

# **NOVI HIGH SCHOOL**

## **2020-2021 Course Catalog**



Pathways to Your Future



# Novi Community School District

Novi High School

24062 Taft Road • Novi, MI 48375 • www.novi.k12.mi.us/hs

## Mission

Educating all students to fulfill their potential within Novi High School and beyond.

## Board of Education Members

Mr. Paul Cook • Mrs. Kathy Hood • Mr. Willy Mena  
Mrs. Bobbie Murphy • Mrs. MaryAnn Roney • Dr. Danielle Ruskin • Mr. Tom Smith

## Administration

Dr. Steve Matthews ..... Superintendent  
Dr. R.J. Webber..... Assistant Superintendent of Academic Services  
Jill Minnick ..... Assistant Superintendent of Business and Finance  
Dr. Gary Kinzer..... Assistant Superintendent of Human Resources  
Shailee Patel ..... Director of Student Services

## Novi High School

Nicole Carter ..... Principal  
Katy Dinkelmann ..... Assistant Principal  
Dr. Melissa Jordan..... Assistant Principal  
Ron Kane ..... Assistant Principal  
Brian Gordon ..... Athletic Director and Club Advisor  
Detective Jon Zabick ..... School Resource Officer  
Erin Boedeker..... Counselor  
Sarah Lephart..... Counselor  
Megan Sergison..... Counselor  
Andrea Tobis..... Counselor  
Lori Ultch..... Counselor  
Michael Zelinski ..... Counselor  
Deanna Fielder..... Social Worker  
Katrina Lorenz ..... Social Worker/Student Support Specialist  
Danielle Tagai..... Social Worker  
Allison Larson ..... Speech-Language Pathologist  
Amanda Squires ..... Teacher Consultant  
Kristin Corron..... Transition Coordinator  
Ashley Weinert..... School Psychologist

## Telephone Numbers

High School Administrative Office ..... 248.449.1500  
High School Fax ..... 248.449.1519  
Attendance Office ..... 248.449.1507  
Attendance Office Fax ..... 248.449.1532  
Athletic Office ..... 248.449.1509  
Student Service Center (Counseling) ..... 248.449.1516  
Student Service Center Fax ..... 248.449.1539  
Transportation Department..... 248.449.1245  
Educational Services Building ..... 248.449.1200



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## Novi High School: A National School of Excellence

### Message to Students and Parents/Guardians

This catalog is designed to give students and parents detailed information about the selection of classes and curricular aspects of the Novi High School program. It is our belief that it is in the students' best interest to explore many different types of courses when planning their future. Students should consider their future college and career choices when using this catalog and plan wisely to avoid the need for schedule changes and misplacement.

Novi High School offers a broad selection of classes and activities dedicated to fostering well-rounded students who are prepared for their future. Selecting appropriate electives with attention to their future plans, their interests, aptitudes and talents will help students to focus their education and will give them the opportunity to explore specific career areas.

**The schedule is based upon student course selections from the previous school year. This limits the opportunity for course changes once the schedule has been set.** If changes are necessary to core classes, students must submit a schedule change form to their counselor at August registration. Given that the master schedule is based upon student selections, desired course changes are often difficult to honor and need to be academically justified if they are able to be changed. If space allows, academic justification may include: enrolling in an advanced course, remediation or medical reasons. **Requests for changes based upon lunch preference, teacher, class period or friends cannot be granted.**

The high school experience is full of opportunities that prepare each student for adulthood. Exploring, understanding and choosing wisely from the many opportunities that are available will provide each student with purpose and focus beyond the high school years.

We welcome all students and parents/guardians to Wildcat Country and hope that the high school experience will be meaningful, challenging and memorable!



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It is the policy of the Novi Community School District that no person shall, on the basis of gender, race, color, religion, national origin or ancestry, age, disability, height, weight, or marital status or any other status covered by federal, state, or local law be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service, or in employment. For further information or if a person suspects a discriminatory practice please contact the Asst. Superintendent of Human Resources at 25345 Taft Road, Novi, MI 48375 or call (248) 449-1200.



## EQUAL EMPLOYMENT OPPORTUNITY AND NONDISCRIMINATION

### Grievance Procedure for:

Title VI of the Civil Rights Act of 1964  
Title IX of the Education Amendment Act of 1972  
Section 504 of the Rehabilitation Act of 1973  
Age Discrimination Act of 1975  
Title II of the Americans with Disability Act of 1990

### Section I

Any person believing that the Novi Community Schools or any part of the school organization has violated the laws or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975 and (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Assistant Superintendent of Human Resources  
Novi Community Schools  
25345 Taft Road  
Novi, Michigan 48374  
248-449-1200

### Section II

The person who believes a valid basis for a grievance exists shall discuss the grievance informally and on a verbal basis with the Assistant Superintendent of Human Resources, who shall in turn investigate the complaint and reply with an answer within ten (10) business days. If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps:

#### Step 1

A written statement of the grievance signed by the complainant shall be submitted to the Assistant Superintendent of Human Resources within ten (10) business days of receipt of answers to the informal complaint. The Assistant Superintendent shall further investigate the matters of grievance if he/she believes further investigation is warranted and reply in writing to the complainant within ten (10) business days.

#### Step 2

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

#### Step 3

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

The days noted above for purposes of this policy are days when the School District's business office is open for business to the general public. The time limits noted above may be extended by the Assistant Superintendent if warranted.

Anyone at any time may contact the U.S. Department of Education/Office of Civil Rights for information and assistance at 216-522-4970. If the grievance has not been satisfactorily settled, further appeal may be made to the Regional U. S. Department of Education, Office for Civil Rights, 600 Superior Ave. East, Bank One Center, Suite 750, Cleveland, OH 44114-2611.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, U.S. Department of Education, 400 Maryland Ave., SW, Washington D.C. 20202.



The Compliance Officer, on request, will provide the complainant with a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Assistant Superintendent's office.

### **PUBLIC NOTICE OF NONDISCRIMINATION IN CAREER AND TECHNICAL EDUCATION CLASSES**

Each year, the Novi Community School District offers Career and Technical Education programs at Novi High School. These programs are designed to prepare youth for a broad range of employment and training services and are offered under the guidance of certified teachers, counselors and cooperative education coordinators. The following is a list of programs being offered this year and the criteria for admission,

<u>Program</u>	<u>Criteria for Admission</u>
Marketing	Must begin with Marketing I
Finance	Must begin with Finance I or Accounting I

Like all classes at Novi Community Schools, the CTE classes follow the District's policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender/sex, age, disability, height, weight or marital status in all programs, activities and employment. In addition, arrangements can be made to ensure that the lack of English language skill is not a barrier to admission or participation.

For general information about these programs, contact:

Assistant Superintendent of Academic Services  
25345 Taft Rd.  
Novi, Michigan 48374  
248-449-1200

Inquiries regarding nondiscrimination policies should be directed to:

Assistant Superintendent of Human Resources  
25345 Taft Rd.  
Novi, Michigan 48374  
248-449-1200

### **PROJECT FIND, SPECIAL EDUCATION/SECTION 504 NOTICE**

The Novi Community School District offers evaluations, programs, and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the **Individuals with Disabilities Education Act (IDEA)** or **Section 504 of the Rehabilitation Act of 1973**. These services are available to eligible persons ages birth-26 who reside within or attend a K-12 school program within the Novi Community School District attendance boundaries. Referrals are accepted from parents, staff members, community agencies, and other interested parties.

For more information about available services, parent/student rights or referral procedures, contact the Novi Community School District Office of Special Education at 25345 Taft Road, Novi MI 48374, or call (248) 449-1200.

For questions about Section 504 classification, please contact your student's assigned counselor or Katrina Lorenz, 504 Coordinator.



## GENERAL INFORMATION

### Accreditation

The Novi Community School District is fully accredited by AdvancEd.

### Policies and Resources

#### **Attendance**

Research shows that the single greatest factor contributing to student achievement is attendance at school. While a student who is absent from school may be able to cover a missed chapter, copy missed notes, complete a missed work sheet and receive help after school, other important aspects of a lesson that will make a difference to learning cannot be retrieved. Discussion, recitation, listening, note taking, questions, explanations and clarifications are among the important interactions that cannot be retrieved despite the most sincere efforts at make-up work. Student success depends on a solid educational background, and such a background can only be gained through regular school attendance. Please familiarize yourself with the high school's current [Attendance Policy](#), located on the Novi High School [About page \(Attendance Policy\) online](#).

#### **Grading**

Academic Report Cards: Students will receive four Academic Report Cards at 9 week intervals throughout the year to inform parents and students of academic progress. The Semester Academic Report Card is the final report for each course and indicates the student's grade and earned credit. All classes are graded using cumulative scoring/grading.

Grading System: Students will receive both a weighted and an unweighted grade point average (GPA) on their transcript. Note that pluses and minuses appear on the transcript but do not affect the GPA calculation.

Unweighted Four Point Scale:

A+, A, A- = 4

B+, B, B- = 3

C+, C, C- = 2

D+, D, D- = 1

E = 0

Passing marks are A+ -through D-

Weighted Scale for Advanced Placement and International Baccalaureate courses:

A+, A, A- = 5

B+, B, B- = 4

C+, C, C- = 3

D+, D, D- = 2

E = 0

Passing marks are A+ through D-

\*\*Novi High School does not calculate exact rank.

Incompletes: Grades posted as "incomplete" or "I" will revert to an "E" grade after a period of one semester. If the incomplete has not been changed, an "E" will be placed on the transcript. A teacher retains the right to change the "E" grade at a later date if circumstances warrant a change.

Grade Appeals: Students have until the end of the next semester to meet with their teacher regarding a grade challenge. This opportunity is forfeited after one semester.

Repeated Coursework: Coursework may be repeated if a student received an unsatisfactory or failing grade. The new grade will not replace the original grade. Both grades will be factored into the GPA and both will be reflected on the transcript. Credit Recovery courses receive credit or no credit, and do not factor into the GPA.



### **Academic Honor Roll**

Students who achieve a 3.5 unweighted grade point average (GPA), or better, for the academic school year are listed on the Honor Roll. Students who maintain a 3.5 unweighted GPA are encouraged to pursue membership in the National Honor Society. An academic letter is available for purchase to students who are listed on the Honor Roll.

### **Early Completion**

Seniors may complete their senior year prior to their graduating class if all graduation requirements have been met and all State Endorsed Proficiencies have been attained. Students who wish to complete early should consult with their counselor and fill out an "Early Completion" application by October 1 of their senior year. Early completion students may attend Senior activities in June and will receive their diplomas with the rest of their class.

### **Parent—Teacher Conferences**

Evening Parent-Teacher Conferences are scheduled each semester. Teachers meet with parents in the cafeteria, the Media Center, and the atrium. Parents may confer with teachers regarding student progress and academic program requirements and expectations. Private conferences can also be arranged with teachers during their conference period.

### **Media Center**

The Novi High School Media Center provides a variety of services for students, staff and community. In addition to a book collection of approximately 16,000 volumes, the media center makes available an electronic card catalog, the Internet, videoconferencing, video fieldtrips and numerous online research databases. We have both print and online magazines and newspapers, audiovisual materials and equipment, multimedia programs and equipment (including digital video), interactive laser videodiscs, DVD, dozens of wireless computer carts and more. Three instructional areas and three computer labs are available for individual and class use. See our media center homepage on the Internet at: [www.novi.k12.mi.us/hs/hsmc](http://www.novi.k12.mi.us/hs/hsmc).

### **Personal Curriculum (PC)**

The PC is a process to modify specific credit requirements and/or content expectations for graduation based on the individual learning needs of a student. Additional information about requesting PC's can be found on the high school website within documents and forms.

### **Homebound Services**

Homebound and hospitalized services are designed to provide continuity of educational services for students with medical conditions that prevent them from physically attending school for a period of time during a school year. Parents are responsible for notifying the school district when the student is going to be homebound or hospitalized for a period longer than five (5) school days. Parents should contact their child's counselor for additional information and paperwork should they believe their child may qualify for services.





### Academic Eligibility for Athletics and Extra-Curricular Activities

- Previous Semester High School Eligibility: During the previous semester, the student-athlete or club member must have passed a minimum of five classes of academic work. If a student-athlete or club member fails to pass a minimum of five classes for the semester, he/she will be ineligible to compete or participate for the entire next semester.
- Current Marking Period High School Eligibility: During the current marking period, the student-athlete or club member must be passing five classes at the nine week eligibility check in order to be eligible to compete or participate for the remainder of that semester. Student-athletes and club members who are determined to be ineligible at one of the nine week reports will be ineligible a minimum of one week. After one week, an academic progress report must be circulated to the student-athlete's or club member's teachers and submitted to the Athletic Director (for student-athletes) or the sponsor of the extra-curricular activity (for club members) for eligibility verification. This process will continue until the student-athlete's or club member's progress report indicates that he/she is currently passing five classes.

### NCAA Eligibility

Any student planning to participate in a Division I or Division II college sport must be academically eligible and registered with the NCAA Eligibility Center.

- ◆ Mrs. Tobis will provide NCAA information at seasonal athletic meetings. If you have questions about NCAA, please contact Mrs. Tobis as soon as possible.
- ◆ Students interested should have registered prior to their senior year and have planned their schedule based on NCAA requirements. If you did not register prior to senior year, you need to do so early in your senior year.
- ◆ It is the student/parent responsibility to be familiar with these standards and guidelines. The NCAA guide and registration information is available at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Please contact Mrs. Tobis in Student Services if you have any questions.
- ◆ **TIMELINE:**
  - ◇ 9<sup>th</sup> and 10<sup>th</sup> grade:

If you plan on playing athletics in college, you need to begin preparing now to become academically eligible through the NCAA Eligibility and register for a Profile Page with the NCAA Eligibility Center. You should take academic college-preparatory courses and compare course selection against the list of NCAA-approved core courses. Please see Mrs. Tobis if you have any questions.
  - ◇ 11<sup>th</sup> grade:

Future potential college athletes should register for a certification account with the NCAA Eligibility Center. You should continue to take college preparatory courses and register for the SAT and/or ACT. At the end of your junior year, once you are registered, Mrs. Tobis will send your transcript to the Eligibility Center. You are required to submit your ACT or SAT scores.
  - ◇ 12<sup>th</sup> grade:

Future potential college athletes should register for additional ACT/SAT tests if necessary, making sure to use code 9999 at the time of registration. You will continue to take college preparatory courses to ensure you have met the core course requirement. On or after April 1st of your senior year, you need to go back to your Eligibility Center account to update your academic and amateurism information and request final amateurism certification. After graduation, Mrs. Tobis sends your final transcript to the Eligibility Center.



## **APPROVED COURSEWORK at NOVI HIGH SCHOOL**

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

\*\*\* It is the student's responsibility to determine current course eligibility. This is simply a guide. An updated and complete list can be found on the Eligibility Center site at <https://web3.ncaa.org/hportal/exec/hsAction?hsActionSubmit=searchHighSchool>

### **ENGLISH**

9<sup>th</sup> grade English  
10<sup>th</sup> grade English  
11<sup>th</sup> grade English  
12<sup>th</sup> grade English  
AP English Language & Composition  
AP English Literature & Composition  
AP Research  
AP Seminar  
IB Lit HL1  
IB Lit HL2  
Creative Writing and Poetry  
Debate  
Practical Public Speaking  
Short Story and Independent Novels  
The Incubator English 12 (2017-18 school year only)  
Eng 12 Wildcat Writing Den  
Eng 12 Literature & Science

### **MATH**

Algebra 1  
Algebra 2  
Honors Algebra 2  
Algebra 2A (max credits .5)  
Algebra 2B (max credits .5)  
Geometry  
Honors Geometry  
Pre-Calculus  
Honors Pre-calculus  
Calculus  
AP Calculus AB  
AP Calculus BC  
IB Math SL1  
IB Math SL2  
IB Math Studies SL  
Statistics  
AP Statistics  
Computer Programming 1  
Computer Programming 2  
AP Computer Science



## Science

Earth Science  
Biology  
AP Biology  
IB Biology HL1  
IB Biology HL2  
Chemistry  
AP Chemistry  
Physics  
IB Physics SL  
AP Physics: Electricity & Magnetism  
AP Physics: Mechanics  
Environmental Science  
AP Environmental Science  
Forensic Science & Bioethics  
Genetics & Biotechnology  
Human Anatomy & Physiology  
IB Sports, Exercise & Health Science HL1  
IB Sports, Exercise & Health Science HL2

## Social Studies

US History  
AP US History  
Civics  
AP US Government & Politics  
Economics  
AP Macroeconomics  
AP Microeconomics  
World History  
IB World History SL/HL1  
IB World History HL2  
AP European History  
Big History Business  
Law International  
Relations Psychology  
AP Psychology  
Sociology

## Additional Core Classes

ALL Chinese language coursework  
ALL French language coursework  
ALL German language coursework  
ALL Japanese language coursework  
ALL Spanish language coursework  
IB Theory of Knowledge 1 & 2

- Any coursework taken through EdGenuity/E2020 or MIVHS Essentials is not NCAA approved.
- Online coursework may not be NCAA approved. Check the Eligibility Center for each program the student has used. Students taking online coursework through 21F must provide a certificate to NCAA for approval.
- It is the student's responsibility to verify eligibility of ALL coursework taken.



## Guidance and Counseling

### Student Service Center/Counseling

#### Student Support

Students may request to see their counselor whenever the need arises. They may stop in to the Student Service Center and sign up to have their counselor contact them. Parents may contact the counselor by calling the Student Service Center at (248) 449-1516. Students are assigned to counselors upon enrollment at the high school and remain with that counselor throughout their high school career.

Novi High School is committed to mental health awareness. The well-being of our students is of utmost importance. Any student who has emotional/social concerns should seek out support with a trusted staff member. Novi High School has six counselors and three social workers who are available to support students and families. Counselors and social workers are housed in the Student Service Center.

#### Counselor Contact Information

Ms. Boedeker	<a href="mailto:erin.boedeker@novik12.org">erin.boedeker@novik12.org</a>	248-449-1535
Ms. Lephart	<a href="mailto:sarah.lephart@novik12.org">sarah.lephart@novik12.org</a>	248-449-1512
Ms. Sergison	<a href="mailto:megan.sergison@novik12.org">megan.sergison@novik12.org</a>	248-449--1515
Ms. Tobis	<a href="mailto:andrea.tobis@novik12.org">andrea.tobis@novik12.org</a>	248-449-1513
Ms. Ultch	<a href="mailto:lori.ultch@novik12.org">lori.ultch@novik12.org</a>	248-449-5152
Mr. Zelinski	<a href="mailto:michael.zelinski@novik12.org">michael.zelinski@novik12.org</a>	248-449-1514

#### Social Work Contact Information

Ms. Lorenz	<a href="mailto:katrina.lorenz@novik12.org">katrina.lorenz@novik12.org</a>	248.675.3450
Ms. Tagai	<a href="mailto:danielle.tagai@novik12.org">danielle.tagai@novik12.org</a>	248.675.3454
Ms. Fielder	<a href="mailto:deanna.fielder@novik12.org">deanna.fielder@novik12.org</a>	248.449.1282

#### Counselor Assignments by Graduation Year and Student Last Name

2021	2022	2023	2024
A-C Mr. Zelinski	A-C, Z Mr. Zelinski	A-C , X-Z Mr. Zelinski	A-C, X-Z Mr. Zelinski
D-I Ms. Boedeker	D-I Ms. Boedeker	D-I Ms. Boedeker	D-I Ms. Boedeker
J-K Ms. Ultch	J-K Ms. Ultch	J-K Ms. Ultch	J-K Ms. Ultch
L-Ma Ms.Lephart	L-Ma Ms. Lephart	L-M Ms. Lephart	L-Me Ms.Lephart
Mb-Se Ms.Tobis	MB-Se Ms. Tobis	N-Se Ms. Tobis	Mf-R Ms. Tobis
Sf-Z Ms. Sergison	Sf-Y Ms. Sergison	Sf- W Ms. Sergison	S-W Ms. Sergison

Below is a list of outside resources for students in crisis.

- In an emergency call 911
- 24-hour support at Common Ground Sanctuary: 248-456-0909
- New Oakland Family Services 24-hour emergency: 1-877-800-1650
- Oakland Family Services: 248-332-3331
- 24-hour Violence/Abuse support through HAVEN: 248-334-1274
- National Suicide Prevention Hotline: 1-800-273-8255
- 24/7 Crisis Text line: text HOME to 741741
- National Drug Helpline: 1-800-378-4435



## Guidance and Counseling

### Student Service Center/Counseling

#### Counseling Services

The counselor is a unique and integral member of the educational community. As a team, counselors, teachers and administrators share the responsibility of assisting young people in preparing for the challenges of post-secondary life. The counselor's primary commitment is to help the student realize his/her potential academically, personally and socially. Some topics you may wish to contact your counselor about are listed below.

- |                                |                                       |  |
|--------------------------------|---------------------------------------|--|
| ☐ACT and SAT Registration      | ☐Four Year Plan & Scheduling          | ☐PSAT/NMSQT Test Registration          |
| ☐Alternative Education Options | ☐Graduation Audits                    | ☐Scholarship/Financial Aid Information |
| ☐Armed Services Opportunities  | ☐Interpersonal Counseling & Referrals | ☐Social & Emotional Support            |
| ☐Career Planning Resources     | ☐Military Academy Application         | ☐Summer School Information             |
| ☐College Applications          | ☐NCAA Eligibility Center              | ☐Transcript Requests                   |
| ☐College Information           | ☐New Student Registration             | ☐Tutoring Information                  |
| ☐College Representative Visits | ☐Novi Youth Assistance                | ☐504 Plans                             |
| ☐Crisis Support                | ☐Oakland Schools Technical Campus     |  |
| ☐Dual Enrollment Opportunities | ☐Online Learning Options              |  |

### Scheduling

#### Important Scheduling Information

Course selection is one of the most important processes that a high school student can undertake. Choosing the correct courses, along with teacher, parent and counselor input is the key to a successful high school and post-secondary experience. The master schedule is based upon student course selections. Therefore, changing courses at a later date is not guaranteed. Please read this entire course catalog for the most updated information regarding scheduling for the school year.

#### Schedule Changes

Schedule changes will only be considered during the first week of each semester. If core class changes are necessary, students must submit a schedule change form to their counselor.

**Schedule adjustments during the senior year may impact acceptance into college.** The senior year schedule is used in the admissions process when a student applies to college. Therefore, it is recommended that the student contact colleges which have received an application to inform them of schedule changes, as offers of admission could be rescinded based upon schedule changes.

#### Advanced Placement (AP) Program

The College Board's Advanced Placement (AP) Program gives high school students an opportunity to pursue college level studies while still in high school. Some colleges award college credit and/or advanced standing if the student achieves a particular score on the AP exam. AP courses run for two full semesters unless otherwise specified below. The AP Capstone diploma can now be pursued by students who qualify. See page 23 for additional information on the program. Information can also be found online at [www.novi.k12.mi.us/hs/ccss/](http://www.novi.k12.mi.us/hs/ccss/)

- |                                     |                                |                               |
|-------------------------------------|--------------------------------|-------------------------------|
| AP Biology                          | AP European History            | AP Research                   |
| AP Calculus AB and BC               | AP French Language             | AP Seminar                    |
| AP Chemistry                        | AP Japanese Language           | AP Spanish Language           |
| AP Computer Science                 | AP Macroeconomics (1 semester) | AP Statistics                 |
| AP English Language & Composition   | AP Microeconomics (1 semester) | AP U.S. Government & Politics |
| AP English Literature & Composition | AP Psychology                  | AP U.S. History               |
| AP Environmental Science            | AP Physics                     |                               |



### International Baccalaureate (IB) Programme

The IB at the high school level is a comprehensive curriculum, based on international standards, which can complement and enhance an already rigorous curriculum. The IB Diploma Programme, as well as individual IB courses, are taught and well recognized around the world. If a student achieves the appropriate score within an IB course then some colleges will award college credit for the coursework. For more information please visit the Novi IB link at: [www.novi.k12.mi.us/hs/ibl](http://www.novi.k12.mi.us/hs/ibl).

IB Biology HL	IB Literature HL	IB Sports, Exercise & Health Science HL
IB Business Management HL	IB Math SL	IB Theory of Knowledge
IB French SL	IB Math Studies SL	IB Visual Art HL
IB German SL	IB Physics SL	IB World History SL/HL
IB Japanese SL	IB Spanish SL	

Note: Students pursuing the IB Diploma are given priority when enrolling in IB courses.

### Summer Assignments for Honors, AP and IB Courses

Please be aware that several of our Honors, AP and IB courses require completion of a summer packet or summer reading/writing assignments that will be due upon return in the fall. Teachers will contact students to share summer work.

### AP and IB Workload

The workload for these courses is equivalent to college courses. Students can expect up to 10 hours of homework per week, for each AP or IB class they take. For example, one class would require 10 hours per week, while 3 classes would require 30 hours per week for homework.

