



**ROCHESTER**  
**COMMUNITY SCHOOLS**

PRIDE IN EXCELLENCE

**High School**  
**Course Description Book**  
**2020 - 2021**

**Adams High School**  
**Alternative Center for Education (ACE)**  
**Rochester High School**  
**Stoney Creek High School**  
**Grades 9 – 12**

**Rochester Community Schools**  
**501 West University**  
**Rochester, MI 48307**

**(248) 726-3000**

<http://www.rochester.k12.mi.us>

# **ROCHESTER COMMUNITY SCHOOLS HIGH SCHOOL COURSE DESCRIPTION BOOK**

**Adams High School  
3200 W. Tienken  
(248) 726-5200**

**Rochester High School  
180 S. Livernois  
(248) 726-5400**

**Stoney Creek High School  
6755 Sheldon Rd  
(248) 726-5700**

**Alternative Center for Education  
1440 John R  
(248) 726-5900**

## **GENERAL INFORMATION**

This booklet of high school course descriptions has been compiled as an aid to students and parents in selecting a high school course of study. Actual school programs and schedules of classes should be made in consideration of each student's academic background, interests, aptitudes and aspirations. Please refer to the next two pages for typical course pathways. Final decisions should involve student, parent, counselor and teacher.

These descriptions are not intended to be complete listings of the specific objectives of each course. More complete information, including specific terminal performance and course objectives, is available from individual teachers and departments.

The general education courses described herein are approved or are scheduled for Board of Education approval during the current school year.

Courses listed as 1 credit (40 weeks) are full year courses.

Courses listed as 1/2 credit (20 weeks) are semester courses.

While choosing courses, check the page outlining graduation requirements in the Registration Brochure carefully. Each student is responsible for selecting courses that will meet these requirements. Questions regarding course selections should be directed to the appropriate counselor. When selecting courses, attention should be paid to the prerequisites and eligible grade levels for each course.

**Volume XXXIII  
2020-2021**

**Revised: January, 2020  
Online Version Update: January, 2020**

# High School Information



## Adams High School

3200 W. Tienken Rd  
248-726-3132

Principal: Pasquale Cusumano  
Asst. Principals: Todd Calcamuggio, Luke Swanson  
Counselors: Jessica Belomo, Christy Clement, Sarah Falkowski,  
Janice King, Allison Parliament



## Alternative Center for Education

1440 John R  
248-726-5900

Principal: Susan Demeniuk  
Counselor: Shelly Robinson



## Rochester High School

180 S. Livernois  
248-726-5400

Principal: Neil Deluca  
Asst. Principals: Casey Wescott, Joshua Wrinkle  
Counselors: Aliyah Caggins, Christopher Green, Melissa Kinney,  
Kelly Messing-Mirabito, Jennifer O'Toole-Seyka,  
Dianna Sorentino



## Stoney Creek High School

6755 Sheldon Rd.  
248-726-5700

Principal: Cathryn Skedel  
Asst. Principals: Chuck May, Brian Shelson  
Counselors: Marius Achim, Jennifer Antonelli-Wilson, Paul Carlin, Kim  
Holzknecht, Linda Veaser

**INTRODUCTION:** This brochure has been developed for students to use in conjunction with the course description book available on Rochester Community Schools website located at:

<http://www.rochester.k12.mi.us>

- On the "District" site, click on the "Curriculum" tab.
- Scroll down and click on "Secondary Education".
- Click on "High School" folder
- Click on "HS Course Description Booklet 2020" (will be updated on website in January, 2020)

Students are encouraged to work with their counselors when planning what courses they will register for each year.

## Minimum Graduation Requirements (Grades 9-12)

**A minimum of 22 credits must be earned to graduate from Rochester Community Schools, and all students must participate in all State Mandated Tests during high school. The credits identified below are aligned with the Michigan Merit Curriculum (MMC) and include required and elective courses. The MMC also provides for personal modifications and some flexible options as noted below.**

### ENGLISH/LANGUAGE ARTS

Including:	Language Arts 9	4.0 Credits (1 credit)	Grade 9
	Language Arts 10	(1 credit)	Grade 10
	Language Arts 11 (Composition/Literature)	(1 credit)	Grade 11
	Language Arts 12 (Composition/Literature)	(1 credit)	Grade 12

### SOCIAL STUDIES

Including:	World History	3.0 Credits (1 credit)	Grade 9
	US History	(1 credit)	Grade 10
	Government	(1/2 credit)	Grade 11
	Economics (Recommended for Grade 11)	(1/2 credit)	Grades 9-12

### SCIENCE

Including:	Physical Science	3.0 Credits (1 credit)	Grade 9
	Biology	(1 credit)	Grade 10
	Chemistry, Physics or a 3 <sup>rd</sup> Science*	(1 credit)	Grades 11-12

**\*For the class of 2021 and beyond, the only other science course that fulfills the 3<sup>rd</sup> Science requirement is Astro/Geo plus a .5 credit science elective**

### MATHEMATICS

#### 4.0 Credits

The typical course sequence to fulfill the MMC mathematics requirement is Algebra 1 (1 credit), Geometry (1 credit), Algebra 2 (1 credit) and a mathematics or mathematics related course(s) (1 credit) in the student's final year of high school.

High school equivalent math course(s) taken in middle school may be applied to the 4.0 credits required in mathematics and counted toward the minimum 22 credits to graduate from high school. High school math credits earned in middle school are not calculated into the high school Grade Point Average GPA.

- The grade and credit for high school courses taken in middle school and repeated in high school will be reflected on the high school transcript and will only count for credit once. The grade for the repeated course(s) will be calculated into the high school GPA.
- A math or math related credit must be taken in the final year of high school.
- Students must minimally complete coursework through Algebra 2 or Algebra 2B.
- Math related credit has been approved for the following courses:  
*Accounting 1, 2, 3 and 4, all CAD classes, AP Chemistry, Chemistry, Fundamentals of Chemistry, AP Computer Science, AP Computer Science Principles, Computer Programming 1 and 2, Financial Math and Analysis, Personal Finance, AP Physics, Fundamentals of Physics, Physics, Woodworking, Advanced Woodworking and Oakland Technical Center (OTC) clusters.*
- Personal Curriculum modifications may only be considered after a student has completed one semester of Algebra 2 or a year of Algebra 2A.
- All other exceptions must be approved by the principal.

## WORLD LANGUAGES

## 2.0 Credits

Students must earn 2.0 credits in a World Language. The two credits must be in the same language.

- High School equivalent World Language course(s) taken in middle school may be applied to the 2.0 credits required in World Languages and counted toward the minimum 22 credits to graduate from high school. High school credit earned in middle school is not calculated into the high school Grade Point Average (GPA).
- The grade and credit for high school courses taken in middle school and repeated in high school will be reflected on the high school transcript and will only count for credit once. The grade for the repeated course(s) will be calculated into the high school Grade Point Average (GPA).

## VISUAL, PERFORMING and APPLIED ARTS

## 1.0 Credits

Courses that are included in this area are identified below:

2D Art Exploration	Child Development/Parenting	Independent Living	Summer Music Theater
3D Art Exploration	Chorale	Interior Design	Symphony Band
Advanced Drawing/Painting	Computer Modeling and Animation	Jewelry/Metals	Theater 1
Advanced Graphic Design	Computer Operations in Business	Marching Band	Theater 2
Advanced Multimedia Communication (10 & 11)	Concert Band	Marketing and Advertising	Treble Choir
Advanced Photography	Concert Choir	Advanced Marketing	Video Production
Advanced Video Production	Creative Writing	Mechanical Drafting/Design 1	Virtual Enterprise Capstone
Advanced Woodworking	Cuisines of the World	Mechanical Drafting/Design 2	Web Design & Social Media
AP Capstone	Drawing/Painting	Men's Choir	Wind Ensemble
AP Computer Science Principles	Engineering Design 1	Merchandising Lab/School Store	Woodworking Fundamentals
AP Research	Engineering Design 2	Multimedia Communications	Yearbook
AP Seminar	Engineering Design 3	Music Theory	
AP Studio Art	Engineering Design 4	Oral Communications	
Architecture 1	Exploring Music	OTEC	
Architecture 2	Fashion Design	Photography	
Architecture 3	Foods and Nutrition	Printmaking	
Architecture 4	Graphic Design	Sculpture	
Ceramics	Advanced Graphic Design	Small Business Management & Entrepreneurship	
Chamber Choir	Guitar	Student Council	

## HEALTH AND PHYSICAL EDUCATION

**1.0 Credits**

Students take Wellness 1 and Wellness 2, **OR** students may combine a .5 Health class with a .5 PE activity course (i.e. Personal Fitness: Aerobics) to fulfill the 1.0 credit requirement.

## ONLINE LEARNING EXPERIENCE

**No Credit**

Online course or 20 hours of online experience embedded within Rochester Community Schools' curriculum.

## STATE MANDATED ASSESSMENTS (PSAT, SAT, M-STEP, etc.)

**No Credit**

**REQUIRED CREDITS:** **18.0**

**ELECTIVES:** **4.0**

**TOTAL Minimum Credits Required 22.0**

# ADDITIONAL EDUCATIONAL OPPORTUNITIES

## ACE HIGH SCHOOL (Grades 10-12)

The mission of ACE High School is to intervene when students are at risk of not fulfilling their graduation requirements by offering a unique atmosphere to nurture credit recovery and empower them. ACE High School follows Rochester Community Schools' core curriculum with a condensed offering of electives while utilizing relevant instruction and relationship building. Students gain the necessary skills to increase their employability and receive post-secondary counseling and planning. Students are referred to ACE by their home school counselor.

## ALTERNATE CLASSROOM DELIVERY MODELS

- **Blended Learning** Students may have the opportunity to take one or more Blended Learning courses. Students divide their time between face-to-face interactions with the instructor and classmates, coupled with a flexible learning environment. A flexible learning environment may be off-campus and may entail online learning, service learning, internships, site visits, lab work, group work, workshops, or research.
- **Online Learning** Students have the opportunity to take up to two courses online per semester. Information and applications are available in the counseling office. *Note: NCAA may not recognize credits earned in online learning classes toward eligibility.*

## AP CAPSTONE DIPLOMA

The College Board's AP Capstone is an innovative college-level program based on two courses – AP Seminar and AP Research – that complement and enhance discipline-specific AP courses. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. See [collegeboard.org](https://collegeboard.org) for more information.

## CREDIT BY EXAM

Students may apply to take a test-out exam for courses in the Rochester Community Schools' curriculum. Testing out will occur twice each year; once at the end of the school year for placement during the following school year, and once in January. Testing in January will be limited to single semester courses and only one test can be taken on the January test date. Students receive a list of course content expectations to use in preparation for the exam.

In order to receive credit, students must attain a score of 77% or better on one or more assessments which measure the student's understanding of the course content expectations. The exam may be taken only once for any course. All exams will remain the property of Rochester Community Schools and will not be returned to the student. *Note: NCAA does not recognize credits earned by exam toward eligibility.*

### **EARLY GRADUATION**

High school is a four year program requiring a minimum of 22 credits for graduation. Students who wish to graduate in less time must carefully coordinate their program with their counselor to ensure all requirements are met. A student who wishes to be considered for early graduation must submit his/her request to the building principal prior to the start of his/her last year of high school.

### **EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL**

Students are eligible for early college credit opportunities; however, some courses may have prerequisites. Because early college credit opportunities differ from student to student, check with your high school guidance counselor to see which options may be available.

- **Advanced Placement (AP)** Advanced Placement courses provide students with the opportunity to take college level courses in high school, taught by high school teachers. The course requirements for these programs may differ from class to class, so check with your counselor. College credit earned will vary according to college/university. Please check college/university website for their specific AP guidelines. Some AP courses will require that you complete a lower level course in the same subject prior to taking the AP class. AP class grades are factored into the student's GPA with a multiplier of 1.25.
- **Articulation Agreements** The Rochester Community Schools has articulation agreements with certain colleges to earn college credit for identified CTE high school courses. Please see your high school counselor for a list of specific courses.
- **Dual Enrollment** This option allows students in grades 9-12 to take classes in high school and one or more college courses at a local university. These are courses not offered by Rochester Community Schools and are academic in nature (not hobby, craft, or recreational electives). See Dual Enrollment information on the counseling website for eligibility.

### **FLEX CREDIT EXCHANGE OPTIONS**

In some curricular areas, students may elect to exchange a credit for a credit in another curricular area. There are flex options in the curricular areas of Physical Education, Science, and World Language. In each case, there are specific courses that students may exchange for those listed in the graduation requirements. The chart below shows the options available for exchanges. Students need to obtain a FLEX form from the counseling office, complete the form with the plan for exchange, and turn it in to the counseling office with the scheduling card.

<b>FLEX Options</b>	
<b>Requirement</b>	<b>Potential Replacements</b>
Half credit Physical Education	Two seasons of MHSAA sport or marching band
3 <sup>rd</sup> Science Credit	Computer science or CTE program
2 <sup>nd</sup> year World Language	Additional VPAA credit or CTE program

## **INDEPENDENT STUDY**

Independent study is for advanced students who wish to pursue a course of study in more depth. To be eligible for an independent study, a student must be in the 11<sup>th</sup> or 12<sup>th</sup> grade. Students should consult with their counselor for information regarding the application process and deadlines for application.

## **NON-DISTRICT SPONSORED CREDIT OPPORTUNITIES**

Students must obtain permission prior to taking any course outside of RCS. If approved, the grade for the class will not be factored into the student's GPA, and a "G" will be included on the transcript. Non-District sponsored credit opportunities, such as home schooling, must be accredited through AdvancEd (formally NCA) or an equivalent accrediting association.

## **OAKLAND SCHOOLS TECHNICAL CAMPUS (OSTC)/CAREER TECHNICAL EDUCATION (CTE)**

Oakland Technical Centers provide students with a way to develop skills and competencies in a variety of careers and potentially earn college credit while in high school. Students usually begin a two-year program in their junior year; however the length of the program can vary. OSTC students divide their time between high school and OSTC. See more at OSTCOnline.com

## **PERSONAL CURRICULUM MODIFICATION GUIDELINES (PC)**

The Personal Curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC) legislated by the state of Michigan. A request for consideration of a personal curriculum may be made by a parent, legal guardian, teacher, counselor, or emancipated student.

The use of a Personal Curriculum (PC) modification is allowed by State statute for students when:

1. There is a request to modify the mathematics, physical education, or VPAA requirement.
2. There is a request to go beyond the academic credit requirements by adding more advanced math, science, English language arts courses, or a formal CTE program.
3. A student transfers in from out of state or a non-public school.
4. A student has an Individualized Education Plan (IEP) and requires a Personal Curriculum (PC).

A Personal Curriculum (PC) for a student without an Individualized Education Plan (IEP) is intended to increase the rigor and relevance of a student's educational experience based on the Education Development Plan's (EDP) goals; it is not intended to modify the Michigan Merit Curriculum (MMC) based on personal preference for one content area over another. The additional course work in science, math, English language arts, World Language, or formal CTE program must be higher level/Advanced Placement (AP) courses that align with the student's Education Development Plan (EDP), as opposed to additional electives in those areas. The Personal Curriculum (PC) modification should only be considered if the student is unable to fit required courses into the four year plan. Personal Curriculum (PC) Modifications must follow the Michigan Merit Curriculum (MMC) Personal Curriculum Guidelines and be approved by the Superintendent/designee.

*There are specific requirements to qualify for a Personal Curriculum (PC) in each of these situations. Consult your counselor for further details and for a Personal Curriculum Request Application.*



## **STUDENT COUNCIL**

Student Council is a year-long course which teaches leadership skills and acts as the student government. It is the umbrella which serves as a liaison to all student clubs and activities. Students are elected from all four grades. Specific goals for this course include developing an understanding of how a democracy works, parliamentary procedure, constitutional change, planning and organizing school events, running school elections, public speaking and leadership training opportunities. Another aspect of the course includes community service and working with local elementary and middle schools.

## **IMPORTANT INFORMATION TO CONSIDER WHEN CHOOSING COURSES**

## **ACADEMIC RECOGNITION for SENIORS**

In order for students to qualify for one of the academic recognitions below, they must meet all three requirements in the respective category.

<b>Scholars of Highest Distinction</b>	<b>Scholars of Distinction</b>	<b>Scholars of Achievement</b>
GPA: 3.9 – 4.0	GPA: 3.8 – 3.899 or higher	GPA: 3.500 – 3.799 or higher
AP: 4 or more courses	AP: 3 or more courses	AP: 2 or more courses
ACT*: composite of 32 or higher or SAT*: score of 1430 or higher	ACT*: composite of 28 or higher or SAT*: score of 1310 or higher	ACT*: composite of 26 or higher or SAT*: score of 1240 or higher

- GPA is calculated based on the end of first semester senior year grades.
- Students must complete and pass all AP courses counted toward recognition.
- If a student takes an ACT they should register their high school code ensuring that the high school received the score.
- Student may not repeat an AP course unless it is noted in the Course Description Book

\*Score(s) must be sent to registrar by December 31st of student's senior year.

## **CLASS CHANGES**

Every attempt is made during the survey process to make sure students are appropriately placed in their classes. However, if a change is needed, due to an error or misplacement, counselors endeavor to make all changes prior to the start of the semester as class allotments will allow. Any requests made after that time will be referred to the building principal and/or designee.

Students enrolling in Advanced Placement (AP) courses make a commitment for the entire school year. **Students may not drop AP courses in the summer, during schedule adjustment time before the start of school, at**

**semester, or at any other time during the school year. Enrolling in an AP course should be carefully considered.**

### **COURSE AVAILABILITY**

Courses listed in the *Course Description Book* have been approved or are pending approval by the Board of Education. However, all courses may not be offered at all of the high schools because of staff availability, lack of student requests, or facilities. If there is sufficient interest, courses will be offered at least once each year.

### **GRADING SCALE**

A = 100-93	B- = 82-80	D+ = 69-67
A- = 92-90	C+ = 79-77	D = 66-63
B+ = 89-87	C = 76-73	D- = 62-60
B = 86-83	C- = 72-70	E = 59 and below

While grades in AP courses use this same scale, the AP grade is factored into the GPA with a higher multiplier (1.25).

