students explore robotics and write computer programs to solve math and science problems. In addition, students learn to manufacture actual products they have designed with the computer. Second semester, advanced methods of statistical analysis including hypothesis testing of two variables is taught and students complete a joint research project with physics, further enhancing students' writing and presentation skills. In addition students put together a portfolio of accomplishments and experiences.

Note: An honor point may be earned for AP Statistics.

PHYSICS

(BOARD APPROVED)

COURSE ID: HSM390 / HSM391

The purpose of this mathematically rigorous course is to gain an understanding of such topics as motion, forces, momentum, work, energy, waves, lenses and electricity. The lab-based approach will include real-world applications of physics so that students may gain an appreciation of this subject. Course assignments will include such things as problem sets, lab experiments, computer assignments, and a research project.

12TH GRADE SEQUENCE

Math Offering

AP CALCULUS A/B

(BOARD APPROVED)

COURSE ID: HSM192 / HSM193

Calculus topics are presented three ways: geometrically, numerically, and algebraically. Topics include the study of functions, finding derivatives by definition, finding derivatives by the rules and their application, defining integrals and their applications, differential equations and approximations. This course prepares students to take the Advanced Placement A/B Exam.

Note: An honor point may be earned in this course.

AP CALCULUS B/C

(BOARD APPROVED)

COURSE ID: HSM194 / HSM195

In this course, students study functions and limits, the derivative and integral with their applications, transcendental functions, advanced integration techniques, sequences and series, and other related topics. This course prepares students to take the Advanced Placement Exam, and students may elect to take either the A/B or B/C Exam.

Note: An honor point may be earned in this course.



Office of Curriculum & Instruction

EARLY COLLEGE OPPORTUNITIES

Warren Consolidated Schools strongly encourages eligible students to take advantage of several “early college opportunities” that are available across the district. Each of these opportunities comes at a significantly reduced cost to students and families and each serves as an excellent “bridge” to postsecondary education.

DUAL ENROLLMENT

Students in grades 9-12 who score at or above minimum scores on specific norm referenced test (e.g. Explore, PLAN, ACT, Compass, PSAT, SAT, M-STEP or NWEA) or criterion referenced test (e.g. MME) are eligible to “dual enroll” at any public college or university in the state of Michigan. Dual enrollment enables a student to simultaneously earn high school and college credit. These college credits may be transferred depending on the college/university the student will be attending. Students can take classes either on campus, or, becoming more popular each year, in an “on-line” format. Perhaps most significantly, in Dual Enrollment cases, the majority of the costs for tuition, books and student fees are paid for by Warren Consolidated Schools.

ADVANCED PLACEMENT (AP)

Warren Consolidated School offers courses in several curriculum areas that have been approved by the American College Board as “Advanced Placement” classes. Here, students completed a “college level” curriculum taught by one of our highly qualified Warren Consolidated Schools teachers. Upon completion of this curriculum, the student may take the AP Exam. If a minimum score is earned on the exam, college credits may be earned.

ARTICULATION AGREEMENTS

Warren Consolidated Schools has established “articulation agreements” with several colleges and universities in the state of Michigan. Articulation Agreements enable students completing specific courses of study, to earn the college credits in an introductory course upon the successful completion of the second level course on the college level. Many of these classes are in Career and Technical Education.

Please see your counselor to learn how you can become involved in these exciting programs.

FREQUENTLY ASKED QUESTIONS

Q: How many credits must a Warren Consolidated Schools student take?

A: Each year, all students must enroll in 12 semester classes totaling 6 credits or an equivalent, if students are dual enrolling in college classes.

Q: What are Advanced Placement (AP) courses?

A: Advanced placement classes provide high school students with college-level classes which culminate in AP tests. Students enrolled in AP courses are expected to take the AP test in early May. By taking these exams and earning a qualifying score, students may earn college credit at many major colleges and universities. Students, enrolled in Advanced Placement classes who earn an overall grade of at least a **B-**, earn an honor point that is averaged into their GPA.

Interested students should see their counselor about the AP courses that may provide college credit through examination. Students may also go online for further information.

<http://www.collegeboard.org/ap/students/index.html>

Q: Can anyone take accelerated courses?

A: Yes. In addition to Advanced Placement courses, accelerated courses are offered in the area of English, Math, and Science. Students, who take the following course(s) and earn an overall grade of at least a **B-**, earn an honor point that is averaged into their GPA.

Q: What are magnet courses and where are they located?

A: Warren Consolidated Schools high school students have the opportunity to take any course listed in the catalog. However, some courses require an audition or skills-based tests before being accepted into the program.

