FRANKLIN HIGH SCHOOL

Home of the Patriots

Livonia Public Schools



2023-24 Programs of Study

Franklin High School 31000 Joy Road Livonia, MI 48150

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Introduction to Students and Parents

Greetings to our LPS Students & Parents:

A high quality, comprehensive high school offers a wide selection of courses, which are designed to challenge all levels of ability and interest. For those students with well-defined career objectives, the Livonia Public School District offers an additional programming sequence of skill courses through the expanded services of the Livonia Career Technical Center. The elective program at each school also affords opportunities to explore new activities and academic disciplines.

It is our hope that the PROGRAMS OF STUDY will help students and parents plan a program which is appropriate to the unique needs of each individual. The decisions that are made concerning the courses a student will pursue are extremely important and, as such, our counselors and teachers are eager and available to help in any way possible. If you have questions or desire assistance, we encourage you to talk with your counselor or teacher.

It is our sincere hope that your PROGRAMS OF STUDY will prove to be beneficial to you now and in the future. As such, we are dedicated to the premise that we shall do everything in our power to provide educational opportunities of the highest quality for every student in our schools. We wish you much success!

Sincerely,

Andrea L. Oquist Superintendent Livonia Public Schools

Our Mission...

To educate, challenge, and inspire every student to achieve personal success and become a confident contributor to society.



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Foreword

The 2023-2024 Programs of Study booklet has been revised to assist students in planning a schedule of classes for their high school career. This booklet also will be used by counselors, administrators, parents, and teachers as they assist the students in planning their education programs.

Franklin High School continues its commitment to provide students with a unified, articulated, and rigorous curriculum for grades 9-12.

Considerable thought should be given to the full four-year program students will pursue. Some courses are considered essential for college enrollment. Others are designed for mastery of job-entry skills. Still other courses are designed for personal growth, enrichment, and satisfaction. Courses should be selected because they meet the requirements of the students' goals.

With the large number of course selections available to students, a great deal of thought and planning must also go into determining a schedule. Students should discuss their course interests with counselors, teachers, and parents. They should ask questions and make sure that their selections meet their needs.

Finally, once they have determined an appropriate schedule, they should put forth the time and effort that will guarantee a successful year.

In addition to the rigorous academic component of our school, we also offer an array of athletic and extracurricular opportunities. Students may select from a variety of sports and activities. (Please contact the athletic director and/or student activities director for specific details.)

Finally, Franklin High School provides support services to help students achieve success at school and assist them with their decision-making process. We offer counseling services, career guidance, study skills, social services, attendance support, substance abuse support, a police liaison officer, special education programs, bilingual education, and media services.

Charting a path through high school and beyond is critically important to each student and should be approached with utmost care. **Thus, it is important to access this material for future reference.** Be aware that because material is provided early in the prior school year, some changes in procedure, policy, or course offerings may occur.

Notice of Nondiscrimination:

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2566. The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2524.

Planning Your High School Program

Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. The courses you select will be guided largely by your plans for the future.

- Will you continue your education in college or in a trade or vocational school?
- ◆ Do you want to learn a career skill in order to enter the full-time work force immediately after school?
- Are you interested in a technical field?
- Are you thinking of entering a professional field that requires many years of specialized education?

The answers to these questions are extremely important for making decisions about your course selections for all four years in high school. Your interests and abilities should also guide those answers.

Some students are sure of their future plans; others are not. It is also common for young people to change their minds about career choices. For this reason, it is important for you to plan a challenging program. Then if your career plans should change, it will not be as difficult to move into another program. While it may sometimes seem tempting to schedule a less-demanding combination of courses, choosing courses that meet your needs or interests is the best way to prepare for your future.

Franklin High School offers you many ways to prepare for a productive adult life—to make certain that you can control your future. Franklin High School provides a wide range of programs that prepare students for post-high school experience: college, business school, vocational-technical school, military service, fine arts participation, full-time employment, and others. The programs offered allow students to choose the program best for him/her whether that program is the traditional college preparatory, tech-prep, or a career preparatory program.



WHAT IS A CAREER PATHWAY?

Career Pathways are clusters of related occupations that require different levels of education and training. People working in a career path share similar interests, abilities, and talents. Career paths help students identify a career focus without being locked into a specific occupation. By exploring career paths, students expand future choices. They develop an understanding that all paths are important—all of them necessary to keep a community going.

The Six Career Pathways



Arts & Communications

Careers related to humanities and the performing, visual, literary, and media arts



Health Sciences

Careers related to the promotion of health as well as the treatment of injuries, conditions, and diseases



Business, Management, Marketing, & Technology

Careers related to all aspects of business including accounting, business administration, finance, information processing, and marketing



Human Services

Careers in child care, civil service, education, hospitality, and the social service



Engineering/Manufacturing & Industrial Technology

Careers related to technologies necessary to design, develop, install, or maintain physical



Natural Resources & Agriscience

Careers related to natural resources, agriculture, and the environment

Choosing Your Career Pathway

Importance of Career Planning

The four years of high school can be an exciting and rewarding time for students. A very important component in preparing for the future involves career planning. Preparing for future educational and career opportunities involves a great deal, and students who are prepared to make these decisions are often times more successful than those students who lack a sense of direction.

There are many factors that determine success in high school. It is important for students to have a focus so they can make the most of the opportunities that lie before them. Parents, counselors, and teachers play key roles in guiding students through the many challenges that they encounter. It is important to plan early, often, and establish goals.

Choosing a Career Pathway: A Personalized Education Plan

Career Pathways are clusters of related occupations that require different levels of education and training. People working in a career path share similar interests, abilities, and talents. Career paths help students identify a career focus without being locked into a specific occupation. By exploring career paths, students expand future choices. They develop an understanding that all paths are important—all of them necessary to keep a community going.

Participation in a well-organized, well-planned career development component, which includes the concepts of Career Pathways, directly affects both readiness for employment and actual employability success: students' performance in school improves, involvement in school and community activities expands, decision-making skills strengthen, career preparation advances, and flexibility for meeting change increases. In addition, students who continue formal education beyond high school have a clear direction and a better understanding as to why they are pursuing post-secondary education and training options. There is an understanding that learning is lifelong.

The state of Michigan has developed a six-career pathway program. Every occupation within the world of work would fall below one of the six pathways identified by the state of Michigan:

- Arts & Communications
- Business Management, Marketing, & Technology
- Engineering, Manufacturing, & Industrial Technology
- Health Services
- Human Services
- Natural Resources & Agriscience

Choosing Your Career Pathway cont'd.

Foundation Skills

Component workers in the high-performance workplace need:

Basic Skills:

Reading, writing, arithmetic, speaking, and listening.

Thinking Skills:

The ability to: learn, reason, think creatively, make decisions, and solve problems.

Personal Qualities:

Individual responsibility, self-esteem, self-management, sociability, and integrity.

Workplace Competencies

Personal Qualities:

Know how to allocate time, money, materials, space, and staff.

Interpersonal Skills:

Can work on teams, teach others, serve customers, lead, and work well with people from culturally diverse backgrounds.

Information:

Can acquire and evaluate data; interpret and communicate; and use computers to process information.

Systems:

Can understand social, organizational, and technological systems; monitor and correct performance; and design or improve systems.

Technology:

Can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

Choosing Your Career Pathway cont'd.

The skills and competencies described above clearly show that students should plan a rigorous high school program that will provide the foundation for continued learning beyond high school.

"CHOOSE YOUR CAREER PATHWAY" is intended to help students develop their plans for life and then implement those plans. Career implies more than just a job—it includes education, work, and lifestyle. Achieving a successful career requires years of planning, studying, training, and lifestyle. If used correctly, this section should help students select the right path to follow in high school—one of the most important decisions students will make in their lives.

To assist students in planning wisely, the district has developed a set of career pathways. These career pathways are broad areas of study that are flexible enough to allow students to change as they acquire new knowledge and experience. Using students' interests and aptitudes identified by the EXPLORE and PLAN test results, as well as other career assessments, parents, counselors, teachers, or other career professionals can help students develop a graduation plan in an appropriate pathway.

The state of Michigan has defined six career pathways, which are organized around broad career fields:

- Arts & Communications
- Business Management, Marketing, & Technology
- Engineering, Manufacturing, & Industrial Technology
- Health Services
- Human Services
- Natural Resources & Agriscience

With careful consideration and discussion, each student can identify a specific individualized "path." Students are urged to consider, carefully, the questions at the beginning of each pathway. When one or more pathways appear interesting, students should look carefully at the possible degrees and the jobs or careers associated with the area(s). Counselors will then assist students with selecting appropriate electives which will help them prepare for the pathway(s) selected.

All of the identified pathways include challenging, relevant courses that provide road maps to future career goals. Additionally, because all students take a "core foundation" of academic courses, career paths overlap enough to allow the flexibility to change "paths" if interests change or new knowledge and skills are acquired. In every pathway, students will continue to take the core curriculum courses, which provide all students with the courses necessary to enter most Michigan post-secondary institutions.

Career Pathways

Arts & Communications



The Arts & Communications pathway will provide students with opportunities to recognize their talents and develop their interest in the humanities, performing, visual, literary, and media arts in preparation for post-secondary education and lifelong enrichment.

- □ Do you like to draw, paint, or visually depict what you see or imagine?
- □ Do you especially enjoy working with your hands?
- Do most people think of you as being creative?
- □ Do you often see things in a different way from other people?
- □ Do you like to communicate ideas?
- Do you like being in front of people singing, acting, or playing an instrument?

If you answered "yes" to any of these questions, this may be the career path for you!

Business Management, Marketing & Technology



Within the Business & Management, Marketing, & Technology pathway, students will study core academic and elective classes with a focus on careers related to the business world.

- □ Do you like to work with computers & technology?
- □ Do you enjoy being a leader, organizing people, planning activities, and talking with people?
- □ Do you enjoy selling an idea or product?
- □ Are you interested in money management?
- □ Do you like to work with numbers or ideas?
- □ Can you show initiative?

If you answered "yes" to any of these questions, this may be the career path for you!

Career Pathways cont'd.

Engineering, Manufacturing, & Industrial Technology



Within the Engineering, Manufacturing, & Industrial Technology pathway, students will study core academic and elective classes with a focus on careers related to the technologies necessary to design, develop and maintain physical systems.

- Are you curious about how things work?
- □ Do you like to make or repair things?
- □ Do you enjoy problem solving and creative thinking?

If you answered "yes" to any of these questions, this may be the career path for you!

Health Services



Students in the Health Services career pathway will be prepared to pursue post-secondary education leading to a full range of careers in the medical and health care field.

- □ Do you like working in a fast paced, changing environment?
- □ Do you enjoy working with and helping people?
- Do you enjoy science and lab work?

If you answered "yes" to any of these questions, this may be the career path for you!

Career Pathways cont'd.

Human Services



The Human Services career pathway will provide students with the technical and problem solving skills necessary to increase academic competencies, to strengthen communication and interpersonal skills, and to develop collaborative partnerships in order to promote lifelong learning and achievement.

- ☐ Are you friendly, outgoing, and cooperative?
- □ Do you like to work with people to solve problems?
- □ Is it important to you to make things better for other people?

If you answered "yes" to any of these questions, this may be the career path for you!

Natural Resources & Agriscience



Students participating in the Natural Resources & Agriscience career pathway will increase their academic and technological competencies, strengthen their understanding of the natural world, and begin to develop the skills required in related occupational fields.

- ☐ Are you interested in wildlife, animals, parks, or forestry?
- ☐ Are you curious about the physical world and concerned about the environment?
- □ Do you like being outdoors?
- □ Do you like to observe, learn, investigate, or solve problems?

If you answered "yes" to any of these questions, this may be the career path for you!



ARTS & COMMUNICATIONS

Careers in this pathway are related to communication and the performing, visual, literary, and media arts. These careers are interesting to people who value creativity, music, and/or self-expression.