### **LENGTH OF COURSES**

Courses in high school are of two types:

- a) Semester courses last 20 weeks and grant 1/2 credit.
- b) Year courses last 40 weeks and grant 1 credit.

Students who enroll in Year courses are expected to complete the full course. A student will receive 1/2 credit per semester.

### **REPEATING CLASSES**

Refer to individual department descriptions for courses that can be repeated for credit, located at [www.rochester.k12.mi.us](http://www.rochester.k12.mi.us). (On the District website, click on "Curriculum" and then click on "Secondary Education" in the drop down menu. Click on "High School". Click on "HS Course Description Book (by department)". Occasionally a student may wish to repeat a course for an improved grade. Students should talk with their counselor regarding this option.

## **GENERAL RECOMMENDATIONS FOR FURTHER EDUCATION**

Students interested in pursuing a career requiring additional training beyond high school should view their Educational Development Plan (EDP) and involve their counselor, teachers, and parents in planning toward their goal.

Students should begin thinking about career and college plans as early as possible to ensure that courses taken in high school meet the basic requirements of the college or career chosen. While ninth grade may seem early to make a final decision about a career, it is not too early to investigate the various kinds of post-secondary school or training opportunities available and their requirements. In the Career Resource Center and through online resources, students are able to investigate a variety of careers and the educational background needed

for these careers. With the help of their counselors, students plan their high school program through work on their EDP. The plan may be updated yearly.

Colleges and universities generally consider success in core courses to be a vital component of the admissions process. In addition to required and/or recommended courses, grade point average, rigor, grade trends, depth of study, and test scores are reviewed when a student is being considered for admission to a college. Students should start preparing early if they hope to attend a highly competitive school or enter a field with very specific entrance requirements. It is also important to know that the proper high school courses will help student to become college ready, career ready, and life ready.

## **NCAA (NATIONAL COLLEGIATE ATHLETIC ASSOCIATION) REGISTRATION AND ELIGIBILITY**

Students intending to participate in Division I or Division II athletics as a college freshman must do the following:

1. Consult the official NCAA website for detailed initial eligibility requirements <http://eligibilitycenter.org>.
2. Register for NCAA at <http://eligibilitycenter.org> and be certified by the NCAA Initial-Eligibility Clearinghouse.
3. Review Academic Eligibility Requirements and check the list of approved NCAA courses against your courses. The list of NCAA approved courses is available at <http://eligibilitycenter.org>.
4. Provide NCAA with your transcript at the end of your Junior and Senior year. Transcript requests can be made at [www.parchment.com](http://www.parchment.com).
5. Request ACT/SAT scores to be sent directly from the testing agency.

The NCAA Eligibility Center may do a preliminary certification for a student, provided that the student has registered, has an ACT or SAT score on file, and has a six-semester transcript on file.

**Important! Neither the Rochester Community Schools nor its staff are affiliated with the NCAA and cannot be responsible for interpreting NCAA requirements.\* It remains the sole responsibility of the student at all times to make sure that he/she is satisfying the necessary NCAA requirements for Division I or Division II. Please contact the NCAA directly with any questions concerning the NCAA eligibility requirements.**

*\*Rochester Community Schools' graduation requirements are not the same as NCAA requirements.*

Rochester Community Schools does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or handicap including but not limited to Title II, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972 and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board is responsible. Rochester Community Schools has designated the following individual as Compliance Coordinator: Title IX, Section 504, Title II, Assistant Superintendent for Instruction, 501 W. University, Rochester, MI 48307. 248-726-3106.

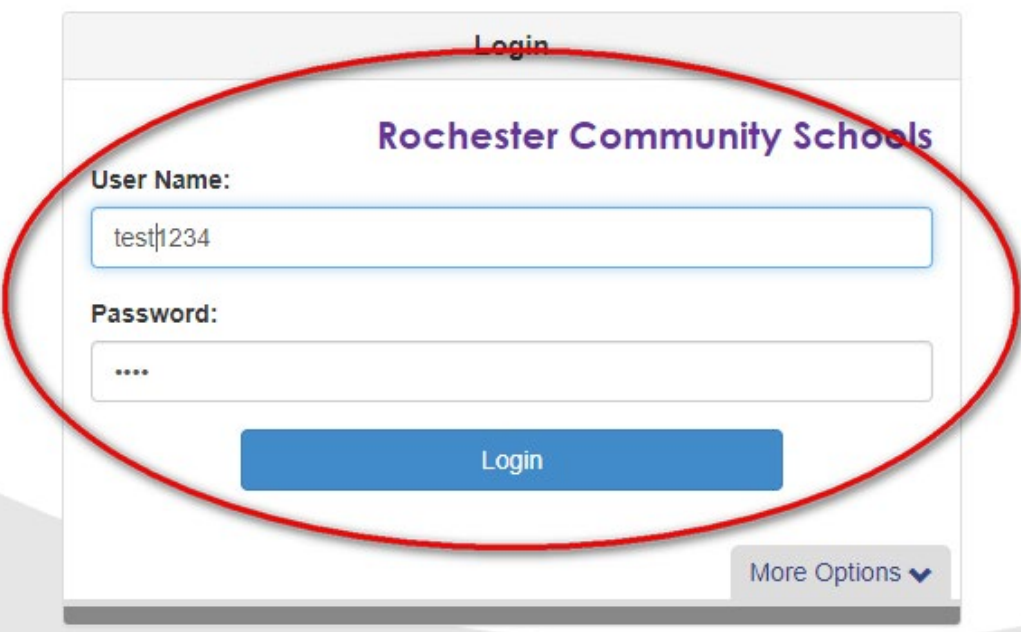
# Synergy Instructions

## Welcome to Synergy StudentVUE Online Course Request

Please follow the directions below to access StudentVUE where you will be able to select and make changes to your course requests for the following school year.

1. Go to URL: <https://rcsvue.rochester.k12.mi.us>
2. Login to StudentVUE  
Use your school computer username and password to login.

## StudentVUE Account Access



Login

**Rochester Community Schools**

User Name:

test1234

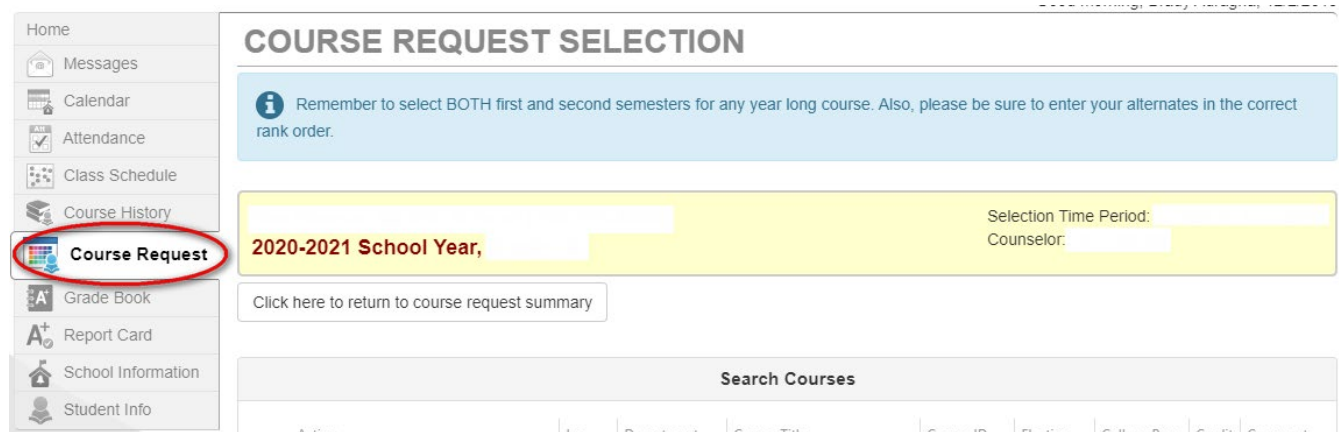
Password:

....

Login

More Options ▼

3. Enter Course Requests by selecting the **Course Request Tab** on the left side. The Course Request Selection window will display.



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### COURSE REQUEST SELECTION

**i** Remember to select BOTH first and second semesters for any year long course. Also, please be sure to enter your alternates in the correct rank order.

**2020-2021 School Year,**

Selection Time Period: \_\_\_\_\_

Counselor: \_\_\_\_\_

[Click here to return to course request summary](#)

Search Courses							
Action	Id	Department	Course Title	Course ID	Enroll	College Prep	Credit

4. To select your course requests, click on the option **CLICK HERE TO CHANGE COURSE REQUESTS**. You may click here for initial requests or if you need to make changes during your input.

Tips for Course Selection input: find Course Request by Course ID or Course title.

- c. To find a course by Course ID number, type in the Course ID located on the course offerings sheet, course description book or scheduling card.
- d. To find a course by title, select the Search Courses tab and type the course name.

Good morning, Brady Burdette, 12/2/2019

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## COURSE REQUEST

**i** Welcome Viking Country! Using your scheduling card begin to input your course requests (electives and alternates). Remember to select BOTH first and second semesters for any year long course. Also, please be sure to enter your alternates in the correct rank order.

**2020-2021 School Year** Selection Time Period:

Click here to change course requests Counselor:

**2020-2021 School Year, Grade: 08** Counselor:

[Click here to return to course request summary](#)

**Selected Course Requests**

Action	Ln	Department	Course Title	Course ID	Elective	College Prep	Credit	Comment
<b>Total</b>							0.000	

**Search Courses**

Action	Ln	Department	Course Title	Course ID	Elective	College Prep	Credit	Comment
		(All)	<input style="border: 2px solid red;" type="text"/>	<input style="border: 2px solid red;" type="text"/>	(All)			
» Add Request	1	Electives	8th Grade Choir - 1 Sem...	05118	No	No	0.000	
» Add Request	2	Electives	Art 8	05508	Yes	No	0.000	
» Add Request	3	Electives	Band 8	05008	No	No	0.000	

5. Select your courses by clicking on the action button for the desired courses.

Select **Add Request** if the course is a required course or first choice elective. Select **Add Alternate** if the course is an alternate course request.

\*Alternate course requests should be selected in priority order.

Selected Course Requests								
Action	Ln	Department	Course Title	Course ID	Elective	College Prep	Credit	Comment
Remove	1	Electives	Art 8	05508	Yes		0.000	
Remove	2	Electives	Band 8	05008			0.000	
Remove	3	World Language	French 1 S1	02314			0.500	
Remove	4	World Language	French 1 S2	72314			0.500	
Total							1.000	

Selected Alternate Course Requests								
Action	Ln	Department	Course Title	Course ID	Elective	College Prep	Credit	Comment
Remove	1	World Language	Chinese 2 S1	02624			0.500	
Remove	2	World Language	Chinese 1 S2	72614			0.500	
Total							1.000	

Search Courses									
Action	Ln	Department	Course Title	Course ID	Elective	College Prep	Credit	Comment	
		(All)	Q	Q	(All)				
Add Request	Add Alternate	31	Math	Pre-Algebra	04008	No	No	0.000	
Add Request	Add Alternate	32	Math	Pre-Algebra	74008	No	No	0.000	
Add Request	Add Alternate	33	Science	Science 8	06008	No	No	0.000	
Add Request	Add Alternate	34	Science	Science 8	76008	No	No	0.000	
Add Request	Add Alternate	35	Social Studies	US History	07008	No	No	0.000	

6. Repeat step 5 until all course requests and alternates courses on your schedule card have been added.

Tip: Please make sure to include both first and second semesters if it is a full year course.

Example:    World History S1  
                   World History S2

7. Select **[Click here to return to course request summary](#)** to review all course request for accuracy.

8. When you are finished select logout.

## **ROCHESTER COMMUNITY SCHOOLS**

### FOUR YEAR HIGH SCHOOL COURSE SELECTION PLAN

Student Name \_\_\_\_\_ Year of Graduation \_\_\_\_\_

Middle School \_\_\_\_\_ Counselor Name \_\_\_\_\_

GRADUATION REQUIREMENTS			
English	4.0 credits	VPAA	1.0 credits
Health & PE	1.0 credits	World Language	2.0 credits
Math	4.0 credits	Electives	4.0 credits
Science	3.0 credits		
Social Studies	3.0 credits	TOTAL:	22.0 CREDITS

High School \_\_\_\_\_ Counselor Name \_\_\_\_\_

#### 9th GRADE

				Credits						Credits	
Courses		1st semester	2nd semester	1 <sup>st</sup>	2nd	Courses		1st semester	2nd semester	1 <sup>st</sup>	2 <sup>nd</sup>
1.	English 9			1		1.	English 10			1	
2.	Math			2		2.	Math			2	
3.	Physical Science			3		3.	Biology			3	
4.	World History			4		4.	US History			4	
5.	World Language			5		5.	World Language			5	
6.				6		6.				6	
Alternate _____											
TOTAL CREDITS _____						TOTAL CREDITS _____					

#### 11th GRADE

				Credits						Credits	
Courses		1st semester	2nd semester	1 <sup>st</sup>	2nd	Courses		1st semester	2nd semester	1 <sup>st</sup>	2 <sup>nd</sup>
1.	English 11			1		1.	English 12			1	
2.	Math			2		2.	Math			2	
3.	Govt./Econ			3		3.				3	
4.	Science			4		4.				4	
5.				5		5.				5	
6.				6		6.				6	
TOTAL CREDITS _____						TOTAL CREDITS _____					

Future Educational and/or Employment Plans:

Comments:

\_\_\_\_\_  
\_\_\_\_\_



# Course Descriptions 2020 - 2021

# AP PROGRAM

## **AP Seminar - #APCAPSEM1/APCAPSEM2**

40 WEEKS

GRADE: Open to all 11<sup>th</sup> & 12<sup>th</sup> Gr. Students. 10<sup>th</sup> Gr. Students who have previous experience with in-depth research should discuss with ELA or SS teacher before taking this course.

PREREQUISITE: AP Seminar Interest Form

**This course may be counted for a Visual and Performing Applied Arts Credit**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources and develop their own perspectives through different disciplinary lenses. Assessment includes individual research reports and written arguments, team and individual multimedia presentations and oral defenses, and an end of course exam asking students to analyze and write arguments. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students who have successfully completed Honors ELA 9 and/or 10 will be given scheduling preference as the course requires students have advanced writing, reading, and grammar skills.

To fill out the AP Seminar Interest Form please visit <https://tinyurl.com/RCSAPCAPSTONE>. This should be completed *prior* to turning in your scheduling card and entering your course selections online.

## **AP Research - #APCAPSEM1/APCAPSEM2**

40 WEEKS

GRADE: 10-12 PREREQUISITE: AP Seminar

**This course may be counted for a Visual and Performing Applied Arts Credit**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

AP Seminar (40 Weeks)	AP Research (40 Weeks)
<p>This foundational course, taken in grades 10 or 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.</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>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>(AP Seminar is a prerequisite for AP Research) The second course, taken in grades 11 or 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.</p> <p>Students are assessed through culminating performance tasks: Academic thesis paper (approximately 5,000 words) with a defined structure 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.</p>

### Obtaining an AP Capstone™ Diploma

In order to obtain an AP Capstone™ Diploma, students must successfully pass both AP Seminar and AP Research with a score of 3 or higher. In addition to AP Seminar and AP Research, students must also successfully pass four other AP Exams with a score of 3 or higher. AP Capstone™ Diplomas are recognized on Common App and many colleges and universities recognize the diploma. For a list of colleges and universities that recognize and support the program, please view the College Board's webpage:

<https://advancesinap.collegeboard.org/ap-capstone/higher-education-support>

# New Course for 2020-2021!

## EDUCATIONAL CAREERS

**EDUCATIONAL CAREERS #EdCareS1/EdCareS2**

**40 WEEKS**

**GRADES: 11-12**

**PREREQUISITE: None**

Educational Careers is a one-year course designed for students interested in pursuing a career in an educational field and/or getting an inside glimpse at the world of teaching. Students will examine and research the topics of educational history, schooling options, and the certification process. Students will also study and practice teaching methodologies and strategies, lesson planning, equity in the classroom and classroom management. Under the supervision of a cooperating teacher, students will participate in classroom observations and assist in Rochester classrooms, including in special education, elementary, or possibly middle school placements. Students will need to provide their own transportation to their placement school(s). The course will run 6<sup>th</sup> hour only.

# ART DEPARTMENT

All art courses develop critical thinking, problem solving, reasoning, analysis, interpretation and conceptual synthesis. The focus is on research practices, interrogative questioning, creativity, artistry, curiosity, imagination, innovation and personal expression.

The projects require perseverance, self-direction, planning, self-discipline, adaptability, and initiative. The acquisition of these skills help prepare students for a future of 21<sup>st</sup> Century challenges and changes.

*Many of the Art Department courses can be applied toward the Visual, Performing and Applied Arts graduation requirement. The complete list can be found in the registration brochure.*

## **TWO-DIMENSIONAL ART EXPLORATION - #05602**

20 WEEKS

GRADES: 9-12

This course is one of two courses designed to introduce students to the visual arts. Students in this course are introduced to the basics of two-dimensional art: specifically drawing, painting and printmaking. Through the work completed in these three areas, students learn the concepts common to all the visual arts. These concepts include the elements and principles of design, color theory and the design process. Ultimately students create quality artwork while becoming fluent in the visual language.

## **THREE-DIMENSIONAL ART EXPLORATION - #05612**

20 WEEKS

GRADES: 9-12

This course is one of two courses designed to introduce students to the visual arts. Students in this course are introduced to the basics of three-dimensional art: specifically sculpture, ceramics and jewelry/metalsmithing. Through the work completed in these three areas, students learn the concepts common to all the visual arts. Students create artwork using the elements and principles of design and the three dimensional design processes.

## **ADVANCED PLACEMENT (AP) ART HISTORY - #05572**

40 WEEKS

GRADES: 9-12

PREREQUISITE: None

This course is a survey of painting, sculpture, architecture, and other art forms within a historical and cultural context. *AP Art History* can fulfill a social studies elective credit; not a Visual, Performing and Applied Arts credit. This course focuses on preparing students for the AP Art History exam. Students are encouraged, but not required to take the Advanced Placement exam for this course, which takes place in May.