Also, many courses are offered only at one location and transportation to and from that building may not

be provided. Students enrolling in magnet courses are expected to take the course for the entire year.

Transportation is provided for the following magnet programs:

- Warren Consolidated School of Performing Arts (WCSPA): *Sterling Heights High School*
- Macomb Mathematics, Science & Technology Center: *Butcher Community Center*
- Career & Technical Courses: *Career Prep Center*
- Radio/Television Courses: *Cousino High School*
- Auto Technology Courses: *Cousino High School & CPC*

Q: Do magnet courses satisfy graduation requirements?

A: Yes. Magnet courses do satisfy graduation requirements. Students should see their counselor for further explanation.

Q: How are students ranked in their class?

A: A student's class rank is determined by his/her cumulative grade point average. Courses offering an honor point are averaged into the final grade point average. Rank and GPA is recalculated at the end of each semester.

Q: What are the three Graduation Honors?

A: Summa Cum Laude – Highest Honors. To qualify for highest honors, a student must have a 3.900 or higher GPA. Qualifiers will wear an honors tassel, stole and medallion at commencement.

Magna Cum Laude – High Honors. To qualify for high honors, a student must have a 3.500 to 3.899 GPA. Qualifiers will wear an honors tassel and a stole at commencement.

Cum Laude – Honors. To qualify for honors, a student must have a 3.000 to 3.499 GPA. Qualifiers will wear an honors tassel at commencement.

Q: How do I regain credit for courses I did not pass?

A: Students who do not pass a course and want to graduate with their graduating class are expected to attend summer school. Please see the school counselor for additional credit recovery options.

Q: Is there a Testing Out policy in WCS?

A: The Michigan Department of Education requires that school districts develop alternatives for students in their selection of high school classes. A student may test out of most courses required for graduation. Testing Out opportunities will be scheduled near the end of each semester during the months of January and May/June. Students must meet with their counselor no less than three weeks prior to semester exams to receive materials and schedule a testing date as determined by the district. See your counselor for further details.

Q: Does WCS offer a Biliteracy Seal?

A: The Michigan Department of Education encourages that school districts develop alternatives for students to earn credit for World Language and/or earn a Seal of Biliteracy on the high school diploma. In Warren Consolidated Schools, a student may demonstrate proficiency in a language other than English by taking the Avant **ST**Andards-based **M**asurement of **P**roficiency (STAMP) Assessment to earn up to 2.0 World Language Credits in grades 7-12. In addition, high school Juniors and Seniors who demonstrate a high level of proficiency, as established by the Michigan Department of Education (MDE) guidelines, on the Avant STAMP assessment may also earn the Seal of Biliteracy on the high school diploma. A fee may be charged to cover the cost of the assessment.

Opportunities for participating in the Avant STAMP will be scheduled near the end of each semester; therefore, students must meet with their counselor to request participation no less than four weeks prior to semester exams. Please review your Educational Development Plan with your counselor to determine the best educational options for you

Q: Does WCS allow Dual Enrollment?

A: Warren Consolidated Schools encourages students to attend courses at local colleges, universities, or career technical schools in addition to their own high school.

The State School Aid Act contains a provision that directs all school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

1. Students in Grade 9-12 must be enrolled in at least one high school class. Students who score at or above minimum scores on specific norm referenced test (e.g. Explore, PLAN, ACT, Compass, M-STEP, PSAT, SAT, or NWEA) or criterion referenced test (e.g. MME) are eligible to “dual enroll” at any public college or university in the state of Michigan.
2. Students must be enrolled in both the school district and post-secondary institution during the local school district’s regular academic year.
3. Students must also complete the Dual Enrollment Form and submit the application to his/her counselor for approval.
4. Students must be enrolled in a college course not offered by the district or a course offered by the district but not available to the student because of scheduling conflicts (as determined by the district).
5. The college courses must be academic courses (excludes activity courses, physical education, and religious education). If interested, see your counselor for more information.

Warren Consolidated Schools will pay tuition and fees (e.g. registration fees, course fees, textbooks and materials) up to the amount allocated by Warren Consolidated Schools Dual Enrollment guidelines.

Q: What is the Career Prep Center (CPC) and where is it located:

A: The Career Prep Center is in Warren Consolidated Schools Technical Education Building. Courses are offered in a variety of technical avenues: Refer to

page 39 for a description of courses. The Career Prep Center is located at 12200 Fifteen Mile in Sterling Heights (corner of Maple Lane and 15 Mile Rd.).

Q: Is CPC for college bound students as well as students who don't go to college?