SAMPLE CAREERS			
On-The-Job Training/ Certificate or Bachelor's Degree			
High School Diploma	Associate Degree	<u>or Above</u>	
Actor/Actress	Advertising Agent	Actor	
Cartoonist	Artist	Advertising Designer	
Compositor	Camera Operator	Author	
Desktop Publisher	Commercial Artist	Commercial Artist	
Disk Jockey	Digital Assembler	Editor	
Floral Designer	Fashion Designer	Journalist	
Fashion Model	Graphic Designer	Language Interpreter	
Hair Stylist	Jeweler	Musical Therapist	
Musician/Composer	Photographer	Scientific Illustrator	
Sign Painter	Stage Technician	TV Production Director	

RELATED ELECTIVE COURSE OFFERINGS

Art Fundamentals Sculpture and Clay Art Techniques, Advanced Sociology Speech-Related Courses Business Tech Mgt. **Composition Courses** Vocal Music Woods Creative Textile Design Drawing World Language Geometry Instrumental Music (CHS) **CAPA Dance** Interior Design **CAPA Music Literature Courses CAPA Theater Marketing Courses** Music Theory & Appreciation Painting (FHS) Photography Theater Tech Psychology

(SHS)

Global Education Music Appreciation

(LCTC)

Architecture Design **Business Careers Engineering Design** Fashion Merchandising 1,2 **Graphic Design** Website Design

BUSINESS, MANAGEMENT, MARKETING, & TECHNOLOGY

Careers in this pathway are related to business operations including financial operations, office operations, planning and management activities, information processing, and marketing. These jobs are interesting to people who enjoy implementing ideas, providing leadership, and working on team projects.

SAMPLE	CAREERS	

On-The-Job Training/ **Certificate or** Bachelor's Degree **High School Diploma Associate Degree** or Above Bank Teller Administrative Assistant Accountant Bookkeeper Bookkeeper/Auditing Clerk Actuary Data Entry Clerk **Building Manager** Administrative Food Service Worker **Court Reporter** Secretary Hotel Clerk Estimator **Budget Analyst** Insurance Agent Financial Manager Loan Officer **Retail Salesperson** General Bookkeeper Marketing/Public Clerical Staff Hotel Manager **Relations Director** Travel Agent Real Estate Manager

RELATED ELECTIVE COURSE OFFERINGS

Marketing/Sales Accounting Art Personal Finance **Business Law** Psychology **Composition Courses** Sociology Speech-Related Courses **Economics** Sports/Entertainment Mktg. Entrepreneurship Financial Literacy Statistics Food and Nutrition World Language Humanities International Relations

(CHS)

Literature Appreciation Law and Society Literature Courses Writing for Business

(SHS)

Global Education

(LCTC)

Hospitality Mgmt 1,2 Internet Engineering **Graphic Design** Website Design



ENGINEERING/MANUFACTURING & INDUSTRIAL TECHNOLOGY

Careers in this pathway are related to technologies necessary to design, develop, install, or maintain physical systems. Working with tools, equipment, and other kinds of machinery is important to people who have careers in this pathway.

CAREERS

SAMPLE CAREERS On-The-Job Training/ Certificate or **Bachelor's Degree High School Diploma Associate Degree** or Above Auto Body Technician Auto Repair Technician Architect Building Construction Tech. Carpenter **Automotive Engineer** Climate Control Mechanic Chemical Technician **Chemical Engineer** Custodian Computer-Aided Designer **Computer Analyst** Drafter Heating/AC Worker **Computer Programmer** Mechanical Engineer Machine Tool Setter Industrial Electronics Tech. Security Systems Installer Pipe Fitter Surveyor

RELATED ELECTIVE COURSE OFFERINGS

Calculus
Composition Courses
Drafting
Entrepreneurship
Interior Design
Marketing
Personal Finance
Photography
Physical Education

Pre-Calculus & Trigonometry Psychology Small Engines Speech-Related Courses Statistics Woods (LCTC)
Architecture Design
Auto Technology 1, 2
Construction Trades 1 & 2
Engineering Design
Internet Engineering
Website Design



HEALTH SERVICES

Careers in this pathway are related to the promotion of health as well as the treatment of injuries and diseases.

SAMPLE CAREERS

On-The-Job Training/ Certificate or **Bachelor's Degree High School Diploma** or Above **Associate Degree Admitting Clerk** Dental Lab Technician Chemist Clinical Assistant Emergency Medical Tech. Chiropractor **Dental Assistant** Dentist/Physician Industrial Hygienist Dietary Aide Licensed Practical Nurse **Nuclear Medical Technician** Home Health Aide Medical Technician **Pharmacist** Medical Office Clerk Occupational Therapy **Physical Therapist** Orderly Assistant Veterinarian

RELATED ELECTIVE COURSE OFFERINGS

Calculus
Child Care Professional 1, 2
Child Development
Composition Courses
Food and Nutrition
Human Anatomy
Family & Consumer Science
Parenting
Personal Living
Physical Education Courses
Pre-Calculus & Trigonometry
Psychology

Bio Ethics

Sociology Speech-Related Courses Weight Training Whole Self Fitness

(LCTC)

Advanced Medicine Adv. Sports Medicine Pre Medicine Sports Medicine



HUMAN SERVICES

Careers in this pathway include interacting with people, helping solve problems, speaking in front of groups of people, and serving the public.

SAMPLE CAREERS				
On-The-Job Training/ High School Diploma Chef/Cook	Certificate or Associate Degree Civil Service Worker	Bachelor's Degree or Above Anthropologist		
Beauty Consultant Child Care Provider	Coach Cosmetologist/Manager	Criminologist Lawyer		
Corrections Officer Fire Fighter Fitness Consultant	Crime Laboratory Technician Culinary Arts/Chef Hospitality Worker	Librarian Psychologist Social Worker		
Flight Attendant Food Service Worker Mental Health Aide	Legal Assistant Police Officer Security Administrator	Sociologist Teacher Clergy		

RELATED ELECTIVE COURSE OFFERINGS

Law and Justice **Business Law** Chemistry Parenting Child Care Personal Finance Professional 1, 2 Personal Living Child Development **Physical Education Courses Community Service** Psychology **Composition Courses** Sociology Family & Consumer Speech-Related Courses Science Skills Sports 1. 2 Family Living Statistics **Foods and Nutrition** Student Leadership Instructional Materials/LMC World Languages

(LCTC)
Criminal Justice
Fashion Merchandising 1, 2
Graphic Design
Hospitality Management 1, 2
Sports Medicine



NATURAL RESOURCES & AGRISCIENCE

Careers in this pathway include working outdoors with plants, animals, and the environment in all types of weather.

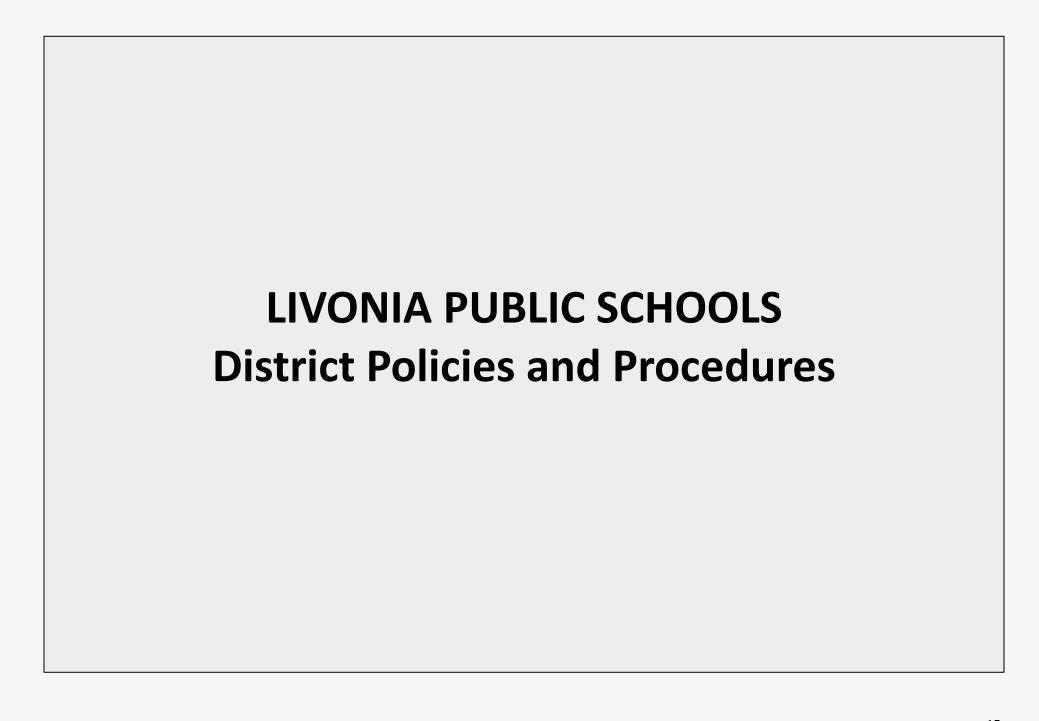
SAMPLE CAREERS				
On-The-Job Training/	Certificate or	Bachelor's Degree		
High School Diploma	Associate Degree	<u>or Above</u>		
Animal Caretaker	Farm Manager	Agricultural Engineer		
Farm Worker	Fish and Game Warden	Botanist		
Florist	Florist	Conservation Officer		
Fruit and Vegetable Farmer	Forestry Technician	Ecologist		
Landscaper	Golf Course Manager	Farm Manager		
Pest Controller	Horticulturist	Geologist		
Recreation Worker	Landscape Design Assistant	Landscape Architect		
Retail Floral Salesperson	Nursery Worker	Naturalist		
Veterinary Assistant	Retail Floral Salesperson	Park Ranger		

RELATED ELECTIVE COURSE OFFERINGS

Business Law
Chemistry
Photography
Composition Courses
Psychology
Drawing
Ecology
Speech-Related Courses
Ecology
Statistics
Foods and Nutrition

Genetics

Marketing



Responsibilities for Program Selection

Student & Parent

It is the responsibility of the student and parent, with the guidance and advice of the school faculty and counselors, to review and determine the future plans and aspirations of the student. Once his/her program is designed, it is the responsibility of the student to carry it through to completion. Upon consultation with his/her teachers and counselor, the student and his/her parent(s)/guardian(s) may request to change this program as achievement of goals indicate it to be necessary. Since staffing, class size, etc., are determined through pre-enrollment, it may not always be possible to honor requests for a change of program. Students in high school are not guaranteed the same teachers each semester.

Teacher

It is the responsibility of the teacher, whose experience with the student enables him/her to identify the student's abilities and achievements, to work with the student, the counselor, and the parent(s)/guardian(s). The teacher's opinions, based on classroom experience, will further help the student to make his/her program realistic and workable.

Counselor

It is the responsibility of the counselor to help the student plan a program which satisfies the graduation requirements of the school and to recommend that the major emphasis on the student's program is one which reflects the student's future plans, interests, and aptitudes. Finally, it is the responsibility of the counselor to review, with each student, the progress he/she is making toward his/her educational and vocational goals.

<u>Administrator</u>

An administrator determines final placement in cases of disagreement.

Registration Process

All Franklin students complete a pre-registration process in the spring for the following school year.

Class selection is dependent upon grade level, recommendation, and availability. Elective choices increase in number as the student progresses through his/her high school years.

Students are given the opportunity to explore class options. Registration materials are distributed through the Counseling Department.

Graduation Requirements

	ninimum of 23 units of credit are required for graduation: (18 required + 5 elective credits = 23 cre ctive credits allow each student to customize his/her program of study.	dits).
	h student shall be registered for 6 periods of instruction each semester (carrying a minimum of 3	units of crodit nor
semest	, , ,	Jilits of Credit per
semest	iester).	
А	A minimum of eighteen (18) units of credit must be earned in the following areas:	
А	A. Language Arts (Grades 9, 10, 11, and 12)4.0 units	
	• 1 unit Language Arts 9	
	• 1 unit Language Arts 10	
	• 1 unit Language Arts 11	
	• 1 unit Language Arts 12	
В	B. Mathematics4.0 units	
	4 units of mathematics, which must include Geometry, Algebra 1 and Algebra 2	
	(or an equivalent) with a Senior math or math-related class in the final year.	
C	C. Science3.0 units	
	• 1 unit Biology	
	• 1 unit Chemistry	
	• 1 unit Physics/Physical Science (or completes a Career and Technical Education (CTE) Program)
D	D. Social Studies	
	• 1 unit World History	
	• 1 unit U.S. History	
	0.5 unit American Government	
	0.5 unit Economics	
Е	E. Physical Education 1.0 unit	
	0.5 unit Personal Fitness	
	0.5 unit Health	
F	F. Visual, Performing, and/or Applied Arts1.0 unit	
G	G. World Language2.0 units	
	• 2 units of the same World Language, or	
	• 1 unit of the same World Language and completes a Career and Technical Education (CTE) Pro	gram, or
	• 1 unit of the same World Language and 1 unit of VPAA in addition to required VPAA credit	
	TOTAL 19 unite	

Electives: Of the 23 units required for graduation, 5 units of credit may be electives.