## **ADVANCED PLACEMENT (AP) STUDIO ART - #05512**

20 WEEKS or 40 WEEKS\*

GRADES: 11-12

PREREQUISITE: Portfolio and Instructor Approval

\*May be taken for 1 semester but 2 semesters is strongly encouraged.

**This course is intended for students who have a desire to complete a portfolio of work demonstrating an interest in their media of choice. Teacher approval required.** Students develop a portfolio for college admission, advanced study and/or submission to the College Board. Students are encouraged, but not required to turn this submission in to the College Board in May.

*This course may be repeated for credit.*

**CERAMICS - #05702**

20 WEEKS

GRADES: 9-12

In this class, students create functional and nonfunctional clay pieces. Students learn and apply a variety of techniques and processes to create artwork using clay; including hand building, wheel throwing and surface treatments. Art history is used to enhance student understanding of quality ceramic creations. Students learn and apply safety rules and procedures in the classroom. Given a criteria for evaluation, students assess their own and others' artwork. Students apply the elements and principles of design to ceramics artwork.

*This course may be repeated for credit.*

**DRAWING/PAINTING - #05632**

GRADES: 9-12

PREREQUISITE: Two-Dimensional Art Exploration 20 WEEKS

In this course, students learn to draw and paint through direct observation. Using a variety of media and techniques, students create compositions that incorporate the elements and principles of design. Art history is used to enrich the creative process. Students begin to learn how to critique their own work and that of others.

**ADVANCED DRAWING/PAINTING - #05642**

20 WEEKS

GRADES: 10-12

PREREQUISITE: Drawing/Painting

This course is designed to build upon the skills learned in Drawing/Painting. Students continue to refine their techniques of drawing and painting, using the principles of color and design. As students critique their own work and that of others, they are better able to understand the attributes of the work and apply these attributes to their own compositions.

*This class maybe repeated for credit.*

**GRAPHIC DESIGN - #05662**

20 WEEKS

GRADES 9-12

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

*This course may be repeated for credit.*

**ADVANCED GRAPHIC DESIGN - #05682**

GRADES 9-12

PREREQUISITE: Graphic Design

In this course, students have the opportunity to further develop the skills acquired in *Graphic Design*. Students will refine techniques and concepts in digital literacy. As students progress in digital media, they will work towards industry standards and further their understanding of design thinking. Continuing their skills in Adobe Photoshop and Adobe Illustrator, students will effectively combine art, photography, and illustration.

*This course may be repeated for credit.*

**JEWELRY/METALS - #05722**

20 WEEKS

**GRADES: 9-12**

In this class, students create functional and nonfunctional metal pieces. Students learn and apply a variety of techniques and processes; including riveting, soldering, casting and a variety of surface treatments to create metal pieces of art. Art history is explored to enhance student understanding of quality metal creations and design. Students demonstrate an understanding of how to safely work with the tools used to create jewelry and other metal artwork. When given specific criteria for evaluation, students assess their own artwork and the work of others.

*This course may be repeated for credit.*

**PHOTOGRAPHY (Darkroom) - #05582**

20 WEEKS

GRADES: 9-12

This course utilizes the darkroom for traditional darkroom photography. Students will use 35mm cameras and film to produce quality analog images. Concepts of proper exposure, composition, printing, presentation and critiques will be emphasized. Students research and explore the history of photography, its impact on society and its esthetic value.

**ADVANCED PHOTOGRAPHY - #05592**

20 WEEKS

GRADES: 10-12

PREREQUISITE: Photography

In this course, students create and present images using a camera, the darkroom and the digital process. Students continue to develop concepts of creative photographic techniques that are first explored in *Photography*. Students apply these concepts to create personal and expressive works of art. Students apply the elements and principles of design to their images. As photographic images are created, students analyze them for their qualities and reflect on achieving the anticipated intent. Students demonstrate an understanding of how to work with photographic chemicals and the darkroom, as well as how to work with photographic computer software.

*This class may be repeated for credit.*

**PRINTMAKING - #05802**

20 WEEKS

GRADES: 9-12

Students learn and apply basic printmaking techniques; such as linoleum cuts, embossing and mono-prints. The importance of design as a step in the creative process is emphasized, as is the concept of quality workmanship. Students analyze and interpret artwork that reflects cultures and time periods. Students learn safe and responsible use of printmaking tools and chemicals. Students critique their own artwork and the artwork of others.

*This course may be repeated for credit.*

**SCULPTURE - #05852**

GRADES: 9-12

20 WEEKS

Students learn the various processes used to create three-dimensional artwork. Using a variety of traditional and alternative media and techniques; students build, carve and model artwork. Students examine sculptures from art history to deepen understanding and enrich the design process. Students learn and apply safety rules and procedures in the classroom. Students critique their own sculptures and those of their classmates and discuss characteristics of a well-crafted sculpture.

*This course may be repeated for credit.*

**VIDEO PRODUCTION - #05922**

20 WEEKS

GRADES: 11-12

**In this course, students learn how to write, film and edit video productions. Students learn filming and editing terms and concepts and apply them to projects. Students learn and apply the appropriate style and approach for creating advertisements, public service announcements and film projects. Students learn how to gather information for news productions and design and produce music videos. Students critique their productions and discuss characteristics of a quality production.**

**ADVANCED VIDEO PRODUCTION - #05932**

20 WEEKS

GRADES: 11-12

**PREREQUISITE: Video Production**

This course provides students with the opportunity to further develop the skills acquired in *Video Production*. Through hands on work, students learn advanced filming, editing skills and studio lighting. Students also learn how to control and measure audio levels and operate a switching console. All of these skills will culminate in the planning and production of a full-length show. The course will simulate the environment of a television production studio, with students developing topics and concepts for shows, participating in discussions/evaluations of their work and giving oral presentations of their research.

*This course may be repeated for credit.*



## BUSINESS SERVICES & TECHNOLOGY DEPARTMENT

Business education courses provide education for students in four different programs of study; Finance, Business Administration, Management and Operations (BAMO), Digital Multimedia, and Marketing. Students are encouraged to complete all the classes in a particular program. The subjects prepare students for the courses they take in college, for skills they will need in the business world, and for skills they will need in life. Virtual Enterprise and Merchandising Lab are capstone experiences for students who have completed one of the four programs of study (CTE completer) and obtained instructor approval.

*CTE completer status in the Business Services & Technology Department can be applied toward Visual, Performing and Applied Arts, World Language, and 4<sup>th</sup> year math or 3<sup>rd</sup> science related graduation requirements. The complete list can be found in the Registration Brochure.*

### ~~~~FINANCE PROGRAMS (52.0800)~~~~

**ACCOUNTING 1 - #00012** **20 WEEKS**  
**GRADES: 10-12** **PREREQUISITE: None**

#### May be taken for a 4<sup>th</sup> year math credit

Did you realize there are 3,520 projected job openings annually in Accounting, in Michigan alone, over the next 6 years? Or that college business majors must take Principles of Accounting, no matter what area of business they pursue? This course is recommended for students with an interest in business/finance, being a business major in college, or planning to own their own business. This one-semester course introduces students to fundamental accounting principles and procedures providing a sound foundation for further study. Students will analyze financial transactions and prepare financial statements. Students may utilize computer software to apply concepts to real-life situations. At the end of the semester, students will complete the accounting practices for a simulated company, which ties all units of study together.

**ACCOUNTING 2 - #00022** **20 WEEKS**  
**GRADES: 10-12** **PREREQUISITE: Accounting 1**

#### May be taken for a 4<sup>th</sup> year math credit

By taking *Accounting 2*, students will build a better foundation of understanding of accounting for use in college or for owning a business. Students reinforce accounting procedures covered in *Accounting 1*, as well as analyze accounts, prepare business statements and close accounting books and records for corporations. Students use automated accounting software, which utilizes 21<sup>st</sup> century teaching techniques with immediate feedback. As an enrichment activity to facilitate the processing of accounting data, the course culminates with a real-world accounting project using actual business forms to reinforce basic concepts of the accounting cycle and procedures.

**Successful completion of the first 2 courses is considered a CTE completer**

**ACCOUNTING 3 - #00062****20 WEEKS****GRADES: 11-12****PREREQUISITE: Accounting 2****May be taken for a 4<sup>th</sup> year math credit**

In *Accounting 3*, students focus on corporate accounting. This course is excellent preparation for the accounting courses students will take in college. Students completing this course gain a deeper understanding of accounting practices used to plan, organize, interpret and analyze financial systems. Students learn how to set up an automated accounting system for those starting their own businesses or working for other entrepreneurs. Banking systems and procedures are emphasized, giving students a better understanding of the use of credit, the effects of paying/receiving interest, and preparing for one's financial future. The issue of ethics in the field of accounting is examined. The computer is used extensively to analyze transactions and financial statements.

**ACCOUNTING 4 #00072****20 WEEKS****GRADES: 11-12****PREREQUISITE: Accounting 3****May be taken for a 4<sup>th</sup> year math credit**

This course is excellent preparation for the accounting courses students will take in college. In *Accounting 4*, students focus on interpreting and analyzing a corporation's financial information. Students examine a variety of financial tools including stocks, bonds, and mutual funds. Organizing a corporation, acquiring capital, and financial analysis of a corporation are studied. Managerial and cost accounting are emphasized. Students identify how a background in accounting prepares professionals for administrative career opportunities. Job requirements for Certified Public Accountants and Chief Financial Officers are studied and explored through field trips and speakers. Professional accounting organizations are also explored.

**~~~~BUSINESS ADMINISTRATION,  
MANAGEMENT AND OPERATIONS (52.0299)~~~~**

**BUSINESS FUNCTIONS AND OPERATION #00332****20 WEEKS****GRADES 9-10 ONLY****PREREQUISITE: None**

*Business Functions and Operations* is a business course that provides the framework for pursuing additional business courses. This course acquaints students with the five functions of business: Production, Merchandising, Operations, Accounting and Finance, and Management. Students will also explore concepts in economics, entrepreneurship, human resources, risk management, credit, and careers in business. Business skills including communication, interpersonal dynamics, presentation, and critical thinking skills are emphasized.

**SMALL BUSINESS AND ENTREPRENEURSHIP - #00172****20 WEEKS****GRADES: 11-12****PREREQUISITE: None**

This course provides students the opportunity to build a solid foundation of knowledge of established business principles and practices that form the groundwork for all business operations. Students take a close look at established businesses, e-commerce, marketing products and services, financing operations, managing and developing employees and making difficult business decisions in a dynamic and competitive atmosphere. In addition, this course introduces the student to the

world of business ownership and provides the student with realistic concepts for starting his or her own business by developing an operational business plan.

**Successful completion of the first 2 courses is considered a CTE completer**

**VIRTUAL ENTERPRISE CAPSTONE - #00954 (NEW 2018)**

**40 WEEKS**

**GRADES: 11-12**

**PREREQUISITE: CTE Completer & Instructor Approval**

Virtual Enterprise is a yearlong simulated business that is set up and run by students to prepare them for working in a real business environment. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business. Students will work along business mentors and other student led virtual corporations on a national and global scale. Opportunities will become available throughout the course for students to participate in trade shows, leadership conferences and regional, state and international competitions. Students will earn a virtual paycheck which they will use for their own personal finances. This capstone course is designed to utilize prior knowledge and skills from previously taken classes in the business department.

**This class maybe repeated for credit with instructor approval.**

**~~~~DIGITAL MULTIMEDIA (11.0801)~~~~**

**COMPUTER OPERATIONS IN BUSINESS - #00532**

**20 WEEKS**

**GRADES: 9-12**

**PREREQUISITE: None**

This course is intended for any student desiring exposure to business applications using Microsoft Office Suite (Word, Excel, PowerPoint, and Access). Students will develop proficiency in word processing, creating spreadsheets, multimedia presentations and databases. Skills will be taught and practiced using business scenarios and training tools to allow students to prepare for future college and career plans. Students are prepared to earn Microsoft Office Specialist certification through the industry standard test.

**WEB DESIGN AND SOCIAL MEDIA - #00112**

**20 WEEKS**

**GRADES: 9-12**

**PREREQUISITE: None**

Designed for students with an interest in the web, graphic editing, animation, and social media, this class allows students to learn how to create and manage the elements of a full functioning web site. Graphic design principles, web site development, design strategies and animation techniques will be used. Students will create graphical images, edit photos, develop websites and make animations using Adobe software such as Photoshop, Flash, Dreamweaver, Fireworks, etc. Students will also examine the impact of social media and how businesses utilize social networks such as Facebook, Twitter, LinkedIn, YouTube, etc.

**Successful completion of the 2 courses is considered a CTE completer**

## ~~~~~**MARKETING (52.1999)**~~~~~

### **MARKETING AND ADVERTISING - #00162**

**20 WEEKS**

**GRADES: 10-12**

**PREREQUISITE: None**

Marketing and Advertising educates students on the important role that Marketing plays in our economic system. Emphasis is on the functions of marketing including the product, research and development, pricing, promotion, purchasing, selling, risk management, and distribution. This class engages students in real world marketing and advertising simulations, which provides a hands-on approach, incorporating the latest technology for marketing plans and other teamwork projects.

### **ADVANCED MARKETING - #00192**

**20 WEEKS**

**GRADES: 11-12**

**PREREQUISITE: Marketing and Advertising**

Advanced Marketing prepares students for an advanced level of understanding in the dynamic field of marketing. Students will develop professional communications skills, human relations skills, and marketing career acquisition aptitudes. Students will demonstrate an application level of marketing knowledge through case studies, projects, and presentations. Students will assume a managerial perspective to concepts taught in Marketing and Advertising and develop a deeper understanding of strategic market planning, differences between consumer and organizational markets, and financial analysis.

**Successful completion of the first 2 courses is considered a CTE completer**

### **MERCHANDISING LAB / STORE - #00232**

**20 WEEKS**

**GRADES: 11 -12**

**PREREQUISITE: CTE Completer & Instructor Approval**

A lab class set in a real-world retail business environment. Students will learn and utilize the skills of marketing, merchandising, and operations management. Using a theory into practice approach, students examine the operations of an efficiently run retail enterprise and assume authentic on the job responsibilities. Students are taught the importance of quality customer service and the professional selling cycle. Students also learn how to operate a cash register, make sales, create displays, maintain the store, order inventory and keep financial records.

**This class maybe repeated for credit with instructor approval.**

## ~~~~WORK BASED LEARNING~~~~

**BUSINESS CAPSTONE EXPERIENCE #00964** **20 WEEKS**  
**GRADES: 11-12 PREREQUISITE: Enrolled in concurrent business course and instructor approval**

*Capstone* is an opportunity for business students who have taken a number of business classes to use their skills and knowledge in a paid on-the-job training site. Job placements are determined by the needs of the student, the Capstone coordinators, business contacts, and the jobs the students have had in the past. Students are released one or two class periods each day to allow for 48 hours total of combined school and work. Students work a minimum of 10 hours a week, including Saturdays and Sundays. Students report to class bi-weekly and maintain time sheets that the employers sign to verify hours spent at work. Students take a related concurrent business course during the semester of Capstone. Students are required to have the coordinating teacher visit the job site a minimum of two times a semester, and the employers evaluate students according to job duties and skills listed on the individual training plan.

**PRACTICUM: THE COMMUNITY IN THE CLASSROOM - #08888 20 WEEKS**  
**(2-hour block class)      GRADE: 12 PREREQUISITE:**

### **APPLICATION PROCESS**

*Practicum* is a semester course designed to provide students with an opportunity to pursue career goals and experience authentic occupational situations. The program is designed to bring together students and the community, to the benefit of both. Students practice their management skills as they balance school, work, and the *Practicum* course. They use their employability skills when they prepare resumes, participate in interviews, and apply their academic knowledge to the workplace. When interacting with mentors and other employees, the student is actively involved in team activities. Common placements are in the medical, legal, financial, engineering, marketing, education, veterinary, dental, and pharmaceutical fields, although most any career interests can be accommodated.

## COMPUTER SCIENCE (11.0201)

*Courses in the Computer Science Department can be applied toward the **Visual, Performing and Applied Arts, World Language, and math or science** related graduation requirements. The complete list can be found in the Registration Brochure.*

### **COMPUTER PROGRAMMING 1 - #04422**

20 WEEKS

GRADES: 9-12

PREREQUISITE: Algebra 1 or currently enrolled in Algebra 1

This course is an introduction to structured programming languages. A problem solving approach is emphasized. Topics include decision making, loops, arrays, graphics, strings, files, sound, functions, subroutines and special topics. The course is taught through a combination of individual programming problems, reports, lectures, videos and projects. Students use **Scratch, Visual BASIC** and one higher level programming language.

### **COMPUTER PROGRAMMING 2 - #04432**

20 WEEKS

GRADES: 9-12

PREREQUISITE: Programming 1 or Instructor Approval

This course is a continuation of object oriented programming. Topics include using variables, controlling program flow, functions, using classes and objects, arrays, files and graphics. Students work individually at the beginning and in groups toward the end of the course. Applications from the following areas are included: business, mathematics, science and game theory and mobile app development. Students use **Python** and **Java** as the programming languages.

### **ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A - #04434**

40 WEEKS

GRADES: 11-12  
Approval

PREREQUISITE: Computer Programming 1, 2 or Instructor Approval

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Students use the standard Java library from the AP Java subset delineated by College Board. The responsible use of these systems is reinforced throughout the course.

**\*\*Students are encouraged, but not required to take the Advanced Placement exam for this course which takes place in May.**

### **ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES - #04444**

40 WEEKS

GRADES: 10-12

PREREQUISITE: None

**This course may be counted for a Visual and Performing Applied Arts Credit**

AP Computer Science Principles is an introductory computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. It also allows students the opportunity to investigate the innovations in other fields that computing has made possible and examines the ethical implications of new computing technologies.

**\*\*Students are encouraged, but not required to take the Advanced Placement exam for this course in May.**

## **DESIGN AND TECHNOLOGY DEPARTMENT**

Students interested in the areas of machine technology should explore course offerings in woodworking fundamentals and advanced woodworking.

For those students interested in the engineering, drafting, architectural or animation fields courses in Architecture and Engineering and Animation are available. Autodesk software and other software's are used in these classes.