### CAS (Creativity Activity Service)

In order to qualify for an IB diploma, students must complete approximately 150 total CAS (Creativity Activity Service) hours through at least two CAS projects. These hours can start to be accumulated during the summer after the student's sophomore year and must be completed by April 1 of senior year. It is highly recommended that IB diploma candidates accumulate as many hours as possible during the summer. All CAS projects must be preapproved by the CAS Coordinator.

### Alternative Opportunities

There are a number of opportunities for students to earn credits toward high school graduation. The following options may be used for either advancement or credit recovery.

### Accelerated College Experience (ACE)

Oakland ACE is an early college program for students in Oakland County districts, and is designed for those facing challenges to college enrollment and success. Oakland ACE offers students the opportunity, guidance and support to earn an associate degree, or up to 60 transferable credits, while still in high school. Students must meet eligibility criteria and apply during 10th grade. If accepted, students add a fifth year of high school (grade 13). During grades 11, 12 and 13 students split time between courses at Novi High School and Oakland Community College, working toward their high school diploma and an associate degree simultaneously. There is no cost to students for tuition, fees or books. Contact the student's assigned counselor for more information.

### Novi Career Preparation High School

Novi Career Prep provides a non traditional schedule with classes beginning in the mid-morning. The same Michigan Merit requirements and curriculum is followed to obtain a high school diploma or credit recovery. Students must be 16 years of age to enroll. Novi High School students must receive counselor permission to enroll in the evening classes and are discouraged from doing so unless they need to make up credit deficiencies.

- **Oakland Opportunity Academy (OOA)**

Classes and schedules for Oakland Opportunity Academy are designed to meet the unique needs of the learner, offer quality instruction in a flexible schedule, and prepare the high school student for success in college and careers following graduation. **All Novi students must enroll through the Adult Ed. program.** OOA is operated by Oakland Schools. However, diplomas are issued by the student's sending school. Classes are held at the OSTC Southwest Campus.



### **Community Volunteer Service (CVS)**

In the CVS program, students seek out a non-profit community organization for volunteer work experience. Students have the opportunity to grow personally, gain satisfaction from helping others, and explore a future careers through their volunteer work. CVS students do not receive any transportation or monetary compensation nor do they receive any early release time. National Honor Society applicants may complete their 40 hours of community service (a required prerequisite) through CVS. To earn an optional 1.0 elective credit, students must complete 100 volunteer hours in one calendar year in a pre-approved non-profit work site. A maximum of 25 summer hours can be counted toward the 100 hours needed for credit. Hour sheets must be submitted monthly. Credit will be granted after all signed documentation of hours are verified, along with a written paper. The written paper must be completed within two weeks after the hours were completed. A maximum of one elective credit may be earned per academic year. A maximum of two credits may be earned by any student in their high school career. (Court or community ordered volunteer hours may NOT be used for credit purposes.) Twelfth grade students must have all hours submitted by April 1<sup>st</sup> of their senior year.

### **Dual Enrollment**

Novi High School students may take postsecondary courses that may count for both high school and college credit(s), as long as they are enrolled and attending at least one high school course. For every course a student enrolls in at the local college, he or she will reduce their high school course load. For additional information, please refer to the dual enrollment packet which can be found online.

### **Edgenuity (E2020)**

Edgenuity (E2020) is an online credit recovery program offered for electives 7th period only. It is a multimedia-rich Virtual Classroom and Virtual Tour that engages students in the learning process through animations, simulations, video based presentations, online content, vocabulary and exploration activities that support each lesson presented by a Highly Qualified Virtual Classroom Teacher. E2020 is aligned to the national and state standards and provides a comprehensive curriculum in elective courses. Approximately 10 elective classes are available .5 credit. To receive credit, students must have a grade of 70% or better after completing 100% of the coursework. Students will receive credit/no credit for E2020 coursework, rather than a letter grade. Further information about course offerings in the E2020 program is available online at [www.edgenuity.com](http://www.edgenuity.com). Counselor recommendation is required in order for a student to enroll in this course.

### **MIVHS Essentials Coursework**

Michigan Virtual High School (MIVHS) is an online credit recovery program offered for core classes during the school day. Students taking a Michigan Virtual credit recovery course will have a highly qualified instructor that is certified by the State of Michigan and endorsed in the subject area and grade level associated with each credit recovery course. In addition, students will have a certified Novi High School teacher who serves as an on-site mentor for students taking a MIVHS course. MIVHS is aligned to the national and state standards and provides a comprehensive curriculum in the core areas. Approximately 27 courses in math, science, social studies, science and English language arts will be offered. MIVHS offers EdReady, an effective tool for math intervention that can offer differentiated instruction for students who are struggling or students who need to be challenged further at no cost. To receive credit, students must have a grade of 60% or better after completing 100% of the coursework. Students will receive credit/no credit for MIVHS credit recovery coursework, rather than a letter grade. Note: Students are permitted to enroll in two MIVHS credit recovery class periods per semester. Further information about course offerings in the MIVHS program is available online at <https://michiganvirtual.org/students/>. Counselor recommendation is required in order for a student to enroll in this course.

### **State of Michigan Provision for Online Courses**

State of Michigan legislation (see Michigan Compiled Laws, Section 388.1621f) allows students to enroll in online courses. Additional information about this option is available in the online opportunities packet. In order to take advantage of this option, students must submit an application that is available from their guidance counselor. Application must be submitted at least 1 week prior to the start of the semester. Students taking one or two courses through 21F (MIVHS) will complete the coursework on campus at Novi High School.

### **Virtual Learning Academy Consortium (VLAC)**

VLAC is a high-quality, home-based virtual learning opportunity for students in grades K-12. This program is a public school option for parents (and other caregivers) preferring a flexible, home-based environment and who are willing to guide their child's learning. Parents, students and staff in the VLAC program work together to keep our students engaged and excited about learning.



**Summer School**

A student must have prior permission of the counselor to enroll in any Summer School class. If permission is not granted then credit will not be granted. Summer school classes are offered through the Novi Community Education Department and neighboring school districts. Summer school course work must be taken through a Michigan Public High School if credit is being sought. Prior to enrolling in a summer school program outside of the Novi Community School District, it is recommended that you first meet with your counselor.

**“Testing Out” Option**

If students feel that they have pre-acquired skills for a course, students may request an opportunity to “test out” of a course. Testing is offered limited times during the school year. On the high school website, follow the *Test Out Information* link for test out policies, - procedures, dates and registration. For more information, the student should consult his or her counselor.

**Personal Curriculum (PC)**

The personal curriculum is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student’s graduation requirements needs to be consistent with this purpose. Please discuss this with your counselor to learn more about a PC. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success.

**Course Prerequisites**

Many courses at Novi High School have prerequisites that must be satisfied before a student can move ahead. (i.e.: Painting 1 before Painting 2, Early Childhood Education before Teacher Cadet, etc.) Also, all Advanced Placement courses have prerequisites. Please refer to the course listings in the course catalog for specific prerequisite information. It is the responsibility of the student to familiarize himself/herself with prerequisite coursework and choose classes accordingly.

**Courses Requiring a Special Application**

The following courses require an application or special permission to enroll. Applications are online within the Scheduling section of the Counseling website. Be sure to check deadlines, as some of these applications require that you seek letters of recommendation. Do not procrastinate!

- The Incubator
- 12th Grade English: Wildcat Writing Den
- Work-based Learning: see Mrs. Moss for an application; must be a junior or senior.
- Dual Enrollment: See your counselor
- IB Diploma
- Journalism II: Newspaper & Yearbook
- Medical Careers Exploration
- Oakland Schools Technical Campus coursework; must be a junior or senior
- Store Operations
- Teacher Cadet
- TV News and Production
- Peer to Peer
- Applied Behavior Analysis
- Sports Officiating

**Senior Math-Related Classes**

Students must have four math credits (through Algebra II) to graduate. Students entering their senior year with only three math credits will need one full math or math-related credit in their senior year. Students with 3.5 or more credits can choose a .5 credit course as their senior math class. (Double dipping graduation requirements is not permitted.)

Courses that fulfill the senior math-related requirement for graduation:

- |                                   |                                    |                       |                 |               |
|-----------------------------------|------------------------------------|-----------------------|-----------------|---------------|
| • All Accounting classes          | • Marketing: Store Operations      | • All CTE classes     | • IB Business   | • Newspaper   |
| • All Finance classes             | • All Computer Programming classes | • All Physics classes | • Food Science  | • Yearbook    |
| • All Chemistry classes           | • All OSTC coursework              | • All Art classes     | • IB Sports     | • Genetics &  |
| • AP Macroeconomics               | • AP Microeconomics                | • Life& Leadership    | • The Incubator | Medical Tech. |
| • Statistical Reasoning in Sports |                                    |                       |                 |               |





### **Visual, Performing & Applied Arts Credit (VPA)**

These courses may fulfill the graduation requirement for the Visual, Performing & Applied Arts credit. One full arts credit is required.

- All Career & Technical Education coursework
- All Dance and Music coursework
- All Art coursework
- Language Arts courses that apply: Introduction to Theatre, Acting I & II, TV News & Production, all Journalism classes, Debate, Public Speaking, Broadcasting
- Life Management courses that apply: Early Childhood Education, Teacher Cadet, Food Science
- Business courses that apply: Computer Applications, Business Law, Marketing 1, Marketing: Sports/Fashion/Entertainment, Marketing: Store Operations, IB Business & Management HL Year 1, IB Business and Management HL Year 2
- OTHER coursework that applies: OSTC coursework, Computer Programming coursework, Medical Careers

### **Unique Course Opportunities**

#### **Oakland Schools Technical Campus (Students in Grades 11 and 12 Only)**

At Oakland Schools Technical Campuses (OSTC), you can find your career direction, fulfill high school graduation requirements, earn college credits, join student organizations and make new friends who share your interests. Whether you plan to attend OSTC to get a jump on college credit offerings or earn industry-based certifications to immediately pursue a career, OSTC's industry and educationally certified staff will guide you in reaching your career goals. Enrollment is open to all high school junior and senior students. You must complete an application and have an updated EDP to apply. Enrollment is limited and not guaranteed. Many of the OSTC programs offer an Early College option. Please see this link: [ostconline.com/early\\_college/pages/programs.aspx](http://ostconline.com/early_college/pages/programs.aspx) for details. For more information and to pick up an application, please contact Ms. Lephart in the Counseling Office.

The complete list of Oakland Schools Technical Campus course offerings is posted on the OSTC website.

OSTC course offerings are subject to change. Final course availability and descriptions will be available in the spring. Students selecting these courses will be notified of any changes.

Students electing to take a course at OSTC will follow an altered schedule during the school year.

- Lunch: Students take 'A' lunch
- Departure to OSTC:  
The OSTC bus departs from Novi High School from the Taft Rd. (West Atrium) entrance at 10:57 a.m. Students who elect to drive themselves may remain for lunch or may leave at the beginning of 4<sup>th</sup> period. Those students are responsible for arriving at their OSTC classes on time.
- OSTC class schedule: Start time: 11:15 a.m. End time: 1:40 p.m.
- Return to Novi Schools:  
The OSTC bus departs OSTC at 1:45 p.m. and returns to Novi High School at approximately 2:05 p.m. to drop off interested students so they may attend after-school activities. Note: Students who return to Novi High School must then provide their own transportation home. Those students who need a bus ride home remain on the bus and are taken to the middle school to transfer to their bus for the ride home.

### **Scheduling a College Prep Program**

Colleges and universities continue to stress the importance of students maintaining a strong curriculum in the five core areas of mathematics, science, language arts, social studies and world language. These courses, along with exploratory electives that are thoughtfully considered, will ensure a well-rounded student. We encourage students to refer to individual college websites for specific admission criteria. We also encourage students to attend college fairs, take college tours and see their counselor for any individual assistance they may need. If a student chooses to take a math-related course then please understand that it may not meet university math requirements. Students should contact a university admissions representative if you have questions regarding math-related course-work.

- ✓ *It is important to maintain a strong senior year schedule including core classes in order to meet university admissions requirements. Schedule changes may impact the college admission decision. Contact your admissions office before dropping core coursework.*



**University Admission Requirements**

The state universities of Michigan have specific admission requirements for students who graduate from high school and wish to enter any four-year university. To be eligible for regular admission to a four year program, a high school student must successfully complete the following minimum course requirements.

<b>Course</b>	<b>Required</b>	<b>Recommended</b>
English	4 credits	4 credits
Math	3 credits, including Algebra II	4 credits including a core math in the senior year
Science	2-3 credits	3-4 credits including Biology, Physical Science & another lab
Social Studies	3 credits	3 credits, including US and World History
Foreign Language	2 credits (most schools)	3 credits
Fine & Performing Arts	varies	1-2 credits
Computer Literacy	varies	1 credit or "hands-on" experience

*\*\*\* Please recognize that the admission criteria may vary from college to college. Students are encouraged to visit the specific college of their choice online for additional information.*

# Novi High School Graduation Requirements



## Content Area

### English (4 credits)

- Ninth Grade English
- Tenth Grade English
- Eleventh Grade English, AP English Language & Composition, or AP English Literature & Composition, or IB English HL1
- Twelfth Grade English (all options), AP English Language & Composition, AP English Literature & Composition, or IB English HL2

*\* AP courses may not be repeated for credit.*

### Math (4 credits)

- Algebra 1
- Geometry or Honors Geometry
- Algebra 2, Honors Algebra 2, Algebra 2A and 2B
- Additional math or math-related course in final year of high school

### Social Studies (3 credits)

- US History, AP US History or IB World HL2
- Civics or AP US Government & Politics
- Economics or AP Microeconomics AND AP Macroeconomics
- World History, AP European History, or IB World History SL/HL1

### Science (3 credits)

- Biology, AP Biology, or IB Biology
- Choose two different subjects:
  - Biology, AP Biology, or IB Biology
  - Chemistry or AP Chemistry
  - Physics, AP Physics (either), or IB Physics

### PE/Health (1 credit)

- Fundamentals of PE (Recreational & Lifetime Activities if taken during 2017-2018, 2018-2019 school year fulfills for Class of 2020, 2021 and 2022 only)
- Health

### VPA (1 credit)

- Two .5 credit Visual, Performing, or Applied Arts (VPA) classes

### World Language (2 credits)

- Two credits of the same world language  
*Completion of formal CTE program or an additional 1 credit of VPA may be substituted for the 2nd year of world language*

### Additional Credits (4 credits)

- Students must take additional coursework to fulfill the additional four credits requirement.

*A total of 22 total credits are required for graduation.*



## Multi-Tiered System of Support (MTSS)

### What is MTSS?

MTSS Stands for Multi-Tiered System of Support. Students are in one of three tiers at the high school.

**Tier 1:** Teachers use research-based best practices to instruct and engage students. When a student does not master a skill, teachers offer other opportunities and ways of learning.

**Tier 2:** When a student consistently demonstrates that they are not proficient in a subject area, teachers identify students to receive additional support time with an instructional coach. This may occur inside or outside of the academic class in small groups of 5-8 students, several times a week.

**Tier 3:** When a student is receiving support in tier two and consistently demonstrates that they are not proficient in multiple subject areas with group support, they will receive individualized and small group support with a coach 4-5 times per week in groups of 1-3 students.

### About the Team

The MTSS Team was created to better meet the needs of students who are struggling to succeed in the traditional classroom setting. The team splits their days between classroom teaching and student support hours. During the student support hours, coaches work with small groups of students in their classes, reteach concepts for students who are struggling, and support students individually as needed.

### Student Qualification Criteria

Students have been identified as needing extra support if they have multiple data points indicating they are struggling. The team examines NWEA scores, end of course final exams, and final grades. In addition to data, students past and current teachers provide feedback on student performance in class.

### Types of Support Available

**One-on one support:** With the help of classroom teachers, the MTSS team will occasionally provide identified students with additional one-on-one instruction or practice during class or Academic Advisory.

**Additional Scaffolding:** The MTSS team will work with a student's teacher to help break assignments into smaller, more manageable chunks. Additional resources such as graphic organizers, brainstorming activities or additional practice opportunities may be provided as well.

**Collaboration:** The MTSS team is a connection between parents, counselors, teachers, and students. Better communication can help deliver instruction that is more responsive to individual student needs.



## Four Year Calendar: Preparing for College

### Freshman Year

- Maintain college preparatory schedule (Math, Science, English, Social Studies and World Language) and strong grades.
- Consider taking the PSAT in April as a practice for the SAT.
- Research available career and college materials in Media Center, the Student Service Center and online.
- Visit college campuses if opportunity presents itself.
- Consider volunteer opportunities.
- Get involved at Novi High School: clubs, sports, fine arts, leadership, activities, etc.
- Attend meetings with college representatives who visit Novi High School.
- Check your school e-mail regularly for college-related updates.

### Sophomore Year

- Maintain college preparatory schedule and strong grades.
- Consider taking the PSAT as a practice for the SAT.
- Continue to research and visit colleges as time permits.
- Attend meetings with college representatives who visit Novi High School.
- Continue to take advantage of opportunities to volunteer.
- Stay involved in school extra-curricular activities.
- Check your school e-mail regularly for college-related updates.
- Students planning to play college athletics must become eligible through the NCAA. See Mrs. Tobis for more information.
- Attend national college fair in the spring.

### Junior Year

- Maintain college preparatory schedule and strong grades.
- Attend meetings with college representatives who visit Novi High School.
- Sign up for test preparation workshop, if desired. (College Board recommends using the free online resource Khan Academy)
- Take the PSAT/NMSQT in October (National Merit Scholarship Qualifying Test).
- Register for ACT and/or SAT to be taken in the winter or spring.
- Take the Michigan Merit Exam (MME) at school in the Spring (includes SAT).
- Re-take the ACT/SAT if better score is desired.
- Continue research of career/college options.
- Visit college campuses during summer.
- Continue to look for ways to be involved and be a leader on campus at Novi High School.
- Create a resume/list of activities.
- Check your school e-mail regularly for college-related updates.
- Students planning to play college athletics must become eligible through the NCAA. See Mrs. Tobis for more information.
- Meet with counselor for scheduled Junior/Senior Meeting in May/June.

### Senior Year

#### FALL

- Check your school e-mail regularly for college-related updates.
- Review Senior Newsletter for updates relating to college admissions.
- Register for and take the fall ACT or SAT if unsatisfied with previous score.
- Attend meetings with college representatives who visit Novi High School.
- Apply online to the college of your choice or sign up for on-site admissions.
- Research scholarship opportunities; apply before deadlines.
- Ask teachers for letters of recommendation if college applications require them.
- Schedule visits to colleges; many colleges have special fall visiting days for high school students.
- Students planning to play college athletics must become eligible through the NCAA. See Mrs. Tobis for more information.
- Attend financial aid night at Novi High School.
- FASFA available online starting October 1st.

#### WINTER

- Apply for local scholarships in December; forms available online (follow the *Local Scholarships* link on the *Counseling/Student Services* page).



- File the FAFSA online by March 1st (preferable completion date is January) at [www.studentaid.ed.gov](http://www.studentaid.ed.gov)
- Attend financial aid workshops offered by colleges
- Submit completed financial aid forms to the appropriate colleges/agencies as soon as possible.
- Continue to research scholarship opportunities and apply before deadlines.
- Inform counselor if college has requested your seventh semester grades.

### SPRING

- Decide which college to attend; pay deposit if you have not already done so.
- Notify any colleges you do not plan to attend.
- Notify the Student Service Center of your decision by May 1st, and your senior transcript will be sent automatically.

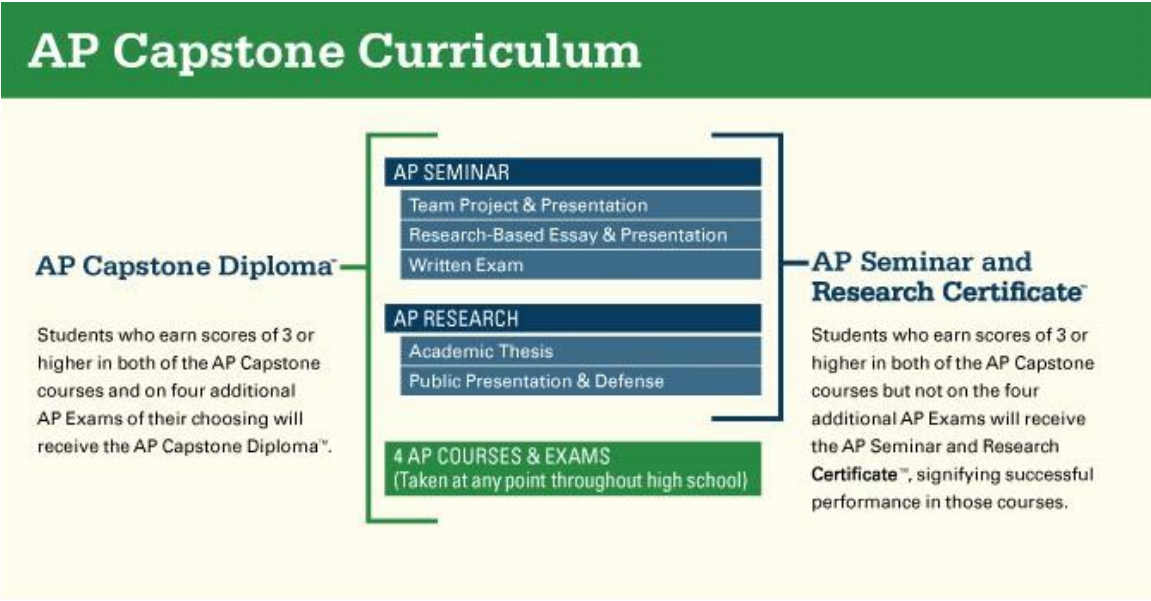


# AP Capstone Diploma Program

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

AP Seminar	AP Research
<p>This foundational course, taken in grade 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives.</p> <p>Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues.</p> <p>Teachers have the flexibility to choose appropriate themes that allow for deep exploration based on student interests, local and civic issues, global or international topics, and concepts from other AP courses.</p> <p><b>Sample Topics or Themes</b></p> <ul style="list-style-type: none"> <li>➤ Education</li> <li>➤ Innovation</li> <li>➤ Revolution</li> <li>➤ Sustainability</li> <li>➤ Technology</li> </ul> <p>Students are assessed with two through-course performance tasks and an end-of-course exam. The AP Seminar score is based on all three assessments and is reported on the standard 1–5 AP scoring scale.</p>	<p><i>(AP Seminar is a prerequisite for AP Research)</i></p> <p>The second course, taken in grade 12, allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues.</p> <p>Students further the skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to build, present, and defend an argument.</p> <p>Students are assessed through culminating performance tasks:</p> <ul style="list-style-type: none"> <li>➤ Academic thesis paper (approximately 5,000 words) with a defined structure</li> <li>➤ Presentation, performance, or exhibition and oral defense of research and presentation</li> </ul> <p>The AP Research score is based on these components and is reported on the standard 1–5 AP scoring scale.</p>





## AP Courses and Prerequisites

Course	Gr.	Prerequisites
<b>Capstone</b>		
Seminar	11-12	No prerequisites
Research	12	AP Seminar - Completion of this course +4 other APs with scores of 3 or better = AP Capstone Diploma
<b>English Language Arts</b>		
AP English Language & Composition	11-12	Best prepared students consistently receiving 4's on district writing rubric. Completion of summer reading due first day of class.
AP English Literature and Composition	11-12	Best prepared students consistently receiving 4's on district writing rubric. Completion of summer reading due first day of class.
<b>Mathematics</b>		
AP Statistics	9-12	Honors Algebra II, Honors Pre-Calculus or Statistics with a grade of B or better <u>or</u> Algebra II with an A.
AP Calculus AB	9-12	Successful completion of Honors Geometry, Honors Algebra II, and Honors Pre-Calculus with a recommended grade of B or better.
AP Calculus BC	9-12	Successful completion of AP Calculus with a recommended grade of a B or better.
AP Computer Science	10-12	Algebra I or Geometry with a grade of a B+ or better
<b>Science</b>		
AP Biology	10-12	Chemistry and Biology (highly recommended)
AP Chemistry*	9-12	10-12 Algebra II required, Chemistry highly recommended 9 Honors Algebra II with a grade of B or better; concurrent enrollment with Honors Pre-Calculus or higher, prerequisite override form signed by parent/guardian
AP Environmental Science	10-12	Biology required; Algebra I, Chemistry recommended
AP Physics C: Electricity and Magnetism*	10-12	Must have completed or be enrolled in AP Calculus AB
AP Physics C: Mechanics*	10-12	Must have completed or be enrolled in AP Calculus AB
<b>Social Studies</b>		
AP European History**	10-12	Earned at least a B in all previous Social Studies and English courses
AP Psychology	11-12	Earned at least a B in all previous English courses and Biology
AP U.S. Government & Politics**	11-12	Earned at least a B in all previous Social Studies and English courses
AP U.S. History**	10-12	Earned at least a B+ in Social Studies and ELA 9
AP Microeconomics*^**	10-12	Earned at least a B in Algebra 2 or concurrent enrollment in at least Honors Algebra II
AP Macroeconomics^***	10-12	Successful completion or concurrent enrollment in AP U.S. Gov & Politics, Civics, OR AP Micro**
<b>World Languages</b>		
AP French	11-12	French IV or IB French SL 1
AP Japanese	10-12	Japanese IV or IB Japanese SL 1
AP Spanish	11-12	Spanish IV or IB Spanish SL 1

\* Counts as senior math

^ Runs for one semester only





## IB Diploma Programme at a Glance

The IB Diploma Programme is a rigorous, two-year comprehensive curriculum for 11th and 12th grade students for post-secondary study through course and instructional techniques that emphasize the characteristics outlined below in the learner profile.