A: Yes. CPC provides lifelong-skills that benefit students who plan to attend four year universities and two year colleges as well as those who plan to enter the work force immediately upon high school graduation.

Q: I heard that students can earn college credit at CPC. Is this true?

A: Yes. Many courses at CPC have articulation agreements with some of Michigan's public and private colleges and universities. An articulation agreement is an agreement between CPC and a college or university which determines what college credits will be awarded upon successful completion of a CPC Course. Contact the counselor or instructors at CPC for further information.

Q: Can I attend CPC for the first time as a senior?

A: Yes, There are many opportunities for seniors. In fact, they actually have senior-only programs.

Q: Can I take the second year course at CPC before I take the first year course?

A: No. Students must successfully complete year 1 courses of a CPC program before taking year 2 courses.

Q: Can I attend CPC if I am a Special Education student?

A: Yes, we have many Special Education Students at CPC and have staff members who can help them with special needs.

Q: Do I have to provide my own transportation to CPC?

A: No. Warren Consolidated Schools provides transportation from our high schools to the Career Prep Center.

Q: Do I have to be a Warren Consolidated Schools' student to attend CPC?

A: No. Warren Consolidated Schools has a consortium with Clintondale and Fraser, and many of their students attend CPC. Also, we have students from private schools as well as home-schooled students.

Q: If I have questions about the CPC's programs who should I contact?

A: Contact the Counseling Department at CPC at (586) 698-4178. You can also speak with your high school counselor.

Q: What are the requirements set by National Collegiate Athletic Association?

A: Please see Appendix A on page 61.

GRADING POLICY (5421A)

The following procedures and guidelines are to be used in implementing the District's grading policy:

A. All teachers shall set up their gradebook according to the Board Policy and Administrative Guidelines prior to the first student day. Should a teacher be hired after the first student day, the teacher's gradebook shall be set-up within two days of their first day of instruction.

B. All teachers will use the WCS Grade Scale to determine all card marking, final semester exam, and final semester grades for students in grades 3-12. Teachers of grades K-2 students determine grades using an alternative grading scale:

1 Exceeds Standard – Student can apply knowledge to new situations in an appropriate and meaningful manner.

2 Meets Standard – Student can use the knowledge in a variety of ways but does not always apply knowledge in an appropriate and meaningful manner.

3 Approaching Standard – Student has demonstrated a basic understanding of the course content, skills and processes.

4 Area of Concern – Student made an attempt, using appropriate content.

C. All student work will be graded on the WCS Grade Scale unless an alternate grading system is approved **annually** by administration and distributed in writing to students and parents. If an alternate grading system is approved it must follow the following grading guidelines:

Letter Grade	Percentage Range
A+	98 and Above
A	97 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83

Letter Grade	Percentage Range
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 67
D	66 - 63
D-	62 - 60
E	59 - 50
F	49 - 0

The "E" is to be used to indicate the student has made significant effort but has not reached mastery of the course content.

The "F" is to be used to indicate the student has not made the effort to reach mastery of the course content.

Students should be assessed based on knowledge acquired, therefore assessments should account for the majority of a class grade (at least 75%) unless an alternative grading policy is approved.

Homework and daily/in-class work may account for up to 25% of the final grade. The remaining 75% percent of the final grade is to be based on fair and equitable, multiple ongoing measures of assessments* that will permit a student to demonstrate his/her mastery level of the course's content.

*Examples of assessments may include, but are not limited to, chapter tests, quizzes, projects, presentations, labs, etc. Assessments may be of any type that will demonstrate knowledge gained. Homework shall not be counted as assessment.

Teachers shall use total points or percentages when entering grades in PowerSchool for Homework and Assessment.

Within the teacher's gradebook, the teacher shall only use:

1. "Category Weights" in calculating the final grade for each trimester (elementary) or quarter

(secondary) grade. "Categories Weights" shall include a "Homework" and "Assessment" category. The "Assessment" category may be comprised of multiple categories designated within the teacher's grade book as long as the total of all "assessment" categories account for at least 75% of the student's total grade. "Assessment" categories must reflect the examples of Assessments listed above.

2. "Term Weights" for each final semester grade (i.e. 40-40-20 for high school credit courses and 50-50 for middle school courses).

Teachers are encouraged to implement intervention practices with regards to assessments in order to encourage student success. (Examples may include "test correction opportunities" or "test retakes" and other building based school improvement intervention strategies)

All assignments not graded as assessments shall be considered homework and are to be graded no lower than an F 49% per task. However, if a student does not turn in an assignment (not graded as an assessment), after the teachers has made at least three (3) reasonable attempts to provide students an opportunity to complete and turn in for credit, the assignment will be given a 0% in the gradebook, unless prohibited by the student's IEP or 504 Plan. The building principal shall be responsible for defining "Reasonable Attempts." Individual assessment tasks are to be graded using the full percentage range of 0-100%.