All courses in the Design and Technology areas are STEM designed and designed to meet the needs of the college- bound and/or employment-bound student.

Course offerings are available to all students regardless of their base location. Bus transportation may be provided to transport those students interested in enrolling in the Design and Technology department at any of the high schools.

***Many of the Design and Technology Department courses can be applied toward the Visual, Performing and Applied Arts or math related graduation requirements. The complete list can be found in the registration brochure. Several courses may also qualify for college credit.***

### **ARCHITECTURE 1 - #08732**

20 WEEKS

GRADES: 9-12

PREREQUISITE: None

*Architecture 1* is a STEM (Science Technology Engineering and Mathematics) education course. This course is designed to give students the basic skills of using industry standard software as applied to architectural topics. Students will learn the fundamentals of architecture including industry nomenclature. Student will create two dimensional drawings including a first floor plan, foundation and roof plan as well as additional plans or detail drawings.

### **ARCHITECTURE 2 - #08742**

20 WEEKS

GRADES: 9-12

PREREQUISITE: Architecture 1 or Instructor  
Approval

*Architecture 2* is a STEM (Science Technology Engineering and Mathematics) education course.

This course is designed to allow students to apply the skills learned in Architecture 1 while advancing their skills using industry standard software as applied to architectural topics.

Students will advance their knowledge of the fundamentals of architecture including industry nomenclature. Student will continue to create additional plans and detail drawings. Students will be introduced to parametric architectural models.

**ARCHITECTURE 3 - #08752**

20 WEEKS

GRADES: 10-12

PREREQUISITE: Architecture 2 or Instructor  
Approval

*Architecture 3* is a STEM (Science Technology Engineering and Mathematics) education course.

This course allows students to combine artistic expression with intellectual challenge. Students apply concepts and skills learned in previous Architecture classes to more sophisticated computer applications. Students work independently at their own rate to solve architectural problems requiring more advanced computer skills. Students learn and apply computer generated three- dimensional software to create renderings and walkthroughs. Using the internet, students furnish buildings.

**ARCHITECTURE 4 - #08762**

20 WEEKS

GRADES: 10-12

PREREQUISITE: Architecture 3 or Instructor  
Approval

*Architecture 4* is a STEM (Science Technology Engineering and Mathematics) education course.

Students apply concepts and skills learned in previous Architecture classes to more sophisticated computer applications. Students will be exposed to more advanced architecture projects including commercial and residential buildings.

**COMPUTER MODELING and ANIMATION - #08702**

20 WEEKS

GRADES: 9-12

PREREQUISITE: None

Computer Modeling and Animation is a STEM (Science Technology Engineering and Mathematics) education course. Students are introduced to animation techniques including hand drawing, digital 3-D modeling and digital animation. Students use computer programs to create digital models, render 3-D objects and generate scenes. Students will be exposed to basic game design. Basic personal computer knowledge is recommended.

**ENGINEERING DESIGN 1 - #08532**

20 WEEKS

GRADES: 9-12

PREREQUISITE: None

*Engineering Design 1* is a STEM (Science Technology Engineering and Mathematics) education class that will engage students in activities, projects, problem-based learning, and hands-on classroom experiences. Students create, design, build, discover, collaborate and solve problems while applying what they learn in math and science. Students acquire the computer skills



necessary to create two dimensional geometry and solid models that are the foundation of engineering graphic communication.

### **ENGINEERING DESIGN 2- #08542**

20 WEEKS GRADES: 9-12 PREREQUISITE: Engineering Design 1 or  
Instructor approval

*Engineering Design 2* is a STEM (Science Technology Engineering and Mathematics) education class that will engage students in activities, projects, problem-based learning, and hands-on classroom experiences. Students create, design, build, discover, collaborate and solve problems while applying what they learn in math and science. Students apply the computer skills learned in Engineering Design 1 to create projects and more advanced two dimensional geometry and solid models that are the foundation of engineering graphic communication.

### **ENGINEERING DESIGN 3 - #08552**

20 WEEKS GRADES: 10-12 PREREQUISITE: Engineering Design 1 & 2 or  
Instructor approval

*Engineering Design 3* a STEM (Science Technology Engineering and Mathematics) education class that is a continuation of *Engineering Design 2*. Students will learn the fundamentals of converting ideas, sketches, pictorials and three-dimensional objects into working drawings. Students will use prototyping methods to create functional projects. Students learn nomenclature and techniques to develop assembly and presentation drawings. Students discover the importance of speed, neatness and accuracy. As a result of this course, students understand possible careers in engineering and design.

### **ENGINEERING DESIGN 4 - #08562**

20 WEEKS

GRADES: 10-12 PREREQUISITE: Engineering Design 3 or  
Instructor approval

*Engineering Design 4* is a STEM (Science Technology Engineering and Mathematics) education class that is a continuation of *Engineering Design 3*. Students will apply the learned fundamentals to brainstorm more complex ideas, sketches, pictorials and three-dimensional objects into complete working drawings. Students will use prototyping methods to create functional projects. Students learn nomenclature and techniques to develop assembly and presentation drawings. Students discover the importance of speed, neatness and accuracy. As a result of this course, students understand possible careers in engineering and design.

### **MECHANICAL DRAFTING/DESIGN 1 - #08572**

20 WEEKS

GRADES: 11-12 PREREQUISITE: Engineering 4 or Instructor  
Approval

*Mechanical Drafting/Design 1* is a STEM (Science Technology Engineering and Mathematics) education class that is a continuation of *Engineering Design 4*. This semester course allows

students an opportunity to advance their engineering training. Students will apply advanced functions in parametric modeling, assembling and presentation drawings. Students will continue to apply the learned fundamentals to create more challenging projects.

**MECHANICAL DRAFTING/DESIGN 2 - #08582**

20 WEEKS

GRADES: 11-12

PREREQUISITE: Mechanical Drafting/Design 1 or  
Instructor Approval

*Mechanical Drafting/Design 2* is a STEM (Science Technology Engineering and Mathematics) education class that is a continuation of *Mechanical Drafting/Design 1*. This semester course allows students an opportunity to advance their engineering training. Students will apply advanced functions in parametric modeling, assembling and presentation drawings. Students will continue to apply the learned fundamentals to create more challenging projects.



**ROBOTICS I - #08602**

20

WEEKS

GRADES: 9 – 12

PREREQUISITE: none

May be taken for 4<sup>th</sup> year math credit. May be counted toward a VPAA credit.

Students will learn and apply the design process while learning fundamental skills in order to build mechanical systems, and small programmable robots. Students will learn and apply Safety, Procedures, Programming, Teamwork, Communication, and Collaboration while solving various problems. This project-based course will enhance a student's twenty first century STEM skills.

**ROBOTICS II - # 08612**

20 WEEKS

GRADES: 9 – 12

PREREQUISITE: Robotics 1 or Instructor Approval

May be taken for 4<sup>th</sup> year math credit. May be counted toward a VPAA credit. This course is repeatable.

Students will continue learning and applying their skills. Students will advance their learning from semester 1 including: Programming, Advertising, and Budgeting, while competing to solve various challenges. This project-based course will give students the opportunity to continue to enhance and apply their twenty first century STEM skills learned in first semester.

**WOODWORKING 1 - #08402 (formerly Woodworking Fundamentals)** 20

WEEKS (At Rochester High School)

GRADES: 9-12

PREREQUISITE: None

Course content includes instruction on safety procedures, measurement and layout as well as use of portable power and hand tools and stationary power tools. Students will use their new skills to design and create project(s).

**WOODWORKING 2 - #08412 (formerly Advanced Woodworking)-** 20 WEEKS (At

Rochester High School)

GRADES: 9-12

PREREQUISITE: Woodworking I or Instructor Approval

This course features construction of furniture and furniture accessories. Portable power tools and stationary power tools are primarily used in construction of project(s). The project(s) chosen will challenge the skill level of the student and expand their knowledge and skill.

**WOODWORKING 3 #08422**

20 WEEKS (At

Rochester High School)

GRADES: 10-12

PREREQUISITE: Woodworking 1 and 2 or Instructor Approval

Construction of furniture and millwork are featured. Students elect to build or continue a large project from Woodworking 2 or have the option to build a number of small projects. Projects are chosen to challenge skills level of the student and expand their knowledge and skill.

***This course may be repeated for credit.***

**WOODWORKING 4 #08432**

20 WEEKS (At

Rochester High School)

GRADES: 10-12

PREREQUISITE: Woodworking 1, 2, 3 or Instructor Approval

Construction of furniture, millwork, and industrial processes are featured. Students may choose to build a large project or a number of smaller projects of their choice and design. Projects are chosen to challenge skill level of the student and expand their knowledge and skills.

***This course may be repeated for credit.***

## ENGLISH/LANGUAGE ARTS DEPARTMENT

English/Language Arts in the Rochester Community Schools is an integrated program of listening, speaking, writing, viewing and reading. These integrated skills become part of all courses in the language arts curriculum. Throughout the four years of high school, students should give special attention to the sequential development of the courses to be adequately prepared for college, for other career interests and to meet the Common Core Content Expectations and Michigan Merit Curriculum credit requirements. To prepare students for graduation, the curriculum focuses on writing, particularly the development of ideas through the writing process.

Freshmen enroll in the year-long English/Language Arts 9 class. Sophomores must successfully complete English/Language Arts 10. Juniors and Seniors must select either year- or semester-long courses that meet the High School English Language Arts Common Core State Standards.

The English/Language Arts Department recommends conferences with both the student's counselor and language arts teachers to ensure the appropriate courses for each student.

***Certain courses in the English/Language Arts Department can be applied toward the Visual, Performing and Applied Arts graduation requirement. The complete list can be found in the Registration Brochure.***

### **ENGLISH/LANGUAGE ARTS 9 - #01052**

40 WEEKS

GRADE: 9 (Required)

PREREQUISITE: None

*English/Language Arts 9* integrates composition and literature as students develop reading, writing, listening, speaking and viewing skills. Students read and analyze literature within a thematic context and write compositions based on the readings. Students read literature from a variety of genres including novels, short stories, poetry, drama and non-fiction. Major pieces of literature students read and analyze include *To Kill a Mockingbird*, *Romeo and Juliet*, and portions of the *Odyssey*. Other literary options include *Speak*, *Lord of the Flies*, and contemporary literary selections. Students write in a variety of formats: argumentative, narrative, and literary analysis. Students are introduced to the research process.

### **HONORS ENGLISH/LANGUAGE ARTS 9 - #01055**

40 WEEKS

GRADE: 9

PREREQUISITE: Writing Sample and Placement Testing

*Honors Language Arts 9* provides highly motivated ninth grade students with an in-depth study of a wide variety of language skills. The course objectives include the *English/Language Arts 9* curriculum with additional literary selections and more in-depth compositions. Students taking this class have required summer readings which are the basis for initial fall assignments. This course prepares students for Advanced Placement courses.

**ENGLISH/LANGUAGE ARTS 10 - #01072**

40 WEEKS

GRADE: 10 (Required)

PREREQUISITE: English/Language Arts 9

*English/Language Arts 10* integrates composition and literature as students continue to develop skills in reading, writing, listening, speaking and viewing. Students read and analyze American literature within a thematic and chronological context and write compositions based on the readings. Students read American literature from a variety of genres including novels, short stories, poetry, drama and non-fiction. Major pieces of literature students read and analyze may include *The Crucible*, *Of Mice and Men*, *Fahrenheit 451*, *Pudd'nhead Wilson*, and *The House on Mango Street*. Students write in a variety of formats: argumentative, narrative, and literary analysis. Students continue to build research skills.

**HONORS ENGLISH/LANGUAGE ARTS 10 - #01075**

40 WEEKS

GRADE: 10

PREREQUISITE: English/Language Arts 9

*Honors Language Arts 10* provides highly motivated tenth grade students with an in-depth study of a wide variety of language skills. The course objectives include the *English/Language Arts 10* curriculum with additional literary selections and more in-depth compositions. Students taking this class have required summer readings, which are the basis for initial fall assignments. This course prepares students for Advanced Placement courses. A teacher recommendation for this course is advised.

**APPLICATIONS OF COMPOSITION - #01035**

20 WEEKS

GRADE: 11

PREREQUISITE: English/Language Arts 10

In this semester composition course, students expand on writing skills developed in the tenth grade. Students write in a variety of formats: literary analysis, argumentation, rhetorical analysis, and research based. Students demonstrate the ability to properly cite, document sources, and synthesize information. Other writing units may include compare and contrast, narrative, and college admissions test preparation. Major pieces of literature students read, analyze, and respond in writing to may include *Cyrano de Bergerac*, *A Separate Peace*, *Death of a Salesman*, *Catcher in the Rye*, *1984*, *The Color of Water*, *A Lesson Before Dying*, and *Night*.

**ELEMENTS OF COMPOSITION AND LITERATURE - #01037**

40 WEEKS

GRADE: 11

PREREQUISITE: English/Language Arts 10

*Elements of Composition and Literature* is a year long course. It is an extended version of Applications of Composition. Students expand on writing skills developed in the tenth grade. Students write in a variety of formats: literary analysis, argumentation, rhetorical analysis, and research based. Students demonstrate the ability to properly cite, document sources, and synthesize information. Other writing units may include compare and contrast, narrative, and SAT preparation. Major pieces of literature students read and analyze include *Night*, *Color of Water*, and *Catcher in the Rye*. Contemporary literary selections may also be included.

**12<sup>TH</sup> GRADE COMPOSITION - # 01046**

20 WEEKS

GRADE: 12

PREREQUISITE: Applications or Elements of Composition

**NOTE:** *It is recommended that this course is not taken after the completion of AP Language and Composition as the student would be taking courses out of order and content would be repeated.*

In this course, students expand on writing skills developed in eleventh grade. Students write in a variety of formats with a focus on various genres of writing in college courses. Students apply theories of literary criticism in a written literary analysis essay. Students research and develop a multimedia presentation based on a theme, issue, or genre. Students will understand how satire is used to respond to current issues. Additional units may include analyzing rhetorical devices in non-fiction and media, analyzing and writing memoir, and analyzing literary devices through close reading. Major pieces of literature students read, analyze, and respond in writing to may include *Othello*, *Hamlet*, *The Glass Castle*, *As I Lay Dying*, and *The Adventures of Huckleberry Finn*.

**ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE and COMPOSITION - #01164**

GRADES: 11-12

PREREQUISITE: English/Language Arts 10 40 WEEKS

**NOTE:** *It is recommended that students should plan to take both Advanced Placement courses (AP Language and Composition and AP Literature and Composition). If students plan on taking only one AP class, they should take AP Language and Composition as a senior. AP Language and Composition should be taken prior to taking AP Literature and Composition.*

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

**ADVANCED PLACEMENT (AP) ENGLISH LITERATURE and COMPOSITION - #01174**

GRADES: 12

PREREQUISITE: 11<sup>th</sup> Grade English 40 WEEKS

**NOTE:** *It is recommended that students should plan to take both Advanced Placement courses (AP Language and Composition and AP Literature and Composition). If students plan on taking only one AP class, they should take AP Language and Composition as a senior. AP Language and Composition should be taken prior to taking AP Literature and Composition.*

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

analyses of literature as well as timed in-class responses. Emphasis is placed on writing expository and analytical essays. Major texts may include *The Things They Carried*, *Their Eyes Were Watching God*, *Invisible Man*, *As I Lay Dying*, *Othello*, *Macbeth*, *Hamlet*, *Heart of Darkness* and *The Hours*. This course follows College Board guidelines. Students taking this course have required summer readings, which are the basis for initial fall assignments.

### **20th CENTURY LITERATURE - #01232**

20 WEEKS

GRADES: 11-12

PREREQUISITE: English/Language Arts 10

In this semester class, students analyze various literary styles and genres from twentieth century literature. Students read novels, poems, and short stories to determine their significance as being representative of the universal themes, conflicts and characters of the period. Students respond to literature through discussions, presentations and writing. Students analyze plots and conflicts to determine how they reflect society during the time period the story takes place. Students make connections to their own lives and the lives of others. Students read, analyze and present to the class outside readings that demonstrate an understanding of the themes, genres and characters analyzed in class. Literary options may include *Siddhartha*, *The Great Gatsby*, *One Flew Over the Cuckoo's Nest*, *All Quiet on the Western Front*, *The Chosen*, *A Painted House*, *The Stranger*, *The Bean Trees*, and contemporary literary selections.

### **EXPLORING LITERATURE - #01182**

20 WEEKS

GRADES: 11-12

PREREQUISITE: English/Language Arts 10

Students examine how reading influences people in different ways. Students interview people in the community to gain insight into why people read and how it has affected their lives. Students read and research titles and authors to determine what defines a quality piece of literature. Students gain perspective into an author's intent by examining elements of style and the author's craft. Students identify and discuss literary elements found in literature. Students explore universal themes in literature and identify examples from their own lives and today's society. Students examine how enduring literature reveals common characteristics among humans. Literary options may include *Killing Mr. Griffin*, *The Hunger Games*, *Monster*, *Kindred*, *All Quiet on the Western Front*, *The Natural*, and contemporary literary selections.

### **INTRODUCTION TO FILM/ SCREENWRITING - #01332**

20 WEEKS

GRADES: 11-12

PREREQUISITE: English/Language Arts 10

This semester course is designed to give students a critical framework for understanding and appreciating the aesthetic and technical aspects of film. Students view films, write reviews, analyze scenes shot-by-shot, research topics, make multimedia presentations, read excerpts of screenplays and create ideas for their own screenplays. Students will view classic and more contemporary films. Although this course meets the Michigan Merit Curriculum literature requirement, it is not NCAA approved.

### **LITERATURE OF THE STRANGE and MYSTERIOUS - #01322**

20 WEEKS

GRADES: 11-12

PREREQUISITE: English/Language Arts 10

Students in this semester literature course analyze the literary elements found in mystery, fantasy, suspense, science fiction, and horror. Students examine the similarities and differences among these genres. Reading a wide variety of short stories and novels, students identify the literary devices the author uses to achieve a desired effect and examine the ideas, theories and assumptions behind the literature. Literary options may include *Murder on the Orient Express*, *Cat's Cradle*, *Dracula*, *Kindred*, *The Hobbit*, and *The Adventures of Sherlock Holmes*.