On-line Learning Experience: Students are required to experience twenty (20) hours of on-line learning. The requirement will be met through on-line experiences provided in high school core required courses.

Class Standing

Annually, student credits are evaluated to determine a student's grade level placement. The following is a minimum number of credits a student must have earned to achieve a particular grade level.

Standing	Credits
Sophomore	5.0
Junior	11.0
Senior	17.0

NOTE: Even if you have achieved sophomore, junior, or senior class status, if you do <u>NOT</u> have sufficient credits, you will <u>NOT</u> graduate on time.)

Unless otherwise indicated in a program of services, as a requirement for graduation, a high school student must participate in all state or federal academic testing programs in which the student is eligible to participate and which the School District is required to administer. A high school student's failure to meet this requirement will render him/her ineligible for a high school diploma and will preclude that student's participation in graduation commencement exercises. Any deviation from this requirement must be approved by the Superintendent or his/her designee.

FRANKLIN HIGH SCHOOL - SEQUENCE OF HIGH SCHOOL COURSES

Subject Area	Level	9 th Course #	9 th Grade	10 th Course #	10 th Grade	11 th Course #	11 th Grade	12 th Course #	12 th Grade
y,	General	1101/2101	Language Arts 9	1108/2108	Language Arts 10	1114/2114	Language Arts 11	71115 1195 New Ster	Language Arts 12 Humanities I
Language Arts	College	1101/2101	Language Arts 9	1108/2108	Language Arts 10	1114/2114	Language Arts 11	2115 2195 2195	Language Arts 12 Humanities II
	Accelerated/ Advanced Placement	1102/2102	Accelerated Language Arts 9	1105/2105	Accelerated Language Arts 10	1113/2113	AP English Language and Composition	1107/2107	AP English Literature and Composition
	General	1322/2322	Algebra 1	1324/2324	Geometry	1326/2326	Algebra 2	Ма	ath or math-related course
Mathematics	College	1322/2322	Algebra 1	1324/2324 1326/2326	Geometry Algebra 2	1326/2326 1328/2328	Algebra 2 1328/2328 Pre-Calculus with 1329/2329 Trigonometry		Pre-Calculus with Trigonometry Calculus
Math	Accelerated/ Advanced Placement	1331/2331	Accelerated Geometry	1321/2321	Accelerated Algebra 2	1334/2334	Accelerated Pre-Calculus with Trigonometry	1336/2336	AP Calculus AB
ø	General	1365/2365	Biology	1384/2384	Chemistry	1389/2389	Physics		
Science	College	1365/2365	Biology	1384/2384	Chemistry	1389/2389	Physics		
တိ	Accelerated	1366/2366	Advanced Biology	1386/2386	Advanced Chemistry	1390/2390	Advanced Physics		
φ	General	1403/2403	World History	1409/2409	U.S. History	1420/2420 1442/2442	American Government Economics		
Social Studies	College	1403/2403	World History	1409/2409	U.S. History	1420/2420 1442/2442	American Government Economics		
Social	Accelerated/ Advanced Placement	1404/2404	Accelerated World History	1418/2418	AP U.S. History	1422/2422 1443/2443	AP U.S. Government and Politics AP Macroeconomics		
	al Education Health	1464/2464	Personal Fit	1468/2468	Health				
	Optional 7th Hour Classes Course Number Course Name 1491/2491 Health 1492/2492 Personal Fitness Course Name 1491/2491 "Direct Instruction" classes not reflect "B" stands for "Background."								

LIVONIA PUBLIC SCHOOLS' SCHOOL DISTRICT

CTE

Applied Arts Courses

ess	Indust	trial Technology
Marketing 1	634:	Introduction to Drafting
Marketing 2	636:	Architectural Drafting
Sports and Entertainment	638:	Mechanical Drafting
Marketing 3	652:	Introduction to Woods
Business Technology Management	653:	Advanced Woods
Advanced Business Technology Management	660:	Small Engines
E-Commerce & Social Media Management		
Project Design Management	LCTC	
	904:	Website Design with Interactive Media I
and Consumer Science	905:	Website Design with Interactive Media II
Sewing I	911:	Mobile Applications/Game Design
Sewing II	914:	Construction Trades 2
Open Sewing	920:	Fashion Merchandising I
Creative Design Projects	921:	Fashion Merchandising II
Foods and Nutrition 1	928:	Hospitality Management 1
Foods and Nutrition 2	929:	Hospitality Management 2
Foods and Nutrition 3	938:	Graphic Design 1
Interior Design	939:	Graphic Design 2
	940:	Architectural Technology/CAD
	942:	Engineering Technology/CAD
	946:	Construction Trades 1
	Marketing 2 Sports and Entertainment Marketing 3 Business Technology Management Advanced Business Technology Management E-Commerce & Social Media Management Project Design Management / and Consumer Science Sewing I Sewing II Open Sewing Creative Design Projects Foods and Nutrition 1 Foods and Nutrition 2 Foods and Nutrition 3	Marketing 1 634: Marketing 2 636: Sports and Entertainment 638: Marketing 3 652: Business Technology Management 653: Advanced Business Technology Management 660: E-Commerce & Social Media Management Project Design Management LCTC 904: y and Consumer Science 905: Sewing I 911: Sewing II 914: Open Sewing 920: Creative Design Projects 921: Foods and Nutrition 1 928: Foods and Nutrition 2 929: Foods and Nutrition 3 938: Interior Design 939:

LIVONIA PUBLIC SCHOOLS' SCHOOL DISTRICT

Core Content Classes Approved for Visual, Performing Arts Credits

Churchill High School:

182: Broadcast Communication

194: Yearbook

311: MSC AP Computer446: Accelerated Humanities

Franklin High School:

178: Drama

179: Advanced Drama

194: Yearbook

Stevenson High School:

178: Drama

179: Advanced Drama

184: Radio and TV

185: Advanced Radio and TV

194: Yearbook

198: Writing for Publication (approved 7/9/10)

LIVONIA PUBLIC SCHOOLS' SCHOOL DISTRICT

Mathematics or Math-Related Courses

Students are required to have a mathematics or math-related class in their final year of high school. The following courses meet this requirement.

Math Courses		Math-Related Courses		
307/308: MSC Advanced Topics (CHS only)		550:	Marketing 1 (.5)	
328:	Pre-Calculus with Trigonometry	551:	Marketing 2 (.5)	
329:	Calculus	552:	Sports and Entertainment (1.0)	
336:	AP Calculus AB	555:	Marketing 3 (1.0)	
344:	Financial Literacy	590:	Business Technology Management (.5)	
345:	Trigonometric Explorations	591:	Advanced Business Technology Management (.5)	
346:	Consumers Mathematics	592:	Social Media Management (.5)	
348:	Statistics	593:	Project Design Management (.5)	
350:	Programming 1			
351:	Programming 2	571:	Small Business Accounting (.5)	
358:	AP Statistics	572:	Corporate Accounting (.5)	
		573:	Managerial Accounting (.5)	
		574:	Investment Accounting (.5)	
		575:	Managing Your Money (.5)	
		936:	Auto Technology (SHS only)	
		392:	AP Physics	
		388:	AP Chemistry	

All Livonia Career Technical Center programs and the Hospitality Management program (held at Franklin High School) meet the high school graduation requirement for Senior Math Related. Students must be in their fourth or senior year to meet this requirement.

High School 7TH Hour Option

The current high school day consists of six class periods. Beginning with the 2008-09 school year, students have been offered the opportunity to take an additional class during 7th hour. The 7th hour option is not a precursor to graduating early from Livonia Public Schools. District policy requires that all students have a minimum of eight semesters of course work. Rather, this option is being provided to students who may wish to take advantage of electives which may otherwise not be available to them in the normal sequence of classes.

- **Personal Fitness** is typically offered during the first semester to all students.
- **Health** is typically offered during the second semester to students in grades 10-12.

These courses will also be offered during the normal school day.

Students who take advantage of this opportunity must be enrolled in seven classes throughout the given semester. Please be aware that the start times for after-school activities will not be altered and transportation will not be provided at the end of the seventh hour.

Standardized Student Assessment

Important tests are given throughout the year. Please check in the <u>Counseling Office</u> for specific dates, times, locations, and costs of the tests you are interested in. Students with specific questions should meet with their counselors. Juniors and seniors are encouraged to visit the Career Information Center (CIC) for college and scholarship information.

AP Exams (Advance Placement Exams)

When: Determined by the AP Board, usually in May
 Where: Franklin High School during the school day
 Fee: Costs are established by the AP Board
 Sign up: Pay for test in advance in Guidance Office

ASVAB Test (Armed Services Vocational Aptitude Battery)

Target: 11th/12th graders

When: During the school day - second semester

Fee: None

MICHIGAN STATE TESTING

Target: All 11th grade students

When: Spring of junior year. Dates are determined by State of

Michigan

Fee: None

Testing: SAT, ACT Workeys, on-line Michigan items in social studies and

science

Details: Taken at Franklin High School. Taking this exam is a Graduation

Requirement. Visit www.act.org, www.collegeboard.org, and

www.michigan.gov/mde for more info.

PSAT / NMSQT (National Merit Scholarship Qualify Test)

Target: College-bound 11th graders

When: Mid October

Where: Franklin High School

Purpose: National merit scholarship competition qualifier

Fee: Nominal charge for test taking Sign up: In advance in Guidance Office

SAT / ACT Tests (Scholastic Achievement Test/American College Test)

When: Throughout the year at neighboring schools Register: Packets are available in the Guidance Office

Fee: It is imperative to remember that tests must be signed up and paid for well in

advance of test date directly to the testing company

Purpose: College entrance exams

Code #: High school code number for identification purposes on ACT/SAT is #232352

Career Information Center (CIC)

Resources

- √ Michigan College Catalogs
- √ Peterson's 2 Year/4-Year College Guide
- √ Career/College Publications
- $\sqrt{}$ Military Information
- √ Scholarship Information



College Visitation Policy

College admissions representatives visit FHS in the fall. Sophomores, juniors and seniors are encouraged to meet with them. To attend these valuable sessions, students are required to sign up ahead of time with their counselor.

Some college representatives will visit in the spring. These sessions are open to 10th, 11th & 12th graders as well.

Secondary Guidance Program

Philosophy

The Livonia Public Schools Guidance and Counseling Program is based upon the belief that every person is worthy, valuable, unique, and will have opportunities to discover, develop, and utilize his or her interests, talents, and abilities. The guidance program supports all students in our schools and will continue to reinforce and nurture each student's sense of self-worth, self-knowledge, responsibility, positive attitudes, and decision-making skills for lifetime use in their personal, academic, and career endeavors. The Guidance Program is delivered by a guidance team committed to providing instruction, information, and assistance to students, parents, and staff in an atmosphere of cooperation and mutual respect.

The Franklin Guidance and Counseling Program is structured with a team of six counselors assigned alphabetically to meet student needs.

THE COUNSELING STAFF WILL:

- 1. Provide Individual Counseling, which encompasses:
 - personal issues
- scheduling
- academic issues
- crisis
- 2. Facilitate Small Group Counseling as needed, such as:
 - newcomers
- family change
- concerned persons
- teen issues
- career exploration
- 3. Orient 9th Graders and New Students in coordination with:
 - parents

- teachers
- middle school counselors
- 4. **Provide Consultation Services** for the following:
 - parents

• other professionals

- staff
- 5. **Refer Students to Special Services** when needed, including:
 - internal referrals (social worker, psychologist, speech therapist, ESL support teacher, and Special Education)
 - external professional referrals

6. Facilitate Career/College Exploration including:

- apply standardized testing results to career/college direction
- arrange college representatives' visits
- review college applications and scholarship and financial aid information
- assist with school/work transition
- explore technical/vocational programs
- link class choices with Career Pathways

7. Monitor Student Progress/Records including:

- interpersonal progress letters and report cards
- checking transcript credits
- verifying graduation requirements
- assisting in portfolio development
- facilitating peer tutoring

8. Coordinate Test Administration of the following:

• PSAT, SAT, ACT, Michigan State Testing

Parents are encouraged to contact the Guidance & Counseling Center for more information or assistance at **734-744-2655** ext. **47950**.