D. A teacher may require students to meet a set of class expectations to receive a passing quarter or final grade. Such expectations need to be clearly communicated in writing at the beginning of the class with students and parents and approved by administration annually.

E. All card marking periods are separate. No grading can be carried over from one (1) card marking to another. (ie. Grade for a particular assessment/assignment may be counted in only one card-marking)

F. Final semester exams will be given to students in grades 9-12 each semester unless otherwise

dictated by an IEP. Students who do not take final semester exams, unless excused from final semester exam per the senior final semester exam excusal criteria (see clause G below) will receive failing grades for the semester. Performance or oral exams will be permitted if approved by building principals. In accordance with State and/or Federal statutes, an IEP or 504 plans can dictate individual instructional and testing accommodations, exclusions or exemption from this policy (Secondary Only).

G. Students who are absent for the semester exam shall work with the teacher to schedule the make-up exam prior to the close of the grading window period must have administrative approval to make-up exams. Final semester exams may not be given early unless extenuating circumstances exist as approved by administration. Make-up exams must occur after the original final exam is administered to students. In such instances, an alternative final semester exam may be used. Students will receive an "F" as a final mark until the final semester exam is taken by the student and graded by the teacher. In accordance with State and/or Federal statutes, an IEP or 504 plan can dictate individual instructional and testing accommodations, exclusions or exemption from this policy (Secondary Only).

Seniors wishing to be excused from Spring Final Exams must meet and maintain all criteria listed below, until the last day of the class in order to be eligible for excusal. Courses held at CPC, MMSTC, and WCPA are exempt from this excusal. Therefore, seniors must take all finals at CPC, MMSTC, and WCPA.

Criteria for Spring Final Exam excusal:

1. Student must maintain an A- 90% or better average in the class using the average of the two (2) marking period grades.
2. No "skips" or "unverified" absences.
3. No more than three (3) combined absences or tardies.
4. Citizenship of Satisfactory (S) or better in each marking period.

Seniors must also submit an application to each teacher for the final from which they want to be excused from no later than the Friday preceding the start of final exams. Teachers must notify students who submitted an application for excusal whether or not they are eligible no later than two (2) school days before semester exams begin. This approval may be revoked should a student no longer meet the above criteria on the day of the final exam.

Students who are excused from the Spring Final exam shall receive a "credit" (CR) on the semester exam for report card purposes. The semester grade will be based on the average of the two (2) marking period grades with each marking period accounting for fifty (50) percent.

H. Each semester exam used to determine high school credit is to be a minimum of ninety (90) minutes in length and given on the prescribed day scheduled by the District unless otherwise dictated by an IEP. Spring Final Exams will be given to seniors during regular class time.

Non-high school students (i.e. middle school student) taking a course for high school credit, will be required to take a final exam that is equivalent to ninety (90) minutes in length. Grade calculation is to follow the "40%-40%-20%" rule (See L-1).

Non-high school students taking a Michigan Merit Curriculum (MMC) course will earn the high school credit, but the grade will not be used in the calculation of the GPA. However, the grade will be included on the student's high school transcript.

Non-high school students taking accelerated courses which earn an honors point, will earn the high school credit and grade, which will be used in the calculation of the high school GPA and will be included on the student's high school transcript.

Sixth through eighth grade students will take a cumulative exam at the end of each semester for all non-high school courses. This exam will equate to no more than one (1) assessment grade in the 2nd and 4th card marking.

I. Teachers, each semester, will submit a copy of their examinations to their administrator the

Monday prior to the first exam day. In the case of performance or oral exams, a description of the required activities will be submitted. Answer keys will accompany such materials as may be appropriate. Student exams, after grading, will be retained by the classroom teacher for one (1) additional semester. All written final exams and answer keys and descriptions of performance or oral exams shall be submitted to the Chief Academic Officer by the last day of exams each semester (Secondary Only).

J. A student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned (see Policy [5200](#)). Elements of student conduct which are normally considered part of the conduct grade cannot be used in determining the academic grade. Likewise, no element of the student's academic grade can be used in determining the conduct grade.

K. Students will be allowed one day for each day of excused absence to make-up missed work. Requests for exception will be referred to the building administrator for decision and direction. Previously assigned work will be due upon return.