**MYTHS - #01222**

20 WEEKS

GRADES: 11-12

PREREQUISITE: English/Language Arts 10

This semester literature course examines myths over time and across cultures. Students explore how archetypes in myths symbolize human experience and embody the spiritual values of a culture. Through reading and analyzing myths, students address fundamental and thoughtful questions. Through the study of myths, students better understand our connection to other people at a time when the welfare of each culture depends on the attitudes and actions of other cultures. Students deepen their understanding of the myths, compare myths across cultures and explore connections of myths to their own lives through discussion, writing assignments, projects and journals. Cultures of study may include Greek, Roman, Norse, Egyptian, Native American, Chinese, Sumerian, and Babylonian, among others.

**POETRY #01312**

20 WEEKS

GRADES: 11-12

PREREQUISITE: English/Language Arts 10

This semester literature course examines poetry through form and time. Students explore the genre of poetry through both reading and writing in a way that is personally meaningful. Students are introduced to traditional forms and contemporary innovations of poetry through modern and classic texts. Students define poetry, examine the tools poets use and conduct case studies of poets. Students read, analyze, research and respond in meaningful and insightful ways to selected poems, essays and informational texts. As a culminating project, students create a poetry portfolio of their own work.

**SHAKESPEARE - #01402**

20 WEEKS

GRADES: 11-12

PREREQUISITE: English/Language Arts 10

Students will be exposed to the texts, as well as film productions and theatre tapings, of Shakespeare's sonnets, comedies, tragedies, and histories to understand that Shakespeare is as relevant today as he was over 400 years ago. In addition to Shakespeare's plays and sonnets, contemporary interpretations will be studied to illustrate the effect Shakespeare still has on modern day. Students will leave this course being able to read, understand, analyze, and appreciate Shakespeare's work.

**TRUE STORIES - #01452**

20 WEEKS

GRADES: 11-12

PREREQUISITE: English/Language Arts 10

Students in this semester literature course analyze the elements of nonfiction storytelling and distinguish between literary truth vs. non-fictional truth. Students will be presented a variety of contemporary non-fiction works (from multiple genres and in multi-media) that exposes them to a diversity of life experiences and will offer the opportunity to examine author's craft in conveying truth in narrative form.

**NOTE:** *The following courses can be applied toward the Visual Performing and Applied Arts graduation requirements.*

**CREATIVE WRITING - #01602**

20 WEEKS

GRADES: 10-12

PREREQUISITE: English/Language Arts 9

Using an integrated approach, students explore the elements of creative writing through research, reading and analyzing short stories and poems. Students identify the characteristics of various genres as models for their own writing. Students develop effective descriptive techniques to create narratives and



characterization. Students develop plot-driven or character-driven short stories that focus on theme, conflict, point of view and setting. Students periodically present their written pieces to the class. Students experiment with developing voice throughout the semester. Students practice editing their writing and giving attention to correct conventions of language. Students critique their own and their classmates' creative pieces.

**MULTIMEDIA COMMUNICATIONS - #01832**

20 WEEKS

GRADES: 9-12

PREREQUISITE: None

This course offers students the opportunity to study communications beyond traditional forms. Students will learn to develop critical thinking skills and to present their ideas in a variety of media, which may include web and traditional print articles, blogs, video and photojournalism, podcasting, and social media. They will also learn to pitch story ideas, investigate leads, conduct interviews, organize information, and write, revise and edit various types of stories. The class will also study the effects of new forms of media, such as texting, Facebook, and Twitter, and learn ways to become better critics of the media and to present themselves professionally using 21st Century communication skills. Students will have the opportunity to contribute their pieces to the school newspaper/website.

**YEARBOOK - #01834**

40 WEEKS

GRADES: 10-12

PREREQUISITE: Multimedia Communications or  
Advanced Photography and Instructor  
Approval

Yearbook is an elective course. Members of the class are responsible for preparing the school yearbook for publication. Students write the copy, draw the layouts, take the photographs and solicit the advertising.

*This class may be repeated for credit.*

**NOTE: The following course can be applied toward English/Language Arts elective credits.**

**ORAL COMMUNICATIONS - #01062**

20 WEEKS

GRADES 10-12

PREREQUISITE: English/Language Arts 9

In this semester course, students participate in activities that develop speaking and listening skills. Students begin by learning how to build confidence speaking in front of an audience by practicing proper voice and exhibiting effective body language. Students work on enunciation, projection, rate, pitch and articulation. Students practice and deliver speeches that inform, persuade and entertain. Students analyze the components and organization of each type of speech.

**NOTE: The following course can be applied toward the Visual Performing and Applied Arts graduation requirement for SOPHOMORES AND JUNIORS. The following course can be applied toward English/Language Arts graduation requirements for SENIORS ONLY who have completed Applications of Composition with a Literature elective OR an AP English course.**

**ADVANCED MULTIMEDIA COMMUNICATIONS (Newspaper) - #01844**

40 WEEKS

GRADES: 10-12

PREREQUISITE: Multimedia Communications OR  
Instructor Approval

This course is a workshop in which students will produce the student publications, including an online newspaper and several print publications yearly with a focus on the future and 21st Century skills. The emphasis for the print publication will be on lengthier, in-depth stories printed on a monthly basis and/or special editions. The online publication will be the primary outlet for breaking news and upcoming events in a variety of formats: video, photo slideshows, podcasts, links, etc. The mission for RCS publications is to connect with the students in the school and citizens in the community as an open forum. The course allows students to produce informative, accurate and professional student-run publications which seek to stimulate the discussion of issues in order to promote a more aware audience. Whether informing, voicing opinion, or entertaining, the student publications will strive for standards of balance and good taste and to spread the value and high standards of the print publication to the web.

***This class may be repeated for credit.***

# Family and Consumer Sciences

## **Child Development #08172**

Grades: 10-12

20 WEEKS

In this semester class, students analyze components of growth and development of children. Through interviews, readings and guest speakers, students research effective parenting skills. Emphasis is placed on the importance of a strong parent-child relationship and its influence on the child's social, emotional, psychical and intellectual growth through the first six years of life. Human sexuality as it relates to pregnancy and birth is reviewed. Students experience the demands of parenting through simulation activities. Students will be given opportunities to observe and interact with children through flexible and collaborative learning. Multiple intelligence, brain development and learning styles are studied and investigated through these interactions with preschool and elementary students. Students analyze their interest in pursuing a career that involves working with children.

## **PRACTICUM: THE COMMUNITY IN THE CLASSROOM - #08888**

20 WEEKS

(2-hour block class) GRADE: 12

**PREREQUISITE: APPLICATION PROCESS**

Practicum is a semester-long course that allows students an opportunity to pursue career goals in an authentic vocation-based environment. Learning takes place in the classroom as well as the community in this hybrid style class. Community based internships will increase students global awareness while improving their understanding of the specific field which they want to pursue post high school. Learning multiple facets of the career field allows students to develop a growth mindset and connect established information to industry specific-skills based knowledge. Students learn and employ multiple soft skills on a daily basis through interaction in the classroom and by using employability skills at the internship site. Common placements are in the medical, legal, financial, engineering, marketing, education, veterinary and dental field, although most any career interests can be accommodated.

## **Foods and Nutrition #08002**

Grades: 9-12

20 WEEKS

Foods and Nutrition is a semester long class that gives students an authentic opportunity to learn various culinary skills while gaining an in-depth knowledge of healthy living and personal nutrition. Frequent labs allow for self-directed learning while implementing course content. Various nutrition based projects allow students opportunities to improve healthy eating habits. Course content is designed to be immediately implemented into students' lives and food choices. Interpersonal skills are developed through small group based culinary labs.

## **Cuisines of the World #08312**

Grades: 9-12

20 WEEKS

**PREREQUISITE: Foods and Nutrition**

This course focuses on global awareness as students investigate what influence factors such as culture and climate have in shaping cuisine of various regions. Students utilize nutritional information acquired in Foods and Nutrition to analyze the impact of regional food sources on overall nutrition. Students use complex culinary practices to create traditional dishes from each

country studied. Frequent labs allow for self-directed learning while implementing course content. Students learn how to alter recipes, menu plan, and work in a small team to accomplish a goal.

### **Personal Relationships #08192**

Grades: 11-12

20 WEEKS

In this one semester class, students focus on healthy living through relationships and communication. Various types of relationships are studied, including family, friendship, parental, colleague and romantic. Students identify and practice communication skills that are essential for a healthy relationship. Values and goals that are relative to establishing and maintaining meaningful relationships are investigated. Family structure, marriage, conflict resolution, decision making, problem solving and factors that influence self-image are studied and discussed. Students engaged in self-reflective activities and learn mindfulness techniques to help combat and reduce stress.

### **Fashion Design #08212**

Grades 9-12

20 WEEKS

Fashion Design is a course for any student interested in a hands on, creative lab based course. Lab based projects allow for self-directed learning while implementing course content. Students explore fashion trends while applying the principles and elements of design to create fabric based projects. Students learn to use a sewing machine, hand sew, select fabrics and construct patterns. Students gain global awareness by exploring trends and fashion norms in different cultures and throughout various time periods.

### **Interior Design #08102**

Grades 9-12

20 WEEKS

Interior Design is a semester class where students gain the skills required to plan and decorate spaces suited to different needs. Students analyze the many housing options available to determine how the social, service, and private areas of a home can work together to satisfy individual and family needs. The concepts studied will help students make wise decisions about selecting a home site, planning a home, selecting materials, furnishings, accessories, and window treatments. Students will investigate and compare home norms across time and cultures to gain global awareness. Students create floor plans and design boards to showcase different styles and functions of design.

### **Independent Living #08062**

Grades 9-10

20 WEEKS

Independent living is a course that helps students develop the skills necessary to become self-sufficient in their personal lives. Students learn how to manage different practical tasks of daily living in order to gain the confidence needed to handle the challenges of high school and of a post high school world. Students apply skills already learned in core subject areas to new concepts of budgeting, healthful living, stress management, goal setting, interpersonal communication, and a variety of other soft skills. Students use a variety of assessments to learn how to apply their personal strengths to future careers.

**Personal Finance #08182**

20 WEEKS

Grades 11-12

This semester course prepares students to successfully manage financial matters when living on their own. Students learn about planning for a career and analyze whether their career choice will afford them the lifestyle they desire. Students learn about budgeting, banking, managing money, saving and investing, using credit wisely, and types of insurance. Personal finance counts as senior math ½ credit if taken senior year.

## MATHEMATICS DEPARTMENT

*The Mathematics Department recommends conferences with both the student's counselor and mathematics teachers to ensure the most appropriate placement in mathematics for each student.*

### **ALGEBRA 1 - #04164**

GRADES: 9-12

PREREQUISITE: Pre-Algebra

40 WEEKS

Students will build upon the concepts learned in *Pre-Algebra* and apply them to solving and graphing multi-step linear equations and functions. Students solve and graph linear inequalities as well as linear and non-linear systems using a variety of methods. Students will solve quadratic equations in multiple ways. Radical equations will be explored including their connection to geometry. Students will learn to display and analyze data with measures of center and variation.

### **GEOMETRY - #04602**

GRADES: 9-12

PREREQUISITE: Algebra 1

40 WEEKS

Students apply alternate ways of reasoning mathematically, beyond *Algebra*, including analytical and spatial reasoning. They apply what they know about two-dimensional figures to three-dimensional figures in real-world contexts and deepen their understanding of shape and shape relationships. Students apply what they know about linear functions and coordinate graphing to coordinate geometry. Students study postulates, definitions and theorems, as well as deductive reasoning skills that can be applied to both mathematical and real-world problem contexts. Students will explore the probability of various types of events including independent, disjoint, and conditional.

### **HONORS GEOMETRY - # 04605**

GRADES: 9-12

PREREQUISITE: Algebra 1 with Instructor Approval

40 WEEKS

The *Honors Geometry* course includes and extends the content of *Geometry*. Students apply alternate ways of reasoning mathematically, beyond *Algebra 1*, including analytical and spatial reasoning to more complex problems. They apply what they know about two-dimensional figures to three-dimensional figures in real-world contexts and deepen their understanding of shape and shape relationships. Students extend their understanding about linear functions and coordinate graphing to coordinate geometry. Students study postulates, definitions and theorems, as well as, deductive reasoning skills that can be applied to higher-level mathematical and real-world problem

contexts. This course is designed for students who have an interest in developing a deeper understanding and a higher level of application of Geometry.

**ALGEBRA 2 - #04175**

40 WEEKS

GRADES: 9-12

PREREQUISITE: Geometry

NOTE: Students will be required to use a graphing calculator throughout the course.

Students build upon the concepts learned in *Algebra 1* and *Geometry* and continue the study of various function families including polynomial, exponential, logarithmic, rational and trigonometric functions. In addition to extending the algebra strand, students are introduced to the concepts of inverse functions, sequences, and series. Students will develop and apply their understanding of circular trigonometry and its connections to triangular trigonometry. In addition, students will continue their work with probability through counting methods and binomial distributions. Methods of how to collect good data will be explored along with experimental design and making inferences.

**HONORS ALGEBRA 2 - # 04185**

40 WEEKS

GRADES: 9-12

PREREQUISITE: Honors Geometry or  
Geometry with Instructor Approval

NOTE: Students will be required to use a graphing calculator throughout the course.

The *Honors Algebra 2* course includes the content expectations for *Algebra 2* as the foundation and applies them to problems that extend the concepts. Students learn and apply exponential and logarithmic functions and function families, including rational and trigonometric functions. In addition to extending the *Algebra 1* and *Algebra 2* strands, students apply the numeric and logarithmic ideas of accuracy, error, sequences and iteration to more complex operations. Students apply their knowledge of geometry to the topic of conic sections. Students extend their understanding of circular trigonometry and its connections to triangular trigonometry through advanced problem solving. This course is designed for students who have an interest in developing a deeper understanding and a higher level of application of Algebra 2.

**INTRODUCTION TO COLLEGE MATH - #04714**

40 WEEKS

GRADES: 11-12

PREREQUISITE: Algebra 2  
(Sophomore with Instructor Approval)

This year-long mathematics course encompasses and extends topics from *Algebra 2* and statistics. Mathematical models are incorporated into each of the units providing students with examples of math relevant to everyday life. Financial applications based in algebra will be explored and used to demonstrate important statistical concepts.

This course is NOT designed for students who have earned credit in Precalculus.

**PRECALCULUS - #04724**

40 WEEKS

GRADES: 10-12

PREREQUISITE: Algebra 2

NOTE: Students will be required to use a graphing calculator throughout the course.

Students extend and apply concepts from *Algebra 2* to solve problems involving function families including trigonometry and exponential, logarithmic, polynomial, quadratic and rational functions. Students apply their understanding of matrices and polar coordinates and apply them to modeling and solving real-world problems. Students are introduced to limits and the formal definition of the derivative in preparation for a college-level calculus course.

**HONORS PRECALCULUS - #04725**

40 WEEKS

GRADES: 10-12

PREREQUISITE: Honors Algebra 2 or  
Algebra 2 with Instructor Approval

NOTE: Students will be required to use a graphing calculator throughout the course.

In addition to the concepts applied in *Precalculus*, students extend their understanding by solving more complex problems involving functions, vectors, matrices, combinatorics and induction. Students are introduced to limits and the formal definition of the derivative in preparation for a college-level calculus course. This course is designed for students who have an interest in developing a deeper understanding and a higher level of application of Precalculus.

**ADVANCED PLACEMENT (AP) CALCULUS-AB - #04824**

40 WEEKS

GRADE: 11-12

PREREQUISITE: Honors Precalculus or Precalculus

NOTE: Students will be required to use a graphing calculator throughout the course.

Students apply concepts to solve problems involving analytic geometry, functions, graphs, limits, derivatives and their applications, techniques of integration, applications of integration, solving first order differentials, trigonometric functions, logarithmic functions and exponential functions. Students are encouraged, but not required to take the advanced placement exam for this course, which takes place in May.

**ADVANCED PLACEMENT (AP) CALCULUS-BC - #04834**

40 WEEKS

GRADE: 11-12

PREREQUISITE: Honors Precalculus or  
Precalculus with Instructor Approval

NOTE: Students will be required to use a graphing calculator throughout the course.

In addition to all the topics discussed in *AP Calculus-AB*, this course covers slope fields, L'Hopital's Rule, Euler's Method, derivatives of parametric, polar and vector functions, improper integrals, integration involving partial fractions and trigonometric substitution and series. Students are encouraged, but not required to take the Advanced Placement exam for this course, which takes place in May.



**ADVANCED PLACEMENT (AP) STATISTICS - #04862**

40 WEEKS

GRADES: 11-12

PREREQUISITE: Algebra 2

NOTE: Students will be required to use a graphing calculator throughout the course.

Students learn and apply the major concepts and tools used for collecting, analyzing and drawing conclusions from data. The topics for the course are divided into four major themes: exploratory analysis, planning a study, probability and statistical inference. Students are encouraged, but not required, to take the Advanced Placement exam for this course which takes place in May.

## MUSIC DEPARTMENT

A wide variety of opportunities, both performance and non-performance, are available within the Music curriculum. Some performance ensembles require instructor approval.

*Many of the Music Department courses can be applied toward the Visual, Performing and Applied Arts (VPAA) graduation requirement. The complete list can be found in the Course Description book.*

### NON-PERFORMANCE COURSES

**EXPLORING MUSIC - #05002** (Formerly Music Appreciation) 20 WEEKS  
GRADES: 9-12 PREREQUISITE: None

No music experience required! *Exploring Music* explains the elements of music, explores music's place in the world of art and develops the skill of listening. Students will interact with many different genres of western music, including but not limited to early American, jazz, digital, rock and pop genres and their connections to western music tradition. Many different forms of exploration may be utilized in order to individualize the course experience, including song-writing, listening, digital music/video creation, improvisation and composition.

**MUSIC THEORY - #05032** 20 WEEKS  
GRADES: 9-12 PREREQUISITE: Instructor Approval

*Music Theory* includes the study and analysis of basic elements of music: melody, harmony and rhythm. There is extensive work in scales, intervals, chords and harmonic progressions. Ear training and sight-singing are emphasized as part of the course work and there are opportunities to study arranging and composition.