- Students select **six course**— one from each group in the hexagon to the right, 3-4 at the HL level and 2-3 at the SL level.
- Students also take **Theory of Knowledge (ToK)** - see page 71.
- Students complete an **Extended Essay (EE)** - 4,000 word independent research project under the guidance of a mentor teacher.
- Students reflect and evaluate on their compassion and growth through contributions to the community with **Creativity, Activity, and Service (CAS)**.

**Language B**  
 French SL  
 German SL  
 Japanese SL  
 Spanish SL

**Experimental Sciences**  
 Biology HL  
 Physics SL  
 Sports, Exercise, & Health Science HL

**Language A**  
 Literature HL



**Individuals & Societies**  
 World History SL  
 World History of...  
 Europe HL  
 Americas HL  
 Business Mgmt HL

**Mathematics**  
**12th only**  
 Math Studies SL & Math SL  
**10th-12th**  
 Mathematics SL  
 Approaches & Analysis  
 Applications and Interpretations

**Arts**

Visual Art HL

\*May take a 2nd class in another group to fulfill art requirement

## IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

*As IB learners we strive to be:*

### INQUIRERS

We nurture curiosity, develop skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes and others like them, can help individuals and groups become responsible members of local, national and global communities.**



## IB Diploma Programme Course Prerequisites & Course Offerings

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Group 1: Language A</b>	9 <sup>th</sup> Grade English	10 <sup>th</sup> Grade English	IB Literature HL 1	IB Literature HL 2
<b>Group 2: Second language</b>	Spanish II	Spanish III	IB Spanish SL 1	IB Spanish SL 2 (AP Spanish)
	French II	French III	IB French SL 1	IB French SL 2 (AP French)
	German II	German III	IB German SL 1	IB German SL 2
	Japanese II	Japanese III	IB Japanese SL 1	IB Japanese SL 2 (AP Japanese)
<b>Group 3: Individuals and societies</b>	US History	Civics and Economics	IB World History SL*	
	US History	Civics and Economics	IB World History HL 1	IB World History HL 2 – Hist. of Europe
	Civics and Economics	AP United States History	IB World History HL 1	IB World History HL 2 – Hist. of Europe
	Civics and Economics*****		IB World History HL 1	IB World HL 2 – History of The Americas
	Economics	AP U.S. Government & Politics	IB World History HL 1	IB World HL 2 – History of The Americas
	US History	AP U.S. Government & Politics AP Microeconomics AP Macroeconomics	IB World History SL/HL	
	None	AP U.S. Government & Politics AP Microeconomics AP Macroeconomics	IB World History HL 1	IB World HL 2 – History of The Americas
	US History	AP Microeconomics AP Macroeconomics	AP U.S. Government & Politics	IB World History SL
<b>**Group 4: Experimental sciences</b>	No Prerequisites	No Prerequisites	IB Business Management HL 1	IB Business Management HL 2
	Chemistry	Physics	IB Biology HL 1 - Cell Biology and Genetics	IB Biology HL 2 - Botany and Human Biology
	Biology	Chemistry	IB Physics SL*	
	No Prerequisites	No Prerequisites	IB Sports, Exercise and Health Science HL 1****	IB Sports, Exercise and Health Science HL 2****
<b>Group 5: Mathematics</b>	Algebra	Geometry	Algebra II	IB Math Studies SL* (2019-2020 Last year offered)
	Honors Geometry	Honors Algebra II	IB Math SL 1: Analysis & Approaches***	IB Math SL 2: Analysis & Approaches
	Honors Algebra II	IB Math SL 1: Analysis & Approaches***	IB Math SL 2: Analysis & Approaches	AP Calculus BC
	Pre-Calculus	IB Math SL 1: Analysis & Approaches***	IB Math SL 2: Analysis & Approaches	Senior Math
	Algebra II	Pre-Calculus	IB Math SL 1: Analysis & Approaches	IB Math SL 2: Analysis & Approaches
<b>Group 6: The Arts</b>	1 credit of Art*****		IB Visual Art HL 1	IB Visual Art HL 2
<b>Theory of Knowledge</b>	No Prerequisites	No Prerequisites	TOK 1 (second semester .5 credit)	TOK 2 (first semester .5 credit)

\* Courses can be taken during the Junior or Senior year

\*\* Students are required to complete Biology, Chemistry and Physics prior to graduation.

\*\*\* Course can be taken during sophomore/junior year or junior/senior year

\*\*\*\* Course fulfills Health and PE requirement when all four semesters are successfully completed

\*\*\*\*\*Course can be taken during ninth or tenth grade

**TIPS for understanding this document:**

- All courses listed in the 9<sup>th</sup> and 10<sup>th</sup> grade are prerequisite courses for that row
- Students must enter 9<sup>th</sup> grade with the level 1 language requirement completed
- Students can complete AP courses during their sophomore year when prerequisites are met
- The first year of IB World History is the same for all students. Students who select IB World History HL will select a concentration of either Europe or The Americas for their second year of study.
- IB World History – History of The Americas fulfills Novi High School's United States History requirement.
- Students must earn a Novi High School diploma in addition to pursuing their IB Diploma.
- To learn more about the IB Programme please visit: <http://www.novi.k12.mi.us/hs/ib/>

Updated 1/07/19



## Testing

The following tests are offered to Novi High School students:

### **“Testing Out” Option**

If students feel that they have pre-acquired skills for a course, students may request an opportunity to “test out” of a course. Testing is offered several times during the school year. On the high school website, follow the *Test Out Information* link for test out policies, procedures, dates and registration. For more information, the student should consult his or her current counselor.

### **Michigan Merit Exam**

Students must complete the State of Michigan High School Michigan Merit Exam (MME) in order to comply with the district’s requirements for graduation. Students must take all portions as directed by the State Department of Education to comply with the requirement. The exams will be administered during the school day within a testing window of dates designated by the State Department of Education.

### **NWEA Testing (Grades 9 and 10)**

NWEA testing is conducted twice during the school year. Students will be tested in the fall and again in the spring, to measure growth in English and math.

### **PSAT / National Merit Scholarship Qualifying Test (Grade 11)**

The PSAT is strongly recommended to college-bound juniors. PSAT measures verbal and mathematical aptitude and is used as a qualifying test for National Merit Scholarship recognition when taken during the junior year. The test is administered in October. The test results also qualify students for dual enrollment as an 11<sup>th</sup> or 12<sup>th</sup> grader. Ninth and tenth grade students are encouraged to take the PSAT for practice. All students wishing to take the PSAT must register with the bookkeeper in Attendance Office B. There is a fee for this test for 10th grade students.

### **ACT (Grades 10, 11 and 12)**

The ACT measures student achievement in English, Math, Reading and Science reasoning. Students can take the ACT test a maximum of 12 times to attempt to achieve their goals. The ACT is given on Saturdays several times during the school year. Interested students must register on the ACT website: [www.actstudent.org](http://www.actstudent.org).

### **SAT (Grades 11 and 12)**

Like the PSAT, the SAT measures critical reading, math and writing skills. All 11th grade students will take the redesigned SAT in April as part of the MME. Students can register on the College Board website: [www.collegeboard.org](http://www.collegeboard.org) to take the SAT on a Saturday.

### **SAT Subject Tests**

These one-hour tests are given on the same days as the SAT and measure what the student has learned in particular subject areas. They are not required in Michigan, but may be necessary if the student is applying out-of-state. The student should check application requirements in college catalogs to see if the SAT subject tests are necessary. Registration materials are available online.

### **Advanced Placement (AP) Tests (Grades 9, 10, 11 and 12)**

The College Board’s Advanced Placement (AP) Program gives high school students an opportunity to pursue college-level studies while still in high school. Many colleges award college credit and/or advanced standing if the student achieves appropriate scores on the AP tests administered in May.

### **International Baccalaureate (IB) Tests (Grades 11 and 12)**

The International Baccalaureate (IB) Program gives high school students an opportunity to pursue college-level studies while still in high school. Many colleges award college credit and/or advanced standing if the student achieves appropriate scores on the IB tests administered in May.



# Career Planning

## Frequently Asked Questions

1. Why do I need to think about planning a career? After all, a career seems so far in the future and all I want to do is get good grades, get into a good college and have some fun along the way.
  - It makes sense to plan your high school courses according to your chosen career pathway so that your courses will help you in the future.
  - Decisions you make in high school affect your future.
2. What if I change my mind?
  - That's okay. Most students do. It's normal!
  - Remember when you do change, base your decisions on your interests, abilities, and talents.
  - It happens all through life. In fact many adults today have changed jobs 6 to 8 times in their lifetime.
3. How can I figure out which Career Pathway is good for me?
  - Some people are naturally drawn to data (dealing with facts, numbers, places, dates).
  - Others like ideas (insights, theories, new ways of saying or doing things with words or music).
  - Maybe you are a people person (enjoying interaction with others to help them, serve them, care for them, or communicate with them).
  - You may be more interested in things (machines, tools, living things, or materials like wood, metal or food).
  - Most people seem to be interested, to some degree, in all four broad areas or a blend of one or two of these areas.
  - Focus on your interests, talents, skills, and the things that matter to you.
4. How do I know if I have good enough goals?
  - Get advice from parents, your counselor, teachers and friends. They can sometimes give great insight.
  - A goal should be challenging.
  - A goal should be realistic.
  - A goal should be measurable.
  - A goal should have some type of time line.
5. How do I make a plan of action that will help me accomplish my goals?
  - Make an EDP (Educational Development Plan through Career Cruising)
  - An EDP includes:
    - A Career Pathway
    - Goals
    - Courses you will take
    - Activities/clubs/sports in which you will be involved
    - Results of the research you've done
6. Will this plan last forever, or at least through high school?
  - Probably not, it's a starting point.
  - It's a process, not a one-time decision.
  - It gives purpose to high school.
  - Picking a pathway is rarely a permanent choice, but working toward goals is always helpful.

Additional career planning information is available online.

See the Novi High School home page (<http://www.novi.k12.mi.us/hs/>) and select the *Career and Student Services* link.

**Always keep exploring as your interests change!**



## Art

- ▶ All Art courses qualify for Visual, Performing & Applied Arts Requirement
- ▶ All Art courses qualify for Senior Level Math Requirement

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Art Fundamentals	0100	9, 10, 11, 12	None	1 semester, .5 credit
Drawing I	0101	9, 10, 11, 12	Art Fundamentals recommended	1 semester, .5 credit
Drawing II	0102	9,10, 11, 12	Drawing I	1 semester, .5 credit
Painting I	0103	9, 10, 11, 12	Art Fundamentals recommended	1 semester, .5 credit
Painting II	0104	9,10, 11, 12	Painting I	1 semester, .5 credit
Ceramics I	0105	9, 10, 11, 12	None	1 semester, .5 credit
Ceramics II	0106	9, 10, 11, 12	Ceramics I	1 semester, .5 credit
Jewelry I	0107	9, 10, 11, 12	None	1 semester, .5 credit
Jewelry II	0108	9, 10, 11, 12	Jewelry I	1 semester, .5 credit
Digital Imaging I	0109	9, 10, 11, 12	Art Fundamentals or Drawing I recommended	1 semester, .5 credit
Digital Imaging II	0110	9, 10, 11, 12	Digital Imaging I, Computer Art I or Commercial Art I	1 semester, .5 credit
Graphic Design I	0314	9, 10, 11, 12	None	1 semester, .5 credit
Graphic Design II	0315	9, 10, 11, 12	Graphic Design 1-A or Graphics and Printing Tech.	1 semester, .5 credit
Portfolio Prep I-A	0111 Sem 1	11, 12	1 credit (2 courses) in Art, and teacher permission	1 semester, .5 credit
Portfolio Prep I-B	0112 Sem 2	11, 12	1 credit (2 courses) in Art, and teacher permission	1 semester, .5 credit
IB Visual Art HL1/SL Year 1 *	0115 Sem 1 0116 Sem 2	11	1 credit (2 courses) in Art, and teacher permission, summer work completion	2 semesters, 1 credit
IB Visual Art HL2 Year 2 *	0117 Sem 1 0118 Sem 2	12	IB Visual Art HL 1	2 semesters, 1 credit

- \* Year 1 will run concurrently with Portfolio Prep I-A and I-B.
- \* Year 2 will run concurrently with Portfolio Prep II-A and II-B.

**Note: Students will be responsible for material costs incurred beyond those provided.**

**0100 Art Fundamentals**

This is an introductory art course designed to develop basic skills in drawing, color and two-dimensional design. Students will have the opportunity to learn, explore and experiment with creative art. Included is the use and care of art materials and tools and the introduction and understanding of art terminology. This class may not be retaken. (*Course qualifies for senior level math requirement.*)

**0101 Drawing I**

This course is an introduction to basic drawing principles and techniques. This course trains students to observe and “see” as an artist does. It teaches the basic elements of drawing which are useful in learning to draw realistically. Students will draw with a variety of media and techniques and use subject matter from life and image references. Included is the use and care of drawing materials and tools and the introduction and understanding of terminology. This class may not be retaken. (*Course qualifies for senior level math requirement*)

**0102 Drawing II**

This course is a continuation of Drawing I. Students will continue to develop their drawing skills in a variety of media while working from life and image resources. They will work on more complex compositional, technical and conceptual challenges in their drawings. This class may be retaken once with teacher approval. (*Course qualifies for senior level math requirement*)

**0103 Painting I**

This course is an introduction to basic painting styles and various painting media. Students will gain a working knowledge of color mixing, color schemes, color harmonies, brushwork, and the principles and elements of design. This class may not be retaken. (*Course qualifies for senior level math*)

**0104 Painting II**

This course is designed to build on the skills developed in Painting I. Students will further their painting skills through the exploration of various painting styles. They will work on painting projects that have greater compositional, technical and conceptual challenges. Included is the use and care of painting materials and tools and the introduction and understanding of art terminology. This class may be retaken once with teacher approval. (*Course qualifies for senior level math*)

**0105 Ceramics I**

This course is an introduction to ceramic art, designed to teach the following methods of working with clay: pinch, coil, slab and sculpture. Included is the use and care of clay materials and tools and the introduction and understanding of ceramic terminology. This class may not be retaken. (*Course qualifies for senior level math requirement.*)

**0106 Ceramics II**

This course is a continuation of skills learned in Ceramics I. It will introduce more advanced techniques, including the potter's wheel. This class may be retaken with teacher approval. (*Course qualifies for senior level math requirement.*)

**0107 Jewelry I**

This course is an introduction to construction and fabrication techniques in jewelry (sawing, soldering, forming, etc.) Students will also be exposed to basic jewelry terminology. Following the safety rules and procedures including the proper use of tools and materials will be mandatory. All students are required to have appropriate eye protection (safety glasses). Students will be responsible for material costs incurred beyond those provided. This class may not be retaken. (*Course qualifies for senior level math requirement.*)

**0108 Jewelry II**

This course is a continuation of skills learned in Jewelry I. It will introduce more advanced skills such as: enameling, casting, etc. Following the safety rules and procedures including the proper use of tools and materials will be mandatory. All students are required to have appropriate eye protection (safety glasses). Students will be responsible for material costs incurred beyond those provided. This class may be retaken with teacher approval. (*Course qualifies for senior level math requirement.*)

**0109 Digital Imaging I**

This course is an introduction to digital art. Students will begin to create digitally generated images through the use of Adobe Creative Suites. Students will be asked to explore their creative potential through works that may reflect the following: fine art, illustration, manipulated digital photography and possibly more.

**0110 Digital Imaging II**

This course is a continuation of Digital Imaging I. Students will continue gaining skills through the use of technology that will help further explore new visual possibilities and ways of expressing effective personal vision.

**0314 Graphic Design I**

This course is intended to introduce students to the field of Graphic Design, the art of advertisement and visual communication. It is an introductory course requiring no previous experience, however, it is recommended that the students have some basic computer and keyboard skills. Students will learn the basics of design (such as logo and poster design) typography, and Adobe CS programs such as Illustrator. Students will also explore: vinyl plotter and heat transfer printing.

**0315 Graphic Design II**

This course is intended to help students further develop their design skills. Students will explore Adobe CS programs, such as Photoshop, and build upon their creative ideas through rendering and image manipulation techniques. Graphic Design is the art of advertisement and visual communication; therefore, students will be asked to strengthen their skills in creating engaging designs such as: logos, identity branding, basic motion graphics, poster design, etc. Students will also continue to explore: vinyl plotter and heat transfer printing.

**0111 Portfolio Prep I-A (Semester 1)****0112 Portfolio Prep I-B (Semester 2)**

This course is designed to give the advanced student a chance to pursue individualized work in the medium of his/her choice. General portfolio preparation is an option in this class. Students may take the course either semester, or they may take both semesters. This course will allow students to create a specific portfolio as outlined by select colleges for admission. This class may be retaken.

**IB Visual Art HL 1 /SL**

**0115 Semester 1 • 0116 Semester 2**

**IB Visual Art HL 2**

**0117 Semester 1 • 0118 Semester 2**

This DP HL Visual art Studio Class is designed for advanced art students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices in media and in writing and research. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

**Business**

Note: The *Public Notice of Nondiscrimination in Career and Technical Education Classes* is printed on page 6 of this course catalog. This policy applies to enrollment in all Marketing courses.

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Accounting I ◇	0200	10, 11, 12	None	1 semester, .5 credit
Accounting II: Entrepreneurs & Corporations ◇	0201	10, 11, 12	Accounting I	1 semester, .5 credit
Business Law +	0203	10, 11, 12	None	1 semester, .5 credit
Computer Applications +	0210	9, 10, 11, 12	None	1 semester, .5 credit
Work Based Learning**	0211 Sem 1 0212 Sem 2	11, 12	16 years old and instructor approval based on completion of application	1 semester, .5 credit
Finance I : Building Wealth ◇	0208	10, 11, 12	None	1 semester, .5 credit
Finance II: Investing for the Long Term ◇	0209	10, 11, 12	Finance I or Accounting I	1 semester, .5 credit
IB Business Management HL Year 1 ◇ +	0213 Sem 1 0214 Sem 2	11, 12	None	Junior or senior year 2 semesters, 1 credit
IB Business Management HL Year 2 ◇ +	0215 Sem 1 0216 Sem 2	12	IB Business Management HL 1	Senior year 2 semesters, 1 credit
Marketing I +	0204	9, 10, 11, 12	None	1 semester, .5 credit
Marketing: Sports/Fashion/Entertainment +	0205	9, 10, 11,12	Marketing I	1 semester, .5 credit
Marketing: Store Operations * ◇ +	0206	10, 11, 12	Marketing I and teacher permission based on completion of application process	1 semester, .5 credit

Qualifications for DECA Club Membership:

DECA is a co-curricular marketing organization. In order to qualify for membership, students must be enrolled in 1 of the following courses each year they wish to join: Marketing 1, Marketing Sports/Fashion/Entertainment, Marketing Store Operations, IB Business Management HL Year 1, or IB Business Management HL Year 2.

\* Students must complete an application for this course which is available on the counseling website, in the "Registration" section.

\*\* Students must meet with a co-op coordinator and complete the application process to get approval to take this course.

◇ Course qualifies for Senior Level Math Requirement.

+ Course qualifies for Visual, Performing & Applied Arts Requirement.





## 0200 Accounting I

Accounting I is the study of the financial records of a service business organized as a proprietorship. Students will learn the eight fundamental steps in the accounting cycle used around the world. This includes journalizing transactions, handling checking accounts, recording adjustments, processing payroll, preparing financial statements and tracking inventory. Students complete a simulation of 30 days of business activity and participate in a field experience. Computerized entry and Excel spreadsheets are used. This course is highly recommended for students interested in business school as accounting is a foundational skill needed to make sound managerial decisions. *(Course qualifies for senior level math requirement.)*

## 0201 Accounting II: Entrepreneurs & Corporations

Accounting II is the study of the financial records of a merchandising business organized as a corporation. Students will further their knowledge of accounting principles learned in Accounting I. New topics include special journals, stockholders' dividends, uncollectible accounts, depreciation methods, cost of merchandise sold, and notes. More extensive computerized accounting applications will be included through the use of accounting software, Excel, and an accounting simulation. This course is highly recommended for students majoring in Business in college or those interested in owning their own business. *(Course qualifies for senior level math requirement.)*

## 0203 Business Law

Business Law studies the basics of the court procedural systems, exploring criminal, civil, contractual and consumer law. Students learn advanced reading for information skills, text condensing techniques, fact finding, and focus on writing with precision based on argument and evidence. Students script, perform and sit on juries during three mock trials, plus construct a "who done it" video using green screen technology pertaining to a breach of contract case (Visual, Performing & Applied Art .5 credit).

## 0210 Computer Applications

Students explore Microsoft Office 2016 improving their ability to create properly formatted Word documents, accurate Excel spreadsheets, and visually appealing charts, graphs or tables. Learning oral communication strategies and PowerPoint integration techniques, students exit class with a well-designed presentation template to use throughout their academic career. Students use the electronic calendar and self-pace their time on task. Promotable soft skills and work behaviors are woven through discussions and collaborative projects. Students format a professional resume and cover letter. The Microsoft Office Specialist (MOS) Industry certification is offered for free with practice test and software available. (Visual, Performing & Applied Art .5 credit).

## Work Based Learning

### 0211 Semester 1 • 0212 Semester 2

Co-op/Work Experience involves the study of communication, career strategy, school-to-career transition, workplace expectations, and self-awareness. It is a program of on-the-job training for students who wish to work on a supervised program for credit.

Students explore their chosen career pathway and gain valuable work experience in that pathway. Employers provide on-the-job training and will evaluate students twice each semester. Coordinators can assist students in finding a suitable placement related to their career pathway or students can use an existing job they found on their own. Students must provide their own transportation, may not be employed/supervised by a relative and be enrolled in a class related to their job. All students interested in co-op

must see the co-op coordinator to complete an application before registering for this course.

## 0208 Finance I: Building Wealth

Students learn four cornerstones of how to build, protect and grow one's personal net worth. Excel spreadsheet skills are developed through the budgeting to save unit. Collaboration skills are honed through a balance sheet creation project. Accounting fundamentals covered include paycheck math, banking operations, financial goal setting, checking account reconciliation, insurance needs, investing basics, and the dangers of credit extension. College costs, student loans and careers in terms of life earning potential are explored in depth. Students leave class with a detailed Excel budget, college cash flow plan, job search techniques, resume cover letter, and a financial plan to live on their own by age 24. (Senior level math requirement)

**0209 Finance II: Investing for the Long Term**

Picking up where Building Wealth leaves off, students focus on starting retirement planning by age 28. With a lens of 30-40 years until retirement, students learn stock & bond classifications, age-appropriate risk profiles, plus how to read stock market and financial report data. Using a financial statement analysis technique, students study one stock over four years witnessing how companies are run by numbers, how that process translates into profitability, and how stock investors earn a return through dividends and stock appreciation. Three major stock indexes are covered (Dow Jones, Standard & Poors 500 and the Russell 3000). Students leave class understanding why mutual funds diversity risk and stand as cost effective investment vehicles. (Senior level math requirement).

**IB Business Management HL 1****0213 Semester 1 • 0214 Semester 2**

IB Business Management is designed to give students an understanding of business theory as well as an ability to apply business principles, practices and skills. IB Business Management aims to help students understand the implications of business activity in a global market. Its intent is to give students an international perspective and to promote their appreciation of cultural diversity in the workplace through the study of a variety of business topics such as Business Organization and Environment, Human Resources, Accounts and Finance, Operations Management and Marketing. Since this is designed as a two-year course, first priority will be given to juniors. (Course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)

**IB Business Management HL 2****0215 Semester 1 • 0216 Semester 2**

IB Business Management is designed to give students an understanding of business theory as well as an ability to apply business principles, practices and skills. IB Business Management aims to help students understand the implications of business activity in a global market. Its intent is to give students an international perspective and to promote their appreciation of cultural diversity in the workplace through furthering the study of a variety of business topics such as Business Organization and Environment, Human Resources, Accounts and Finance, Marketing and Operations Management. In addition, the second year students will gather and synthesize business ideas, concepts and techniques from the topics listed above. Mock Internal and External Assessment testing will be administered. (Course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)

**0204 Marketing I**

Marketing I focuses on the foundations of marketing and how they affect trade and consumer behaviors. Students will gain an understanding of how marketing impacts our economy, the decisions they make as consumers, and how companies try to influence individual purchase decisions. Students will focus on the functions of marketing through interactive lectures, discussions, application projects, and activities. (Course qualifies for visual, performing & applied arts requirement.)