Recommended College Preparatory Program

Admission standards vary by universities and programs. To determine specific requirements parents are urged to contact the high school Guidance Office or the Admissions Office of the college or university of their choice.

Minimum course requirements necessary for college admission vary from college to college depending upon the program and the degree a student may be interested in pursuing. It is imperative that students interested in a particular school or college discuss this interest with their counselor to determine the exact requirements for admission.

Colleges and universities are giving increased attention to the following factors in considering students for admission:

- 1. A high school diploma from an accredited high school.
- 2. Grades obtained in academic subjects.
- 3. High school grade-point average.
- 4. Trend of grades.
- 5. Level of difficulty of courses taken.
- 6. SAT and/or ACT scores.
- 7. Extracurricular activities.

Generally, minimum course requirements for college admission include certain sequences in the five academic areas: Language Arts, Mathematics, Science, Social Studies, and World Languages. Some technical schools require an emphasis in science and mathematics.

The following list may be considered a minimal college preparatory program; however, students are encouraged to exceed these minimum requirements in the academic areas:

<u>Department</u>	Recommended Number of Credits	<u>Comments</u>
Language Arts	4	A heavy emphasis on writing should be included.
Mathematics	4	Minimum to include Algebra 2 and Plane Geometry; computer applications should be included.
Science	3	Courses to be selected from the biological and physical sciences.
Social Studies	3	U.S. History, American Government, plus additional Social Studies electives
World Langua	ge 2	World Language study is a required part of some college admission guidelines

College Admission Requirements

Central Michigan University
Eastern Michigan University
Ferris State University
Grand Valley State University
Lake Superior State University
Michigan State University
Michigan Technological University
Northern Michigan University



President's Council Oakland University
Saginaw Valley State University
The University of Michigan – Ann Arbor
The University of Michigan – Dearborn
The University of Michigan – Flint
Wayne State University
Western Michigan University

State Universities of Michigan

UNIVERSITY ADMISSIONS REQUIREMENTS:

The state universities of Michigan have adopted specific requirements for students who graduate from high school and who wish to enter any of the 15 public universities. The new statement is an outgrowth of an initiative begun over six years ago to improve academic preparation of students seeking admission to a state university.

The state universities have agreed that to be eligible for regular admission to a four-year degree program, a high school student must successfully complete the following course requirements:

- Language Arts 4 years required
- Mathematics 3 years required, including intermediate algebra; 4 years strongly recommended
- Biological/Physical Sciences 2 years required;

3 years strongly recommended to include

- 1 year of biological science and
- 1 year of physical science
- At least 1 year of a laboratory course is also strongly recommended
- History and Social Sciences 3 years required;

1 year of American History and 1 year of World History strongly recommended

Prospective students are also encouraged to complete courses in the following areas:

- World Language 3 years strongly recommended
- Fine and performing arts 2 years strongly recommended
- Computer literacy 1 year of hands-on experience in using computers strongly recommended

The universities recognize that, for a variety of reasons, some students may not be able to complete all of the requirements. In such circumstances, students may still be considered for admission and, therefore, are encouraged to apply to the university of their choice. In all instances, each university has final authority for admissions decisions based on the level of achievement required and other indicators of potential for academic success.

Students are encouraged to make the best use of courses that are offered at their high school. By doing so, they are more likely to develop the competencies and skills that are essential for academic success and, at the same time, have greater control over their choice of college and career options.

NCAA ELIGIBILITY

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- Initial full-time collegiate enrollment before August 1, 2016:
 - Sixteen (16) core courses are required (see chart below for subject-area requirements).
- Initial full-time collegiate enrollment *on or after* August 1, 2016:
 - Sixteen (16) core courses are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

Test Scores: (ACT / SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale.
 - SAT: critical reading and math sections.
 - Best subscore from each section is used to determine the SAT <u>combined</u> score for initial eligibility.
 - ACT: English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT <u>sum</u> score for initial eligibility.
- All ACT and SAT attempts <u>before</u> initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

Core Grade-Point Average

- Only <u>core courses</u> that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- Initial full-time collegiate enrollment <u>before</u> August 1, 2016:
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A.
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- Initial full-time collegiate enrollment on or after August 1, 2016:
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Sale B.
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

NCAA ELIGIBILITY cont'd

NCAA Division I Initial-Eligibility Requirements cont'd

DIVISION I Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural/physical science(1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy).

DIVISION I—2016 Qualifier Requirements

*Athletics aid, practice, and competition

- 16 core courses
 - ° Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
 - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B.
- Graduate from high school.

DIVISION I—2016 Academic Redshirt Requirements

*Athletics aid and practice (no competition)

- 16 core courses
 - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B.
- Graduate from high school.

Sliding Scale A Use for Division I prior to August 1, 2016 NCAA DIVISION I SLIDING SCALE						
3.550 & above	400	37		2.750	720	59
3.525	410	38		2.725	730	59
3.500	420	39		2.700	730	60
3.475	430	40		2.675	740-750	61
3.450	440	41		2.650	760	62
3.425	450	41		2.625	770	63
3.400	460	42		2.600	780	64
3.375	470	42		2.575	790	65
3.350	480	43		2.550	800	66
3.325	490	44		2.525	810	67
3.300	500	44		2.500	820	68
3.275	510	45		2.475	830	69
3.250	520	46		2.450	840-850	70
3.225	530	46		2.425	860	70
3.200	540	47		2.400	860	71
3.175	550	47		2.375	870	72
3.150	560	48		2.350	880	73
3.125	570	49		2.325	890	74
3.100	580	49		2.300	900	75
3.075	590	50		2.275	910	76
3.050	600	50		2.250	920	77
3.025	610	51		2.225	930	78
3.000	620	52		2.200	940	79
2.975	630	52		2.175	950	80
2.950	640	53		2.150	960	80
2.925	650	53		2.125	960	81
2.900	660	54		2.100	970	82
2.875	670	55		2.075	980	83
2.850	680	56		2.050	990	84
2.825	690	56		2.025	1000	85
2.800	700	57		2.000	1010	86
2.775	710	58				

Sliding Scale B Use for Division I beginning August 1, 2016 NCAA DIVISION I SLIDING SCALE SAT SAT ACT ACT Verbal & Math Verbal & Math Core GPA Core GPA Sum Sum ONLY ONLY 3.550 2.675 2.650 3.525 2.625 3.500 3.475 2.600 3.450 2.575 2.550 3.425 3.400 2.525 3.375 2.500 3.350 2.475 3.325 2.450 3.300 2.425 3.275 2.400 3.250 2.375 3.225 2.350 2.325 3.200 3.175 2.300 2.299 3.150 3.125 2.275 2.250 3.100 3.075 2.225 3.050 2.200 3.025 2.175 3.000 2.150 2.975 2.125 2.950 2.100 2.925 2.075 2.900 2.050 2.875 2.025 2.850 2.000 2.825 2.800 2.775 2.750 2.725

2.700

NCAA ELIGIBILITY cont'd

NCAA Division II Initial-Eligibility Requirements

Core Courses

- Division II currently requires 16 core courses. See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core course requirements

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on the following page.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **<u>sum</u>** of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition **on or after August 1, 2018,** is 2.200 (corresponding test-score requirements are listed on the Sliding Scale).
- The minimum **Division II** core GPA required to receive <u>athletics aid and practice as a partial qualifier</u> **on or after August 1, 2018,** is 2.000 (corresponding test-score requirements are listed on the Sliding Scale).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra 1 or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II COMPETITION SLIDING SCALE Use for Division II beginning August 1, 2018 SAT SAT ACT ACT Core GPA Verbal & Math Verbal & Math Core GPA Sum Sum ONLY ONLY 3.300 & above 400 37 2.425 750 61 410 38 2.400 760 62 3.275 3.250 420 39 2.375 770 63 40 3.225 430 2.350 780 64 3.200 440 41 2.325 790 65 41 3.175 450 2.300 800 66 3.150 460 42 2.275 810 67 3.125 470 42 2.250 820 68 3.100 480 43 2.225 830 69 3.075 490 44 2.200 840 & above 70 & above 3.050 500 44 3.025 510 45 46 3.000 520 2.975 530 46 2.950 540 47 2.925 550 47 2.900 560 48 2.875 570 49 2.850 580 49 2.825 590 50 2.800 50 600 51 2.775 610 2.750 620 52 2.725 630 52 53 2.700 640 2.675 650 53 54 2.650 660 55 2.625 670 2.600 680 56 56 2.575 690 57 2.550 700 2.525 710 58 2.500 720 59 2.475 730 60

2.450

740

61

DIVISION II PARTIAL QUALIFIER SLIDING SCALE Use for Division II beginning August 1, 2018 SAT SAT ACT ACT Core GPA Verbal & Math Verbal & Math Core GPA Sum Sum ONLY ONLY 3.050 & above 400 37 2.175 750 61 410 38 2.150 760 62 3.025 420 39 2.125 770 63 3.000 40 2.975 430 2.100 780 64 2.950 440 41 2.075 790 65 41 2.925 450 2.050 800 66 2.900 460 42 2.025 810 67 2.875 470 42 2.200 820 & above 68 & above 2.850 480 43 2.825 490 44 44 2.800 500 2.775 510 45 46 2.750 520 2.725 530 46 2.700 540 47 2.675 550 47 2.650 560 48 2.625 570 49 2.600 580 49 2.575 590 50 2.550 50 600 51 2.525 610 2.500 620 52 2.475 630 52 53 2.450 640 2.425 650 53 54 2.400 660 55 2.375 670 2.350 680 56 56 2.325 690 57 2.300 700 2.275 710 58 2.250 720 59 2.225 730 60

2.200

740

61

High School Guidelines Testing Out of Courses

In accordance with Michigan law, 380.1278(a)(4)(c), a student will receive credit for a Michigan Merit Curriculum course in which the student earns a qualifying score, as determined by the school district, on 1 or more assessments developed or selected by the district that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

The qualifying score established by the district is eighty percent. Students who successfully test out of a course will have the course listed on the student's transcript with a grade of "S" for satisfactory. The course(s) will be applied toward fulfillment of the graduation requirement, but will not be applied toward the total number of credits needed for graduation and will not be included in the computation of the student's grade point average.

The testing administration schedule is established during the first semester of each school year. Test outs are administered one time per year during the second semester. Detailed information is available on the school and district website.

Dual Enrollment at Post-Secondary Institutions

Public Act 160 of 1996 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. PA 160 was amended by SB 622 effective July 1, 2012. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

- 1. Students are in grade 9, 10, 11, or 12.
 - If the student first dually enrolls in 9th grade, that student may take not more than two dual enrollment courses per year in the student's 9th, 10th, and 11th grade years and not more than 4 dual enrollment courses in the student's 12th grade year.
 - If the student first dually enrolls in 10th grade, the student may take not more than two dual enrollment courses in the 10th grade and not more than 4 dual enrollment courses in the 11th and 12th grade.
- If the student first dually enrolls in grades 11 or 12, the student may not take more than 6 dual enrollment courses in either 11th or 12th grade. Note: A district is not permitted to pay for more than 10 total dual enrollment classes for any one student.
- 2. Students must be enrolled in both the school district and postsecondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.
- 3. The district must not offer the college courses. An exception to this could occur if the local board of education determines that a scheduling conflict exists, which is beyond the student's control.
- 4. The college courses must be academic in nature, normally applies toward satisfaction of a degree requirement at the postsecondary institution, and cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
- 5. Student eligibility for dual enroll is a building principal decision that should include multiple sources of information about whether or not the student is ready for a post-secondary experience. In terms of academic readiness, student eligibility for enrollment should be informed by student performance on one or more of the following assessments: EXPLORE, PLAN, ACT, COMPASS, MME, PSAT, SAT or ACCUPLACER*. Table 1 below lists the qualify scores for each of these assessments.
- 6. School districts are required to pay the lesser of:
- a. The actual charge for tuition, mandatory course fees, materials fees and registration fees; or
- b. The state portion of the students' foundation allowance, adjusted to the proportion of the school year they attend the postsecondary institution.