L. The integration of card markings and final exam grades shall be defined as below in determining passing/semester grades and the granting of credit:

1. High School: 40% each card marking, 20% final exam grade per semester. Credit will be given if the student achieves at least a D- 60 % average and passes 60% of the card marking periods and semester exam combined.

2. Middle School: 50% each card marking per semester or 25% each marking period in a year class. A middle school student must achieve at least a D- 60 % average and pass a minimum of 50% of the card marking periods to receive a passing grade as a final grade. However, if a middle

school student is taking a class for high school credit the language of Clause H and Clause L1 in this administrative guideline (5421A) shall apply.

3. Elementary School (Grades 3-5): A 3rd, 4th, or 5th grade student must achieve at least a D- 60 % average and pass a minimum of two-thirds (2/3's) of the card marking periods to receive a passing grade as a final grade.

If a new student is enrolled in a class, the student's grade for the marking period (i.e. trimester for elementary students and quarter for secondary students) shall be based on the content for which the student was in attendance. No student shall be penalized for content covered prior to the student enrolling in the class.

M. When periodic grades are computed, (card marking, final exam, final grade), teachers will use the ranges to equate a letter grade as follows:

Letter Grade	GPA Equivalent
A+	4.33
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	.67
E and F	0

N. Beginning with the 2011-12 school year, students enrolled in courses that may award added-value honor points will receive, one-half (0.5) additional honor point, for grades B- and above in District defined accelerated semester courses.

O. If a student repeats and passes a class s/he has failed, that student will receive credit and both grades will become part of the transcript but the highest grade will be used in GPA calculation. A student may also repeat a class already passed.

That transcript would also include the original grade and second grade. No additional credit will be given. Again, the highest grade will be considered in determining the GPA (Secondary Only).

P. A grade of incomplete ("I") may be given by the teacher with the approval of a building administrator and only under extenuating circumstances. When an "incomplete" is issued, the teacher is responsible for changing the mark on the grade sheet to a conventional ("A"- "F") grade within five (5) school weeks of the time of issuance. It is the student's responsibility to request assigned work missed and to complete all of it, including tests, within time limits as established by the teacher and the building administrator.

Q. In order to participate in commencements, seniors must have all correspondence course credits on file with the school by the first day of Spring Senior Final Exams.

COMPLIANCE STATEMENT

In compliance with Title VI or the Civil Rights Act of 1964, Title IX of the education Amendments of 1972, Section 504 or the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability act of 1990, the Elliott Larsen Civil Rights Act or 1977, and the Genetic Information Nondiscrimination Act of 2008, it is the policy of the Warren Consolidated School District that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to Rick Scholz, Director of Security and Crisis Management, 31300 Anita, Warren, MI 48093. (586) 825-2400, ext. 65111

CIVIL RIGHTS COMPLIANCE ASSURANCE OFFICER

The individuals listed below assume responsibilities for assuring compliance with the Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Title II of the American Disability Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, as noted:

- Title II American with Disabilities compliance Officer for Personnel, and Age Discrimination: **Corey Tremmel, Executive Director of Employment & Labor Relations**
- Civil Rights Compliance Coordinator for Title VI, Section 504 Compliance Officer, and Title IX: **Rick Scholz, Director of Security & Crisis Management**
- Title II American with Disabilities Compliance Officer for students: **Rick Scholz, Director of Security & Crisis Management**

Report to your counselor or to another staff member at the school, if you believe that you have been discriminated against, or not allowed to participate in any academic, sport, social program or activity in or at your school, or the district because of your: race, color, religion, national origin or ancestry, language, gender, age, disability, height, weight or marital status. Your rights as an individual are safeguarded by the laws of the federal and state government and the district's policies and procedures.

Follow these steps: Contact your counselor or another staff member immediately. Be prepared with the following information; it is critical that you be as specific as possible with the date and time of the incident, what took place and what was said, and names of any persons who were witness to the incident. Witnesses are not required to report a complaint. Your concern will be investigated and resolved by the appropriate building or central office administrator within 10 school days of your report. If you are not satisfied with the results of the investigation, you may appeal to the school district Civil Rights Coordinator Rick Scholz, Director of Security and Crisis Management. Confidentiality: every reasonable effort will be made to maintain your confidentiality during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. You will be appropriately notified when the investigation has been completed.

APPENDIX A

NCAA Eligibility Information

NCAA Eligibility Center

<http://www.ncaa.org/student-athletes/future>

College Bound Student Athlete Information Booklet (2023-2024):

http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf

NCAA Recruiting Fact Sheet (2023-2024)

https://ncaaorg.s3.amazonaws.com/compliance/recruiting/NCAA_RecruitingFactSheet.pdf