**0205 Marketing: Sports/Fashion/Entertainment**

Marketing: Sports/Fashion/Entertainment focuses on the functions of marketing and how they impact the sports, fashion, and entertainment industry. Students will gain an understanding of how marketing impacts our economy, the decisions they make as consumers, and how companies try to influence individual purchase decisions related to these industries. Students will participate in interactive lectures, discussions, application projects, and activities. Marketing I is a pre-requisite for this course. (Course qualifies for visual, performing & applied arts requirement.)

**0206 Marketing: Store Operations**

Marketing: Store Operations focuses on the functions of marketing and how they impact retail markets. Students will gain an authentic retail experience through running the Novi Cat Rack school store, while participating in interactive lectures, discussions, application projects, and activities. Marketing I is a pre-requisite for this course. (Course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)



## Career & Technical Education

Note: The *Public Notice of Nondiscrimination in Career and Technical Education Classes* is printed on page 6 of this course catalog. This policy applies to enrollment in all Drafting (CAD) courses.

- ▶ All CTE courses qualify for Senior Level Math Requirement
- ▶ All CTE courses qualify for Visual, Performing & Applied Arts Requirement

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Automotive Technology I-A	0300	9, 10, 11, 12	None	1 semester, .5 credit
Automotive Technology I-B	0301	9, 10, 11, 12	Automotive Technology I-A	1 semester, .5 credit
Applied Engineering: Mechanical	0304	9, 10, 11, 12	None	1 semester, .5 credit
Applied Engineering: Fabrication	0305	9, 10, 11, 12	None	1 semester, .5 credit
Applied Engineering: Materials Processing	0318	9, 10, 11, 12	None	1 semester, .5 credit
Pre-Engineering Design ◇	0306	9, 10, 11, 12	None	1 semester, .5 credit
Pre-Engineering: 2-D CAD ◇	0308	9,10, 11, 12	Pre-Engineering Design	1 semester, .5 credit
Pre-Engineering: 3-D CAD ◇	0309	10, 11, 12	Pre-Engineering: 2-D CAD	1 semester, .5 credit
Robotics, Industry & Advanced CAD ◇	0310	11, 12	Pre-Engineering: 3-D CAD	1 semester, .5 credit
Graphics and Printing Technologies	0316	9, 10, 11, 12	None	1 semester, .5 credit

◇ Students completing Pre-Engineering Design, Pre-Engineering: 2-D CAD, Pre-Engineering: 3-D CAD and Pre-Engineering: Advanced CAD with a grade of 'B' or better in each course qualify for up to 7 college credits through Oakland Community College or Baker College. Architectural Design can be taken instead of Pre-Engineering: Advanced CAD for these credits. For more information, contact the course instructor.

**0300 Automotive Technology I-A**

This course is designed as an introduction to the technological mechanics of the automobile. Units covered in this course include Safety, Measurement, Tools and Equipment, Automotive Careers, Maintenance, Engines, and Brake Systems. Students will learn to operate in an Automotive Shop and complete routine maintenance tasks.

Upon successful completion of this course students should be able to:

- Understand and apply safety precautions when working in the auto shop.
- Show proper measurement techniques while examining auto parts.
- Show mastery of using the correct hand tool and power tool for any automotive procedure.
- Execute shop operations in a clean and efficient manner.
- Describe various careers that require knowledge about an automobile.
- Complete maintenance tasks on a vehicle, according to vehicle specific maintenance schedules.
- Completely disassemble and reassemble an automotive engine.
- Describe engine parts and their purpose.
- Identify brake system parts.
- Execute brake system repair and maintenance.

**0301 Automotive Technology I-B**

This course is designed to continue the understanding of the Automobile systems and how they operate together. Units covered in this course include Fuels, Lubrication, Cooling System, Suspension, Drive Trains, and Electrical. Students will learn to properly use job specific tools to complete automotive maintenance and repair.

Upon successful completion of this course students should be able to:

- Continue to execute safe automotive repairs and maintenance.
- Show mastery of operating automotive tools and equipment.
- Describe the various benefits and uses of automotive fuels.
- Be able to properly lubricate any moving parts of an automobile.
- Understand and diagnose the automotive cooling system.
- Describe the possible configurations of suspension and drive train.
- Show proficiency in identifying and understanding the electrical systems of an automobile.
- Execute the use of tire balancer, tire mounting machine, and sand blaster.

**0304 Applied Engineering: Mechanical**

Power Technology I-A will study small engine repair such as lawn mower, four wheeler, and Jet Ski repair. The basic principles of operation such as disassembly, measurement, reassembly, and start up will be studied. Principles of both two and four stroke engine technologies will be emphasized. This course also studies various forms of power transmission. Students will disassemble various gear boxes and drive trains. Students will also study various forms of power creation. Examples are wind, solar, and new emerging technologies.

Upon successful completion of the course, the student should be able to:

- Disassemble a four stroke engine and completely clean, inspect, measure, and reassemble the engine back into working order.
- Disassemble a two stroke engine and completely clean, inspect, measure, and reassemble the engine back into working order.
- Identify and explain the four strokes of a four cycle engine.
- Identify and explain the strokes of a two stroke engine.
- Identify and use standard tools for working on mechanical equipment.
- Identify and use specialty tools for working on small gas engines.
- Explain how to use the air lift tables and other equipment in the shop.
- Disassemble and reassemble single speed, two speed, and three speed gear boxes.
- Explain principles of various forms of energy creation such as wind, solar, nuclear, etc.

**0305 Applied Engineering: Fabrication**

Power Technology I-B will study other forms of engine construction such as the hydrogen fuel cell, rotary, and electric motors. Transmission of power will also be covered. Topics such as hydraulics, pneumatics, clutching, levers, pivots, fulcrums, bell cranks, and prime movers will also be studied. Fabrication of an EEV is the last portion of this class. Small groups of students design and then build an Energy Efficiency Vehicle. This is a go-cart style vehicle that runs on a small gas engine and is powered by a drive train that the students design. Students design a chassis then cut, bend, and weld the chassis into a completed frame. The completed vehicle must start, stop, steer, and drive. Students then test the vehicle on a track. Fuel efficiency is the goal.

Upon successful completion of the course, the student should be able to:

- Be able to explain the principles of operation of a hydrogen fuel cell, Diesel, rotary, and electric motors.
- Be able to explain the principles of operation of hydraulics and pneumatics.
- Be able to explain the application of levers, pivots, fulcrums, bell cranks, and clutches.
- Work in a small group on a common project.
- Design an EEV as well as calculate needed materials for construction.
- Design a drive train for an EEV.
- Identify and use fabrication and metal working equipment.
- Cut, bend, and weld a chassis into a completed frame.
- Start, stop, steer, and drive the EEV.

**0306 Pre-Engineering Design**

Students will learn mechanical drafting and basic sketching principles, with an emphasis on the engineering and design process. Students will have the opportunity to engage in all steps of the engineering process, including material testing, design, construction and implementation. Units covered include lettering, drafting tools, line characteristics, measurement, orthographic projection, and dimensioning. This course is highly recommended for students interested in engineering, architecture, or any other technical design careers.

**0308 Pre-Engineering: 2-D CAD**

In Pre-Engineering: 2-D CAD students will learn the basics of 2-Dimensional Computer Aided Design (CAD) and how design applies to CAD. Many of the areas from Pre-engineering Design are covered in greater detail in this course plus providing in-depth experience with professional-level CAD technologies. This course is highly recommended for students interested in engineering, architecture, or any other technical design careers. Students that complete this course will cover the following 2-D CAD topics: Pre-Engineering Concepts, Basic CAD system operation, Basic CAD Draw, Edit, Display, and File commands, Output commands, Geometric construction, Isometric drawing, Dimensioning, Sectional views, Auxiliary views, and Manufacturing design projects.

Students that successfully complete the Pre-Engineering: 2-D CAD program will possess the design skills of being able to produce complex, accurate two-dimensional computer aided designs that contain various geometric features while adhering to proper drafting standards and techniques. The primary software application used in this class will be AutoCAD and Revit.

**0309 Pre-Engineering: 3-D CAD**

Students that take Pre-Engineering: 3-D CAD will experience deeper exploration into CAD techniques and 3-D CAD development. This course is highly recommended for students interested in engineering, architecture, or any other technical design careers. Students that complete this course will cover the following topics: 2-D drawing review, 3-D wireframes, 3-D solid modeling, 3-D rendering, 3-D animation basics, Slide show developments, 3-D space manipulation, Digitizing, Advanced plotting techniques, Dimension variables, System variables, Design project organization, and an Advanced Design Project (3 D Printing). Students that successfully complete the 3-D CAD program will possess the design skills of being able to produce complex, accurate three-dimensional computer aided designs and solid models that contain various rendered and/or animated, geometric features while adhering to proper drafting standards and techniques. The primary software applications used in this course will be AutoDesk Inventor, and Solidworks.

**0310 Robotics, Industry and Advanced CAD**

In today's ever advancing, globalized, industrial careers, robotic technology is an integral part of many. This course will combine content from the field of Robotics and Advanced CAD systems as well as introduce students to the needs of today's industries through partnerships with "leaders in Industry" in the classroom. Students will gain experience with VEX Robotics Systems and CAD Systems like AutoDesk and SolidWorks. This course may be repeated once.

**0316 Graphics and Printing Technologies**

In this course, students will be introduced to the skills and experience used in Graphics and Printing Technologies. Students will gain knowledge of graphic design software, such as Adobe Illustrator/Photoshop and others, in order to create imagery and design layouts. Students will use their designs to produce graphic products such as: decals, signs, banners, T-shirts/apparel and more. Students will gain hands-on vocational experience of the graphics and printing processes and demonstrate that experience by meeting industrial and state standards. This course may be repeated.

**0318 Applied Engineering: Material Processing**

Students in Material Processing 1-A will study what a raw material undergoes to become a finished product. Units covered include safety, measurement, tool and machine set up, the processing of woods, metals, synthetics, welding and examines materials of the future. Students will learn how to process materials and assemble parts into a finished product. Students will complete three out of six possible material assignments during the semester.

Upon successful completion of the course, the student should be able to:

- Use proper safety techniques while using equipment.
- Show proper measurement techniques while constructing assignments.
- Show mastery of basic machine principles of operation.
- Complete three material processing assignments.
- Show proficiency in clean up details.
- Identify various kinds of wood, metals, and synthetics.
- Describe various assembly procedures used on various materials.
- Describe various finishing techniques used on various materials.
- Show mastery of specific machine principles of operation.



## English

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Ninth Grade English	0400 Sem 1 0401 Sem 2	9	Required	2 semesters, 1 credit
ESL English 9	0451-E Sem 1 0452-E Sem 2	9, 10	WIDA ACCESS / SCREENER Levels 1 - 4	2 semesters, 1 credit
Tenth Grade English	0403 Sem 1 0404 Sem 2	10	9th Grade English	2 semesters, 1 credit
ESL English 10	0453-E Sem 1 0454-E Sem 2	9, 10, 11	WIDA ACCESS / SCREENER Levels 1 - 4	2 semesters, 1 credit
Eleventh Grade English	0406 Sem 1 0407 Sem 2	11	9th & 10th Gr. English, or ESL English 9 & 10 course required for all 11th grade students who aren't enrolled in AP English Language, IB Literature HL 1 or ESL English 11	2 semesters, 1 credit
ESL English 11	0463-E Sem 1 0464-E Sem 2	10, 11, 12	WIDA ACCESS / SCREENER All Levels	2 semesters, 1 credit
Twelfth Grade English	0408 Sem 1 0409 Sem 2	12	11th Gr. English, AP English Lang. or ESL English 11 Course required for all 12th grade students who aren't enrolled in AP English Literature, AP English Language, IB Literature HL 2 or ESL English 12	2 semesters, 1 credit
ESL English 12	0465-E Sem 1 0466-E Sem 2	11, 12	WIDA ACCESS / SCREENER Recommended Level 3.0 or higher	2 semesters, 1 credit
IB Literature HL 1	0410 Sem 1 0411 Sem 2	11	9th, 10th Grade English	2 semesters, 1 credit
IB Literature HL 2	0412 Sem 1 0413 Sem 2	12	IB Literature HL 1	2 semesters, 1 credit
Advanced Placement English Language & Composition	0414 Sem 1 0415 Sem 2	11, 12	Students who consistently received 4's on the district writing rubric are best prepared for AP coursework. Completion of summer reading requirement due first day of class.	2 semesters, 1 credit
Advanced Placement English Literature & Composition	0416 Sem 1 0417 Sem 2	11, 12	Students who consistently received 4's on the district writing rubric are best prepared for AP coursework. Completion of summer reading requirement due first day of class.	2 semesters, 1 credit
ESL Communications	0418-E Sem 1 0419-E Sem 2	9, 10, 11, 12	WIDA ACCESS / SCREENER Recommended Level 1.0 to Level 3.0	2 semesters, 1 credit
ESL English Foundations	0422-E Sem 1 0423-ESem 2	9, 10, 11, 12	WIDA ACCESS / SCREENER Recommended Level 1.0 to Level 2.0	2 semesters, 1 credit
Creative Writing & Poetry	0428	10, 11, 12	None	1 semester, .5 credit
Twelfth Grade Literature & Science	0471 Sem 1 0472 Sem 2	12	Successful completion of 11th grade English	2 semesters, 1 credit
Twelfth Grade Wildcat Writing Den	0475 Sem 1 0476 Sem 2	12	Successful completion of 11th grade English and completed application	2 semesters, 1 credit
The Incubator	0473 Sem 1 0474 Sem 2	12	Successful completion of 11th grade English and completed application	2 semesters, 1 credit



## Course Descriptions

English

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Debate ◇	0442	9, 10, 11, 12	None	1 semester, .5 credit
Practical Public Speaking ◇	0430	9, 10, 11, 12	None	1 semester, .5 credit
Introduction to Theatre ◇	0431	9, 10, 11, 12	None	1 semester, .5 credit
Acting I ◇	0432	10, 11, 12	Introduction to Theatre or permission of instructor	1 semester, .5 credit
Acting II ◇	0433	10, 11, 12	Acting I or permission of instructor	1 semester, .5 credit
Journalism I: Photojournalism & Publication Design ◇	0443	10, 11, 12	None	1 semester, .5 credit
Journalism II: Yearbook ◇ +	0445 Sem 1 0458 Sem 2	10, 11, 12	Journalism I or application	1 semester, .5 credit
Newspaper & Modern Media ◇ + (formerly Journalism II/Newspaper)	0446 Sem 1 0459 Sem 2	10, 11, 12	Journalism I or application	1 semester, .5 credit
Broadcast Communication	0447 Sem 1 0448 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Television News & Production * ◇	0469 Sem 1 0470 Sen 2	10, 11, 12	See course description for a comprehensive list of prerequisites; teacher permission.	1 semester, .5 credit
AP Seminar	1700	11, 12	None	2 semesters, 1 credit
AP Research	1701	12	AP Seminar	2 semesters, 1 credit

\* Application is required, and is available in the Student Service Center (Counseling Office).

◇ Course qualifies for Visual, Performing & Applied Arts Requirement.

+ Course qualifies for Senior Level Math Requirement.





## **Ninth Grade English**

### **0400 Semester 1 • 0401 Semester 2**

This class is designed to transition students from middle school to high school literacy skills. Students will read and analyze a variety of fiction and nonfiction texts. Course readings focus on genre structures and interpretation of texts. Writing instruction focuses on developing a successful writing process for academic and narrative writing. Students will practice collaborating with their peers in small-group and whole-group discussions. Students will be evaluated using both the district writing and reading rubrics.

## **ESL English 9**

### **0451-E Semester 1 • 0452-E Semester 2**

In this course, students will learn additional reading, writing, thinking, speaking and listening skills while exploring a variety of literature. These skills will serve as a foundation for subsequent high school English classes. Units of learning include the novel, Shakespeare, poetry, and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in ninth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0-4.0 on WIDA ACCESS/SCREENER

## **Tenth Grade English**

### **0403 Semester 1 • 0404 Semester 2**

This class is designed to use literature and nonfiction texts to study the structure of argument. Students will read and analyze a variety of fiction and nonfiction texts. Course readings focus on identifying an author's purpose and using evidence to support claims about a text. Writing instruction focuses on using the writing process to develop arguments and personal narrative style. Students will continue improving their speaking and communicating skills in discussion and multi-media presentations. Students will be evaluated using both the district writing and reading rubrics.

## **ESL English 10**

### **0453-E Semester 1 • 0454-E Semester 2**

In this course, students will learn additional reading, writing, thinking, speaking, research, and listening skills while exploring a variety of literature. These skills will serve as a continuous foundation for subsequent high school English classes. Units of learning include literature such as fictional, cultural and the research paper and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in tenth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0-4.0 on WIDA AC-CESS/SCREENER.

## **Eleventh Grade English**

### **0406 Semester 1 • 0407 Semester 2**

This class is designed to deepen students' understanding of literature and writing. Students will read and analyze a variety of fiction and nonfiction texts. Anchor texts may include *The Great Gatsby* by F. Scott Fitzgerald, *Into the Wild* by John Krakauer, *The Crucible* by Arthur Miller, *A Streetcar Named Desire* by Tennessee Williams, *Welcome to the Monkey House* by Kurt Vonnegut, *Animal Farm* by George Orwell, and various short texts by Ernest Hemingway and Harlem Renaissance writers. In addition to anchor texts, students will also read supplementary texts and independently chosen texts. They will write a variety of informative/ explanatory texts, narratives, and arguments. Students will also have opportunities to improve their speaking and communicating skills.

## **ESL English 11**

### **0463-E Semester 1 • 0464-E Semester 2**

This class is designed to deepen students' understanding of literature and writing. Students will read and analyze a variety of fiction and non-fiction texts. Anchor texts may include *The Great Gatsby* by F. Scott Fitzgerald, *Into the Wild* by John Krakauer, *The Crucible* by Arthur Miller, *A Streetcar Named Desire* by Tennessee Williams, *Welcome to the Monkey House* by Kurt Vonnegut, *Animal Farm* by George Orwell, and various short texts by Ernest Hemingway and Harlem Renaissance writers. In addition to anchor texts, students will also read supplemental texts and independently chosen texts. They will write a variety of informative/ explanatory texts, narratives, and arguments. Students will also have opportunities to improve their speaking and communicating skills. In some cases, instruction is delivered using the SIOP (sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0 or higher on WIDA ACCESS/SCREENER to be enrolled in these sections. This course meets Michigan Merit Curriculum requirements for English credit in eleventh grade.



### **Twelfth Grade English**

#### **0408 Semester 1 • 0409 Semester 2**

This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres of writing and literature included, with special emphasis on British culture and literature. The course includes the Michigan Merit Curriculum and meets the requirements for English credit in twelfth grade.

### **ESL English 12**

#### **0465-E Semester 1 • 0466-E Semester 2**

This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres for writing and literature included, with special emphasis on British culture and literature. The course includes Michigan Merit Curriculum and meets the requirements for English credit in twelfth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Recommended English proficiency level of 3.0 or higher on WIDA ACCESS/SCREENER

### **Twelfth Grade English: Literature & Science**

#### **0471 Semester 1 • 0472 Semester 2**

Senior English students will meet all of the common core standards and the English 12 graduation requirements in this course. They will examine classic and contemporary literature through the lens of science and the impact that scientific discoveries and technological advances have had on society and literature. Students with an interest in science will find opportunities to pursue this interest through their own narrative, informational and argumentative writing.

### **Twelfth Grade English: Wildcat Writing Den**

#### **0475 Semester 1 • 0476 Semester 2**

Students who have demonstrated a pattern of hard work and success with the 11th grade standards will be selected to mentor younger students in their writing as well as deepen their own understanding of grade level standards in ELA. Students in this course will have a great deal of choice and independence under the mentorship of the high school literacy coaches, who will act as the teachers of record. Though the consultants will play a significant role in shaping the writers they work with, the writers that they mentor will also shape them as readers and writers. Being a consultant demands a high level of rigor for it is in teaching content that one demonstrates advanced mastery. Additionally, this course will also connect students to college-level resources on writing pedagogy, as well as opportunities to work with college-level writing centers in the area. In addition to engaging in several book studies in small groups, students will also engage in a variety of independent, student-selected reading and writing experiences. This course will provide an experience that will serve as a helpful bridge between high school and college-level writing. This course will satisfy the English 12 requirement.

### **The Incubator**

#### **0473 Semester 1 • 0474 Semester 2**

This class is designed to immerse students in real-world application of Computer, English, and Business skills. Students will begin with an idea for a product and then spend the year developing and marketing it. The class will culminate in a "Shark Tank" style presentation for school and community members called the "Hatch". Throughout the course, students' work will be guided by both teachers and professionals in appropriate fields who will serve as thinking partners for their work. Students will complete advanced level research to develop their product, write reflective and professional pieces to chronicle the product's development, develop business and marketing plans, and create a prototype for their product. If appropriate, students will be connected with resources to patent their idea or product. The class will focus on both the academic skills necessary to develop relevant and realistic products as well as the soft skills needed to market and present a product effectively. Students will be evaluated using standards based rubrics that monitor their progress in the areas of research, communication, project management, product development, and professionalism. This course meets Michigan Merit Curriculum requirements for English credit in 12th grade, senior level math, or an elective; students will choose one of the three categories for which they will receive credit.



## **IB Literature HL 1**

### **0410 Semester 1 • 0411 Semester 2**

This course is the first year in a two year sequence, students do NOT have to be a diploma candidate in order to enroll in this course. The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. The first year of this course focuses on two areas of IB-directed study: “Readers, Writers, and Texts” and “Time and Space.”

## **IB Literature HL 2**

### **0412 Semester 1 • 0413 Semester 2**

This course is the second year in a two year sequence, students do NOT have to be a diploma candidate in order to enroll in this course. The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. The second year of this course focuses on “Intertextuality & Connecting Texts.”

## **Advanced Placement English Language and Composition**

### **0414 Semester 1 • 0415 Semester 2**

This course follows the guidelines of the College Examination Board. It is for the exceptional English student who is willing to direct time and energy toward serious study and learning of nonfiction literature. Background in writing mechanics must be strong. This course includes the Michigan Merit Curriculum and meets the requirements for English credit in eleventh or twelfth grades. Summer reading and summer coursework are required.

## **Advanced Placement English Literature and Composition**

### **0416 Semester 1 • 0417 Semester 2**

This course follows the guidelines of the College Examination Board. It is for the strong English student who is willing to direct time and energy toward serious learning of the genres of fiction, drama, and poetry. Background in writing mechanics must be solid. This course includes the Michigan Merit Curriculum and meets the requirements for English credit in eleventh and twelfth grade. Tenth grade students need a recommendation from their current English teacher for this course. Summer reading and summer coursework are required.

## **ESL Foundations**

### **0422 Semester 1 • 0423 Semester 2**

Students in this class will learn basic vocabulary, reading, writing, and grammar skills necessary to move on to ESL English 9. Students will work with the Milestones English textbook as well as EDGE series. Students will receive elective credit for this class. Recommended English proficiency level of 1.0 to 2.0 on WIDA ACCESS /SCREENER

## **0428 Creative Writing & Poetry**

This course will guide students through the creative writing process. Students will learn writing skills and a variety of creative writing styles upon which they will be expected to analyze and reflect. Units of learning include short stories, film and screenplay and poetry.



## 0442 Debate

The Debate curriculum is designed to introduce students to the principles and practice of organized debate through the use of advanced level research. Students will develop critical reading skills and use their critical reading to inform the positions they develop about controversial issues. Students will participate in a variety of research and speaking experiences that will enable them to develop their reasoning, critical thinking and argumentation skills. Students will study various persuasive strategies and use those strategies to create their own arguments.

### 0430 Practical Public Speaking

Students will prepare and perform a variety of speeches that are appropriate for business and social settings. Speeches include an introduction, toast, eulogy, award speech, persuasive speech, panel presentation, voicemail speech and critical review. Students will evaluate their learning by viewing videos of their performances and setting goals for improvement. Units of learning will include both formal and informal speaking skills. Students are evaluated on their own progress.

### 0431 Introduction to Theatre

This introductory course will be the beginning for any student interested in studying Theatre in high school. Units will include theatre history, including the Greeks and the Renaissance, introductions to acting, stagecraft, and dramatic literature, and an exploration of how all types of art are connected. *(Course qualifies for visual, performing & applied arts requirement.)*

### 0432 Acting I

This course will delve into the major acting theorists practiced in the United States today, including Stanislavski, Strasber, Adler, Meisner, Spolin and Brecht. Students will focus on applying theories to their scenework and character development. All scenes and monologues will be memorized. *(Course qualifies for visual, performing & applied arts requirement.)*

### 0433 Acting II

An extension of Acting I, Acting II takes students further into the theories of their choice. Intensive scenework takes place and students are introduced to directing, theatre devised from personal experience, and dramaturgical analysis. Each student will direct at least one scene of his/her peers during the semester. This course may be taken more than once. *(Course qualifies for visual, performing & applied arts requirement.)*

### 0443 Journalism I: Photojournalism & Publication Design

This course is an introduction to photojournalism and publication design. Students will use digital cameras and Adobe CS4 programs. They will learn to discuss, critique and compose photos (portraits, candid, academic, sports and more). Students will be required to conduct several photo shoots outside of class. Students will learn to conduct interviews, write captions & headlines, and edit copy. Students will learn to edit photos demonstrating journalistic ethics and also learn to edit photos creatively for illustrations. Students will learn design fundamentals and be able to critique their own work as well as that of others. Students will create photo packages of publishable quality. This course will prepare students for either Journalism II course.