 Note: Students who do not complete a dual enrollment course must repay the district.

Students who believe they are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, should contact their school counselor.

Dual Enrollment at Post-Secondary Institutions

Dual Enrollment Readiness Qualifying Assessments and Scores 2021-2022

Assessment	Test Section	Content Area	Minimum Qualifying Score
ACT	Mathematics	Mathematics	22
ACT	Reading	Reading	22
ACT	Science	Science	23
ACT	English	English	18
MME*	ELA	ELA	2100
MME*	Mathematics	Mathematics	2100
MME*	Science	Science	2100
MME*	Social Studies	Social Studies	2100
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 8/9	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 10	Mathematics	Mathematics	510
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	460
PSAT/NMSQT 11	Mathematics	Mathematics	510
SAT	Critical Reading	Evidence-Based Reading and Writing	480
SAT	Mathematics	Mathematics	530
Ap**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
CLEP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
IB**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
ACCUPLACER**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE

Please note: For the 2020-2021 school year student may qualify with a GPA. of 2.5 or

^{*} MME scores are based on the Spring 2018 administration of the M-STEP exams

scores are specific to an Institution of Higher Education (IHE). It is best to contact the IHE to see **There are no state approved scores related to these assessments. Subject area and qualifying what scores they accept as a qualifying score for the desired dual enrollment course.

Opportunities for Career Technical Education

I. The Livonia Public Schools believes that all students should graduate from high school with a plan for their future. Whether it is continuing their education at a four-year college or university, a two-year community college or technical school, military service, or entry into the work world, all students should have a focus on the "next step" after high school.

The Livonia Public Schools provides all students with the opportunities to make informed decisions about their future. The three Livonia high schools and the Career Technical Center provide programs that are designed to provide a pathway to their ultimate career goal.

High schools provide programs that prepare students for jobs that are in demand and that offer long-range career opportunities. Some students may choose to participate in the more specialized technical preparation curricula at the Career Technical Center. Many of these programs begin in the ninth grade at the high school and continue toward a two or four-year degree at a college or university.

Students enrolled in Career Technical education will be prepared to enter fields of work, which lead to more economically rewarding positions. Programs have been developed in the areas of Business, Marketing, Trade/Technical, Medical, Family & Consumer Science, and Child Care.

Courses offered at the Livonia Career Technical Center are open to students in the three high schools during their junior or senior year. Courses are available in the following areas at the Career Technical Center:

- Architectural & Engineering Technology
- Auto Technology
- Construction Trades 1 & 2
- Computer Repair/Computer Security
- Criminal Justice
- Graphic Design
- Fashion Merchandising
- Hospitality Management (at Franklin High School)
- Management & Business Administration
- Medical Technology (Pre-Sports Medicine, Pre-Medicine, Advanced Sports Medicine, Advanced Medicine)
- Website Design and Interactive Media
- II. The following are additional programs and activities which are available to assist students in their career exploration:
 - a) Career Technical Center visitations (arranged through high school counselor)
 - b) College and Career Information Center in Guidance Office (explore your interest/select a college/university)
 - c) Career Intern Program/Vocational Intern Program
 - d) Career Assemblies (as scheduled)
 - e) Student Portfolio (through individual teachers/counselor)
 - f) Educational Development Plan (starting in 7th/8th grade and continuing each year with your counselor)
 - g) Career Cruising (see your counselor)
- III. Need more information? See a counselor and read the Programs of Study for specific courses.

Independent Study

Independent Study is primarily for the purpose of providing the opportunity for students to have learning experiences which are not part of the regular course offerings. The application for Independent Study is available from a student's counselor.

- Student must work with appropriate teacher to develop a plan for the selected class.
- A student must complete an application, which shall be submitted to the assistant principal of scheduling with the topic to be studied, specific objectives, resources required, and a plan for evaluation of the work.
- Such projects require the approval of the supervising teacher, parent, department chairperson, and building administrator.
- See the list of course offerings for each department for a morespecific description of Independent Study.

Requests for Schedule Changes

At the beginning of each semester, students pick up their schedules the week prior to the start of the fall and winter semesters. Class changes are limited to critical need only. The master schedule and staff allocations are determined based on student selections made in the spring. Class sizes are balanced accordingly and will not allow for additional students. Critical changes will be limited to the following:

- 1. Conflicts (two classes which meet the same hour)
- 2. Incomplete schedules (schedules with less than six hours of study)
- 3. Failure of a class
- 4. Changes due to summer school work
- 5. Placement as a volunteer in community service program
- 6. The level of the course is inappropriate
- 7. Individual circumstances supported by student/parent rationale, or the recommendation of an IEP or EPT

NOTE: CHANGES WHICH PERMIT A STUDENT TO ENTER A CREDIT CLASS (for the reasons listed above), MUST BE COMPLETED BEFORE THE END OF THE THIRD WEEK OF THE SEMESTER.

Alternative School Programs: CAPA -ESL -MSC -GLOBAL EDUCATION

CAPA (Creative and Performing Arts Program) offers in-depth courses of study in dance, drama, and vocal music. The curriculum is designed to teach classical and contemporary art forms. Students have the opportunity to perform at the highest level of his or her potential. CAPA is housed at Churchill High School and scheduled morning and afternoon. Students from any high school may enter the beginning courses if space is available. CAPA students will meet all academic graduation requirements. They are expected to participate in after-school rehearsals and performances. Students are selected based on recommendations, auditions, and interviews.

ESL (English as a Second Language) is a one-year non-continuing course located at Churchill designated for students who have recently arrived in the United States and whose native language is not English. Greater provision for learning English will be provided for the students whose language barrier prevents basic communication. Emphasis will be on oral, aural and written communication.

MSC (Mathematics/Science/Computer Program) is an invitational program for students who have demonstrated high levels of aptitude, achievement, and interest in mathematics, science, and computer operations. This is a four-year, half-day program housed at Churchill High School which prepares students for advanced placement examinations in calculus, computer, biology, chemistry, and physics. Eighth grade algebra and geometry students are eligible based upon scores on standardized tests for M/S/C. Other factors considered are statements of interest and teacher recommendations.

GLOBAL EDUCATION is open on a limited basis for students whose home high school is Churchill High School or Franklin High School. Consideration for admission into this program is based on the following criteria:

- Each school year, there will be five seats per high school (Churchill and Franklin) for incoming ninth grade students only.
- The allotted number of seats is designated only for students, including non-public students, from each high school's respective attendance area.
- Students who do not remain in the Global Education Program through the completion of their junior year must return to their home high school.
- · Students must be at or above grade level in reading to be considered for admission into the School of Global Education.
- · Students entering the School of Global Education will become full-time students of Stevenson High School.
- · Transportation to and from Stevenson High School must be provided by the parent/guardian.
- · Siblings of students admitted into the School of Global Education may also be permitted to enter Stevenson High School so long as the older sibling is currently enrolled. Admission of the sibling into the School of Global Education is dependent on the normal selection process.
- · Students who transfer to Stevenson next year as tenth graders may not be eligible for athletics during the first semester.

Students who meet the criteria above and wish to be considered for admission into the School of Global Education must complete an interest form and submit it to their counselor with their course request sheet. Non public school students may obtain the interest form from the Office of Instruction located on the second floor of the Administration Building on Farmington Road. A random draw will be held to determine who enters the program if the interest is greater than the seats available.

The deadline for submitting an interest form is May 1.

Courses & Departments Grades 9-12

Interdepartmental Programs

T457—Community Service

Through helping others, Community Service offers students an opportunity to better understand themselves and to make a connection to our human existence. It is a course designed to broaden one's understanding of compassion, responsibility, and to building a sense of self-efficacy. This course will develop the mind-set and skills involved in serving others. Through readings, discussions, reflections, written assignments, lectures, volunteering, and ultimately first-hand observation and interaction, students in the Franklin High School Community Service course will gain the skills of problem-solving, interpersonal relations, communication, and the ability to function as part of a larger team. Students will be witness to and learn from the social and emotional growth of cognitively impaired students in the Franklin Transition Program (FTP). An experience in Community Service has inspired many toward a life-long commitment of service to others. The Community Service Class can be taken as a one-hour class (1457/2457 .5 credit), or as a two-hour block class (1458/2458 1.0 credit). This class is open to all junior and senior level students.

T796—Theater Tech

This class explores the areas of theatrical production and stagecraft. Students in this course will read, watch, discuss, and analyze historical and contemporary plays. They will examine aesthetic concerns of the audience, playwright, performers, director, and designers and demonstrate technical knowledge of safety procedures and safe operation of theatre equipment, which will require physical movement such as climbing, lifting, and building. Students will be required to attend or participate in technical work and/or performances beyond the school day to support, extend, and assess learning in the classroom.

T827—Student Leadership

Leadership is a class designed to develop the leadership skills of each student. The course is open to students involved in school leadership. Students will learn about leadership traits and principles and each student will evaluate their own personal leadership style with the idea in mind that leadership is a learned skill. Students will learn how to conduct a meeting, organize and direct a committee, motivate and create synergy, and other aspects of leadership. Students will also learn about goal setting, appropriate communication skills, and conflict resolution. Finally students will have the opportunity to explore how to use their leadership skills outside of the classroom. This class is open to all students with the permission of the Student Activities Director.

T830—Computer Science Principles (STEM Pathway) Grades 9-12

Computer Science Principles is a stepping stone along the STEM Pathway and it will be based upon the Project Lead the Way curriculum. Using Python as a primary tool, students will build knowledge and skills in engineering and computer science. The course will provide a strong foundation of computing skills for high school, college, and career success. In addition, Computer Science Principles will foster creativity and enhance skills of collaboration. Students will use what they have learned to tackle challenges such as app development and simulation.

T831—Engineering Essentials (STEM Pathway) Grades 9-12

Engineers don't sit back and watch—they make things happen. They use models provided by science combined with innovative thinking to solve problems and create new designs that benefit humanity. Engineering Essentials is a foundational survey course in the diverse career opportunities associated with engineering. Whether the challenge be in design, construction, or maintenance, and the field be transportation, space, or the environment, engineers are the creative-thinkers and problem-solvers. This course introduces students to a variety of career connections by providing diverse examples of engineering professionals engaged in addressing engineering challenges—from increasing global equity through international relief efforts and discovering alternative energy solutions to planning sustainable cities and inventing new technologies to improve people's health.

1834/2834—AP Computer Science A Grades 11. 12 (Full year)

AP Computer Science is a unique course which affords students an opportunity to gain fundamental skills in the Java programming language. The curriculum is project based with the inclusion of teamwork and creativity to prepare students for the world of work in this growing field. Additionally, the coursework is aligned to the AP Computer Science A Advance Placement course through the College Board. This AP Computer Science course is open to students in 11th or 12th grade. It is a full year, two-period block class that will be held at the Livonia Career and Technical Center across from Churchill High School. It will be scheduled during the traditional 5th and 6th periods of the day. Students will have the opportunity to take an AP exam at the end of the course which may be transferable to college credits.

T852—Freshman Transition Grade 9

This class is suggested for all freshmen and is offered during the first semester. The course is intended to assist students in making a smooth and successful transition to the high school environment with emphasis on addressing the academic, social, and emotional needs of freshmen.

T853—Educational Leadership

Prerequisite: Upon approval of counselor and administration. Grades 11, 12

Educational Leadership seeks to utilize the strengths of student mentors (tutors) in working with peers to supplement classroom instruction (mentor and tutor are used synonymously as the role of tutor also includes maintaining supportive and encouraging relationships). Educational Leadership encourages student leaders to take action in their own school to improve student achievement and maintain a positive and successful school climate. Student mentors provide a more convenient and comfortable way for students to achieve at their highest potential. Mentors model professionalism and work toward successful goal development in their regular contacts with other students. Educational Leadership provides a gratifying experience by helping others learn and grow.