**GUITAR - #05042** 20 WEEKS  
GRADES: 9-12 PREREQUISITE: None

No music experience required! *Guitar* teaches standard music notation reading and basic guitar playing skills and techniques. Students participate in group instruction, independent practice time, one-on-one instruction and playing assessments. Students learn to read music, play single-line melodies and guitar chords, demonstrate picking and strumming styles as well as care and tuning of the guitar.

*This class may be repeated for credit.*

## **INSTRUMENTAL MUSIC**

### **CONCERT BAND - #05204**

40 WEEKS

GRADES: 9-12

PREREQUISITE: Instructor Approval

*Concert Band* is a basic-level instrumental music course that builds upon the skills learned in middle school band class or its equivalent. Students prepare, study and perform level-appropriate music for full band, chamber ensembles and solos. In addition to regular class time, students are expected to participate in rehearsals and performances that take place outside the normal school day such as concerts, school activities, Michigan School Band and Orchestra Association (MSBOA) festivals and community events.

***This class may be repeated for credit.***

### **JAZZ BAND - #05192**

20 WEEKS

(Semester 2 only)

GRADES 9-12

PREREQUISITE: Concurrent enrollment in a high school concert ensemble OR Instructor Approval

*Jazz Band* is composed of students with a full range of instrumental music experience and proficiency. Students enrolling in *Jazz Band* must concurrently enroll in a concert band ensemble or instructor approval to take this course. Instrumentalists build on the skills developed and experiences gained in concert ensembles through the study of different jazz genres and styles. Standard band instrumentation is utilized in addition to guitar, piano, bass, and drum set. Class meetings times take place outside of the normal school day. In addition to regular class time, students are expected to participate in activities that take place outside of the normal school day and school year. Students prepare for and perform in activities such as concerts, Michigan School Band and Orchestra Association (MSBOA) festivals, school assemblies and community events.

***This class may be repeated for credit.***

### **MARCHING BAND - #05182**

20 WEEKS

(Semester 1 only)

GRADES: 9-12

PREREQUISITE: Instructor Approval AND, for first year members, concurrent or previous year's enrollment in a high school concert ensemble

*Marching Band* is composed of students with a full range of instrumental music experience and proficiency. Instrumentalists build on the skills developed and experiences gained in concert ensembles. Non-instrumentalists may participate as members of the Color Guard by connecting visual and auditory elements, without previous or concurrent year's enrollment in a high school concert ensemble. Class meetings times take place outside of the normal school day. In addition to regular class time, students are expected to participate in activities that take place outside of the normal school day and school year. Students prepare for and perform in activities such as band camp, football games, MSBOA Marching Band Festival, concerts, school assemblies and community events.

***This class may be repeated for credit.***

**SYMPHONY BAND - #05174**

GRADES: 9-12

PREREQUISITE: Instructor Approval

40 WEEKS

*Symphony Band* is an intermediate-level instrumental music course that builds upon the skills learned in *Concert Band* or its equivalent. Students prepare, study and perform level-appropriate music for full band, chamber ensembles and solos. In addition to regular class time, students are expected to participate in rehearsals and performances that take place outside the normal school day such as concerts, school activities, Michigan School Band and Orchestra Association (MSBOA) festivals and community events.

***This class may be repeated for credit.***

**WIND ENSEMBLE - #05224**

GRADES: 9-12

PREREQUISITE: Instructor Approval

40 WEEKS

*Wind Ensemble* is an advanced-level instrumental music course that builds upon the skills learned in *Symphony Band* or its equivalent. Students prepare, study and perform level-appropriate music for full band, chamber ensembles and solos. In addition to regular class time, students are expected to participate in rehearsals and performances that take place outside the normal school day such as concerts, school activities, Michigan School Band and Orchestra Association (MSBOA) festivals and community events.

***This class may be repeated for credit.***

**VOCAL MUSIC****TREBLE CHORUS - #05114**

GRADES: 9-12

PREREQUISITE: None

40 WEEKS

*Treble Choir* is a year-long course for treble voice singers. In this year-long course for students new to High School choir students gain musical understanding through the performance of music from a variety of cultures, languages, historical periods and styles. Students learn and apply skills, including tone production, breath management, vocal technique and stage presence. Students learn and apply ensemble skills; such as listening, blending and balancing. Students demonstrate their understanding of basic music theory by learning and applying basic sight reading skills. Students prepare for and perform in different settings; such as concerts, school activities and Michigan School Vocal Music Association (MSVMA) festivals.

***This class may be repeated for credit.***

**TENOR/BASS CHORUS - #05104**

40 WEEKS

GRADES: 9-12

PREREQUISITE: None

In this year-long course for students new to High School choir, students gain musical understanding through the performance of music from a variety of cultures, languages, historical periods and styles. Students learn and apply skills, including tone production, breath management, vocal technique and stage presence. Students learn and apply ensemble skills; such as listening, blending and balancing. Students demonstrate their understanding of basic music theory by learning and applying basic sight reading skills. Students prepare for and perform in different settings; such as concerts, school activities and Michigan School Vocal Music Association (MSVMA) festivals.

***This class may be repeated for credit.***

**CONCERT CHOIR - #05124**

40 WEEKS

GRADES: 9-12

PREREQUISITE: Instructor Approval

*Concert Choir* is a year-long course that builds on the skills developed and experiences gained in either *Tenor/Bass Chorus* or *Treble Choir*. In the event that those courses are not offered, Concert Choir is the choice for incoming students new to High School choir. Students continue to gain further musical understanding through the performance of music from a variety of cultures, languages, historical periods and styles. Students refine and expand skills that improve vocal quality, such as tone production, breath management, vocal technique and stage presence. Students continue to develop ensemble skills, such as listening, blending and balancing. Students demonstrate improved sight reading skills at a higher level. Students prepare for and perform in different settings; such as concerts, school activities, Michigan School Vocal Music Association (MSVMA) festivals and community events.

***This class may be repeated for credit.***

**CHORALE - #05094**

40 WEEKS

GRADES: 9-12

PREREQUISITE: Instructor Approval

*Chorale* expands on skills and talents developed in *previous choir*. Students participate in more advanced levels of ensemble performance. Students continue to gain further musical understanding through the performance of mature choral repertoire, from a variety of cultures, languages, historical periods and styles. Students demonstrate sight reading skills at the highest level within the school. Students will have the opportunity to participate in small ensemble experiences. Students prepare for and perform in different settings; such as concerts, school activities, Michigan School Vocal Music Association (MSVMA) festivals and community events.

***This class may be repeated for credit.***

**VARSITY CHAMBER ENSEMBLE #05084**

40 WEEKS

GRADES: 9-12

PREREQUISITE: Instructor Approval

*Varsity Chamber Ensemble* is a mixed ensemble which expands on skills and talents developed in previous choirs. Students continue to gain further musical understanding through the performance of mature choral repertoire, from a variety of cultures, languages, historical periods and styles. Students demonstrate sight reading skills at the highest level within the school. Students have the opportunity to participate in small ensemble experiences. Students prepare for and perform in different settings; such as concerts, school activities, Michigan School Vocal Music Association (MSVMA) festivals and community events.

***This class may be repeated for credit.***

**CHAMBER CHOIR - #05134**

40 WEEKS

GRADES: 9-12

PREREQUISITE: Instructor Approval

*Chamber Choir* expands on skills and talents developed in previous choirs. Students continue to gain further musical understanding through the performance of mature choral repertoire, from a variety of cultures, languages, historical periods and styles. Students demonstrate sight reading skills at the highest level within the school. Students have the opportunity to participate in small ensemble experiences. Students prepare for and perform in different settings; such as concerts, school activities, Michigan School Vocal Music Association (MSVMA) festivals and community events.

***This class may be repeated for credit.***

## PERFORMING ARTS

*The following courses can be applied toward the Visual Performing and Applied Arts graduation requirement. The complete list of Visual, Performing and Applied Arts list can be found in the registration brochure.*

### **THEATER 1 - #01512**

GRADES: 9-12

PREREQUISITE: None

20 WEEKS

Students are introduced to all aspects of theater with an emphasis on acting. Students explore improvisation, movement, voice, character and scene work. Students participate in a variety of activities, including brief written assignments.

### **THEATER 2 - #01522**

GRADES: 11-12

PREREQUISITE: Theater 1 or Instructor Approval

20 WEEKS

*Theater 2* is designed for serious theater students. Students apply the concepts and skills learned in *Theater 1* in more depth. In addition, students learn and apply the technical aspects of a theatrical production; such as lighting, set design, costuming and sound. Students learn about and apply rules for theater safety. Students produce and present one-act plays, as well as participate in after school productions.

# PHYSICAL EDUCATION DEPARTMENT

## **PATH A**

03112 Wellness 1 (20 weeks) The Wellness courses are designed to blend the Health course and PE electives at the same time.

Wellness 2 (20 weeks) The Wellness courses are designed to blend the Health courses and PE electives at the same time.

- Wellness 1 is taken before Wellness 2
- Wellness 1 and 2 do not need to be taken in the same year

**OR**

## **PATH B**

03002 Health (20 weeks)

Any PE Elective offered (20 weeks)

- Personal fitness – Strength and Conditioning
- PE Sports
- Personal fitness – Aerobics
- Personal fitness – Lifeguarding

### **WELLNESS 1 - #03112**

**20 WEEKS**

**GRADES:** 9-12

**PREREQUISITE:** None

This semester wellness program assists students in making independent, informed decisions concerning their physical, mental and emotional well-being. Students actively engage in a course that integrates classroom instruction and physical activity. An individualized behavioral and fitness profile introduces the concepts of total wellness as students develop their personal goals within the course and throughout their lives. In addition to the unit on personal fitness, students learn and apply skills and rules in a variety of sports; including swimming, tennis, basketball and soccer. The classroom health units include nutrition; alcohol, tobacco and other drugs; HIV prevention and sexuality education. Building on the knowledge and skills gained in the classroom, students utilize the appropriate strategies in a variety of physical activities while gaining competence and confidence in their abilities. Throughout the course, the concept of lifelong optimal wellness is reinforced and applied.

### **WELLNESS 2 - #03102**

**20 WEEKS**

**GRADES:** Upon completion of Wellness I

**PREREQUISITE:** Wellness 1

This semester course builds on the concepts learned in Wellness I related to a student's physical, mental and emotional well-being. Students participate in an integrated program of health education and physical activity. The focus of the course is to expand students' appreciation of wellness as it relates to peers, family



and the community. Students begin by identifying the health and fitness goals to promote lifelong optimum wellness. The classroom health units include nutrition, alcohol, tobacco and other drugs; HIV prevention and sexuality education. Students learn how to access information on these topics. Building on the knowledge and skills gained in the classroom, the physical activity component reinforces and enhances those skills through active involvement. Beginning, intermediate or advanced students participate in team activities such as volleyball, recreational football and aerobic fitness activities, such as cycling, yoga and pilates which are aligned to the Michigan Merit Curriculum Guidelines for Physical Education designed to develop muscular strength, flexibility and endurance. Through participating in group activities, students develop skills in cooperation and sportsmanship. Throughout the course, the concept of lifelong optimal wellness is reinforced and applied.

### **HEALTH - #03002**

GRADES: 9 -12

PREREQUISITE: None

20 WEEKS

This one semester health course assists students in making independent, informed decisions concerning their physical, mental and emotional well-being. The students become actively engaged in a course that integrates classroom instruction and relevant application of concepts. An individualized behavioral and fitness profile introduces the concepts of total wellness as students develop their personal goals within the course throughout their lives. The health components emphasize goal setting, decision making, and advocacy skills directly associated with adolescent risk behaviors. Building on the knowledge and skills gained in the classroom, students utilize the appropriate strategies in a variety of relevant applications while gaining competence and confidence in their abilities. Throughout the course the concept of lifelong optimal wellness is reinforced and applied.

### **LIFEGUARD TRAINING - #03842**

(At Rochester High School)

20 WEEKS

PREREQUISITES: To be eligible for Lifeguard courses, the participants must be 15 years of age on or before the final scheduled session of this course. The participants must successfully complete the following:

1. Swim 300 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles may be used.
2. Starting in the water, swim 20 yards using front crawl or breaststroke, surface dive 7-10 feet, retrieve a 10 pound object, return to the surface, swim 20 yards back to the starting point with the object and exit the water without using a ladder or the steps. Students have 1 minute and 40 seconds to complete the task. Swim goggles are not allowed.

When returning to the starting point, the participant must hold the 10 pound object with both hands, placing the brick on his/her chest, and must keep his/her face above water. The participant can swim on his/her back using an elementary back stroke kick or rotary (egg beater) kick. The participant must exit the water using his/her strength. The time is complete once the participant has exited the water and is standing on the pool deck

- Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.

The primary purpose of the Red Cross Lifeguard program is to provide entry level lifeguard candidates with the knowledge and skills to prevent, recognize and respond to emergencies in and around the water

and to provide care for injuries and sudden illnesses until emergency medical services (EMS) personnel arrive and take over. CPR, First Aid and use of an AED are included.

There is a \$35 fee for those students who wish to be tested for Lifeguard certification.

***This class may be repeated for credit.***

**PE SPORTS ACTIVITIES #03032**

20 WEEKS

GRADES: 9-12

PREREQUISITE: None

This semester develops skills and performance in individual and team sports including basketball, whiffle ball, soccer, flag football, pickle ball, tennis, golf and swimming. The students are also exposed to team and cooperative learning activities. Students set fitness and performance goals to maximize their progress and improvement. Students also continue to improve their health, diet and nutrition as they improve their overall fitness.

***This class may be repeated for credit.***

**PERSONAL FITNESS-AEROBICS - #03691**

20 WEEKS

GRADES: 9-12

PREREQUISITE: None

Students begin by evaluating the health and fitness goals to promote optimal wellness. Students participate in a variety of aerobic activities; such as cycling, pilates, yoga, tae bo, tai chi, power walking, water aerobics, jogging, step aerobics, cardio boot camp, circuit training, jump roping and stress reduction to maximize cardiovascular fitness. Students participate in a pretest and post test to determine aerobic fitness, muscular strength and endurance, flexibility and body composition. Using the National Standards for Physical Fitness, students pretest on the five fitness categories and set goals based on the results. At the end of the semester, students post-test to measure the results of their goals. Students gain competence and confidence in their abilities as leaders. Through participating in group activities, students develop skill in cooperation and sportsmanship. Throughout the course, the concept of lifelong fitness is emphasized.

***This class may be repeated for credit.***

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**PERSONAL FITNESS- Strength and Conditioning- #03322**

20 WEEKS

GRADES: 9-12

PREREQUISITE: None

In this semester class, students participate in a variety of activities to improve their motor skills. Students set fitness goals designed to improve their strength, quickness and conditioning. Students evaluate their progress and identify exercises to reach their performance goals and maximize their progress and improvement. Students identify nutritional goals to enhance their understanding of health and diet and how they contribute to their overall fitness.

***This class may be repeated for credit.***

## SCIENCE DEPARTMENT

### **PHYSICAL SCIENCE - #06054**

40 WEEKS

GRADE: 9 (Required)

PREREQUISITE: None

*Physical Science* addresses the Physical Science and Earth Science Expectations of the Michigan Science Standards. Students develop an understanding of the major topics of chemistry and physics; including forces and motion, energy associated with heat, electromagnetic systems, light and sound and energy transformations, matter, changes in matter, energy transfer and conservation. Physical Science concepts are integrated with Earth and Space Science concepts including energy in earth systems and planetary motion. Through a variety of laboratory experiences, students acquire the skills of inquiry and apply their understanding of scientific concepts.

### **BIOLOGY - #06004**

40 WEEKS

GRADES: 9-12 (Required)

PREREQUISITE: Physical Science or taking Physical Science concurrently

*Biology* addresses the Life Science and Earth Science Expectations of the Michigan Science Standards. , students identify the unique properties of living systems as they relate to cells and organic molecules. Students examine ecosystems and their characteristics. Students explain the process of genetic reproduction and how traits are inherited. Students define evolution and examine factors that influence population growth and decline. Students describe how different species of plants, animals and microorganisms that live today are related. Students participate in labs that reinforce the biological concepts learned.

### **ADVANCED PLACEMENT (AP) BIOLOGY - #06014**

40 WEEKS

GRADES 10-12

PREREQUISITES: Biology: "B" or better strongly recommended, Chemistry

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

**ANATOMY AND PHYSIOLOGY - #06284**

40 WEEKS

GRADES: 11- 12

PREREQUISITES: Biology, Chemistry (Chemistry may be taken concurrently.)

This course helps prepare students for further study in human and veterinary medicine, nursing, physical and occupational therapy, dentistry, biotechnology and related fields at the college level. The structure and function of cells, tissues, organs and systems of the human body are closely examined. A detailed dissection of the cat will be correlated with the study of human anatomy. Students conduct clinical and physiological laboratory studies in addition to anatomical studies.

**BOTANY - #06232**

20 WEEKS

GRADES 10-12

PREREQUISITE: Biology

Botany is a lab-oriented continuation in the study of plants that began in *Biology*. This course is designed for students who are seeking to strengthen their science backgrounds and also for those interested in learning more about the propagation, growth and care of plants. Topics include the anatomy, reproduction, growth, regulation and classification of plants. Use of the greenhouse, fieldwork, experimentation as well as specialized laboratory techniques and apparatus will be employed to enhance students' understanding of the plant world.

**CHEMISTRY - #06314**

40 WEEKS

GRADES: 10-12

PREREQUISITES: Physical Science, Algebra 2 strongly recommended

(Sophomore with Counselor Approval)

(Algebra 2 may be taken concurrently)

The structure and behavior of matter is studied. Topics include: atomic theory, periodic table, bonding, energy, problem solving, measurements, chemical reactions, gas laws, equilibrium, solutions and acids and bases. Laboratory work is intended to help develop and support topic areas. A large part of the course requires a comprehensive understanding of Algebra.

**ADVANCED PLACEMENT (AP) CHEMISTRY - #06324**

40 WEEKS

GRADES 10-12

PREREQUISITES: Chemistry: "B" or better strongly recommended and Instructor Recommendation.