### Journalism II: Yearbook

#### 0445 Semester 1 • 0458 Semester 2

This is an advanced journalism course in which students take photos; write headlines, captions and stories; and design for the yearbook. Students are required to attend events outside of class where they will take photos and conduct interviews as well as use their observation skills to gather information for story packages. Students will be involved in the process of creating the yearbook from brainstorming coverage ideas to distribution. This course may be retaken 5 times. *(Course qualifies for either senior level math requirement or visual, performing & applied arts requirement)*

### Journalism II: Newspaper & Modern Media

#### 0446 Semester 1 • 0459 Semester 2

Students in this class collaboratively create award-winning articles, photos and designs for a Hall of Fame, student-run print and online publication: The Wildcat Roar. Students will have special access to many athletic events and student performances as photographers and reporters, and will develop business skills through fundraising and working with advertisers to cover publishing costs. Journalists will use social media to inform the student body of breaking news through live updates while covering community and school events. Reporters will have options to incorporate video and podcasting into the online newspaper. The Wildcat Roar staffers will share their own ideas through opinions, articles and reviews, and represent the student voice through coverage relevant to the student body. This course may be retaken up to 5 times. *(course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)*

**Broadcast Communication****0447 Semester 1 • 0448 Semester 2**

This course is an introduction to broadcast journalism and film production. Students will learn the basics of broadcast equipment and visual storytelling techniques with emphasis on storyboarding, interviewing, script writing, filming and editing. Students will produce both journalistic story packages and creative video production projects. Students will improve their speaking, listening, writing and thinking skills. This course will prepare students for Television News & Production.

**Television News & Production****0469 Semester 1 • 0470 Semester 2**

This course includes the production of a daily, live TV newscast, *The Cat's Eye News*, using professional equipment. Nearly 2,000 students throughout the high school see *The Cat's Eye News*. Student broadcasters learn the skills needed to perform in front of the camera and how to work behind the scenes, in the studio and in the field. There is something for everyone's interest. Students will improve their reading, writing, speaking, listening and thinking skills. This course includes field production skills; learning will include the use of digital video systems to film and edit work into story packages. Prerequisites: Broadcast Communication I, journalism experience, or extensive formal experience in one of these areas: performing arts, technology, art, photography, public speaking, or television training outside of school. A strong writing background is important as well. Application is required. This course may be taken more than once. (*Course qualifies for visual, performing and applied arts requirement.*)

**1700 AP Seminar**

This foundational course, taken in grade 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues. Students are assessed with two through-course performance tasks and an end-of-course exam. The AP Seminar score is based on all three assessments and is reported on the standard 1-5 AP scoring scale.

**1701 AP Research**

The second course, taken in grade 12, allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to build, present, and defend an argument. Students are assessed through culminating performance tasks: academic thesis paper (approximately 5,000 words) with a defined structure; a presentation, performance, or exhibition; and oral defense of research and presentation. The AP Research score is based on these components and is reported on the standard 1-5 AP scoring scale. (AP Seminar is a prerequisite for AP Research).

**English as a Second Language (ESL)**

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
ESL English 9	0451-E Sem 1 0452-E Sem 2	9, 10	WIDA ACCESS /SCREENER Levels 1-4	2 semesters, 1 credit
ESL English 10	0453-E Sem 1 0454-E Sem 2	9, 10, 11	WIDA ACCESS / SCREENER Levels 1-4	2 semesters, 1 credit
ESL English 11	0463-E Sem 1 0464-E Sem 2	10, 11, 12	WIDA ACCESS / SCREENER All Levels	2 semesters, 1 credit
ESL English 12	0465-E Sem 1 0466-E Sem 2	11, 12	WIDA ACCESS /SCREENER Level 3.0 or higher	2 semesters, 1 credit
ESL English Foundations	0422-E Sem 1 0423-E Sem 2	9, 10, 11, 12	WIDA ACCESS / SCREENER Level 1.0 to Level 2.2	2 semesters, 1 credit
ESL Health	1005-E	9, 10, 11, 12	WIDA ACCESS / SCREENER Level 2.3 or higher	1 semester, .5 credit
ESL Geometry	0658-E Sem 1 0659-E Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
ESL Biology	1131-E Sem 1 1132-E Sem 2	9, 10, 11, 12	WIDA ACCESS / SCREENER Level 3.1 or higher	2 semesters, 1 credit
ESL Chemistry	1150-E Sem 1 1151-E Sem 2	9, 10, 11, 12	Algebra I & WIDA ACCESS/SCREENER Level 2.3 or higher	2 semesters, 1 credit
ESL Physics	1152-E Sem 1 1153-E Sem 2	9, 10, 11, 12	Algebra I & WIDA ACCESS/SCREENER Level 2.5 or higher	2 semesters, 1 credit
ESL Social Studies Foundations	1235-E Sem 1 1236-E Sem 2	9, 10, 11, 12	WIDA ACCESS / SCREENER Level 1.0 to Level 2.4	2 semesters, 1 credit
ESL Civics ESL Economics	1202-CIV-E 1203-ECO-E	10, 11, 12	WIDA ACCESS / SCREENER Level 2.8/2.5 or higher	2 semesters, 1 credit
ESL U.S. History: 1877 to Pre- sent	1224-E Sem 1 1225-E Sem 2	9, 10, 11, 12	WIDA ACCESS / SCREENER Level 2.2 or higher	2 semesters, 1 credit
ESL World History	1232-E Sem 1 1233-E Sem 2	11, 12	WIDA ACCESS / SCREENER Level 3.3 or higher	2 semesters, 1 credit

**ESL English 9****0451-E Semester 1 • 0452-E Semester 2**

In this course, students will learn additional reading, writing, thinking, speaking and listening skills while exploring a variety of literature. These skills will serve as a foundation for subsequent high school English classes. Units of learning include the novel, Shakespeare, poetry, and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in ninth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0-4.0 on WIDA ACCESS /SCREENER

**ESL English 10****0453-E Semester 1 • 0454-E Semester 2**

In this course, students will learn additional reading, writing, thinking, speaking, research, and listening skills while exploring a variety of literature. These skills will serve as a continuous foundation for subsequent high school English classes. Units of learning include literature such as fictional, cultural and the research paper and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in tenth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0-4.0 on WIDA AC-CESS /SCREENER



## ESL English 11

### 0463-E Semester 1 • 0464-E Semester 2

This class is designed to deepen students' understanding of literature and writing. Students will read and analyze a variety of fiction and non-fiction texts. Anchor texts may include *The Great Gatsby* by F. Scott Fitzgerald, *Into the Wild* by John Krakauer, *The Crucible* by Arthur Miller, *A Streetcar Named Desire* by Tennessee Williams, *Welcome to the Monkey House* by Kurt Vonnegut, *Animal Farm* by George Orwell, and a various short texts by Ernest Hemingway and Harlem Renaissance writers. In addition to anchor texts, students will also read supplementary texts and independently chosen texts. They will write a variety of informative/explanatory texts, narratives, and arguments. Students will also have opportunities to improve their speaking and communicating skills. In some cases, instruction is delivered using the SIOP (Sheltered Instruction observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 1.0 or higher on WIDA ACCESS/ SCREENER to be enrolled in these sections. This course meets Michigan Merit Curriculum requirements for English credit in Eleventh Grade.

## ESL English 12

### 0465-E Semester 1 • 0466-E Semester 2

This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres for writing and literature included, with special emphasis on British culture and literature. The course includes Michigan Merit Curriculum and meets the requirements for English credit in twelfth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by an ESL certified teacher. Recommended English proficiency level of 3.0 or higher on WIDA ACCESS/SCREENER

## ESL English Foundations

### 0422-E Semester 1 • 0423-E Semester 2

Students in this class will learn basic vocabulary, reading, writing, and grammar skills necessary to move on to ESL English 9. In addition, students will learn academic reading strategies to help them improve their comprehension of academic texts. Students will receive elective credit for this class. Recommended English proficiency level of 1.0 to 2.2 on WIDA ACCESS /SCREENER.

## 1005-E ESL Health

Health is a required course that emphasizes the practical application of knowledge to healthful daily living. The units of study will include personal health and wellness, social, emotional and mental health, nutrition and physical activity, CPR-American Red Cross, substance abuse and safety, and reproductive health. Using personal assessments, role playing, problem solving and many hands-on activities (including demonstration of the six CPR skills) students learn and develop wise decision-making skills with the goal of extending one's life expectancy. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.3 or higher on WIDA ACCESS/SCREENER.

## ESL Geometry

### 0658-E Semester 1 • 0659-E Semester 2

This is a sheltered class for ESL students only. Geometry is the study of analytic and spatial reasoning. It is applied to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Students will study formal logic and two column proof. This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Laws of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking skills are developed while modeling real world problems. Hands-on problem solving (e.g. using a compass and protractor) and alternate thinking skills are emphasized in learning all of the Michigan State Standards, as well as the Common Core State Standards established for Geometry. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher.

## ESL Biology

### 1131-E Semester 1 • 1132-E Semester 2

This is a sheltered class for ESL students only. This Biology course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Structure and Function, Inheritance and Variation of Traits, and Natural Selection and Evolution. Instruction is delivered using the SIOP (Sheltered Instruction Observational Protocol) method by a SIOP- trained teacher., Recommended English proficiency of 3.1 or higher on WIDA ACCESS/SCREENER



### **ESL Chemistry**

#### **1150 Semester 1 • 1151 Semester 2**

This course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Structure of the Atom, Matter and The Periodic Table, Energy and Reactions, and Environmental Chemistry. This course is taught by a SIOP (sheltered instruction observation protocol) trained teacher. It is recommended that students have a WIDA ACCESS/SCREENER level of 2.3 or high to take this course.

### **ESL Physics**

#### **1152E Semester 1 • 1153 Semester 2**

This course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Forces and Interactions, Energy, Waves and Electromagnetic Variation, and Astronomy and Planetary Physics. This course is taught by a SIOP (sheltered instruction observation protocol) trained teacher. It is recommended that students have a WIDA ACCESS/SCREENER level of 2.5 or higher to take this course.

### **ESL Social Studies Foundations**

#### **1235-E Semester 1 • 1236-E Semester 2**

Students will receive background knowledge from Ancient Civilizations through modern times in World and U.S. History. Geography will also be introduced as well as basic vocabulary needed to be successful in U.S. History, World History and Civics and Economics courses. Students will learn how to analyze data from charts, graphs, and statistics, and gain knowledge in content-specific writing needed for success in high school level courses. Students will receive elective credit for this class. Recommended English proficiency level of 1.0 to 2.4 on WIDA ACCESS/SCREENER. This course is taught by a SIOP (Sheltered Instruction Observation Protocol) trained teacher.

### **ESL Civics**

#### **1202-CIV-E**

This is a sheltered class for ESL students only.

This is a one semester course that will enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to the principal purpose and function of their local, state and federal government. In addition the origins of the American political system are addressed, as are the roles, rights and responsibilities of United States citizens. Students will also be afforded an understanding of the major political institutions in the United States. Successful completion of this course is required for graduation. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.8 or higher on WIDA ACCESS/SCREENER.

### **ESL Economics**

#### **1203-ECO-E**

This is a sheltered class for ESL Students only

This is a one semester course that will introduce students to the basic tools of both microeconomic and macroeconomic analysis. Microeconomics deals with consumers, firms, markets, income distribution and personal finance and budgeting. Macroeconomics deals with national income, employment, inflation, money and the governments role in economy. Successful completion of this course is required for graduation. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.5 or higher on WIDA ACCESS/SCREENER



**ESL United States History: 1877 to Present**  
**1224-E Semester 1 • 1225-E Semester 2**

This is a sheltered class for ESL students only. The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Students learn about major political, cultural, and historical underpinnings of our society. Throughout the course, students analyze how our core ideals have shaped our collective past and explore implications for the future. Students analyze the causes and effects of events in the nation's past using primary and secondary sources to explore time and place in the twentieth century. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.2 or higher on WIDA ACCESS/SCREENER

**ESL World History****1232-E Semester 1 • 1233-E Semester 2****How did societies, networks, and transitions impact globalization?**

This is a sheltered class for ESL students only. This course explores the interactions of civilizations from the decline of Ancient Empires through the current debate about globalization. Particular attention to the interaction of civilizations through war, trade, expansion, and other relationships will take precedence over a specific nation by nation study of the world. The interaction of people became increasingly important through a system of societies, networks and transitions, as the world of societies modernized and becomes increasingly global. As a class we will study the major themes, trends, and transitions. We will conclude the first semester by examining a global phenomenon that dramatically changed the way of life, the Industrial Revolution. Second semester picks back up with the global revolutions and concludes with a study of the current state of globalization. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 3.3 or higher on WIDA ACCESS/SCREENER.

**Family & Consumer Sciences**

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Child Development to Age 1	0501	9, 10, 11, 12	Health	1 semester, .5 credit
Child Development, Ages 1-3	0502	9, 10, 11, 12	Health	1 semester, .5 credit
Early Childhood Education ◇	0503	10,11, 12	Child Development, Ages 1-3, is strongly recommended	1 semester, .5 credit
Teacher Cadet Program ◇	0504	11, 12	Early Childhood Education, passed with a grade of 85% or higher; and Portfolio above 85%, Application or Early Childhood Ed. required	1 semester, .5 credit
Food Science ◇ +	0506	10, 11, 12	None	1 semester, .5 credit
Contemporary Relationships	0507	11, 12	None	1 semester, .5 credit
Life and Leadership +	17220	10, 11, 12	None	1 semester, .5 credit

◇ Course qualifies for Visual, Performing & Applied Arts Requirement.

+ Course qualifies for Senior Level Math Requirement.

**0501 Child Development to Age 1**

Would you like to have a family? Are children in your future? This fast-paced course is designed for students interested in learning about parenting and parenting skills. The units covered include: reasons for becoming a parent, parenting skills, pre-natal development, preparing for the birth of a child, birth defects, and newborn care. Students will be required to prepare and present projects, work in cooperative groups, and listen to guest speakers. In addition, students will have the (optional) opportunity to experience parenting through practical activities.

**0502 Child Development, Ages 1-3**

This is an exciting course, taking a close look at the world of children ages 1 through 3. If you think you will have children someday, or would like to work with young kids, this is a great class! Students in this class will learn how toddlers and preschool aged kids develop mentally, physically, emotionally and socially. Students will be required to research family crises, apply knowledge through writing and conduct observations of children. Units of study include developmental theorists, types of child care, meal planning and family crises.

**0503 Early Childhood Education**

This course will provide a variety of experiences to prepare students for working directly with young children within the classroom setting. This class involves the study of the developmental process of preschool through kindergarten children, as well as the study of special challenges in early childhood education. Topics include providing emotional and social care to children, working with exceptional children, preschool curriculum, the child in school, building and applying lesson plans, creating effective activities for children and careers related to working with children. Students will be introduced to working in our on-site preschool through observation, small group teaching activities, reading books to the children, and other various teaching activities. This course is required to be accepted into the teacher cadet program. (Course qualifies for visual, performing & applied arts requirement.)



### **0504 Teacher Cadet Program**

This course will provide a greater understanding of the life of an early childhood educator. Topics covered in this class include, but are not limited to, legal responsibilities of teachers, classroom management, teaching techniques, and current trends in education. Students will be responsible for researching, planning, creating, and carrying out appropriate activities for the children in our on-site preschool. Students must be able to work in teams, teach lessons in front of peers and preschool children, and participate in special activities with the preschoolers. Students enrolled in this course will be working in the preschool on a twice weekly basis. Students must be able to drive to and from the preschool located in the Early Childhood Education Center. Please see course prerequisites.

*(Course qualifies for visual, performing & applied arts requirement.)*

### **0506 Food Science**

Are you passionate about good health and fueling your body with the right food? Are you interested in learning to cook or expanding your horizons with food choices and habits? This class is a realistic exploration into food, nutrition, and cooking all in one. Lessons and cooking labs focus on practical kitchen skills that can be used for a lifetime. This course encourages students to look into their future and discover healthy and innovating ways to take care of themselves when they are on their own. Students will be introduced to kitchen safety, food handling, reading and modifying recipes, measuring, kitchen tools, meal planning, setting nutrition goals, reading food labels and presentation, assessing restaurants and menus for appeal and nutrition, food additives and allergies, eating disorders, cultural foods and customs, and careers in food and nutrition and much more. The most exciting learning experience this class offers are eight to ten hands-on cooking labs throughout the semester. Students will have the opportunity to cook in labs to apply the knowledge they have learned. Enjoy the opportunity to move beyond the microwave and into a creative class that is fun and challenging. *(Course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)*

### **0507 Contemporary Relationships**

In this course students will analyze factors that influence human development, as well as demonstrate characteristics of nurturing, and practice family, social and civic responsibility. Topics include, but are not limited to: personality development, family relationships, dating, diversity, personal crisis, interpersonal communication, and friendship. Students will be required to work cooperatively in groups, discuss topics in both small and large group format, research information, use technology, prepare presentations as well as read and evaluate articles related to relationships. This course is open to 11<sup>th</sup> and 12<sup>th</sup> grade students only.

### **17220 Life and Leadership**

This class encompasses a wide variety of topics in a practical style of learning. Students will explore lessons in college preparation, money management, business skills (communication and interpersonal relations), social and emotional coping strategies, study skills, and basic finances. Throughout the semester students will work on “real-life” scenarios involving the topics covered. Students will work cooperatively in groups, research, use technology, prepare presentations and get exposure from leaders in the community. (Senior Math Credit)



**Mathematics**

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Pre-Algebra	0646 Sem 1 0647 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Algebra I	0601 Sem 1 0602 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Geometry	0605 Sem 1 0606 Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
Honors Geometry	0603 Sem 1 0604 Sem 2	9, 10, 11, 12	Algebra I with a recommended grade of 'B' or above	2 semesters, 1 credit
ESL Geometry	0658-E Sem 1 0659-E Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
Algebra IIA	0607 Sem 1 0608 Sem 2	9, 10, 11, 12	Algebra I and Geometry	2 semesters, 1 credit
Algebra IIB	0609 Sem 1 0610 Sem 2	9, 10, 11, 12	Algebra IIA; course is designed to follow Algebra IIA	2 semesters, 1 credit
Algebra II	0611 Sem 1 0612 Sem 2	9, 10, 11, 12	Recommended grade of 'C' or above in Algebra I and Geometry	2 semesters, 1 credit
Honors Algebra II	0613 Sem 1 0614 Sem 2	9, 10, 11, 12	Recommended grade of 'B' or above in Algebra I and Honors Geometry. May be taken concurrently with Honors Geometry	2 semesters, 1 credit
IB Math SL1 : Analysis & Approaches	0615 Sem 1 0616 Sem 2	11, 12	Completion of Algebra II or Honors Algebra II	2 semesters, 1 credit
Pre-Calculus	0620 Sem 1 0621 Sem 2	9, 10, 11, 12	Algebra II recommended with a grade of A or B+	2 semesters, 1 credit
Honors Pre-Calculus	0622 Sem 1 0623 Sem 2	9, 10, 11, 12	Honors Algebra II with a recommended minimum grade of A or B+	2 semesters, 1 credit
IB Math SL2: Analysis & Approaches	0632 Sem 1 0633 Sem 2	10, 11, 12	Completion of IB Math AA SL 1, Pre-Calculus, or Honors Pre-Calculus	2 semesters, 1 credit
Statistics	0617 Sem 1 0638 Sem 2	9, 10, 11, 12	Successful completion of Honors Algebra II, Algebra II or Algebra IIA and IIB	2 semesters, 1 credit
Statistical Reasoning in Sports	0665	9, 10, 11, 12	Completion of Algebra II	1 semester, .5 credit
Calculus	0654 Sem 1 0655 Sem 2	9, 10, 11, 12	Pre-Calculus with a recommended grade of 'B' or better	2 semesters, 1 credit
AP Statistics	0618 Sem 1 0619 Sem 2	9, 10, 11, 12	Honors Algebra II, Honors Pre-Calculus or Statistics with a grade of 'B' or better <u>or</u> Algebra II with an 'A'	2 semesters, 1 credit
AP Calculus AB	0624 Sem 1 0625 Sem 2	9, 10, 11, 12	Successful completion of Honors Geometry, Honors Algebra II, and Honors Pre-Calculus with a recommended grade of 'B' or above	2 semesters, 1 credit
AP Calculus BC	0626 Sem 1 0627 Sem 2	9, 10, 11, 12	Successful completion of AP Calculus AB with a recommended grade of 'B' or above	2 semesters, 1 credit
Medical Math	0664	9, 10, 11, 12	Algebra II	1 semester, .5 credit

◇ Course qualifies for Visual, Performing & Applied Arts Requirement.



COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Computer Programming I ◇	0628	9, 10, 11, 12	Algebra I with a grade of 'B' or higher	1 semester, .5 credit
Computer Programming II ◇	0629	9, 10, 11, 12	Algebra I, and Computer Programming I with a grade of 'C' or higher	1 semester, .5 credit
AP Computer Science ◇	0656 Sem 1 0657 Sem 2	10, 11, 12	Algebra I and Geometry with a grade of 'B+' or better	2 semesters, 1 credit
IB Math SL Applications & Interpretations	0630 Sem 1 0631 Sem 2	10,11,12	Completion of Algebra II	2 semesters, 1 credit

◇ Course qualifies for Visual, Performing & Applied Arts Requirement.

### Pre-Algebra

#### 0646 Semester 1 • 0647 Semester 2

This is a two semester, one credit, course designed to prepare students for a successful transition to Algebra I, Geometry, and Algebra II. The Common Core State Standards for Math, as well as the 8 Standards for Mathematical Practice, will be used as a framework for the class.

### Algebra I

#### 0601 Semester 1 • 0602 Semester 2

This class constitutes the Algebra I requirements from the State of Michigan as well as National Common Core State Standards. Algebra I is the study of functions and representations. Key areas of study include linear, quadratic, radical, and exponential functions and their graphs, equation solving skills including factoring quadratics. It includes the broadening of the study of linear relationships including piecewise functions, systems of equations and formalized function notation. Linear regression, correlation, statistics and probability are part of the data unit. Exponential and quadratic function families are deepened to include the rules of exponents and standard and vertex forms of quadratic functions.

### Geometry

#### 0605 Semester 1 • 0606 Semester 2

Geometry is the study of analytic and spatial reasoning. It is applied to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Students will study formal logic and two column proof. This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Laws of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking skills are developed while modeling real world problems. Hands-on problem solving (e.g. using a compass and protractor) and alternate thinking skills are emphasized in learning all of the Michigan State Standards, as well as the Common Core State Standards established for Geometry.

### Honors Geometry

#### 0603 Semester 1 • 0604 Semester 2

Honors Geometry is a rigorous course and prepares students for AP Calculus AB or IB Math SL. It includes the study of analytic and spatial reasoning. Students will apply Geometry to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Formal logic will be studied and the two column proof will be stressed (e.g. Equidistance Theorem, Midline Theorem, Detour Proofs). This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Law of Sines and Cosines are also studied. Coordinate geometry is developed as a form of algebraic proof. Critical thinking and modeling real word problems are emphasized. Additionally, Michigan State Standards, as well as the Common Core State Standards that are recommended beyond the core expectations will be implemented. This course may be taken concurrently with Honors Algebra II. Completion of a summer prep packet is recommended.

**ESL Geometry****0658-E Semester 1 • 0659-E Semester 2**

This is a sheltered class for ESL students only. Geometry is the study of analytic and spatial reasoning. It is applied to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Students will study formal logic and two column proof. This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Laws of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking skills are developed while modeling real world problems. Hands-on problem solving (e.g. using a compass and protractor) and alternate thinking skills are emphasized in learning all of the Michigan State Standards, as well as the Common Core State Standards established for Geometry. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher.

**Algebra IIA****0607 Semester 1 • 0608 Semester 2**

This is the first year of a two-year course. It is an introduction to the study of linear, quadratic, polynomial, rational, trigonometric, exponential, trigonometric, and logarithmic functions, along with extending numeric and logarithmic ideas of accuracy, error, sequences, and iteration. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included. A deeper understanding of these topics is acquired in the second year, Algebra IIB.

**Algebra IIB****0609 Semester 1 • 0610 Semester 2**

This is the second year of Algebra II. It continues and finishes the previously listed topics from Algebra IIA. Both classes constitute the Algebra II requirement from the State of Michigan as well as the National Common Core State Standards.

**Algebra II****0611 Semester 1 • 0612 Semester 2**

This course includes continuing the study of linear, quadratic, polynomial, rational, trigonometric, exponential, trigonometric, and logarithmic functions, along with extending numeric and logarithmic ideas of accuracy, error, sequences, and iteration. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included. Conic sections and statistics units implement a Project Based Learning approach. This class meets the Algebra II requirement from the State of Michigan as well as the National Common Core State Standards.