Health and Physical Education

Philosophy Of The Department

We believe that physical education is a sequential, developmentally appropriate program that provides students with the knowledge, skills, fitness, and attitudes needed to live a healthy, productive life.

It is the goal of the physical education department that all students will show competence in the following six content standards: (Adopted from the Michigan Merit Curriculum)

- Standard 1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 3** Participate regularly in lifelong physical activity.
- Standard 4 Achieve and maintain a health-enhancing level of physical fitness.
- Standard 5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- **Standard 6** Value physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Physical Education in Health - Requirements

All students who graduate from a Livonia Public High School must successfully complete the following two courses: 464 Personal Fitness and 468 Health. It is recommended that Personal Fitness be taken in the ninth grade year and Health be taken in the tenth grade year.

Physical Education Requirements:

- All students must wear appropriate workout attire when participating in class. Appropriate attire includes a T-shirt, shorts or athletic pants, socks and athletic shoes.
- All students will need to provide a combination lock from home (no key locks).

Special Notes For All Physical Education Students

Physical Education is required of all students unless excused for health or religious reasons. If a student is to be excused from P.E. for health reasons, the following procedure must be followed:

- a. Temporary Excuse—If a student is to be excused from class for 1-3 days the parent should write a note the first day. If the excused period is going to be longer than 3 days, it is necessary to have a note from the doctor indicating the length of the excused period.
- b. Permanent Excuse—The student must procure a medical excuse from the Guidance Department and have it filled out by the family doctor. If approved by the principal, the form should be returned to the counselor who will file the excuse in the student's permanent record.
- c. Religious Excuse—A written request from the student's church must be procured if this student is to be excused for religious reasons. This request should be returned to the counselor.

Health and Physical Education cont'd

T464—Personal Fitness

T492—Personal Fitness (7th hour) (Offered Semester 1 only)

(Typically taken in ninth grade year)

This one-semester required course is aligned to the Michigan K-12 Physical Education Content Standards and Benchmarks and is specific to Livonia Public Schools. It is a "sequential educational program that provides students with the knowledge, skills, fitness, and attitudes needed to lead a healthy life". Personal Fitness is comprised of the following areas:

- 1. Health-Related Fitness 1/3 of the total class time will be filled with fitness activities such as Fitnessgram Testing, Fitness Center, Free Weight Room, Yoga/Pilates, Aerobic activities, Bands/Tubes/Balls as well as classroom learning opportunities.
- 2. Aquatics Three weeks will be spent in the pool. Students will learn Front Crawl, Backstroke, and Breaststroke. Students will also learn basic lifesaving and pool safety guidelines.
- 3. Net/Wall Games Tennis and Volleyball.
- 4. Invasion Games Soccer and Basketball.
- 5. Striking and Fielding Softball and/or Kickball.

Students will be assessed in every physical education area. Students will demonstrate proficiency on the Michigan K-12 Physical Education Content Standards through on-going assessments, observations and tests.

T467—Whole-Self Fitness

This course is designed for the student who would like to explore gentle, noncompetitive forms of exercise. Emphasis will be placed on the following forms of exercise: Yoga, Pilates, Fitballs, and Stretching.

The class will be divided into the following areas:

<u>Yoga/Yoga Ball</u> - Yoga, one of the oldest forms of exercise, originated 5,000 years ago. The word yoga means "union." It facilitates the harmonious integration of the body, mind, and spirit. The result is optimal health and longevity. It is not a belief or religion, but an art and a science which raises the practitioner to his or her highest potential. Through "asanas" (postures), focused breathing, and meditation, yoga brings a deep sense of well being and a healthy, peaceful mind.

<u>Pilates/Pilates On The Ball</u> - Pilates is a method of exercise and physical movement designed to stretch, strengthen, and balance the body. Pilates is based on the following nine principles: concentration, control, centering, breathing, postural alignment, flow, precision, stamina, and relaxation. Through the Pilates method, a mind/body that knows how to release is a mind/body that will not overwork and overtire.

<u>Stretching</u> - Stretching is useful for both injury prevention and injury treatment. Stretching is one of the most overlooked, misused, poorly executed, poorly understood, and undervalued components of physical fitness and overall personal health. Achieving and maintaining functional flexibility is an important factor in reaching optimal physical potential and health. Objectives to stretching include:

- 1. Enhance cardiovascular health
- 2. Acquire personal tools for stress management
- 3. Improve flexibility, posture, and balance
- 4. Build strength and endurance
- 5. Renew levels of energy
- 6. Improve muscle tone
- 7. Increase concentration, focus, and attention
- 8. Build self-esteem and confidence
- 9. Gain a better understanding of anatomy and health
- 10. Enhance overall sense of peace and well-being.

Health and Physical Education cont'd

T468—Health

T491—Health (7th hour) (Offered Semester 2 only)

(Typically taken in tenth grade year)

This one-semester course will enable students to become better informed regarding decisions about the care and maintenance of their personal health. Students will be instructed in the following units:

- · Nutrition and Physical Activity
- Alcohol, Tobacco, and Other Drugs
- Social and Emotional Health
- Personal Health and Wellness

A unit on human sexuality and reproduction will also be taught to develop student self-awareness and coping with personal feelings in everyday problems and situations. A parent/guardian meeting will be held for review of materials and course outline. If a parent/guardian requests that their child be excluded from this unit, alternate assignments for this unit will be available upon parent/guardian request.

T470—Team Sports 1

Prerequisites: 464 or 492 Personal Fitness. Grade 9, 10

This course will allow the student the opportunity to improve his/her skills to maintain a moderate level of fitness and to develop stress reduction techniques through the enjoyment and pleasure received by participating in the following sports: football, volleyball, softball, tennis, basketball, soccer, and team handball.

T471—Team Sports 2

Prerequisites: 464 or 492 Personal Fitness. Grade 11, 12

This course will allow the student the opportunity to improve his/her skills to maintain a moderate level of fitness and to develop stress reduction techniques through the enjoyment and pleasure he/she receives in participating in the following activities: team handball, soccer, passing league football, softball, basketball, and volleyball.

T472—Weight Training 1

Prerequisites: 464 or 492 Personal Fitness

This course is designed to introduce the student to several introductory weight-lifting programs. The student will learn correct free-weight lifting techniques along with instructions on how to use all equipment in the weight room. The student will also gain knowledge of different muscle groups and which piece of equipment builds those specific muscle groups and will participate in weight training, fitness room, cardiovascular/plyometrics, and activities in the gym.

T473—Weight Training 2

Prerequisites: 464 or 492 Personal Fitness and 472 Weight Training 1

Once the student completes the pre-lifting phase, he/she is to select a program of exercise including upper body, lower body, and abdominal exercises. The instructor will review each program to see that the program is balanced and will not overemphasize muscles or muscle groups. Depending on the student's personal exercise goal, the student will select the appropriate program intensity for himself/herself. Students will participate in weight training, fitness room, cardiovascular/plyometrics, and activities in the gym. Student's progress will be monitored regularly and adjustments will be made when necessary. Course may be taken more than once for credit.

Health and Physical Education cont'd

T476—Advanced PE/Weight Training and Conditioning (Offered Semester 2 only) Grades 9-12 Prerequisites: 464 or 492 Personal Fitness and 472 Weight Training 1

This course will offer the student a highly intensive cardiovascular workout along with a challenging plyometric jump training circuit. These workouts will specifically be designed to improve agility, reaction time, quickness, power, strength, and fast-twitch muscles. The course incorporates 3 days of advanced strength training in which the bigger, faster, and stronger program is implemented. This program is designed for serious strength training for the highly motivated student. The other 2 days of the week the student will develop fast-twitch muscles that include the use of plyometric drills that promotes speed, quickness, power, agility and reaction time.

Language Arts

Philosophy Of The Department

Livonia high schools offer a comprehensive program in language arts to meet the needs and interests of all students. The program is based upon a conviction that all students need basic skills in reading, writing, speaking, listening and interpersonal communication to enable them to function successfully in today's complex society. Further, the design of the program assumes that provision needs to be made for students of varying abilities and levels of achievement.

Recommended Selection of Courses:

9th GRADE

Accelerated Language Arts 9, Language Arts 9

10th GRADE

Accelerated Language Arts 10, Language Arts 10

11th GRADE

AP English Language and Composition, Language Arts 11,

Electives: Yearbook

12th GRADE

AP English Literature and Composition, Language Arts 12, Humanities 1 (Semester 1), Humanities 2 (Semester 2)

Electives: Yearbook

1101/2101—Language Arts 9

Through an integrated approach to English Language Arts, this two-semester course will explore universal themes through reading, writing, speaking, and listening. Ninth graders will read and analyze information and literary texts through the lens of the essential questions, participate in collaborative dialogue with peers, gather evidence, and write to convey information and/or an argument related to the essential questions. This course is aligned to Michigan's ELA Standards.

1102/2102—Accelerated Language Arts 9 (Honors Grading Scale)

Prerequisites: Successful completion of Accelerated Language Arts 8 with a grade of "C" or better

This two-semester course is based on the same standards as English Language Arts 9. Acceleration is offered through more challenging texts and a faster pace. Outside reading is a requirement of this course. Students must have a semester grade of "C" average to continue in the Accelerated English Language Arts program.

1105/2105—Accelerated Language Arts 10 (Honors Grading Scale)

Prerequisites: Successful completion of Accelerated Language Arts 9 with a grade of "C" or better

This two-semester course is based on the same standards as English Language Arts 10. Acceleration is offered through more challenging texts and a faster pace. Outside reading is required for this course. Students must have a semester grade of "C" average to continue in the Accelerated English Language Arts program.

Language Arts cont'd

1107/2107—AP English Literature and Composition (AP Grading Scale. Can earn College Credit) Prerequisites: Successful completion of Accelerated Language Arts 11 with a grade of "C" or better.

Grades: 12

This two-semester course Advanced Placement English 12 is a college preparatory course for mature, previously screened, high-ability senior students. The culminating event of the course for most students is taking the Advanced Placement Exam in English Literature and Composition. Major content of the course is the study of the essay, novel, drama, and poetry. Listening, discussing, writing, and rewriting are major activities each week. Outside reading is required.

1108/2108—Language Arts 10

Through an integrated approach to English Language Arts, this two-semester course will explore universal themes and essential questions through reading, writing, speaking, and listening. Tenth graders will read and analyze information and literary texts, participate in collaborative dialogue with peers, gather evidence, and write to convey information and/or an argument related to the essential questions. This course is aligned to Michigan's ELA Standards.

1113/2113—AP English Language and Composition (AP Grading Scale. Can earn College Credit)

Prerequisites: Successful completion of Accelerated Language Arts 10 with a grade of "C" or better

Grades: 11

This two-semester course AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

1114/2114—Language Arts 11

Through an integrated approach to English Language Arts, this two-semester course will explore universal themes and essential questions through reading, writing, speaking, and listening. Eleventh graders will read and analyze information and literary texts, participate in collaborative dialogue with peers, gather evidence, and write to convey information and/or an argument related to the essential questions. The 11th grade curriculum has a strong focus on American Literature and analytical writing. This course is aligned to Michigan's ELA Standards.

1115/2115—Language Arts 12

Through an integrated approach to English Language Arts, this two-semester course will explore universal themes and essential questions through reading, writing, speaking, and listening. Twelfth graders will read and analyze information and literary texts through the lens of the essential questions, participate in collaborative dialogue with peers, gather evidence, and write to convey information and/or an argument related to the essential questions. The 12th grade curriculum has a strong focus on British Literature and analytical writing. This course is aligned to Michigan's ELA Standards.

1194/2194—Yearbook (Year long course)

Prerequisites: Permission of Yearbook advisor

Involvement in the Yearbook is a challenging experience in journalism which requires involvement beyond the regular school day. Students learn journalistic copywriting; magazine style layout; photographic and artistic design and financial responsibility. The end product of this ambitious involvement is our traditionally excellent high school yearbook. Credit may be earned each semester Yearbook is taken; however, the course does not fulfill English requirements for graduation.

Language Arts cont'd

1195—Humanities I

(Offered Semester 1 only)

This two-semester course will explore human nature and leadership qualities through the study of literature, art, music, architecture, philosophy, theater, science, sculpture and dance. Beginning with early human cultures and advancing through the Middle Ages, students will experience the arts through various projects, readings, viewings and interactions. Analytical writing is emphasized, in addition to oral presentations and research. Students may also take Humanities II and together these courses count for ELA 12.