NOTE: *Fundamentals of Chemistry* does not fulfill the prerequisite requirement.

In this college level chemistry course, students study more advanced chemistry topics. These advanced topics include, but are not limited to; equilibrium, constants, rate laws and organic chemistry. Lab work is intended to develop skills needed in college chemistry and industry. Students are encouraged, but not required to take the Advanced Placement examination; which takes place in May.

**FUNDAMENTALS OF CHEMISTRY - #06344**

40 WEEKS

GRADES 9-12

PREREQUISITE: Physical Science

This course is designed for the college bound student who is not, at this time, planning to pursue a career in science. This course is designed to produce students who are literate in basic chemistry concepts. The goal is to develop citizens who make wise decisions concerning their community and their own life and how chemistry affects those decisions.

**ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE - #06412** 40 WEEKS

GRADES 10-12

PREREQUISITES: Biology, Chemistry strongly recommended

*Advanced Placement Environmental Science* is the equivalent of a one-semester, introductory college course in environmental science. Students explore the interdisciplinary nature of environmental science and how it integrates the student of geology, chemistry, biology, geography and social studies. Students investigate the interrelationships of the natural world, analyze environmental problems and examine alternative solutions for resolving these problems. Students participate in activities including lectures, discussion, experimentation, laboratory bench work, a terrestrial field study and an aquatic field study. Students are strongly encouraged, but not required, to take the Advanced Placement Environmental Science examination; which takes place in May.

**EARTH AND SPACE SCIENCE - #06062**

20 WEEKS

GRADES 10-12

PREREQUISITE: Physical Science

*Earth and Space Science* is an advanced course, which addresses Earth systems, structure and space. Students develop an understanding of the major topics of geology and astronomy including energy in Earth systems, the rock cycle, models and plate tectonics, volcanoes and earthquakes, early history of the universe, planetary geology, stellar evolution, geologic dating and climate change. Through a variety of laboratory experiences, students acquire the skills of inquiry, reflection, social implications and apply their understanding of scientific concepts.

**FORENSIC SCIENCE - #06402**

20 WEEKS

GRADES 10-12

PREREQUISITE: Biology

Students examine the sciences used in crime scene investigations. Students explore topics such as toxicology, serology, impressions, genetics, fingerprinting and DNA. Students examine physical evidence through hands-on experiences. Students scrutinize components of crime scenes through simulations and laboratory investigations. Students enhance their understanding of forensic science through interactions with professional crime scene investigators.

**MICROBIOLOGY AND GENETICS - #06222**

20 WEEKS

GRADES 10-12

PREREQUISITE: Biology: "C" or better strongly recommended

Students explore concepts of heredity and environment, with emphasis placed on Mendelian laws. The principles of dominance and recessiveness are incorporated into the study of chance and probability as they relate to inheritance. Students learn about the chromosome theory and the gene hypothesis of inheritance, population genetics, human characteristics, applied genetics, linkage and crossing over, chi-square and DNA fingerprinting. Students practice aseptic technique in the growth and maintenance of non-pathogenic bacterial cultures while studying basic bacterial morphology and metabolic characteristics through the use of selected procedures.

**PATHOLOGY- #06272**

GRADES: 10-12

PREREQUISITE: Biology

20 WEEKS

This is a course designed to study the major diseases of humans at the cellular and tissue level. Actual diseased tissue from humans is examined and studied in laboratory exercises. Major topics in this course include: cellular pathology, inflammatory response, immunity, heart diseases, stroke, artery diseases, cancer, respiratory diseases, digestive disorders and diabetes. Medically related projects will be part of the requirements.

**PHYSICS - #06424**

40 WEEKS

GRADES 10-12

PREREQUISITES: Physical Science, Algebra 2 strongly recommended (Algebra 2 may be taken concurrently)

(Sophomore with Counselor Approval)

This course is recommended for students who wish to enter technical areas of study such as engineering, architecture and medicine. Basic topics include motion, forces, energy, electricity, magnetism and waves. The course emphasizes the development of analytical thinking skills.

**ADVANCED PLACEMENT (AP) PHYSICS - #06454**

40 WEEKS

GRADES 11-12

PREREQUISITES: Physics: "B" or better strongly recommended, Calculus (Calculus may be taken concurrently.)

NOTE: *Fundamentals of Physics* does not fulfill the prerequisite requirement.

This course covers a college level introductory physics curriculum in sufficient depth for students to have the necessary knowledge and skills to prepare for the calculus-based Advanced Placement exam (AP Physics C). This course is recommended for students interested in pursuing a career in the physical sciences, engineering, or medicine.

**FUNDAMENTALS OF PHYSICS - #06394**

40 WEEKS

GRADES 10-12

PREREQUISITE: Physical Science

This course is recommended for college-bound students not pursuing technical fields. Topics include the study of motion, forces, sound, electricity, magnetism and light. After students have

an understanding of the concept, they learn and apply the mathematics underlying the concept. Higher level thinking skills are emphasized.

**VERTEBRATES - #06072**

20 WEEKS

GRADES 10-12

PREREQUISITE: Biology: "C" or better strongly recommended

This course is designed for the advanced life science student interested in pursuing a study of the subphylum vertebrata. Students follow the evolutionary trends in animals by performing complete dissections of representatives from the fish, amphibian, reptile and mammal groups. Students may be responsible for the individual care and behavioral observations of live animals.

**VETERINARY SCIENCE - #06331**

10 WEEKS

GRADE: 12

PREREQUISITE: Anatomy & Physiology (May be taken concurrently)

Students are selected by a committee consisting of a principal, a counselor and the anatomy and physiology teacher. Students must apply to the Science Department during the first semester of their senior year if they wish to be considered for this course. Enrollment is limited to five students from each high school.

Veterinary Science is a unique course that applies the knowledge and skills of anatomy and physiology in a clinical setting. This course is taught off-campus at a local veterinarian clinic during the third marking period and emphasizes a case study approach to medicine. Students are engaged in working with animals, diagnosing cases, conducting basic diagnostic lab work, generating treatment formats and attending surgery.

**WILDERNESS SURVIVAL - #06282**

20 WEEKS

GRADES: 11-12

PREREQUISITE: None

This elective course explores the problems of surviving various situations that may arise during a wilderness experience. The primary goal of the course is to develop a problem solving strategy to manage fear as well as the physiological response of the body to heat and cold stress.

The latest research and technology are used to study hypothermia, hyperthermia, electrolyte balance, water purification, nutrition, navigation, first aid, high performance fabrics and outdoor equipment. The above issues are approached from a scientific point of view using experimentation and situation analysis, both in the classroom and the outdoors. In addition, many wilderness survival skills are taught that exemplify a low impact philosophy towards nature.

## SOCIAL STUDIES DEPARTMENT

### **WORLD HISTORY - #07332**

GRADE: 9 (Required)

PREREQUISITE: None

40 WEEKS

This course introduces students to the study of the history of the world from the emergence of human society to post-World War II. Through the study of early societies from various parts of the world, students build a common memory of where mankind has been including decisions of the past, which account for present circumstances. Emphasis is placed on skills that enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based. In addition, this course enables students to construct understandings about the record of human strivings, accomplishments and failures. These understandings are drawn from five spheres of human activity: social, scientific/technological, economic, political and philosophical. The integration of historical thinking skills and historical understandings throughout this course equips students to analyze issues and problems confronting citizens today.

### **BIG HISTORY - # 07332B**

GRADES: 9

PREREQUISITE: None

40 WEEKS

Big History is a year-long course about the significant questions and changes in the history of the Universe and the world, including past and modern human history. Big History teaches students to consider their world from many different perspectives and to look for patterns to make sense of how change occurred. For that reason, the course studies historical change through the lenses of astronomy, cosmology, chemistry, geology, philosophy, anthropology, history, economics, literature, and many other disciplines. Students learn to view what we know today as stepping stones in a process of gaining knowledge and using it to understand our contemporary world. Students are required to read and write critically, as the class is heavily focused on analyzing and interpreting information from a multitude of sources. These sources include webcasts, video, and experts from a variety of fields of study. Course contributors include scholars from the University of Michigan, Grand Valley State, Indiana University, and Columbia. Students who take this course must have consistent access to technology as the course materials are found online (in-class technology needs are provided). This course can be used to satisfy the World History credit requirements.

### **AP WORLD HISTORY: MODERN - #07345**

GRADES: 10-12

PREREQUISITE: None

40 WEEKS

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



**UNITED STATES HISTORY - #07212**

40 WEEKS

GRADE: 10 (Required)

PREREQUISITE: None

This year-long course introduces students to the history of the United States from the 1900s to the present. Students examine the major themes of history. The course divides the twentieth century chronologically into eras and explores the emerging issues of the twenty-first century. Using primary and secondary sources, students identify major events from United States history, place them on a timeline and analyze their causes and effects. They compare conflicting accounts of the past and express informed judgments about significant events that shaped the nation. Students analyze and present historical data.

**ADVANCED PLACEMENT (AP) U.S. HISTORY - #07232**

40 WEEKS

GRADES: 10-12

PREREQUISITE: None

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

**ECONOMICS - #07862**

20 WEEKS

GRADES: 11-12 (Required) PREREQUISITE: None

This semester course introduces the discipline of economics. The focal point of the course is the study of human wants in relationship to limited resources. Students deepen their understanding of basic economic concepts and apply them to national and international problems. In addition to their study of macroeconomics, students study personal finance and business in a free market economy. They learn about the banking system, stock market, taxation, productivity, marketing and advertising. Using a variety of media; students compile, analyze and present statistical data pertinent to economic problems. Students use their knowledge of economics to make informed decisions as consumers and to participate as citizens in deciding matters of economic policy.

**AP MICROECONOMICS - #07865**

20 WEEKS

GRADES: 11-12

PREREQUISITE: None

Students taking the course will spend time examining the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. They will evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. Student will have an opportunity to examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. Students will also consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets. Students are encouraged, but not required, to take the advanced placement exam for this course; which takes place in May.

**AP MACROECONOMICS - #07875**

GRADES: 11-12

20 WEEKS

PREREQUISITE: AP MICROECONOMICS

This course designed to provide students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students taking the course can expect to learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic analytical tools of macroeconomics and its application in the analysis and determination of national income, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, students will also have ample opportunities to examine the impact of international trade and international finance on national economies. Various economic schools of thought are introduced as solutions to economic problems are considered. Students are encouraged, but not required, to take the advanced placement exam for this course; which takes place in May.

**AMERICAN GOVERNMENT - #07582**

GRADE: 11 (Required)

20 WEEKS

PREREQUISITE: None

This semester class deepens students' knowledge of national, state and local government in America. Students review the philosophical foundations of democratic government in the United States. The structure and functions of national and state government under the American federal system are studied. Students strengthen their understanding of the legal rights and accompanying responsibilities shared by all citizens of our constitutional democracy. They explore American political behavior. Through discussions and writing, they practice making reasoned decisions about matters of public policy.

**AP U.S. GOVERNMENT & POLITICS - #07592**

GRADES: 11-12

40 WEEKS

PREREQUISITE: None

The purpose of *AP U.S. Government and Politics* is to give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics. Students examine a variety of theoretical perspectives and explanations for various behaviors and their outcomes. In addition to the text, each unit includes reading and interpreting relevant primary documents and national current events. Each unit culminates with a multiple choice section and at least one free response question. Both the multiple choice and the free response questions require students to analyze and interpret major topics from the unit. Students are encouraged, but not required, to take the advanced placement exam for this course; which takes place in May.

**AP HUMAN GEOGRAPHY - #07855**

20 WEEKS

GRADES: 11-12

PREREQUISITE: None

The purpose of the *AP Human Geography* course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organizations and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The topics students will explore are Nature and Perspective, Population, Cultural Patterns and Processes, Political Organization of Space, Agriculture and Rural Land Use, Industrialization and Economic Land Use and Cities and Urban Land Use. Due to this only being a semester course, it is *strongly recommended* that students have successfully completed their economic and government credits prior to taking this course. Students are encouraged, but not required, to take the Advanced Placement exam for this course, which takes place in May.

**CURRENT ISSUES - #07902**

20 WEEKS

GRADES: 10-12

PREREQUISITE: None

This semester class explores local, national and international current issues. Students read, research and discuss topics to draw conclusions and form opinions. Students explore the historical significance of events to better understand their impact on the world today and their lives. From their readings and discussions, students come to better understand and appreciate cultural pluralism and diversity. Students write a short paper for each unit that addresses the unit's main focus, and students present their findings to the class.

**INTERNATIONAL RELATIONS - #07842**

20 WEEKS

GRADES: 11-12

PREREQUISITE: None

This semester class introduces students to international laws and policies. Students explore different political structures and their influence internationally. Students examine the different types of power and how and why a country uses them. Students trace violations of human rights and identify the provisions for protecting against such violations found in the Universal Declaration of Human Rights. Students analyze the relationship among nationalism, citizenship and immigration. Students examine steps taken to resolve international conflicts and the resulting impact of these measures internationally. Students evaluate the effectiveness of actions taken to resolve international conflicts and identify the global ramifications of terrorist activity and measures taken to address this problem.

**PHILOSOPHY - #07722**

20 WEEKS

GRADES: 10-12

PREREQUISITE: None

Students begin this course with an exploration of what philosophy is and why people study philosophy. Students explore the different philosophical schools of thought, key philosophers and the historical context of the different philosophical schools of thought. Students analyze Western and Eastern perspectives and philosophers. Students examine logic and apply elements of discourse. Students analyze ethical thinking and social and political philosophy. The semester ends with students exploring modern philosophies. Students engage in discussions about the major philosophical theories and their contemporary implications.

**PRACTICAL LAW - #07792**

20 WEEKS

GRADES: 10-12

PREREQUISITE: None

In this semester course; students explore the fundamental elements of constitutional, family, consumer, civil and criminal law. Students develop and refine inquiry, decision-making, problem solving, communication skills and examine how they apply to being a responsible citizen. Students learn through classroom discussions, role playing, analysis of case studies and mock trials. Students listen to and interact with speakers in law-related careers to better understand the legal system.

**PSYCHOLOGY 1 - #07642**

20 WEEKS

GRADES: 10-12

PREREQUISITE: None

In this semester course, students develop an understanding of how and why humans develop, perceive, think, feel and act. Through learning about the essential principles of the psychological science, students gain insight into the phenomena of everyday life. By applying these principles students think more critically about human behavior. Students explore the historical roots and goals of psychology. Learning and using the appropriate vocabulary; students study human behavior, mental processes and the influence of past experiences. Students understand human behavior and how it affects the practical issues in all areas of life and work.

**INQUIRIES IN CONTEMPORARY PSYCHOLOGY - #07672**

20 WEEKS

GRADES: 10-12

PREREQUISITE: Psychology 1 or AP Psychology

In this semester-long, project-based class, students will have an opportunity to deepen their understanding of various psychological topics including abnormal psychology, treatment of disorders, and social psychology. Students will think more critically about human behavior through an inquiry-based exploration of various topics. Because this is an inquiry-based class, students will have a great deal of choice in determining their topics of study. Learning and using the appropriate vocabulary, students explore the complex richness of human behavior through group discussion, small group work, independent research, demonstrations and case studies. As a result of this course, students increase insight into their own and others' behavior and gain practical information on how to deal with situations in everyday life.

**AP PSYCHOLOGY - #07655**

40 WEEKS

GRADES: 10-12

PREREQUISITE: None

This course introduces students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students examine psychological facts, principles and phenomena associated with each of the subfields within psychology. Students trace psychology's historical development and the biological basis of behavior. Students analyze theories of developmental psychology, personality and cognition and the major contributors to those theories. Students determine what constitutes abnormal behavior and thinking and identify the treatment of psychological disorders. Students analyze behaviors and attitudes that relate to social psychology. Students are encouraged, but not required, to take the advanced placement exam for this course; which takes place in May.

**SOCIOLOGY - #07662**

20 WEEKS

GRADES: 10-12

PREREQUISITE: None

In this semester class, students explore the meaning of sociology and its different components. Students define sociology as the science that studies human society and social behavior. Students explore the American culture and cultures from other regions of the world. Students examine the seven social institutions and the social structure of each. Students explore the social development of the individual as he grows from childhood to adulthood in terms of social roles and responsibilities. Students define social deviance and the patterns of behavior that suggest different deviant behaviors. The semester culminates with students examining the rights of passage that transcend culture.

**WORLD GEOGRAPHY - #07852**

20 WEEKS

GRADES: 10-12

PREREQUISITE: None

Students explore key concepts of geography and explore places and topics in ways that systematically build their geographic knowledge. Students apply the five themes of geography as they explore different regions of the world. Students use geography to solve problems and make decisions. Students deepen their knowledge of places and regions by focusing on relevant global issues that affect the world's people. Students learn and apply geographic tools and skills, such as reading a map. Students analyze the relationship between human geography and physical geography and determine human/environmental interactions. After students identify the various ways a region can be defined; students compare cultures, economies and governments in different regions of the world. Students describe and compare the locations and characteristics of major world patterns of human activity. Students identify patterns in the world's population.

**WORLD RELIGIONS - #07192**

20 WEEKS

GRADES: 10-12

PREREQUISITE: None

Students examine major world religions, including Hinduism, Buddhism, Judaism, Christianity, Islam and Sikhism. Students examine the concept of faith and the role faith plays in all religions. Students recognize common stereotypes associated with different world religions. Within each religion, students examine the sacred texts, houses of worship and moral code. Students examine how women are viewed within each religion. Students explore different rituals associated with each religion, including marriage, death and rites of passage rituals. Students differentiate between how each religion is practiced in its place of origin and how it is practiced in the United States. Students hear speakers from each religion and ask questions to clarify their understanding of the religion. Students work in small groups on presentations about different religions.

## WORLD LANGUAGES DEPARTMENT

Course offerings are designed to promote the study of languages and cultures. Learners develop the ability to communicate in another language and gain insight into themselves and others. Students acquire knowledge of the structure and function of languages and societies. Studying languages provides learners with access to the knowledge and skills necessary to function in a global community, marketplace, and workplace.