**Honors Algebra II****0613 Semester 1 • 0614 Semester 2**

Honors Algebra II is a rigorous course and is preparatory for AP Calculus AB, AP Statistics and IB Math SL. It includes continuing the study of linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic functions, along with extending numeric and logarithmic ideas of accuracy, error sequences, and iteration. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included. Conic sections and statistics units implement a Project Based Learning approach. This course meets and exceeds the Algebra II requirements for the National Common Core State Standards. There is an emphasis on sophisticated algebraic manipulation and problem solving. It may be taken concurrently with Honors Geometry. Completion of a summer prep packet is recommended.

**IB Mathematics SL: Applications & Interpretations****0630 Semester 1 • 0631 Semester 2**

This one year course is intended to prepare students for the IB Math A & I SL Exam. Students do NOT have to be a diploma candidate in order to enroll in this course. This course is designed to teach students how to engage with mathematics practically in their everyday life. Students should expect to use technology and models to solve real world problems. Students will leave this class with a solid base in algebra, geometry, statistics and calculus, an ability to discuss mathematical concepts, and interpret data or mathematical models they can expect to see in the world around them. Students planning on taking this course should have a strong Algebra background and a drive to answer the age old question- “when are we ever going to use this?”

**Pre-Calculus****0620 Semester 1 • 0621 Semester 2**

Pre-Calculus is the preparation for calculus. The concepts and procedures deepen the students’ understanding of algebra and allow them to apply their knowledge to real world situations. Students study linear, exponential, logarithmic, polynomial, rational, and trigonometric functions. They also work with vectors, matrices, systems of equations, sequences and series. Students work with polar coordinates and conic sections with an eye toward modeling.

**Honors Pre-Calculus****0622 Semester 1 • 0623 Semester 2**

This course is a rigorous and challenging preparation for AP Calculus AB. Topics covered include functions and equations, trigonometry and trigonometric functions, matrices, vectors, conic sections, limits, polar coordinates, and difference quotients. The focus is problem solving techniques and real world applications.

**IB Mathematics SL1: Analysis & Approaches (Year 1)****0615 Semester 1 • 0616 Semester 2**

This course is the first year in a two year sequence intended to prepare students for the IB math AA SL Exam. Students do NOT have to be a diploma candidate in order to enroll in this course. As such, this course is designed to prepare students for further study to work in mathematics focused fields. A large portion of the class will be devoted to the study of families of functions, namely linear, quadratic, rational, exponential, logarithmic, and trigonometric functions. Students will also study concepts in statistics, including descriptive statistics, regression modeling, and the normal distribution. In addition to the mathematical work, students will be introduced to the historical development of mathematical ideas. In comparison to many math courses, there will be a large emphasis placed on the ability to communicate mathematical ideas, which may take the form of debates, essays, presentations, etc. Elements of IB Theory of Knowledge (TOK) course will be incorporated when possible.

**IB Mathematics SL2: Analysis & Approaches (Year 2)****0632 Semester 1 • 0633 Semester 2**

This course is the second year in a two year sequence intended to prepare students for the IB Math AA SL exam. Students do NOT have to be a diploma candidate in order to enroll in this course. This course is designed to prepare students for further study to work in mathematics focused fields. As such, a majority of the course will be focused on topics in calculus, including limits, derivatives and their applications, and basic integration techniques. Topics in probability (both discrete and continuous) will be covered as well. Significant class time will be devoted to a mathematical exploration project, an extensive paper on a topic of interest chosen by each student. In comparison to many math courses, there will be a larger emphasis placed on the ability to communicate mathematical ideas, both verbally and in writing. Elements of the IB Theory of Knowledge (TOK) course will be incorporated when possible. Note: Students willing to study a few additional topics will also be prepared to take the AP Calculus AB exam at the end of the year.

**Statistics****0617 Semester 1 • 0638 Semester 2**

A course in Statistics based on the State core curriculum is built around four themes: data exploration and study design, probability models and their application, statistical inference, model assessment and project based. Topics include exploring univariate and bivariate data, sampling and study design, probability models, sampling distributions, point and interval estimation, significance testing, inference for regression, and assessing assumption of statistical models.



### **0665 Statistical Reasoning in Sports**

Through the lens of sports related data, students will learn how to formulate (questions), gather and explore data, and use inference (draw conclusions based on data/information) to help them answer questions. This course will provide a solid foundation of any entry level college course in Statistics. This is a one semester (.5 credit) math course for students who have successfully passed Algebra II.

### **Calculus**

#### **0654 Semester 1 • 0655 Semester 2**

This class is designed for students with an interest in exploring the challenging concepts of Calculus without the rigor of advanced placement calculus. The concepts we expect to cover include an overview of differentiation, limits, basic integration, area and volume. It is equivalent to the first semester of college calculus and will provide students with a solid foundation to ease the transition to college mathematics.

### **Advanced Placement Statistics**

#### **0618 Semester 1 • 0619 Semester2**

The AP Statistics course introduces students to the major concepts and tools of collecting, analyzing, and drawing conclusions from data. The four themes are: 1) **Exploring Data**: Observing patterns and departures from patterns; 2) **Planning a Study**: Deciding what and how to measure; 3) **Anticipating Patterns**: Producing models using probability theory and simulation; 4) **Statistical Inference**: Confirming models. Students electing this course are encouraged to take the advanced placement examination. Each one of these themes will be broken down into subthemes that will cover different topics revolving around the central unit topic. This course is part math class and part language arts class. Students will need to excel at both of these to be successful. One must be able to learn to communicate, in words, mathematically and statistically. The students will learn the proper vocabulary and writing skills to be able to communicate in this manner

### **AP Calculus AB**

#### **0624 Semester 1 • 0625 Semester2**

This course covers all content specified by the College Board as required for designation as AP Calculus AB. It covers topics associated with functions, graphs and limits, derivatives, and integrals as specified in the AP Calculus AB course description available at [apcentral.collegeboard.com/calculusab](http://apcentral.collegeboard.com/calculusab). It represents functions from four perspectives (graphically, numerically, analytically and theoretically) and explains the concepts of calculus from these perspectives. It provides students with frequent opportunities to explain problems and solutions in both verbal and written form. It utilizes graphing calculators extensively to help explain concepts, solve problems, understand results, and enhance the enjoyment of doing calculus. Students are encouraged to take the AP Calculus AB examination.

### **AP Calculus BC**

#### **0626 Semester 1 • 0627 Semester2**

This course covers all content specified by the College Board as required for designation as AP Calculus BC. It includes all content covered in Calculus AB plus additional major topics such as parametric, polar and vector functions, expanded integration techniques, and polynomial approximations and series. It provides students with frequent opportunities to explain problems and solutions in both verbal and written form. It utilizes graphing calculators extensively to help explain concepts, solve problems, understand results, and enhance the enjoyment of doing calculus.

### **0628 Computer Programming I**

Computer Programming I is designed for all students interested in attaining the necessary knowledge and skills to succeed in our computerized, digitized, and programmable world. This introductory programming course will include the basic concepts of pro-gram development. It will be an introduction to the design, implementation, and understanding of computer programs. Students will write computer code in a logical, structured, and organized manner using the techniques and methods they learn. Computer Programming I will teach students to use a variety of different resources to implement and deploy a solution while learning to deal with real-world constraints. Students will learn the core principles of computer programming using the user-friendly language of Python. By using this computer language students will learn logical reasoning, algorithmic thinking, and structured problem solving. The prerequisite for this course is a B or higher in Algebra I.





## **0629 Computer Programming II**

Computer Programming II is designed for all students interested in attaining the necessary knowledge and skills to succeed and compete in our computerized, digitized, and programmable world. Computer Programming II is a continuation of Computer Programming I. In this class students will build on the foundation they developed in the previous course. Students will use the core skills attained in Computer Programming I to advance their programming careers. In this course students will continue to use the Python language as well as a new programming language, Java. Using these two programming languages students will continue to learn logical reasoning, algorithmic thinking, and structured problem solving. The prerequisite for this course is the successful completion of Computer I, with a grade of "C" or higher.

## **Advanced Placement Computer Science**

### **0656 Semester 1 • 0657 Semester 2**

AP Computer Science introduces students to the formal concepts of object-oriented computer programming, including program design, control structures, data structures, and algorithms using the Java programming language. It is a year-long course designed to be comparable to a first year college level computer programming class. AP Computer Science is a course designed to enhance students' logical problem solving abilities. Not only does it increase student understandings of the Java language, but it also builds analytical skills that are valuable in the field of computer science, in other academic courses, and in life in general. This class will enable students to significantly increase their computer science and programming skills - skills that are needed in an ever increasing array of college courses and workplaces. Computer Science is the highest paid college degree and Computer Programming jobs are growing at a rate of two times the national average. This course is the first step for those interested in embarking on a career in Computer Science or those interested in improving their problem solving skills.

## **0664 Medical Math**

Medical Math is a one semester (.5 credit) math course for students that have successfully passed Algebra II. Medical Math will help strengthen a student's Algebra skills in the context of relevant, career embedded math. Units of study include: Dilutions, Solutions, and Concentrations: Drug Dosages and Intravenous Calculations, Medical Statistics and Medical Research.

**Music/Dance****► All Music/Dance courses qualify for Visual, Performing & Applied Arts Requirement**

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Concert Band	0700 Sem 1 0701 Sem 2	9, 10, 11, 12	Audition. Students must enroll in two semesters of Band.	2 semesters, 1 credit
Symphony Band	0702 Sem 1 0703 Sem 2	9, 10, 11, 12	Audition. Students must enroll in two semesters of Band.	2 semesters, 1 credit
Wind Ensemble	0704 Sem 1 0705 Sem 2	9, 10, 11, 12	Audition. Students must enroll in two semesters of Band.	2 semesters, 1 credit
Wildcat Orchestra	0743A Sem1 0743B Sem2	9	Audition. Students must enroll in two Semesters of Orchestra	2 semesters, 1 credit
Concert Orchestra	0706 Sem 1 0707 Sem 2	9, 10	Audition. Students must enroll in two semesters of Orchestra.	2 semesters, 1 credit
Symphony String Orchestra	0733 Sem 1 0734 Sem 2	9, 10, 11, 12	Audition. Students must enroll in two semesters of Orchestra.	2 semesters, 1 credit
Philharmonic String Orchestra	0735 Sem 1 0736 Sem 2	9, 10, 11, 12	Audition. Students must enroll in two semesters of Orchestra.	2 semesters, 1 credit
Jazz Ensemble	0708 Sem 1 0709 Sem 2	9, 10, 11, 12	Audition and instructor approval required for anyone not enrolled in band. Students must enroll in two semesters for this class.	2 semesters, 1 credit
Instrumentals	0710	10, 11, 12	Students must provide their own instrument.	1 semester, .5 credit
Concert Choir (beginning choir)	0711 Sem 1 0712 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
A Cappella Choir	0715 Sem 1 0716 Sem 2	9, 10, 11, 12	Audition. Students must enroll in two semesters for this choir. One credit (two semesters) prior choir experience required.	2 semesters, 1 credit
Bella Voce (intermediate women)	0717 Sem 1 0718 Sem 2	10, 11, 12	Audition/Permission of instructor. Students must enroll in two semesters for this choir.	2 semesters, 1 credit
Chorale	0744A Sem1 0744B Sem2	10, 11, 12	Audition or permission from the instructor. Students must enroll in 2 semesters.	2 semesters, 1 credit
Novi Singers (advanced women & men)	0719 Sem 1 0720 Sem 2	11, 12	Audition/Permission of instructor. Students must enroll in two semesters for this choir.	2 semesters, 1 credit
Beginning Dance	0721	9, 10, 11, 12	None	1 semester, .5 credit
Dance II	0722	9, 10, 11, 12	Beginning Dance or permission of instructor	1 semester, .5 credit
Dance III /Intermediate Company	0724 Sem 1 0725 Sem 2	9, 10, 11, 12	Audition and permission of instructor. Students must enroll in two semesters for this class.	2 semesters, 1 credit
Dance IV/Advanced Company	0726 Sem 1 0727 Sem 2	9, 10, 11, 12	Audition and permission of instructor. Students must enroll in two semester for this class.	2 semesters, 1 credit
Choreography	0728	9, 10, 11, 12	Beginning Dance or permission of instructor	1 semester, .5 credit

**Wildcat Orchestra****0743A Semester 1 • 0743B Semester 2**

The 9th grade wildcat orchestra will learn and perform music at an intermediate level of musicality and technical difficulty. Students that are in the 9th grade will make up the Wildcat Orchestra. Students will continue to build upon their fundamental skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline and teamwork. Attendance at rehearsals and performances outside the school day is required.

**Concert Band****0700 Semester 1 • 0701 Semester 2**

Students in Concert Band will learn to perform with moderate skills on their instruments. Additionally, students will develop contemporary marching techniques and explore a variety of musical literature, combining music, art, theater and dance to create a competitive marching band production. Band Camp (5-10, 2019) is a requirement for all NHS Marching Band members. Please plan accordingly for this most important week. Units of study for the first semester are: marching band, winter concert preparation and festival preparation. Units of study for the second semester are: participation in MSBOA District and Festival, MSBOA Solo and Ensemble, Spring Concert and Commencement preparation. Students will learn quality tone production, intonation, rhythm, articulation, range development, phrasing, breath support, lip flexibility, dynamics, musicianship, and a moderate level of technical facility. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minutes daily outside of class. Private study is strongly encouraged. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class.

**Symphony Band****0702 Semester 1 • 0703 Semester 2**

Students in Symphony Band will learn to perform with intermediate skills on their instruments. Additionally, students will develop contemporary marching techniques and explore a variety of musical literature, combining music, art, theater and dance to create a competitive marching band production. Band Camp (Aug. 5-10, 2019) is a requirement for all NHS Marching Band members. Please plan accordingly for this most important week. Units of study for the first semester are: marching band, winter concert preparation and festival preparation. Units of study for the second semester are: participation in MSBOA District and Festival, MSBOA Solo and Ensemble, Spring Concert and Commencement preparation. Students will learn quality tone production, intonation, rhythm, articulation, range development, phrasing, breath support, lip flexibility, dynamics, musicianship, and an intermediate level of technical facility. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minute daily outside of class. Private study is strongly encouraged. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class

**Wind Ensemble****0704 Semester 1 • 0705 Semester 2**

Students in Wind Ensemble will learn to perform with advanced skills on their instruments. Additionally, students will develop contemporary marching techniques and explore a variety of musical literature, combining music, art, theater and dance to create a competitive marching band production. Band Camp (Aug. 5-10, 2019) is a requirement for all NHS Marching Band members. Please plan accordingly for this most important week. Units of study for the first semester are: marching band, winter concert preparation and festival preparation. Units of study for the second semester are: participation in MSBOA District and Festival, MSBOA Solo and Ensemble, Spring Concert and Commencement preparation. Students will learn quality tone production, intonation, rhythm, articulation, range development, phrasing, breath support, lip flexibility, dynamics, musicianship, and an advanced level of technical facility. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minutes daily outside of class. Private study is expected for students in Wind Ensemble. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class.

**Concert String Orchestra****0706 Semester 1 • 0707 Semester 2**

The Concert orchestra will learn and perform music at an intermediate level of musicality and technical difficulty. Students who do not audition into Symphony Orchestra will make up the Concert Orchestra. Students will prepare for a fall and winter concert, along with MSBOA Orchestra Festival and a spring concert. Students will continue to build upon their fundamental skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

**Symphony String Orchestra****0733 Semester 1 • 0734 Semester 2**

The Symphony orchestra will learn and perform music at a moderate level of musicality and technical difficulty. Students must audition to be a part of the Symphony Orchestra. Students will prepare for a fall and winter concert, along with MSBOA Orchestra Festival and a spring concert. Students will continue to build upon their intermediate skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

**Philharmonic String Orchestra****0735 Semester 1 • 0736 Semester 2**

The Philharmonic orchestra will learn and perform music at a more advanced level of musicality and technical difficulty. Students must audition to be a part of the Philharmonic Orchestra. Students in Philharmonic will participate in full orchestra activities. Students will prepare for a fall and winter concert, along with MSBOA Orchestra Festival and a spring concert. Students will continue to build upon their moderate skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

**Jazz Ensemble****0708 Semester 1 • 0709 Semester 2**

Jazz Ensemble is a performance oriented class dedicated to rehearsing and performing literature encompassing all genres of jazz, i.e. swing, blues, bebop, cool, etc. Students will learn to perform this music through specific units of study - style, articulation, chord symbols, scales, improvisation and jazz history. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class.

**0710 Instrumentals**

The students in Instrumentals will learn skills and concepts in music and musicianship, as well as pursue an independent study to improve performance skills on their respective instrument. Units of study are basic music theory, aural skills, and music appreciation, concurrent with an established independent study on an instrument. Specific skills learned will be technical facility on an instrument, musicianship, reading music, writing music, key signatures, time signatures, and composition. In fulfillment of the independent study, students will give in-class performances on their instrument two times per six-week grading period and will collaborate with other artists and musicians in the school. The students enrolled in Instrumentals will also produce, promote, and perform at Rock the Box and other musical gigs outside of the school day.

**Concert Choir****0711 Semester 1 • 0712 Semester 2**

Because vocal and sight-reading skills are attained developmentally, it is recommended that students participate in two semesters of choir. Students in **Concert Choir**, an entry level Soprano, Alto, Tenor, Bass (SATB) choir, will learn to perform a varied repertoire of music. Intended for beginning singers, students will work to develop technical and expressive accuracy. Additionally,



students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight reading skills at the Primary Level that will be demonstrated at MSVMA Choral Festival. Units of study include: the study of traditional and popular choral repertoire, quality tone production, primary to intermediate music literacy and musicianship, concert / performance preparation, and participation in Michigan School Vocal Music Association (MSVMA) Festival Performances. Attendance at rehearsals and performances outside of the school day is required.

**A Cappella Choir****0715 Semester 1 • 0716 Semester 2**

Because vocal and sight-reading skills are attained developmentally, it is **required** that students participate in two semesters of regular choir (not a cappella), as students will already be expected to have learned these skills. Students will prepare and perform various styles of popular, contemporary music, with a heavy focus on sight-reading, rhythmic and pitch accuracy, some vocal percussion, and performance and stage presence. Students will become familiar with notation software and learn how to arrange their own songs for performance. Students must be able to read music, sight-read, and have a strong sense of pitch and tonal center. A Cappella will participate in ICHSA, the International Competition of High School A Cappella, which takes place in the spring; recording and submittal for this competition will take place in the fall. Attendance at rehearsals and performances outside of the school day is required. Students will be required to provide their own uniform. Students must enroll in two semesters for this choir. An audition is required.

**Bella Voce****0717 Semester 1 • 0718 Semester 2**

Students in Bella Voce, an intermediate level Soprano & Alto ensemble (SSAA), will learn to perform a varied repertoire of music. Intended for experienced singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight-reading skills at the Intermediate Level that will be demonstrated at MSVMA Choral Festival. Units of study include: the study of traditional and popular choral repertoire, quality tone production, intermediate to advanced music literacy and musicianship, concert / performance preparation, and participation in Michigan School Vocal Music Association (MSVMA) Festival Performances. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this choir. An audition is required.

**Novi Singers****0719 Semester 1 • 0720 Semester 2**

Students in Novi Singers, an advanced level mixed ensemble (SATB), will learn to perform a varied repertoire of music. Intended for advanced singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight-reading skills at the Advanced Level that will be demonstrated at MSVMA Choral Festival. Units of study include: the study of traditional and popular choral repertoire, chamber music, quality tone production, intermediate to advanced music literacy and musicianship, concert / performance preparation, and participation in Michigan School Vocal Music Association (MSVMA) Festival Performances. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this choir. An audition is required. It is required that students participate in two semesters of regular choir prior to joining. Audition required.

**Chorale****0744A Semester 1 • 0744B Semester 2**

Students in chorale, an intermediate SATB choir, will learn to perform a varied repertoire of music. Intended for intermediate singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight reading skills at the intermediate level that will be demonstrated at MSUMA Choral Festival. Units of study include: study of traditional and popular choral repertoire, quality tone production, intermediate music literacy and musicianship, concert performance preparation and participation in MSUMA Festival performance. Attendance at rehearsals and performances outside of the school day is required.

**0721 Beginning Dance I**

Students will experience an overview of a wide variety of dance styles. Units of learning will include: Hip Hop, Jazz, Musical Theater, Contemporary/Modern and Cultural Dances. Students will learn the origins of each dance style and develop kinesthetic techniques to improve their levels of flexibility, coordination, posture and balance. Students will gain a broad understanding of how dance plays a role in many different cultures around the world. Students will perform one dance in the semester dance concert. Attendance at dress rehearsal and the semester dance concert outside of class is required. May be taken more than once.

**0722 Dance II**

Designed for students with some previous dance training, this course strengthens advanced beginning/intermediate level dance techniques and composition. Students will build upon previous dance experience, knowledge, and training. Units of learning will include continued development of technique, terminology, creative expression, composition, and history. Attendance at dress rehearsal and the semester dance concert outside of class is required. Must have successfully completed Beginning Dance I or have previous dance experience within the past two years. May be taken more than once.

**Dance III Intermediate Company****0724 Semester 1 • 0725 Semester 2**

Designed for the intermediate dance student, this course builds more advanced dance techniques and composition. This is a performance oriented course for the intermediate level dancer, providing students with a dance company experience. Students perform choreography by the program director and notable guest artists within departmental concerts, community events, competitions, and festivals. Students must be enrolled in two semesters for this course. Attendance at after school rehearsals and performances outside of class is required. There will be one mandatory weekly after school rehearsal until 3:15 PM. Audition required.

**Dance IV Advanced Company****0726 Semester 1 • 0727 Semester 2**

Designed for the advanced dance student, this course reinforces more advanced dance techniques and composition. This is a performance oriented course for the advanced dancer, providing students with a dance company experience. Students perform choreography by the program director and notable guest artists within departmental concerts, community events, competitions, and festivals. Students must be enrolled in two semesters for this course. Attendance at afterschool rehearsals and performances outside of class is required. There will be one mandatory weekly afterschool rehearsal until 3:15 PM. Audition required.

**0728 Choreography**

Designed for students with previous dance training, the course teaches choreographic tools, knowledge and understanding for creating movement. Units of learning include: improvisation, creating for concert and commercial dance, site-specific dance and elements of composition. Attendance at rehearsals and performances outside of class is required. Must have successfully completed Beginning dance or have permission of the instructor.



## Oakland Schools Technical Campus

Note: The *Public Notice of Nondiscrimination in Career and Technical Education Classes* is printed on page of this course catalog. This policy applies to enrollment in all OSTC courses.

► All OSTC courses qualify for Visual, Performing & Applied Arts Requirement

► All OSTC courses qualify for Senior Level Math Requirement

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Agriscience and Environmental Technologies	0800	11, 12	* On track for graduation, good attendance record, EDP matches program.	2 semesters, 3 credits
Computer Programming Computer Networking Entrepreneurship & Advanced Marketing	0801	11, 12	* On track for graduation, good attendance record, EDP matches Program	2 semesters, 3 credits
Culinary Arts/Hospitality	0802	11, 12	* On track for graduation, good attendance record, EDP matches program	2 semesters, 3 credits
Health Sciences	0803	11, 12	* On track for graduation, good attendance record, EDP matches program	2 semesters, 3 credits
Engineering, Robotics, Mechatronics Machining Welding	0804	11, 12	* On track for graduation, good attendance record, EDP matches program	2 semesters, 3 credits
Automotive Technology Collision Repair & Refinishing Medium/Heavy Truck Equipment	0805	11, 12	Assessment required * On track for graduation, good attendance record EDP matches program	2 semesters, 3 credits
Visual Imaging	0806	11, 12	* On track for graduation, good attendance record EDP matches program	2 semesters, 3 credits

\* All OSTC courses are full year programs. See counselor for OSTC application. Approval by counselor and OSTC is required. Paperwork may be turned in to Ms Lephart in the Novi High School Student Service Center. Registration for OSTC programs is early February. Please register through their online application via the following website: [https://Oakland.enrolltrack.com/student\\_portal/#](https://Oakland.enrolltrack.com/student_portal/#)

The complete list of Oakland Schools Technical Campus course offerings is posted on the OSTC website at: <http://www.ostconline.com/LinkClick.aspx?link=Documents%2f2015-2016+Course+Selection+Guide.pdf&tabid=2830&mid=8902>.

**OSTC course offerings are subject to change. Final course availability and descriptions will be available in the spring. Students selecting these courses will be notified of any changes.**



## **OSTC Credit Exchange**

**1 Year Programs:** Visual Imaging, Biotechnology and Environmental Science, Culinary Arts/Hospitality, Health Sciences and Engineering/Emerging Technologies. (2nd year of a world language and meet the CTE Algebra II exchange requirements). Students must request these exchanges when scheduling.

**2 Year Program in Automotive Technology** also meets the above exchanges, however, both years must be completed to receive the credit exchanges

### **0800 Agriscience and Environmental Technologies**

Work alongside professionals in hydroponics, veterinary science, sustainable agriculture, environmental engineering and conservation.