2195—Humanities II

(Offered Semester 2 only)

This two-semester course will explore human nature and leadership qualities through the study of literature, art, music, architecture, philosophy, theater, science, sculpture and dance. Students will experience the arts through various projects, readings, viewings and interactions. Analytical writing is emphasized, in addition to oral presentations and research. Students may also take Humanities I, but it is not required.

1199/2199—Independent Study—English

Prerequisites: Written approval of Language Arts Department chairperson

Independent Study is designed for students who have a high interest in a particular area which is not covered in the regular curriculum. An in-depth study may be pursued upon acceptance of a well thought out plan for the study to be conducted. This course may be elected only after approval is obtained from the assistant principal, the department chairperson, the teacher to be involved and the parents of the student.

Mathematics

The Mathematics Department offers three programs of study dependent on your ability, achievement, and interest in mathematics. To be successful, choose the program and courses that match your ability. Sometimes it is wiser to repeat a foundation course rather than advance to the next level if the grade demonstrates insufficient understandings of the fundamentals.

WITH APPROPRIATE **PREREQUISITES COURSE NUMBER & NAME** IS AVAILABLE IN GRADES ACCELERATED PROGRAM 1331/2331 Accelerated Geometry 9 1334/2334 Accelerated Pre-Calculus w/Trigonometry 11 **COLLEGE-BOUND PROGRAM** 1322/2322 Algebra 1......9 **GENERAL PROGRAM** 1322/2322 Algebra 1......9 1324/2324 Geometry......10 **ELECTIVE COURSES**

Students may satisfy the senior year math requirement by taking a math or math-related course during their senior year. A list of the "math-related" courses can be found on page 23, or refer to the section of the Programs of Study.

Accelerated Program

ACCELERATED PROGRAM — is for those students who have outstanding ability, achievement, and interest in mathematics, and who have been highly successful in previous mathematics classes. Students must be invited into this program by the Mathematics Department. Interested students may request such an invitation if not originally invited.

The Accelerated Program in Mathematics includes the content recommended by the Commission on Mathematics of the College Entrance Examination Board (CEEB). This sequence of courses is offered to outstanding students who might receive college credit for the 12th grade course (Advanced Placement Calculus). All students completing the 12th grade course will be encouraged to take the examination prepared by CEEB, the scores on which are reported to colleges for possible credit and/or advanced placement in the college. Students should expect the pace to be faster than similar courses offered in the College Bound Program; an extra honor point is earned for each semester in the Accelerated Program.

1331/2331—Accelerated Geometry (Honors Grading Scale)

Prerequisites: Algebra I and invitation from the high school Mathematics Department

This two-semester course covers the topics from Geometry, but at a higher level and in more depth. An opportunity is provided to work with abstract mathematical systems by means of geometric content in order to develop logic processes.

1321/2321—Accelerated Algebra 2 (Honors Grading Scale)

Prerequisites: Accelerated Geometry (preferred grade of "B" or better) or invitation by the Mathematics Department and credit issued for Algebra 1

This two-semester course covers topics from Algebra 2, but at a higher level and in more depth. Accelerated Algebra 2 expands the study of mathematics to include complex numbers, systems of equations and inequalities, sequences and series, conic sections and data collection and analysis.

1334/2334—Accelerated Pre-Calculus with Trigonometry (Honors Grading Scale)

Prerequisites: Accelerated Algebra 2 (preferred grade of "B" or better) or invitation by the Mathematics Department.

This two-semester course covers the topics from Precalculus with Trigonometry but at a higher level and in more depth. The course is more rigorous in preparation for students to take Advanced Placement Calculus and also includes the introduction of Calculus (limits and definition of derivative).

1336/2336—Advanced Placement Calculus AB (AP Grading scale. Can earn College Credit)

Prerequisites: Accelerated Pre-Calculus with Trigonometry (preferred grade of "B" or better) or invitation by the Mathematics Department

This two-semester course follows the syllabus prepared by the College Entrance Examination Board for Advanced Placement Mathematics (AP course) and will prepare the student to complete the Advanced Placement examination, which can earn them college credit.

Both differential and integral calculus and a variety of their applications are included. The content is essentially the same as that in any college-level beginning calculus course. Calculus is generally a requirement for students majoring in engineering, computer science, business, mathematics, science, and some other fields.

1358/2358—Advanced Placement Statistics (AP Grading scale. Can earn College Credit)

Prerequisites: Algebra 2 (preferred grade of B or better)

This two-semester course follows the syllabus prepared by the College Entrance Examination Board for Advanced Placement Mathematics (AP course) and will prepare the student to complete the Advanced Placement examination, which can earn them college credit.

The AP Statistics course is equivalent to an introductory, non-calculus-based college course in statistics. The course introduces students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

College-Bound Program

COLLEGE-BOUND PROGRAM—is for those students who have very good arithmetic skills and who are planning to attend a college and/or be employed in a technical field.

1322/2322—Algebra 1 Prerequisites: None

Grades: 9

This two-semester course provides for the study of the real number system and families of functions including linear, exponential, and quadratic. Students will also develop their knowledge of powers, including roots, cubics and quadratics, and polynomial patterns of change. Students will develop an understanding that algebraic thinking is a powerful tool that can be used to model and solve real-world problems.

1324/2324—Geometry

Prerequisites: Completion of Algebra 1 or Mathematics Department chairperson approval

Grades: 10

This two-semester course provides a focus on geometric figures, including lines, angles, triangles, quadrilaterals, polygons and circles, and their properties. Relationships between two-and three-dimensional representations, congruence, similarity, transformations, proof and logic are also studied in this course. Algebraic concepts are applied and expanded throughout the course.

1326/2326—Algebra 2

Prerequisites: Successful completion of Geometry and Algebra 1

Grades: 11

This two-semester course provides a study of relations and functions (quadratics, polynomial, exponential, logarithmic, rational, and radical) including operations, graphing, solving, and applications. Algebra 2 expands the study of mathematics to include complex numbers and also includes systems of equations and inequalities, sequences and series, and data collection and analysis.

1328/2328—Pre-Calculus with Trigonometry

Prerequisites: Algebra 2 and Geometry (preferred grade of "C" or better)

Grades: 12

This two-semester course provides a further analysis of functions and their applications, including polynomial, rational, exponential, logarithmic functions. Trigonometric functions, their operations, graphing, solving and applications, are a primary focus. This course also incorporates matrices for solving equations, vector definition and applications, the study of conics, polar coordinates and equations, parametric equations, and sequences and series.

1329/2329—Calculus

Prerequisites: Pre-Calculus or Accelerated Pre-Calculus with Trigonometry

Grades: 12

This **two-semester** course is designed to strengthen the student's mathematical background and to give them an introduction to the topics of calculus. It will not prepare them to take the AP exam in mathematics.

College-Bound Program Cont'd

1358/2358—Advanced Placement Statistics (AP Grading scale. Can earn College Credit)

Prerequisites: Algebra 2 (preferred grade of B or better)

This two-semester course follows the syllabus prepared by the College Entrance Examination Board for Advanced Placement Mathematics (AP course) and will prepare the student to complete the Advanced Placement examination, which can earn them college credit.

The AP Statistics course is equivalent to an introductory, non-calculus-based college course in statistics. The course introduces students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

General Program

GENERAL PROGRAM-includes topics from algebra, geometry, measurement, trigonometry, number and probability/statistics.

1322/2322—Algebra 1 Prerequisites: None

Grades: 9

This two-semester course provides for the study of the real number system and families of functions including linear, exponential, and quadratic. Students will also develop their knowledge of powers, including roots, cubics and quadratics, and polynomial patterns of change. Students will develop an understanding that algebraic thinking is a powerful tool that can be used to model and solve real-world problems.

1324/2324—Geometry

Prerequisites: Completion of Algebra 1 or Mathematics Department chairperson approval

Grades: 10

This two-semester course provides a focus on geometric figures, including lines, angles, triangles, quadrilaterals, polygons and circles, and their properties. Relationships between two-and three-dimensional representations, congruence, similarity, transformations, proof and logic are also studied in this course. Algebraic concepts are applied and expanded throughout the course.

1326/2326—Algebra 2

Prerequisites: Successful completion of Geometry and Algebra 1

Grades: 11

This two-semester course provides a study of relations and functions (quadratics, polynomial, exponential, logarithmic, rational, and radical) including operations, graphing, solving, and applications. Algebra 2 expands the study of mathematics to include complex numbers and also includes systems of equations and inequalities, sequences and series, and data collection and analysis.

Elective Courses

1344/2344—Financial Literacy

Prerequisites: Senior status. Seniors may enroll in this course for one semester, either first or second, or for the entire year.

The Financial Literacy course concentrates on applying mathematics to concepts of personal finance and budgeting to help students be financially literate and make sound money decisions. Topics include: income, banking, credit cards, health insurance, taxes, funding post-secondary education, transportation costs, housing costs, budgeting and investments.

1345/2345—Trigonometric Explorations

Prerequisites: Algebra 2 (grade of "C" or below) or teacher recommendation.

This course introduces students to a variety of basic trigonometric topics such as trigonometric functions, graphs and identities by building on the algebraic topics taught in Algebra 2 including the families of functions, complex numbers, conic sections, and sequences and series.

1358/2358—Advanced Placement Statistics (AP Grading scale. Can earn College Credit)

Prerequisites: Algebra 2 (preferred grade of B or better)

This two-semester course follows the syllabus prepared by the College Entrance Examination Board for Advanced Placement Mathematics (AP course) and will prepare the student to complete the Advanced Placement examination, which can earn them college credit.

The AP Statistics course is equivalent to an introductory, non-calculus-based college course in statistics. The course introduces students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Science

Philosophy Of The Department

Students will explore various areas of interest concerning life, earth and physical sciences. Laboratory oriented courses will enable students to use reason, memory, imagination and the scientific method of inquiry. Students will learn the basic principles of each subject area and will be helped to apply these concepts to everyday life as well as to future studies. Course selections are designed to accommodate the capabilities and backgrounds of each student.

Recommended Selection of Courses:

9th GRADE

Advanced Biology, Biology

10th GRADE

Advanced Chemistry, Chemistry, Electives: AP Environmental Science

11th GRADE

Advanced Physics, Physics

Electives: Bioethics, AP Biology, AP Chemistry, AP Environmental Science, Ecology, Natural Disasters (Semester 1), Astronomy (Semester 2)

12th GRADE

Electives: Bioethics, AP Biology, AP Chemistry, AP Environmental Science, AP Physics, Ecology, Natural Disasters (Semester 1), Astronomy (Semester 2)

1365/2365—Biology

Prerequisites: Students self-select Biology or Advanced Biology

This two-semester course develops an understanding of the Biology concepts under the Michigan Science Standards for life sciences. Concepts are centered around matter and energy in living organisms and ecosystems, structure and function of organisms, inheritance and variance of traits, and natural selection. Labs, discussions, instruction and assignments will promote the scientific practices of asking questions, developing and using models, planning and conducting experiments, analyzing and interpreting data, using mathematical thinking, constructing explanations, and engaging in arguments from evidence. This course provides a foundation for all future science course selections.

1366/2366—Advanced Biology

Prerequisites: Students self-select Biology or Advanced Biology (preferred reading at or above in reading)

This two-semester course develops an understanding of the Biology concepts under the Michigan Science Standards for life sciences and is recommended for students considering a career in science, medicine or engineering. Concepts are centered around matter and energy in living organisms and ecosystems, structure and function of organisms, inheritance and variance of traits, and natural selection. Labs, discussions, instruction and assignments will promote the scientific practices of asking questions, developing and using models, planning and conducting experiments, analyzing and interpreting data, using mathematical thinking, constructing explanations, and engaging in arguments from evidence. This course provides a foundation for all future science courses selections such as advanced chemistry and physics and Advanced Placement Courses.

Science cont'd

T367—Bioethics

Prerequisites: Biology and Chemistry. Junior and Senior status only.