A linguistically literate individual in a global community:

- Communicates across cultures
- Develops understanding into one's own culture and language
- Acquires new information
- Views language learning as lifelong
- Sees the connections to other disciplines
- Understands and values diversity

The principles guiding the Rochester Community Schools World Language Curriculum are based upon five overarching goals:

- **Communication** three modes: interpersonal, interpretive and presentational
- **Culture** of the various peoples to understand and value the perspectives of others
- **Connections** to other disciplines and to the world of work
- **Comparisons** to other languages and cultures
- **Communities** to promote lifelong learning through interactions within the global community

**AMERICAN SIGN LANGUAGE 1 – #02514**

40 WEEKS

**CHINESE 1 - #02614**

**FRENCH 1 - #02314**

**GERMAN 1 - #02414**

**SPANISH 1 - #02814**

GRADES: 9-12

PREREQUISITE: None

Students learn to communicate in a variety of situations, such as: listening, conversing, reading, writing, viewing and presenting. Students use language to gain understanding of people and cultures.

Students enrolled in *American Sign Language 1* are introduced to non-verbal communication skills that aid in communicating to the deaf and hard of hearing. Areas of study include vocabulary development, grammatical features, cultural awareness and conversational fluency. Combined, these components enable students to strengthen existing communication skills. Students examine the history of American Sign Language, sign variations, sign production and use of non-manual features. Students compare/contrast the cultural perspectives of the deaf and hearing, as well as master basic linguistic structures in English and American Sign Language.

**AMERICAN SIGN LANGUAGE 2 - #02524**

40 WEEKS

**CHINESE 2 - #02624****FRENCH 2 - #02324****GERMAN 2 - #02424****SPANISH 2 - #02824**

GRADES: 9-12

PREREQUISITE: Level 1 or Equivalent Proficiency

The *Level 2* courses build upon the skills acquired in the *Level 1* courses. Students learn to communicate in a variety of situations through listening, reading, writing, conversing, viewing and presenting with increasing accuracy and complexity. Students use language to gain understanding of people and cultures.

**AMERICAN SIGN LANGUAGE 3 - #02534****CHINESE 3 - #02634**

40 WEEKS

**FRENCH 3 - #02334****GERMAN 3 - #02434****SPANISH 3 - #02834**

GRADES: 9-12

PREREQUISITE: Level 2 or Equivalent Proficiency

This course builds upon the skills acquired in the *Level 2* courses and continues to deal with communication and culture. In addition, students use language to acquire new information and knowledge in other disciplines. Students also use language to begin to participate in local and international communities.

**CHINESE 4 - #02644****FRENCH 4 - #02344**

40 WEEKS

**GERMAN 4 - #02444****SPANISH 4 - #02844**

GRADES: 9-12

PREREQUISITE: Level 3 or Equivalent Proficiency

This course builds upon the skills acquired in the *Level 3* courses and continues to deal with communication and culture. In addition, students use language to acquire new information and knowledge in other disciplines. Students also use language to participate in local and international communities.

**ADVANCED PLACEMENT (AP) CHINESE LANGUAGE - #02654**

40 WEEKS

**ADVANCED PLACEMENT (AP) FRENCH LANGUAGE - #02354****ADVANCED PLACEMENT (AP) GERMAN LANGUAGE - #02454****ADVANCED PLACEMENT (AP) SPANISH LANGUAGE - #02854**

GRADES: 11-12

PREREQUISITE: Level 4 or Equivalent Proficiency

This course builds upon the skills acquired in the *Level 4* courses and deals with communication; culture; understanding of, and participation in, local and international communities. This course includes the teaching of Advanced Placement material. Students are encouraged, but not required, to take the advanced placement exam for this course, which takes place in May. Students who have not completed level 4 should have the equivalent proficiency and should have completed LA 10 as this course requires advanced critical thinking, writing, reading, and grammar skills.

## ACE HIGH SCHOOL

### *Mission Statement*

*ACE empowers students through mentoring and relationship building. By following the RCS curriculum, students acquire the necessary skills to increase employability, become life-long learners, and contribute to a diverse and changing world.*

### *Vision statement*

*Focus on every student, every time.*

### **Description**

The Alternative Center for Education, also known as ACE High School, is located on John R Road in the city of Rochester Hills. The school day begins at 7:39 am and students are dismissed at 2:07 pm. The school calendar is identical to the three Rochester Community Schools comprehensive high schools. Shuttle transportation is provided to and from the three comprehensive high schools for all ACE students. Students at ACE have identified home schools based on their area of district residency. Upon graduation, students receive diplomas from Adams High School, Rochester High School or Stoney Creek High School based on their home school designation. Graduation requirements are the same for all Rochester Community Schools high school graduates, including ACE students. Graduates may attend the commencement ceremony of their home school if all graduation requirements have been met. Students may also participate in sports and other activities at their home school. The curriculum aligns with state and national standards and is the same curriculum offered in the three comprehensive high schools. The instruction at ACE incorporates significant hands-on opportunities, projects, group-work and technology integration. The student population includes tenth through twelfth grade students. The total enrollment averages approximately 100 students.

### **Organization**

Flexible scheduling allows students to schedule seven credits per school year with the opportunity to earn more credit through work and additional online classes. Online classes are available to ACE students both during and outside of the school day with additional assistance in after school support classes and Saturday School opportunities. Built into the school day at ACE, mentoring/study skills time and reading opportunities are available for each student.

### **Culture**

ACE is designed and organized to focus on the whole child. Students attend ACE as part of a credit recovery program. Attending ACE fosters feelings of ownership and commitment to the school, facilitating a sense of community. Warm, caring relationships with teachers are a central part of the alternative school culture. Similar relationships are fostered among students in order to create a supportive school climate. Teachers have expanded roles and act not only as teachers but as advisors, mentors and counselors. Teachers have high expectations for the students, but these expectations are flexible, allowing for opportunities to meet individual student needs.

### **Parent Involvement**

A major component of effective schools is the involvement of parents in their child's learning and schooling. This is especially true at ACE. Because parental involvement positively influences educational achievement, communication with parents is emphasized at ACE. Teachers promote



communication via email, regular progress reports and frequent calls home. Parents are required to attend the ACE Open House and the four parent conferences. Attendance at ACE is closely monitored. Parents are called immediately if students are absent and are informed when student attendance becomes a high level of concern.

### **Admission**

Admission to ACE involves a referral from a counselor and administrator and participating in a two hour interview/orientation meeting. At the meeting, the ACE staff can learn more about the student and determine if ACE can meet his/her needs. The orientation meeting also allows the parent and student to become more informed about the learning environment and benefits of attending ACE High School. This knowledge helps the student make a stronger commitment to the ACE program.

*To learn more about ACE admission procedures, parents and students should talk with their home school counselor.*

*ACE High School  
1440 John R  
Rochester Hills, MI 48307*

*Website: [www.rochester.k12.mi.us](http://www.rochester.k12.mi.us)  
Principal: Susan Demeniuk  
email: [sdemeniuk@rochester.k12.mi.us](mailto:sdemeniuk@rochester.k12.mi.us)*

## **ENGLISH LANGUAGE LEARNER PROGRAM**

**(ELL Classes are taught at Rochester High School and Stoney Creek High School)**

*\*\*Language support courses are designed for students at specific levels of English proficiency; placement in these courses will be determined by the ELL Teacher/Consultant.\*\**

### **LANGUAGE SUPPORT ENGLISH 1 - #41001/71001**

40 Weeks

GRADES: 9-12      PREREQUISITE: WIDA Screener or WIDA-ACCESS, and Instructor Approval

Students enrolled in this course receive direct instruction in the four language skills (listening, speaking, reading, and writing) with emphasis on vocabulary development. Students participate in a number of language and learning activities designed to promote success in the American high school. Students learn academic language that will help them succeed in content area courses, while also learning conversational skills. Students gain proficiency of basic grammatical structures needed for effective communication and comprehension and begin to build literacy in English using level appropriate texts and materials. Student programs will be tailored to meet the needs and goals of specific English learners.

### **LANGUAGE SUPPORT ENGLISH 2 - #41002/71002**

40 WEEKS

### **LANGUAGE SUPPORT ENGLISH 3- #41003/71003**

GRADES: 9-12      PREREQUISITE: WIDA Screener (or equivalent) or WIDA-ACCESS, and Instructor Approval

Language Support English courses are designed to help English learners become conscientious readers, writers, and thinkers in English. These courses prepare English language learners for the demands they will encounter in subsequent ELA and other rigorous academic courses. This includes developing the skills necessary for independent work, group work, class discussion, and research.

Students gain proficiency of intermediate and advanced grammatical structures needed for effective communication and comprehension. Students learn and apply strategies for increasing their academic vocabulary. Participating in class discussion, students use language to express opinions, support positions, make connections, and present information to an audience. Students analyze and practice different forms of writing including informational, argumentative, and narrative writing. Students construct meaning from various genres of fiction and nonfiction and respond thoughtfully to literature developing critical reading, listening, and viewing strategies.

### **LANGUAGE SUPPORT ACADEMIC SKILLS #41004/#71004**

20 Weeks

GRADES: 9-12      PREREQUISITE: WIDA Screener (or equivalent) or WIDA-ACCESS and Instructor Approval

This course emphasizes academic support to ensure success for students with limited proficiency in English who are taking content courses with native English speakers. Students review content material from their other classes, and learn techniques and study skills appropriate to the material they are working with. Supplemental materials, peer tutorial, and language/ content support help students continue to develop their English language skills. Academic skills classes prepare students to successfully complete classwork and assignments independently. Students are encouraged to continue development in their home language and to apply the knowledge learned in their previous schools to new content.

# **SPECIAL EDUCATION COURSE DESCRIPTIONS**

## **Revised 1/2020**

### **LANGUAGE ARTS 1**

GRADE: 9-12  
GRADE: 9-12

#21309R / #71309R  
#21309E / #71309E

This course is designed to provide an integrated approach to literacy instruction so students can access grade level content. This intensive instruction integrates the key foundational literacy skills necessary for reading and making meaning. Acquisition of rich comprehension, language, and vocabulary skills occur by exposing students to complex text and collaborative discussions. The development of skills necessary to also effectively express ideas orally and in writing are explicitly taught.

### **LANGUAGE ARTS 2**

GRADE: 9-12  
GRADE: 9-12

#21310R / #71310R  
#21310E / #71310E

This course builds on Language Arts 1 and continues to provide intensive instruction integrating the key foundational literacy strands necessary for reading, making meaning, and effective expression.

### **COMPOSITION and LITERATURE 1**

GRADE: 9-12  
GRADE: 9-12

#21300R / #71300R  
#21300E / #71300E

Students in this course develop skills necessary to be proficient writers through active engagement in a variety of writing strategies. Students learn and apply the components of narrative and expository compositions using the writing process, with emphasis on planning. Students will read and analyze a variety of genre and respond to the literature in writing.

### **COMPOSITION and LITERATURE 2**

GRADE: 9-12  
GRADE: 9-12

#21310R / #71310R  
#21310E / #71310E

Students in this course will continue to develop skills necessary to be proficient writers through active engagement in a variety of writing strategies. Students learn and apply the components of narrative and expository compositions using the writing process, with emphasis on planning. Students will read and analyze a variety of genre and respond to the literature in writing.

**INSIDE ALGEBRA A**

GRADES: 9-12

#24032R / #74032R

GRADES: 9-12

#24032E / #74032E

Inside Algebra A, supports students through explicit instruction organized in a clear, consistent manner. A variety of activities help students learn and recognize the relationships between those concepts and skills. Students will learn the essential math knowledge and experience required to transition successfully to Algebra 1 or Inside Algebra B. Topics students will learn are: variables and expressions, rational number, graphing relations and functions, analyzing and solving linear equations and inequalities.

**INSIDE ALGEBRA B**

GRADES: 9-12

#24042R / #74042R

GRADES: 9-12

#24042E / #74042E

Inside Algebra B, continues to support students through explicit instruction organized in a clear, consistent manner. A variety of activities help students learn and recognize the relationships between those concepts and skills. Students will learn the essential math knowledge and experience required to transition successfully to Algebra 1 or Consumers Math. Topics students will learn are: variables and expressions, rational number, graphing relations and functions, analyzing and solving linear equations and inequalities, exploring polynomials, factoring and exploring quadratic and exponential functions.

**CONSUMER MATH ESSENTIALS**

GRADES: 10-12

# 24000R / # 74000R

# 24000E / # 74000E

This course is designed to bridge high school math with life as an independent, working, contributing adult. The course will expose students to financial literacy and employability skills that will including problem solving and critical thinking skills through such topics as health science, business education computer applications, and career readiness. Math accessible number sense using different interactive websites to start every class will also be covered.

**CONSUMER MATH**

GRADES: 10-12

#24022R / #74022R

The course is designed to help students understand and apply math skills which will help students progress toward their identified career pathway. Students will develop essential skills in the areas of understanding vocational salary, budgeting, banking and savings, selecting housing, understanding credit cards and interest, as well as applying for loans. The goal of the Consumer Math course is to enable students to make educated decisions on matters of personal finance.

## **LEARNING STRATEGIES**

GRADES 9-12

#29002R / #79002R

GRADES 9-12

#29002E / #79002E

GRADES 9-12

#29002F / #79002F

GRADES 9-12

#29002A / #79002A

In this course, students will be provided direct instruction in strategies to support and improve academic performance. Students are taught to use research based strategies that develop skills in topics such as time management, attention for detail, active learning, critical thinking, reading comprehension, test taking, and written expression. Students will evaluate how they see themselves as learners, identify their strengths and weakness, and then be guided through the process of goal setting in order to be proactive and independent learners.

## **INTEGRATED LANGUAGE ARTS**

GRADE: 9-12

#21102F / #71102F

This course is designed to address instruction in English/language arts that encompasses writing, speaking, reading, listening and language at a level that is aligned with student ability. Through a thematic approach, emphasis will be placed on building essential skills as they relate to functional adult life roles.

## **INTEGRATED MATHEMATICS**

GRADE: 9-12

#24009F / #74009F

This course is designed to develop skills in a variety of mathematical concepts such as time, money, measurement, personal finance, budgeting, basic operations as well as fractions. The emphasis is on the application of these skills as they relate to functional adult life roles.

## **CAREER EDUCATION**

GRADES 9-12

#28000F / #78000F

This course is designed for students to explore various career options through interest inventories, skill exploration, research and practical experience in building based work opportunities. Students will develop self-advocacy, interviewing and key basic work skills that will assist them in the world of work and their adult lives.

## **WORK BASED LEARNING (20 WEEKS)**

GRADES: 11-12

#39561F / #79561F

Prerequisite: IEPT Determined and Teacher Consultant Work Site Based Learning Approval

*Work Based Learning* is designed to teach both functional and universal employability skills in a variety of authentic business settings. The program provides opportunities for students to explore different work environments and assists in building appropriate employer-employee relationships. Students are supervised daily by a job coach unless it is determined that they are capable and ready to seek independent employment. A written training agreement/plan must be completed prior to placement on each work site.

## **PRACTICAL ASSESSMENT EXPLORATION SYSTEM (PAES) LAB**

GRADES 10-12

# 39561P / # 79561P

PAES is a research-based, functional skills curriculum with an embedded formative assessment of career potential and employability skills. PAES is an assessment system which identifies: functional skill levels, career interests, aptitude for community based employment, work behavior strengths and barriers to success.

## **BASIC LANGUAGE ARTS**

GRADES 9-12

#12020A / #72020A

GRADES 9-12

#39010B / #79010B

This courses provides explicit instruction for students who are working on English Language Arts skills that align to state alternate standards (Essential Elements). Using a balanced-literacy framework for teaching language arts, four language arts areas (guided reading, self-selected reading, writing, and working with words) are integrated into reading instruction. Emphasis will be placed on building individual basic skills, as well as the practical application of reading and writing as it relates to daily living, community participation and personal enjoyment.

## **BASIC MATHEMATICS**

GRADES 9-12

#12030A / #72030A

GRADES 9-12

#39020B / #79020B

This courses provides explicit instruction for students who are working on mathematic skills that align to state alternate standards (Essential Elements). Using a multisensory, systematic progression of instruction, with a problem solving focus, instruction allows students to be successful math learners. Emphasis will be on building individual skills, as well as the practical application of mathematics as it relates to daily living and community participation.

## **BASIC SCIENCE/SOCIAL STUDIES**

GRADES: 9-12

#12000A / #72000A

GRADES: 9-12

#38000B / #78000B

This courses provides explicit instruction for students who are working on basic Science and Social Studies skills that align to standards based curriculum. Course topics include, but are not limited to: Government, US and World History, Geography, Life, Earth and Space Science.

## **BASIC DAILY LIVING SKILLS**

GRADES: 9-12

#12011A / #72011A

GRADES: 9-12

#38093B / #78093B

This course is based on state benchmarks and designed to assist students with building skills in activities of daily living that will allow them to be as independent as possible in their adult life. To address important components of daily life, students are given instruction and hands-on experiences in social/communication skills, household upkeep and safety issues, reproductive health, employability skills, independent living, personal finance, and self-determination. Community Based Learning is an integral part of this class.

**PEER TO PEER MENTORING (LINK PROGRAM)** (20 WEEKS)

Grades: 10-12

#09611

**PREREQUISITE:** Must complete an application and receive approval of counselor/classroom teacher. This class will be graded as Credit (G) or No Credit (H)

Classroom peer mentor students will participate in a hands-on classroom experience to help increase inclusion opportunities in the general education setting for students with special needs. Peer mentors will model positive communication, socialization, participation, and behavior strategies that help to engage students in a variety of school settings which may include, the general education core academic courses, elective area courses, weekly community based outings (restaurants, grocery stores, exercise establishments, etc.), lunch experiences, and after school social activities. Peer mentors will receive on-going training and support to ensure a successful experience for themselves and for the students in which they will be supporting. Peer mentors will be required to complete assignments assigned by the teacher that may include, but are not limited to: reflective journal and article writing, reflective personal journal entries, meeting with teacher to learn about various disabilities and research based strategies, creating projects that promote social interaction with students, and a final project (See course semester syllabus). This class may be taken more than one semester with approval.