### **0801 Computer Programming**

Program in languages such as C++, Objective-C, Python, C# and Java to power the modern world.

### **0801 Computer Networking**

Building, upgrade and repair computers; and design, install and troubleshoot computer network systems.

### **0801 Entrepreneurship & Advanced Marketing**

Discover your inner-executive, become a marketing guru and learn how to “wow” your customers.

### **0802 Culinary Arts/Hospitality**

Be a key part of the team that operates a restaurant, prepares regional./international cuisines and delivers unique dining experiences.

### **0803 Health Sciences**

Develop a professional work ethic and ability to provide compassionate patient care in a variety of clinical settings. (EMT is available for Early College)

### **0804 Engineering, Robotics & Mechatronics**

Design and Build (remove) powerful robotic, hydraulic, pneumatic, electrical, electronic and mechanical systems.

### **0804 Machining**

Program and operate CNC machines to create products from engineering blueprints and specifications.

### **0804 Welding**

Use advanced equipment and techniques to join, cut, bend, and manipulate metal to fabricate a wide range of products.

### **0805 Automotive Technology** (This is a two year program)

Diagnose, repair and maintain automobiles from basic through advanced automotive systems.

### **0805 Collision Repair & Refinishing**

Using the same painting, welding and repair equipment as automotive professionals, restore vehicles to showroom condition.

### **0805 Medium/Heavy Truck Repair**

Repair and maintain heavy equipment, medium duty vehicles and semi-trucks, while using the same advanced diagnostic and repair equipment as professional technicians.

### **0806 Visual Imaging**

Design and create dynamic brand identifications, products, animations and digital media.





## Other Course Offerings

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Applied Behavior Analysis (A/B)	1239/1240	10, 11, 12	Ability to drive to another building	2 semesters, 1 credit
Peer to Peer (A/B)	0217/0218	10, 11, 12	None	2 semesters, 1 credit

### Applied Behavior Analysis

#### 1239 Semester 1 • 1240 Semester 2

This course is designed as an elective for students who have a desire to work with students with an Individualized Education Plan (IEP), specifically those with Autism Spectrum Disorders (ASD). The course will focus on the science of behavior, specifically teaching students to apply interventions based upon the principles of learning theory, to improve socially significant behaviors. Students will learn different evidence-based interventions and will then implement them with students with IEP's in the Novi Preschool. Students must be able to drive to and from the preschool located in the Early Childhood Education Center.

### Peer to Peer

#### 0217 Semester 1 • 0218 Semester 2

This course is designed as an elective for students who have a desire to mentor and work with a student or students with an Individual Education Plan (IEP). The course will focus on leadership skills, communication skills, knowledge of autism and other disabilities, problem solving, goal setting, tolerance, patience, reflective listening, journaling, group processing and advocacy. The student enrolled in a Peer-to-peer course will be a mentor, role model, and friend to a student with an IEP. In this role, the peer student will be with their assigned student a minimum of one class period. The student will also participate in both in class and hybrid "training days" to build their knowledge and skills in mentoring a student with an IEP.

**Physical Education & Health**

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Health Education	1000	9	Required	1 semester, .5 credit
ESL Health	1005-E	9, 10, 11, 12	Recommended WIDA ACCESS / W-APT Level 2.0 or higher	1 semester, .5 credit
Fundamentals of PE	1001	9, 10	Required	1 semester, .5 credit
Personal Conditioning	1002	10, 11, 12	Fundamentals of PE	1 semester, .5 credit
Recreational & Lifetime Activities	1003	9, 10,	Fundamentals of PE	1 semester, .5 credit
Weight & Body Training	1004	10, 11, 12	Fundamentals of PE	1 semester, .5 credit
Sports Officiating	1007	11, 12	Fundamentals of PE. Course many not be repeated.	1 semester, .5 credit
IB Sports, Exercise and Health Science HL1 & HL2				

**1000 Health Education**

Health is a required course that emphasizes the practical application of knowledge to healthful daily living. The units of study will include personal health and wellness, social, emotional and mental health, nutrition and physical activity, CPR-American Red Cross, substance abuse and safety, and reproductive health. Using personal assessments, role playing, problem solving and many hands-on activities (including demonstration of the six CPR skills) students learn and develop wise decision-making skills with the goal of extending one's life expectancy.

**1005-E ESL Health**

Health is a required course that emphasizes the practical application of knowledge to healthful daily living. The units of study will include personal health and wellness, social, emotional and mental health, nutrition and physical activity, CPR-American Red Cross, substance abuse and safety, and reproductive health. Using personal assessments, role playing, problem solving and many hands-on activities (including demonstration of the six CPR skills) students learn and develop wise decision-making skills with the goal of extending one's life expectancy. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 2.0 or higher on WIDA ACCESS/SCREENER.

**1001 Fundamentals of PE**

Fundamentals of PE is a course that introduces the student to many aspects of physical education, including participation in recreational sports, as well as personal fitness and working out in a fitness center setting. Students will participate in a variety of sports and activities in a less competitive atmosphere that will improve overall fitness levels. Activities include individual and team sports, swimming, and strength and cardiovascular conditioning. Students will set personal goals, monitor their progress and demonstrate proficiency through in-class participation, written/skill assessments and homework/in-class assignments. This course fulfills the PE graduation requirement.

**1002 Personal Conditioning**

This course focuses on how to maintain personal health and wellness. It is designed for the self-motivated student who is interested in developing their own personal fitness program related to cardiorespiratory endurance, as well as strength exercises. Students will utilize the fitness center, gymnasium, and indoor and outdoor facilities. Concepts such as circuit training, aquatic toning, strength training, interval training, and agility and quickness training will be introduced. Students will set personal goals, monitor their progress and demonstrate proficiency through in-class participation, written/skill assessments and homework/in-class assignments.



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### **1003 Recreational and Lifetime Activities**

This course focuses on understanding and practicing basic skills and techniques of lifetime sports and activities in a friendly competitive setting. Instruction will include, but are not limited to handball, tennis, pickleball, softball, ultimate Frisbee, volleyball, soccer, badminton, floor hockey, flag football, swimming, international sports, and strength and cardiovascular conditioning. Assessment will include in-class participation, homework/in-class assignments and written/skill tests.

### **1004 Weight and Body Training**

Weight and Body Training is a course for the highly self-motivated student that will provided instruction in various training methods to help reach and maintain high levels of individual physical fitness. Training methods include, but are not limited to resistance training, plyometric training, agility and quickness training, and cardiovascular training. Students will utilize the fitness center, gymnasium, and indoor and outdoor facilities. Students will set personal goals and monitor their progress through a written progress journal. Active rest days will be included and take place in the gymnasium playing high energy sports and recreational games.

### **1007 Sports Officiating**

Knowledge of rules and officiating techniques will be learned in this class. This course is designed to enhance the student's knowledge of various selected sports, thereby leading to certification for their specific activities. Upon completion of this course, students will be referred for placement as paid officials in recreational leagues and summer programs.



## Science

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH/CREDIT
Advanced Placement Biology	1105 Sem 1 1106 Sem 2	10, 11, 12	Chemistry and Biology (highly recommended)	2 semesters, 1 credit
Advanced Placement Chemistry ◊	1112 Sem 1 1113 Sem 2	10, 11, 12	Algebra II (required) and Chemistry (highly recommended)	2 semesters, 1 credit
		9	Honors Algebra II with a grade of 'B' or higher; concurrent enrollment in Honors Pre-Calculus or higher; prerequisite override form signed by parent/guardian	
Advanced Placement Environmental Science	1121 Sem 1 1122 Sem 2	10, 11, 12	Grade of B- or better in both Biology and Algebra I required (or teacher override); Chemistry highly recommended.	2 semesters, 1 credit
Advanced Placement Physics C: Electricity and Magnetism ◊	1118 Sem 1 1119 Sem 2	10, 11, 12	Must have completed or be enrolled in AP Calculus AB	2 semesters, 1 credit
Advanced Placement Physics C: Mechanics ◊	1116 Sem 1 1117 Sem 2	10, 11, 12	Must have completed or be enrolled in AP Calculus AB	2 semesters, 1 credit
Biology	1102 Sem 1 1103 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
ESL Biology	1131-E Sem 1 1132-E Sem 2	9, 10, 11, 12	Recommended WIDA ACCESS / SCREENER Level 3.0 or higher	2 semesters, 1 credit
Chemistry ◊	1110 Sem 1 1111 Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
ESL Chemistry	1150-E Sem 1 1151-E Sem 2	9, 10, 11, 12	Algebra I Recommended WIDA ACCESS/SCREENER Level of 2.3 or higher	
Forensic Science	1104	10, 11, 12	Biology, Chemistry and Algebra I strongly recommended	1 semester, .5 credit
Genetics and Medical Technology	1109	10, 11, 12	Biology	1 semester, .5 credit
Human Anatomy & Physiology	1107	10, 11, 12	Biology (C or better highly recommended)	1 semester, .5 credit
IB Biology HL 1: Cell Biology and Genetics	1123 Sem 1 1124 Sem 2	11	Biology & Chemistry (recommended)	2 semesters, 1 credit
IB Biology HL 2: Botany and Human Biology	1125 Sem 1 1126 Sem 2	12	IB Biology HL 1: Cell Biology and Genetics	2 semesters, 1 credit
IB Physics SL ◊	1129 Sem 1 1130 Sem 2	11, 12	Algebra I	2 semesters, 1 credit
IB Sports, Exercise and Health Science HL 1	1146 Sem 1 1147 Sem 2	10, 11, 12	None	2 semesters, 1 credit
IB Sports, Exercise and Health Science HL 2	1148 Sem 1 1149 Sem 2	11, 12	IB Sports, Exercise and Health Science HL1	2 semesters, 1 credit
Medical Careers Exploration	1108	11, 12	Human Anatomy & Physiology (required) and completion of application process	1 semester, .5 credit



COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH/CREDIT
Physics ◇	1114 Sem 1 1115 Sem 2	9, 10, 11, 12	Algebra I	2 semesters, 1 credit
ESL Physics	1152-E Sem 1 1153-E Sem 2	9, 10, 11, 12	Algebra I Recommended WIDA ACCESS/SCREENER of 2.5 or higher	2 semesters, 1 credit

- Course qualifies for Health Requirement
- ◇ Course qualifies for Senior Level Math Requirement.

### Advanced Placement Biology 1105 Semester 1 • 1106 Semester 2

The AP Biology course at Novi High School is a full year course. We have adequate time built into our schedule to allow students to complete the course material in a reasonable manner with three weeks devoted to review and preparation for the AP exam. The AP Biology course at Novi High School conforms to the standards instituted by the College Board for all AP Courses. All topics in *The AP Biology Curriculum Framework* are included. The course is organized into four units utilizing the Big Ideas included in the curriculum framework.

- Unit One: Evolution- The process of evolution drives the diversity and unity of life.
- Unit Two: Energy Utilization- Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
- Unit Three: Information storage and processing- Living systems store, retrieve, transmit and respond to information essential to life processes.
- Unit Four: Biological Interactions: Biological systems interact, and these systems and their interactions possess complex properties.

Emphasis on the following seven science processes will be integrated within the course and will be reinforced through a variety of laboratory experiences throughout the year.

1. The student can use representations and models to communicate scientific phenomena and solve scientific problems.
2. The student can use mathematics appropriately.
3. The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
4. The student can plan and implement data collection strategies appropriate to a particular scientific question.
5. The student can perform data analysis and evaluation of evidence.
6. The student can work with scientific explanations and theories.
7. The student is able to connect and relate knowledge across various scales, concepts and representations in and across domains.

Prerequisites: Chemistry (highly recommended) and Biology (highly recommended)

### Advanced Placement Chemistry 1112 Semester 1 • 1113 Semester 2

Advanced placement chemistry is a college-level, fast paced course that places an increased importance on the topics covered in general chemistry. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, kinetics, and thermodynamics are presented in considerable depth. There is also more emphasis on laboratory investigations and chemical calculations. *(Course qualifies for senior level math requirement.)*

### Advanced Placement Environmental Science 1121 Semester 1 • 1122 Semester 2

The AP Environmental Science (APES) course at NHS is a full year course designed to prepare students for the College Board Advanced Placement Environmental Science Exam. The **goal** of this course is to expose students to the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world; to identify and analyze problems both natural and human-made; to evaluate the relative risks associated with these problems; and to examine the alternative solutions for resolving and/or preventing them. Several **themes** cut across the many topics covered in APES, including: (1) science is a process of learning



about how the world works and changes; (2) energy conversions underlie all ecological processes; (3) the Earth is one interconnected system made up of related, smaller systems; (4) humans alter natural systems; (5) environmental problems have a cultural and social context; and (6) human survival depends on developing sustainable practices. Major **units of study** include sustainability; life on earth; human population growth (including implications of this growth, and possible ways to impact this growth); earth systems and resources; land and water resources; energy resources; global change (including climate change and loss of biodiversity); and hazards to human health, including pollution of water and air and creation of solid and hazardous wastes. The use of technology and collaboration will be stressed.

### **Advanced Placement Physics C: Electricity and Magnetism**

**1118 Semester 1 • 1119 Semester 2**

Advanced Placement Physics C: Electricity and Magnetism is equivalent to a first year college-level physics course. The course will address concepts related to electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism. Students will use methods of calculus, when appropriate, to study and solve problems in the classroom and laboratory. *(Course qualifies for senior level math requirement.)*

### **Advanced Placement Physics C: Mechanics**

**1116 Semester 1 • 1117 Semester 2**

Advanced Placement Physics C: Mechanics is equivalent to a first year college-level physics course. The course will address concepts related to kinematics, Newton's laws of motion, work, energy, and power, linear momentum, circular motion and rotation, and oscillations and gravity. Students will use methods of calculus, when appropriate, to study and solve problems in the classroom and *(Course qualifies for senior level math requirement.)*

### **Biology**

**1102 Semester 1 • 1103 Semester 2**

This Biology course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Matter & Energy in Organisms & Ecosystems, Interdependent Relationships in Ecosystems, Structure & Function, inheritance and variation of Traits, and Natural Selection & Evolution.

### **ESL Biology**

**1131-E Semester 1 • 1132-E Semester 2**

This is a sheltered class for ESL students only. This biology course uses the Science & Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Matter & Energy in Organisms & Ecosystems, Interdependent Relationships in Ecosystems, Structure & Function, Inheritance & Variation of Traits, and Natural Selection & Evolution. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method. Recommended English proficiency level of 3.0 or higher on WIDA ACCESS/SCREENER

### **Chemistry**

**1110 Semester 1 • 1111 Semester 2**

This chemistry course uses the Science & Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Structure of the Atom, Matter & the Periodic Table, Energy & Reactions, and Environmental Chemistry.

### **ESL Chemistry**

**1150 Semester 1 • 1151 Semester 2**

This chemistry course uses the Science 7 Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Structure of the Atom, Matter & the Periodic Table, Energy & Reactions, and Environmental Chemistry. This course is taught by a SIOP (sheltered instruction observation protocol) trained teacher. It is recommended that students have a WIDA/SCREENER level of 2.3 or high to take this course.



### **1104 Forensic Science**

Forensic Science is the study of the application of science to areas of law. Topics include introduction to law, types of civil and criminal cases, Michigan crimes, crime scene analysis, evidence, handwriting, fingerprinting, blood, blood spatter, footprints, chemical testing of unknown substances, hair and fiber evidence, handwriting, trace evidence, DNA and forensic medicine. Throughout the year, students will participate in lectures, discussions, laboratory investigations, videos and more. This is an upper level class for college bound students. Strongly recommended prerequisites include Biology, Chemistry.

### **1109 Genetics and Medical Technology**

Genetics and Medical Technology is an enrichment course for students wishing to increase their knowledge in medical and genetic research. Students will explore and build skills for careers as doctors, nurses, genetic counselors, clinical laboratory technologists, medical technologists, and clinical laboratory technicians. In the last 25 years, the U.S. biotechnology industry has created more than 198,000 high-quality jobs, at over 1,400 pharmaceutical, agricultural, industrial and instrumentation biotechnology companies, plus more at academic and government agencies. This course will provide students with the basic knowledge and skills necessary to take advantage of these career opportunities. Students will learn about and use the medical and genetic technologies that are making news headlines. This includes isolation and manipulation of DNA, DNA fingerprinting and medical diagnostic tests.

### **1107 Human Anatomy and Physiology**

Human Anatomy and Physiology is an in-depth examination of the structures (Anatomy) and functions (Physiology) of the Human body. The course will begin with an overview of the human body followed by examinations of the various organ systems including skeletal, muscular, integument, cardiovascular, digestive, respiratory, excretory, reproductive, and nervous. Material will be related to real world applications with emphasis on health and medical condition. This class includes a practical dissection experience.

### **IB Biology HL 1: Cell Biology and Genetics**

#### **1123 Semester 1 • 1124 Semester 2**

This is the first course in the two-year IB HL Biology curriculum. Topics include Biochemistry, Cells, Genetics, Ecology and statistical analysis. Extensive time is spent on student-driven laboratory experiments and investigations. Topics are explored through classroom discussion, individual and group projects, laboratory work, and computer simulations. This course can be taken to meet the HL Group 4 requirement for the IB diploma or certificate program.

### **IB Biology HL 2: Botany and Human Biology**

#### **1125 Semester 1 • 1126 Semester 2**

This is the second course in the two-year IB HL Biology curriculum. Topics include Evolution, Plant Biology, Cellular Metabolism, Physiology, Neurobiology, and statistical analysis. During this year, students will complete a student-driven laboratory assessment (internal assessment). Upon completion of year 2, students will be prepared for the IB HL exam. This course meets the Michigan Merit curriculum requirements for Life Science. IB certification will be by external and internal examination and colleges may offer credit for impressive scores.

### **IB Physics SL**

#### **1129 Semester 1 • 1130 Semester 2**

The IB Physics SL course will provide students with a challenging and rewarding experience in Physics. The course will focus on developing conceptual understanding and problem-solving skills through the study of the following topics: Physics and physical measurement, mechanics, thermal physics, oscillations and waves, electric current, fields and forces, atomic and nuclear physics, energy, power and climate change. Students will actively participate in their learning through discussions and investigations linked to the different theoretical concepts. The course will seek to foster students' appreciation of the scientific process while building collaborative, manipulative, and analytical skills. Problem solving will not require calculus; however, a strong background in Mathematics is beneficial. Students may elect to take the course for IB certification, a process that involves internal and external assessments. Students who elect this option will be responsible for the related fees. *(Course qualifies for senior level math requirement.)*

### **IB Sports, Exercise and Health Science HL1**

#### **1146 Semester 1 • 1147 Semester 2**

This course can be taken to meet the Group 4 HL requirement for the IB diploma or certificate program. This is the first course in a two-year IB HL curriculum. SEHS incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover six core topics, seven additional high level topics and two option topics (chosen by the teacher), and carry out practical (experimental) investigations in both laboratory



and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance.

**IB Sports, Exercise and Health Science HL2****1148 Semester 1 • 1149 Semester 2**

This is the second course in a two-year IB HL curriculum. Upon completion students will be prepared for the IB Sports, Exercise and Health Science HL Exam. **The completion of IB SEHS HL 2 fulfills the Novi High School Health and PE Credit.**

**1108 Medical Careers Exploration**

The Medical Careers Exploration course is part of the Providence Park Hospital—Novi Community Schools Partnership. Students enrolled in this course will explore in detail a wide variety of medical and health services careers. Web based research and information gathering regarding each career pathway will occur on the high school campus, with hands on follow-up to occur on the Providence Park Hospital campus or be provided by Providence personnel.

Note: This course will be scheduled to take place during an extended 6th period, with students dismissed 14 minutes after the end of the regularly scheduled school day.

\* Students interested in this course must complete the application available on the Novi High School Counseling website (see *Class Applications* under the *Scheduling* link).

**Physics****1114 Semester 1 • 1115 Semester 2**

This Physics course uses the Science & Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Forces & Interactions, Energy, Waves & Electromagnetic Variation, and Astro & Planetary Physics.

**ESL Physics****1152 Semester 1 • 1153 Semester 2**

This Physics course uses the Science & Engineering Practices and Crosscutting Concepts from the Michigan Science Standard to explore topics including Forces & Interactions, Energy, Waves & Electromagnetic Variation, and Astro & Planetary Physics. This course is taught by a SIOP (sheltered instruction observation protocol) trained teacher. It is recommended that students have a WIDA ACCESS/SCREENER level of 2.5 or high to take this course.





COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Advanced Placement European History	1212 Sem 1 1213 Sem 2	10, 11, 12	Earned at least a 'B' in all previous Social Studies and English courses	2 semesters, 1 credit
Advanced Placement Psychology	1216 Sem 1 1217 Sem 2	11, 12	Earned at least a 'B' in all previous English courses, and 'B' or higher in Biology	2 semesters, 1 credit
Advanced Placement U.S. Government & Politics	1218 Sem 1 1219 Sem 2	10,11, 12	Earned at least a 'B' in all previous Social Studies and English courses	2 semesters, 1 credit
Advanced Placement United States History	1214 Sem 1 1215 Sem 2	10, 11, 12	Earned at least a "B+" in Social Studies and ELA 9	2 semesters, 1 credit
AP Microeconomics*^	1610 Sem 1	10, 11, 12	Earned at least a "B" in Algebra 2 or concurrent enrollment in Honors Algebra 2 or above	1 semester, .5 credit
AP Macroeconomics^	1611 Sem 2	10, 11, 12	Successful completion or concurrent enrollment in either AP US Gov., Politics, Civics or AP Microeconomics	1 semester, .5 credit
Big History	1234	10, 11, 12	None	1 semester, .5 credit
Detroit History	1210	9,10, 11, 12	None	1 semester, .5 credit
Civics	1202	9, 10, 11, 12	If taking in 9th grade, must have earned a "B" or better in all previous Social Studies and English Courses	1 semester, .5 credit
Economics	1203	9, 10, 11, 12	Recommended after successful completion of Civics	1 semester, .5 credit
ESL Civics ESL Economics	1202-CIV-E 1203-ECO-E	10, 11, 12	Recommended WIDA ACCESS / SCREENER Level 2.8/2.5 or higher	2 semesters, 1 credit
IB 20th Century World History SL	1220 Sem 1 1221 Sem 2	11, 12	Fulfills World History requirement for 11th grade	2 semesters, 1 credit
IB 20th Century World History HL 1	1230 Sem 1 1231 Sem 2	11	Fulfills World History requirement for 11th grade	2 semesters, 1 credit
IB History of the Americas HL2	1237 Sem 1 1238 Sem 2	12	IB 20th Century World History HL1	2 semesters, 1 credit
IB Theory of Knowledge 1 (Junior Year, Semester 2)	1228	11	None	1 semester, .5 credit
IB Theory of Knowledge 2 (Senior Year, Semester 1)	1229	12	IB Theory of Knowledge 1	1 semester, .5 credit
IB Theory of Knowledge (Single Year Elective Course)	0908 Sem 1 0909 Sem 2	11,12	None	2 semesters, 1 credit
International Relations	1204	10, 11, 12	None	1 semester, .5 credit
Psychology	1206	10, 11, 12	None	1 semester, .5 credit
ESL Social Studies Foundations (formerly <i>ESL Integrated Studies</i> )	1235-E Sem 1 1236-E Sem 2	9, 10, 11, 12	Recommended WIDA ACCESS / SCREENER Level 1.4 to Level 2.4	2 semesters, 1 credit
Sociology	1207	10, 11, 12	None	1 semester, .5 credit
United States History: 1877 to Present	1200 Sem 1 1201 Sem 2	9	Required	2 semesters, 1 credit
ESL U.S. History: 1877 to Present	1224-E Sem 1 1225-E Sem 2	9, 10, 11, 12	Recommended WIDA ACCESS / SCREENER Level 2.2 or higher	2 semesters, 1 credit
World History, 300 C.E. to Present	1208 Sem 1 1209 Sem 2	11	Required	2 semesters, 1 credit
ESL World History	1232-E Sem 1 1233-E Sem 2	11, 12	Recommended WIDA ACCESS / SCREENER Level 3.3 or higher	2 semesters, 1 credit

\* qualifies for senior level math ^ If student does not meet prerequisites, they must fill out form that shows they were made aware of prerequisites and enrolls at their own risk. For Civics and Economics graduation requirement options, please refer to graduation requirement equivalencies.



### **Advanced Placement European History** **1212 Semester 1 • 1213 Semester 2**

The average person looks at history and labels it, but historians look at history and learn from it. If we are to take that approach with our European History class what can we learn? While employing the historical process, we will ask, “**Why Europe?**” Each period of European history offers its own answer to this question. Our task, this year, is to find those answers and piece together an account of European history. In this way we will develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, (c) an ability to apply historical skills to that analysis such as significance, cause and effect, change over time, and continuity and change, and (d) an ability to express historical understanding in writing. Summer Reading will be given in June.

### **Advanced Placement Microeconomics** **1610 Semester 1**

This is a one semester, college level course that will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

*\* Graduation requirement can be obtained by either taking general economics only, taking both AP Courses or taking one AP and one general economics. This class is recommended for juniors and seniors. Sophomores may enroll but do so understanding that the workload and content are both college level and pace.*

### **Advanced Placement Macroeconomics** **1611 Semester 2**

This is a one semester, college level course that will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students familiarity with economic performance measures, the financial sector stabilization policies, economic growth, and international economics. *\* Graduation requirement can be obtained by either taking general economics only, taking both AP Courses or taking one AP and one general economics. This class is recommended for juniors and seniors. Sophomores may enroll but do so understanding that the workload and content are both college level and pace.*

### **Advanced Placement Psychology** **1216 Semester 1 • 1217 Semester 2**

AP Psychology studies the behaviors and mental processes of human beings and other animals in a systematic and scientific manner, and is designed to be the equivalent of an introductory college psychology course. Students are encouraged to take the College Board’s Advanced Placement Exam (there is an examination fee). Units of study include: scientific foundations of psychology, biological bases of behavior, sensation and perception, learning, cognitive psychology, developmental psychology, motivation, emotion, and personality, clinical psychology, and social psychology. Students will develop the skills necessary to be successful on the Advanced Placement exam in Psychology.

### **Advanced Placement U.S. Government & Politics** **1218 Semester 1 • 1219 Semester 2**

Contribution to an enlightened and engaged citizenry, the foundation for democratic societies, is the primary objective of this course. Throughout the year, students will thoughtfully analyze a wide array of sources seeking to better understand the workings of the American political system. Through class lectures, readings, discussions and simulations for each unit students will be able to:

- 1) Understand the nature and function of American government, including key documents, leaders and laws..
- 2) Express in written and oral form, arguments and analyses regarding recurrent themes of the American political system over time, as well as of contemporary relevance
- 3) Use political science as a discipline to further a more complete understanding of American government and politics.
- 4) Maximize their scores on the end of the year AP examination.

(Graduation Credit can be attained by taking general civics or a full year of AP US Government & Politics)

**Advanced Placement United States History  
1214 Semester 1 • 1215 Semester 2**

For AP U.S. History, students become historians for the year. In the course, which covers two semesters, students make arguments about the past as they learn the content of America's amazing story. In doing so, students practice critical thinking skills that are needed on the AP exam and beyond. Coursework is the equivalent of an introductory college history course. Students will read, analyze historical sources, discuss and debate, take lecture notes, present lessons to the class, work collaboratively, and write essays.

**1210 Detroit History**

This is a one semester course that will allow students to investigate the 300+ years of history of Michigan's largest city. Topics of study will include Detroit's role in the Underground Railroad, immigration, industrialization and the automobile, World War 2, Motown, race riots, and the 21st century revival of the city. By the end of the course, students will develop their own service project and make a real impact on their local community (and earn community service hours)!

**1201 Civics**

This is a one semester course that will enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to the principal purpose and function of their local, state and federal government. In addition the origins of the American political system are addressed, as are the roles, rights and responsibilities of United States citizens. Students will also be afforded an understanding of the major political institutions in the United States. Successful completion of this course is required for graduation.

**1203 Economics**

This is a one semester course that will introduce students to the basic tools of both microeconomic and macroeconomic analysis. Microeconomics deals with consumers, firms, markets, income distribution and personal finance and budgeting. Macroeconomics deals with national income, employment, inflation, money and the government's role in economy. Successful completion of this course is required for graduation.

**ESL Civics****1202-CIV-E**

This is a sheltered class for ESL students only.

This is a one semester course that will enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to the principal purpose and function of their local, state and federal government. In addition the origins of the American political system are addressed, as are the roles, rights and responsibilities of United States citizens. Students will be afforded an understanding of the major political institutions in the United States. Successful completion of this course is required for graduation. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 3.0 or higher on WIDA ACCESS /SCREENER.

**ESL Economics****1203-ECO-E**

This is a sheltered class for ESL Students only

This is a one semester course that will introduce students to the basic tools of both microeconomic and macroeconomic analysis. Microeconomics deals with consumers, firms, markets, income distribution and personal finance and budgeting. Macroeconomics deals with national income, employment, inflation, money and the government's role in economy. Successful completion of this course is required for graduation. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended proficiency level of 3.0 or higher on WIDA ACCESS /SCREENER

**IB 20<sup>th</sup> Century World History SL-****1220 Semester 1 • 1221 Semester 2****IB 20<sup>th</sup> Century World History HL 1****1230 Semester 1 • 1231 Semester 2**

IB 20th Century World History: Authoritarian States, Causes and Effects of 20th Century Wars. We will start the year by looking at the rise of communism through both the Russian Revolution and the Chinese Revolution. Throughout the unit, we will look for an understanding of the authoritarian leaders that arose from the conflicts (Stalin and Mao). Unit 2 will focus on Fascism and the



rise of Mussolini and Hitler. We will also be focusing on similarities and differences of their rise and consolidation of power. Unit 3 will be a study of Japanese Expansion from the Russo-Japanese War (1904-1905) to the Sino Japanese War (1937-1941). Unit 4 will look at the causes, practices and effects of WW1. White Unit 5 will analyze the causes, practices and effects of WW11. Throughout the year we will be focused on a variety of skills.

**IB History of the Americas HL2****1237 Semester 1 • 1238 Semester 2**

IB History of the Americas is a college-level course that will focus on the Americas (both North and South) during the period in which the hemisphere emerged as a world power. The course is based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. Study will include units on American Imperialism, the two World Wars, and the Cold War. Students will acquire key historical skills such as research, analysis of sources, development of an academic research essay. Students will be encouraged to take the IB Exams in May for college credit.

**IB Theory of Knowledge (TOK) 1 and 2****1228 Junior Year • 1229 Senior Year**

This course creates a framework to explore the interconnectedness of knowledge. The central course question is “How do we know what we know?” Through the investigation of this question, students will explore how we gain, categorize and judge knowledge, as well as how we handle the complexity of and contradiction within knowledge. Students will become aware of their own thinking and recognize the implication of how we value knowledge in our increasingly interconnected world. This class is central to the education philosophy of the International Baccalaureate. While it is open to all 11th and 12th grade students, IB diploma candidates will begin the class 2nd semester of their junior year and complete it in the 1st semester of their senior year.

**IB Theory of Knowledge (TOK) Single Year Elective****0908 Semester 1 • 0909 Semester 2**

This course’s central question is “How do we know what we know?” Students will explore and challenge how we gain and categorize knowledge, as well as consider the role of knowledge within global society. Students will become more aware of their own thinking and recognize the complexity of claiming to “know” something about the world. Students will interact with topics across all disciplines, ranging from the arts to mathematics to ethics and more. All 11th and 12th grade students are eligible for this class, which runs from September to June.

**1204 International Relations**

Making sense of a world seemingly in turmoil is the best way to describe International Relations. The study of diplomatic history, conflict and compromise, and world geography, students will work collaboratively to examine and analyze past and current events. Working through the lens of America’s role in the post-9/11 world, this course offers a variety of opportunities for the student to explore the global challenges facing humanity today.

**1206 Psychology**

Psychology is the scientific study of behavior and mental processes. Answers to the questions “Why do we do what we do?” and “Why do we think the way we think?” will be discovered through basic psychological principles, concepts and theories. Topics include History/Research; Biopsychology; Developmental Psychology; Cognitive Psychology; Abnormal Psychology; and Social Psychology. Students will be engaged in a wide variety of activities, including research projects, presentations, hands-on activities, skits, discussions, and note taking.

**1234 Big History**

Big History weaves evidence and insights from many scientific and historical disciplines into a single, accessible origin story- one that explores who we are, how we got here, how we are connected to everything around us, and where we may be heading. This course is a combination of both historical thinking and scientific inquiry. This course is designed to help you question the world around you and to help you draw conclusions as to who we really are.

**ESL Social Studies Foundations****1235-E Semester 1 • 1236-E Semester 2**

Students will receive background knowledge from Ancient Civilizations through modern times in World and U.S. History. Geography will also be introduced as well as basic vocabulary needed to be successful in U.S. History, World History and Civics and Economics courses. They will learn how to analyze data from charts, graphs, and statistics, and gain knowledge in content-specific writing needed for success in high school level courses. Students will receive elective credit for this class. Student must have an English proficiency level of 1.4 to 2.4 on WIDA ACCESS/SCREENER.

**1207 Sociology**

Sociology explores whether our individual beliefs, values, skills, achievements and circumstances are a result of our own personal ambitions/choices or whether the larger social, cultural, political, and economic forces that surround us shape us to a larger extent. Units of exploration include the history of Sociology and the Sociological Perspective, Social Research Methods, Group Behavior, Culture, Social Stratification, Race, and Gender. Students partake in social research, in-depth discussions, presentations, note taking, small group projects and a pen pal project with students at Academy of the Americas in Southwest Detroit.

**United States History: 1877 to Present****1200 Semester 1 • 1201 Semester 2**

The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial age to the present day. Students learn about major political, cultural, and historical underpinnings of our society. Throughout this course, students analyze the causes and effects of events in the nation's past using primary and secondary sources to explore time and place in the twentieth century. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

**ESL United States History: 1877 to Present****1224-E Semester 1 • 1225-E Semester 2**

This is a sheltered class for ESL students only. The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Students learn about major political, cultural, and historical underpinnings of our society. Throughout the course, students analyze how our core ideals have shaped our collective past and explore implications for the future. Students analyze the causes and effects of events in the nation's past using primary and secondary sources to explore time and place in the twentieth century. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 2.2 or higher on WIDA ACCESS or W-APT.

**World History, 300 C.E. to Present**  
**1208 Semester 1 • 1209 Semester 2**

This course explores the interactions of civilizations from the decline of ancient empires through a study of the impact of globalization. Particular attention to the interaction of civilizations through war, trade, expansion, and other relationships will take precedence over a specific nation by nation study of the world. As a class, we will study the major themes, trends, and transitions that established the global world of today. We will conclude first semester by examining the Industrial Revolution and how that global phenomenon encouraged global interaction. Second semester begins with the development of nation-states and ends with an analysis of the current state of global interaction.

**ESL World History****1232-E Semester 1 • 1233-E Semester 2**

This course explores the interactions of civilizations from the decline of ancient empires through a study of the impact of globalization. Particular attention to the interaction of civilizations through war, trade, expansion, and other relationships will take precedence over a specific nation by nation study of the world. As a class, we will study the major themes, trends, and transitions that established the global world of today. We will conclude first semester by examining the Industrial Revolution and how that global phenomenon encouraged global interaction. Second semester begins with the development of nation-states and ends with an analysis of the current state of global interaction.

Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Recommended English proficiency level of 3.5 or higher on WIDA ACCESS/SCREENER



## Special Services

Novi High School offers a Continuum of Services through co-teaching and co-departmental classes where students are supported to meet the Michigan Merit Curriculum.

Co-teaching classes provide student instruction from two highly qualified teachers in a given subject matter, at 100% of the curriculum.

Co-departmental classes provide student instruction from two highly qualified teachers in a given subject matter, at 80% of the curriculum.

Integrated Studies class provides student instruction from one highly qualified special education teacher in the area of a student's Individual Education Plan's goals and transitional needs.

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Consumer Math- Runs every other year 2019-2020	1309 Sem 1 1310 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Educational Resource General Math	1300 Sem 1 13224 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Educational Resource Applied Skills	1394 Sem 1 1395 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Educational Resource General Reading-Runs every other year 2020-2021	1327 Sem 1 13226 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Linguistics 1	1328 Sem 1 1341 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Linguistics 2	1329	9, 10, 11, 12	Linguistics 1	1 semester, .5 credit
Linguistics 3	1330	10, 11, 12	Linguistics 1 and 2	1 semester, .5 credit
Integrated Studies	1336 Sem 1 1354 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit

### Consumer Math

#### 1309 Semester 1 • 1310 Semester 2

This course is designed to focus on everyday consumer math applications for daily living. Topics will include: earnings, budgeting, purchasing and investing. This class may be taken as a fourth math credit senior year. It may be taken for elective credit at any time.

### Educational Resource General Math

#### 1300 Semester 1 • 13224 Semester 2

This course focuses on developing necessary “real world” mathematical concepts such as: time management, money, consumerism, schedules, etc. General Math is designed to help students improve numeracy so that they can use mathematics efficiently

and critically to make informed decisions in their daily lives. This course will run every other year.

### Educational Resource Applied Skills

#### 1394 Semester 1 • 1395 Semester 2

This course concentrates on the social skills, communication, mobility and process skills that are necessary for interacting in the local community as well as the workplace. This includes: self determination, self awareness, self advocacy, and workplace competencies. The basic structure of this course is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking and professionalism. In tandem, NHS Supporting staff incorporates essential post-secondary skills including, but not limited to; self-reliance, social pragmatics, and organization.



## **Educational Resource General Reading**

### **1327 Semester 1 • 1326 Semester 2**

This course will focus on basic reading skills that teach comprehension strategies to support access in the General Education Curriculum, the pre-vocational setting, and within the community. Curriculum focuses on developing functional skills used to comprehend and interpret informational texts, determine fact from opinion, and to draw conclusions from the information at hand. Similarly, writing focuses on the use of technology, formulating complete and organized thoughts, as well as spelling and grammar. This course will run every other year.

### **1328 Linguistics 1 Semester 1 • 1341 Semester 2**

This course uses a multisensory, systematic phonetic approach to reading/spelling. Students will improve reading/spelling deficits through a highly interactive, structured approach. This is an elective credit course.

### **1329 Linguistics 2**

This course is a continuation of Linguistics 1. Students learn to decode and encode multi-syllabic words at a high school level. There will be an emphasis on comprehension and high school vocabulary. This is an elective credit course.

### **1330 Linguistics 3**

This course is a continuation of Linguistics 1 and Linguistics 2. Students learn to decode and encode multi-syllabic words at a high school level. There will be an emphasis on comprehension and high school vocabulary. This is an elective credit course.

## **Integrated Studies**

### **1336 Semester 1 • 1354 Semester 2**

Integrated Studies course will lay the groundwork for success in the student's high school educational experience; assist the student in satisfying the new Michigan Merit Curriculum graduation requirements; and provide instruction on the Individualized Education Plan goals and objectives while addressing the transitional needs of the student. This course may be taken more than once for elective credit.





## World Languages

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
French I	1412 Sem 1 1413 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
French II	1414 Sem 1 1415 Sem 2	9, 10, 11, 12	French I	2 semesters, 1 credit
French III	1416 Sem 1 1417 Sem 2	9, 10, 11, 12	French II	2 semesters, 1 credit
French IV	1468 Sem 1 1469 Sem 2	11, 12	French III	2 semesters, 1 credit
IB French SL 1 (equivalent to French IV)	1418 Sem 1 1419 Sem 2	11, 12	French III	2 semesters, 1 credit
IB French SL 2	1424 Sem 1 1425 Sem 2	12	IB French SL 1	2 semesters, 1 credit
Advanced Placement French Language	1470 Sem 1 1471 Sem 2	11,12	French IV or IB French SL 1	2 semesters, 1 credit
German I	1426 Sem 1 1427 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
German II	1428 Sem 1 1429 Sem 2	9, 10, 11, 12	German I	2 semesters, 1 credit
German III	1430 Sem 1 1431 Sem 2	10, 11, 12	German II	2 semesters, 1 credit
German IV	1432 Sem 1 1433 Sem 2	10, 11, 12	German III	2 semesters, 1 credit
IB German SL 1 (equivalent to German IV)	1478 Sem 1 1479 Sem 2	11, 12	German III	2 semesters, 1 credit
IB German SL 2	1480 Sem 1 1481 Sem 2	12	IB German SL 1	2 semesters, 1 credit
Japanese I	1434 Sem 1 1435 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Japanese II	1436 Sem 1 1437 Sem 2	9, 10, 11, 12	Japanese I	2 semesters, 1 credit
Japanese III	1438 Sem 1 1439 Sem 2	9, 10, 11,12	Japanese II	2 semesters, 1 credit
Japanese IV	1440 Sem 1 1441 Sem 2	10, 11, 12	Japanese III	2 semesters, 1 credit
IB Japanese SL 1 (equivalent to Japanese IV)	1444 Sem 1 1445 Sem 2	11, 12	Japanese III	2 semesters, 1 credit
IB Japanese SL 2	1446 Sem 1 1447 Sem 2	12	IB Japanese SL 1	2 semesters, 1 credit
Advanced Placement Japanese Lan- guage	1442 Sem 1 1443 Sem 2	10, 11, 12	IB Japanese SL 1 or Japanese IV	2 semesters, 1 credit



## Course Descriptions

World Languages

COURSE NAME	COURSE #	GRADE	PREREQUISITE	COURSE LENGTH / CREDIT
Spanish I	1448 Sem 1 1449 Sem 2	9, 10, 11, 12	None	2 semesters, 1 credit
Spanish II	1450 Sem 1 1451 Sem 2	9, 10, 11, 12	Spanish I	2 semesters, 1 credit
Spanish III	1452 Sem 1 1453 Sem 2	9, 10, 11, 12	Spanish II	2 semesters, 1 credit
Spanish IV	1474 Sem 1 1475 Sem 2	11, 12	Spanish III	2 semesters, 1 credit
IB Spanish SL 1 ( <i>equivalent to Spanish IV</i> )	1454 Sem 1 1455 Sem 2	11, 12	Spanish III	2 semesters, 1 credit
IB Spanish SL 2	1460 Sem 1 1461 Sem 2	12	IB Spanish SL 1	2 semesters, 1 credit
Advanced Placement Spanish Language	1476 Sem 1 1477 Sem 2	11,12	IB Spanish SL 1 or Spanish IV	2 semesters, 1 credit



## French I

### 1412 Semester 1 • 1413 Semester 2

The students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the present tense will include clothing, food, school, sports, family, weather, calendar, descriptions and cultural topics from around the French-speaking world.

## French II

### 1414 Semester 1 • 1415 Semester 2

The students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the present and past tenses will include daily routine, descriptions, interests, home and family, food and travel, and cultural topics from around the French-speaking world.

## French III

### 1416 Semester 1 • 1417 Semester 2

The students will develop a more advanced proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the past and perfect tenses will include autobiographical information, health, daily routine, famous people, restaurants, shopping, places in the city and cultural topics from around the French-speaking world.

## IB French SL 1

### 1418 Semester 1 • 1419 Semester 2

## French IV

### 1468 Semester 1 • 1469 Semester 2

This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) French program.

**All students** who have completed French III are encouraged to take this course. Students will use the French language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. The majority of this course will be taught in French, all texts will be in French, and students are expected to speak in French. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior year. The content is appropriate for **all** advanced French students. (*Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.*)

## IB French SL 2

### 1424 Semester 1 • 1425 Semester 2

This is a continuation of the IB French SL1 course.

The students will continue to develop a mastery level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. This course provides a comprehensive college-level review of all French grammatical concepts, structures and vocabulary through repeated written and oral drills and the completion of past International Baccalaureate exams.

## Advanced Placement French Language

### 1470 Semester 1 • 1471 Semester 2

The purpose of this course is to prepare for the French Language and Culture Exam. The students will continue to develop a mastery level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. This course provides a comprehensive college-level review of all French grammatical concepts, structures and vocabulary through repeated written and oral drills and the completion of past Advanced Placement exams.



### German I

**1426 Semester 1 • 1427 Semester 2**

Students will achieve beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in German. Units covered in the present and simple future tenses include alphabet and pronunciation, numbers, family, colors, day/ months, time, school vocabulary, free time, hobbies and sports, body parts, house, conversation questions, likes/dislikes, verb conjugation, food, gender and case, weather, map of Europe, current events, shopping and modal verbs.

### German II

**1428 Semester 1 • 1429 Semester 2**

Students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in German. Units covered in the present, simple past, conversational past, future tense, grammar, lessons, food, furniture, location prepositions, school, health, house and home, occupations, chores, conflict, modal verbs, maps of Europe, current events, weather, adjective comparisons, regular and irregular verbs, nominative, accusative, and dative cases, prepositions, opinions, and conversational dialogue.

### German III

**1430 Semester 1 • 1431 Semester 2**

Students will develop more advanced proficiency in Expression and Inquiry, Constructing Meaning, Linking Language and Culture, Acquiring Knowledge and Using Strategies to communicate in German. German III is designed to develop the student's reading ability, to look closer at the culture and history of Germany, and to review the grammatical structure of the language. A study of simple past tense and comprehensive review of two tense, weak and strong verbs, regular and irregular conjugations, reflexive verbs, gender and case, complex clauses, adjective endings, modal verbs, grammar, verb conjugations, sentence structure, idiomatic expressions, and advanced vocabulary will be integrated into the course units, which include fairy tales, health, appearances, opinions, relationships, travel, jobs and professions, difficulties, relative clauses, and expressing agreement and disagreement.

### IB German SL 1

**1478 Semester 1 • 1479 Semester 2**

### IB German SL2

**1480 Semester 1 • 1481 Semester 2**

### German IV

**1432 Semester 1 • 1433 Semester 2**

This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) German program.

**All students** who have completed German III are encouraged to take this course. Students will use the German language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. This course will be taught in German, all texts will be in German, and students are expected to speak in German. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior year. The content is appropriate for **all** advanced German students. *(Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.)*

### Japanese I

**1434 Semester 1 • 1435 Semester 2**

Students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Units covered in the present tense include an introduction of the first alphabet Hiragana, greetings, numbers, color, animals, giving and responding to simple instructions, describing things, telling the time, food, sports, family, expressing likes and dislikes asking questions such as, birthday and phone numbers, and cultural topics such as martial arts, tea ceremony, flower arrangement, and calligraphy.



## Japanese II

### 1436 Semester 1 • 1437 Semester 2

Students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Units covered in the present, and past tenses include: introduction of the second alphabet, Katakana, discussing school subjects, geography, talking about what they did, talking about where they went, making suggestions to do something, shopping, ordering at restaurants, asking and giving reasons, asking questions about address, zodiac sign and cultural topics such as Japanese schools, restaurant etiquette, travel in Japan and Japanese currency.

## Japanese III

### 1438 Semester 1 • 1439 Semester 2

Students will continue to gain more advanced levels of proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge, and using strategies to communicate in Japanese. This course will introduce some Kanji (Chinese characters), more advanced vocabulary and grammatical concepts introduced through short stories in the target language.

## IB Japanese SL 1

### 1444 Semester 1 • 1445 Semester 2

## Japanese IV

### 1440 Semester 1 • 1441 Semester 2

This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) Japanese program.

**All students** who have completed Japanese III are encouraged to take this course. Students will use the Japanese language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development.

This course will be taught almost exclusively in Japanese, all texts will be in Japanese, and students are expected to speak in Japanese. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior

year. The content is appropriate for **all** advanced Japanese students. (*Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.*)

## IB Japanese SL 2

### 1446 Semester 1 • 1447 Semester 2

This is the second year of a two-year International Baccalaureate (IB) Standard Level (SL) Japanese program. All students who have successfully completed IB Japanese SL 1 are encouraged to take this course. Students will use the Japanese language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development.

The students will develop a mastery level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. This course provides a comprehensive college-level review of all Japanese grammatical concepts, structures and vocabulary through repeated written and oral drills and the completion of past Advanced Placement exams.

This course will be taught in Japanese, all texts will be in Japanese, and students are expected to speak in Japanese. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB and the AP exams second semester of either their junior or senior year.

## Advanced Placement Japanese Language

### 1442 Semester 1 • 1443 Semester 2

The purpose of this course is to get ready for the AP Japanese Language and Culture exam. The class is conducted almost exclusively in Japanese. Students will learn more advanced levels of proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Students will learn as many as 500 Kanji characters. (They don't need to be able to write them.) They will converse with native Japanese-speaking people and learn to write more complicated essays in Japanese.



### **Spanish I**

**1448 Semester 1 • 1449 Semester 2**

The students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present tense will include food, school, sports, family, weather, calendar, descriptions and cultural topics from around the Spanish-speaking world.

### **Spanish II**

**1450 Semester 1 • 1451 Semester 2**

The students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present and past tenses will include daily routine, descriptions, interests, home and family, food and travel, and cultural topics from around the Spanish-speaking world.

### **Spanish III**

**1452 Semester 1 • 1453 Semester 2**

The students will develop a more advanced proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present, past, perfect, commands and subjunctive tenses will include autobiographical information, childhood, disasters and accidents, movies and TV, cooking and travel, and cultural topics from around the Spanish-speaking world.

### **IB Spanish SL 1**

**1454 Semester 1 • 1455 Semester 2**

### **Spanish IV**

**1474 Semester 1 • 1475 Semester 2**

This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) Spanish program.

**All students** who have completed Spanish III are encouraged to take this course. Students will use the Spanish language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. This course will be taught in Spanish, all texts will be in Spanish, and students are expected to speak in Spanish. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness.

### **IB Spanish SL 2**

**1460 Semester 1 • 1461 Semester 2**

### **Advanced Placement Spanish Language**

**1476 Semester 1 • 1477 Semester 2**

The students will continue developing their proficiency level in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. This course provides a comprehensive college-level review of all Spanish grammatical concepts, structures and vocabulary and the completion of practice Advanced Placement or International Baccalaureate exams.