This course will examine current ethical dilemmas using biological case studies. Students will practice using and building upon their critical thinking and problem solving skills as they discuss and debate the role of scientific advancements, as well as the ethics of the cases. Topics include, but are not limited to, cloning, transgenic therapy, euthanasia and stem cell research, just to name a few. In addition to discourse, students will be expected to write several position papers, an essay, and to collaborate on a student project. In taking this class, students will become more informed and rational decision makers based on scientific understanding of current events in bioethics.

T370—Ecology

Prerequisites: Successful completion of Biology or Advanced Biology and Algebra 1 or equivalent.

The student will survey through reading, laboratory world class discussion, visual aids, field trips, and lecture in the following areas: nonliving elements of the environment, animal behavior, interaction between members of the same species, interactions between members of different species, succession, biomes, biochemical cycles, and current environmental problems. Time will also be spent with simulations using the computer. Students will receive a minimum of two hours in structured online learning experience.

1374/2374—Advanced Placement Biology

Prerequisites: Biology and Chemistry with a grade of "B" or better, or Science Department recommendation.

A.P. Biology is designed to be the equivalent of a college introductory biology course taken by first year biology majors. Topics covered include biochemistry, genetics, energenetics, plant anatomy and animal physiology, cytology, diversity of life, evolution and ecology. This class can prepare the student to take the A.P. Biology Test. Students will receive a minimum of two hours in a structured online learning experience.

T379—Natural Disasters (Offered Semester 1 only)

Take a journey through the amazing processes that occur on our own planet. Natural disasters play a fundamental role in the sculpting landscapes and structuring natural and human based ecosystems. This course will explore the natural and social implications of natural disasters by studying their causes, their ecological and social consequences and the role of human behavior in causing and dealing with natural disasters. Specific units on volcanic eruptions, earthquakes, landslides, flooding, hurricanes, tornadoes, extreme weather, and meteorite impacts will be studied. Students will receive a minimum of two hours in a structured online learning experience.

T380—Astronomy (Offered Semester 2 only)

Take a journey through Space and Time in this semester-long Astronomy course. The principles of life, chemistry, Earth, and physical science are integrated in this study of the cosmos. The moon, sun, solar system, minor planets, constellations, and the formation of stars are the major topics of study. Observational astronomy skills and critical thinking are cultivated through laboratory and field activities. Students will receive a minimum of two hours in a structured online learning experience.

4202/2202 Advanced Discourant For improved I Crimes

1382/2382—Advanced Placement Environmental Science

Prerequisites: Successful completion of Biology.

AP Environmental Science is a two-semester course designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. This course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from Geology, Biology, Environmental Studies, Environmental Science, Chemistry, and Geography.

Science cont'd

1384/2384—Chemistry

Prerequisites: Courses: Biology or Advanced Biology

This two-semester course develops an understanding of the Chemistry concepts under the Michigan Science Standards for physical sciences. Students will focus on a deep understanding of chemistry concepts including the structure and properties of matter, chemical reactions and the conservation and transfer of energy. Labs, discussions, instruction and assignments will promote the scientific practices of asking questions, developing and using models, planning and carrying out experiments, analyzing and interpreting data, mathematical thinking, engaging in argument from evidence, and obtaining, evaluating and communicating information.

1386/2386—Advanced Chemistry

Prerequisites: Biology, and recommendation of Biology teacher

This two-semester course develops an understanding of the Chemistry concepts under the Michigan Science Standards for physical sciences and is recommended for students considering a career in science, medicine or engineering. Students will focus on a deep understanding of chemistry concepts including the structure and properties of matter, chemical reactions and the conservation and transfer of energy. Labs, discussions, instruction and assignments will promote the scientific practices of asking questions, developing and using models, planning and carrying out experiments, analyzing and interpreting data, mathematical thinking, engaging in argumentation from evidence, and obtaining, evaluating and communicating information.

1388/2388—Advanced Placement Chemistry

Prerequisites: Grade of "B" or better in Chemistry, Pre-Calculus concurrent or Science Department recommendation.

Advanced Placement Chemistry is a two-semester laboratory based course designed to be the equivalent of an introductory college chemistry course. In May of each year, students take the AP Chemistry exam given by the College Board and based on his/her score, college credit or no college credit may be given by the college and/or university that the student will be attending. It is important to note that regardless of the AP exam results, students who complete the AP Chemistry course will be well prepared for college courses in Chemistry.

The two main goals of AP Chemistry are to help students develop a conceptual framework for Modern Chemistry and an appreciation of science as a process with the focus being on:

- Structure of Matter 20%
- States of Matter 20%
- Reactions 35-40%
- Descriptive Chemistry 10-15%
- Laboratory 5-10%.

The class requires a large amount of reading, notes, and lab work. Students in an AP Chemistry course should spend at least five hours a week in individual study outside of the classroom.

1389/2389—Physics

Prerequisites: Algebra 1 and current enrollment in Algebra 2

This two-semester course develops an understanding of the Physics concepts under the Michigan Science Standards for physical sciences. Students will focus on a deep understanding of physics concepts including force, motion and energy. Labs, discussions, instruction and assignments will promote the scientific practices of asking questions, developing and using models, planning and carrying out experiments, analyzing and interpreting data, mathematical thinking, engaging in argumentation from evidence, and obtaining, evaluating and communicating information.

Science cont'd

1390/2390—Advanced Physics

Prerequisites: Biology, Chemistry, Algebra 1 and current enrollment in Algebra 2

This two-semester course develops an understanding of the Physics concepts under the Michigan Science Standards for physical sciences and is recommended for students considering a career in science, medicine or engineering. Students will focus on a deep understanding of physics concepts including force, motion and energy. Labs, discussions, instruction and assignments will promote the scientific practices of asking questions, developing and using models, planning and carrying out experiments, analyzing and interpreting data, mathematical thinking, engaging in argument from evidence, and obtaining, evaluating and communicating information.

1392/2392—Advanced Placement Physics C (AP Grading scale. Can earn College Credit)

Prerequisites: Grade of "B" or better in Physics and Pre-Calculus, or Science Department recommendation

Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. Emphasis will be placed on the use of calculus to solve challenging problems. This class will prepare students to take the AP Physics C: Mechanics exam. This class will include a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory.

Social Studies

Philosophy Of The Department

Livonia high schools offer a full range of social studies courses. The intent is to offer a range of courses which will meet the needs and interests of all students. In social studies, our goal is to *prepare students to be active and responsible citizens* who will participate in their communities and their country. The social studies curriculum is designed to prepare our students for success on the MME High School Test in Social Studies.

Recommended Selection Of Courses:

9th GRADE

Accelerated World History, World History

10th GRADE

US History, AP US History

11th GRADE

AP Government & Politics, American Government/Politics (1 semester), Economics (1 semester) Electives: Law and Justice, General Psychology, Sociology, AP US History, AP Macroeconomics

12th GRADE

Electives: Law and Justice, General Psychology, Economics, Sociology, AP Government & Politics, AP US History, AP Macroeconomics, AP Microeconomics, AP Psychology

1403/2403—World History

Prerequisites: Students self-select World History or Accelerated World History

Grades: 9

This two-semester course will develop a student's understanding of the political, economic, religious, social, intellectual, and geographic development in civilizations of both the Eastern and Western Hemispheres. Making use of a variety of resources, including an online learning component, the course will cover Era 4 (300-1500) through modern times.

1404/2404—Accelerated World History (Honors Grading Scale)

Prerequisites: Students self-select World History or Accelerated World History (preferred reading at or above in reading)

Grades: 9

This two-semester course is designed for students who have demonstrated exceptional and outstanding performance in social studies. Students are required to read and research intensively in World History. Analytic writing and critical thinking processes are incorporated in class work. Successful course work is directed toward preparation for Accelerated / Advanced Placement (AP) courses including AP U.S. History. Students will develop an understanding of political, economic, religious, social, intellectual, and geographic development in civilizations of both the Eastern and Western Hemispheres. Making use of a variety of resources, including an online learning component, the course will cover history through modern times.

1409/2409—U.S. History

Grades: 10

The development of the United States from 1870 to the present is emphasized in this two-semester sequential course. Students develop an understanding of political, economic, religious, social, intellectual, and geographic relationships affecting the United States in history and in today's world. Using historical documents, students develop knowledge, understanding and application of the core democratic values given in these documents.

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Social Studies cont'd

1418/2418—Advanced Placement U.S. History (AP Grading Scale. Can earn College Credit)

Prerequisites: Selection is based upon performance in Social Studies and English classes, tests and interest. Students will be invited only if they qualify. The successful completion of AP U.S. History meets graduation requirement for U.S. History

Grades: 10

This two-semester course is designed for students who have demonstrated exceptional and outstanding performance in social studies. Students are required to read and research intensively in United States History. Analytic writing and critical thinking processes are incorporated in class work. Successful course work is directed toward preparation for the College Board Advanced Placement United States History examination. Actual performance on the exam determines whether college credit will be earned.

T420—American Government

Grades: 11-12

In this one-semester course, students will study the foundations, structure and responsibilities of the United States Government. An understanding of the rights and responsibilities of citizens and the elections process will be included.

1422/2422—Advanced Placement U.S. Government and Politics (AP Grading Scale. Can earn College Credit)

Prerequisite: Successful completion of Advanced Placement U.S. History or a staff recommendation based on performance in previous social studies courses.

Grades: 11-12

This two-semester course is designed for students that have demonstrated exceptional interest and outstanding performance in Social Studies. Advanced Placement U.S. History is not required, but it is recommended. Students are required to read and research intensively in American Government. Supplemental readings to the textbook are required. Analytical writing and critical thinking processes are incorporated in class work. This course is directed toward preparation for the College Board Advanced Placement U.S. Government and Politics examination. Actual performance on the exam determines whether college credit will be earned. The successful completion of Advanced Placement American Government meets the graduation requirement for American Government.

T436—Sociology

Prerequisites: Junior or Senior status recommended

The student is engaged in a variety of experiences and interactions such as discussion, role playing, and media analysis to apply sociology to his/her own life and situation. Sociology is the scientific study of people and the affects of groups on the individual. Real-life observation and analysis of social concepts and issues including race, gender, culture, abuse, and social class are explored through a sociological framework.

1437/2437—Advanced Placement Psychology (AP Grading scale. Can earn College Credit)

Prerequisites: Senior status recommended.

Grades: 11-12

This two-semester course is designed to give students a thorough understanding of psychology that includes theories of learning and personality development, abnormal psychology and treatment, motivation, research methods, sensation and perception, and other aspects of human behavior. Students are required to read and research psychology topics. Writing and critical thinking processes are incorporated in class work. Students should expect a minimum of one hour of homework each night that includes reading, studying, and labs. Successful course work is directed toward preparation for the College Board Advanced Placement Psychology examination. Actual performance on the exam determines whether college credit will be earned. Students that plan on enrolling in this course should not enroll in psychology or general psychology.

Social Studies cont'd

T440—General Psychology

Grades: 11-12

This one-semester course is designed to increase students' understanding of themselves and others. Through group interaction and self-reflection, students explore a wide variety of topics including feelings; self-concept; friendship; marriage; family; parent-teen relationships and an understanding of personal values. Throughout the course students develop communication, problem-solving and goal-setting skills.

T442—Economics

Grades: 11-12

This course is a one-semester course of study on American and global economic systems. The course covers basic economic concepts and a thorough examination of micro and macro economic theories.

T443—Advanced Placement Macroeconomics (AP Grading scale. Can earn College Credit)

Prerequisite: Successful completion of Advanced Placement U.S. History and an Economics class, or a staff recommendation based on performance in previous social studies courses. Course should be taken in the same year as Advanced Placement Microeconomics.

Grades: 11-12

This is a one-semester course that is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. Supplemental readings to the textbook are required. Analytical writing and critical thinking processes are incorporated in class work. A successful course is directed toward preparation for the College Board Advanced Placement Macroeconomics examination. Actual performance on the exam determines whether college credit will be earned. The successful completion of Advanced Placement Macroeconomics meets the graduation requirement for Economics.

T444—Law and Justice: The Constitution at Work

Prerequisites: Junior or Senior status recommended.

Rights and application of the Constitution are the core of Law and Justice. This course features mock trials, simulations and guest speakers to illustrate key concepts of the law. Practical experiences, critical thinking, research and student involvement are required. Students examine criminal and civil law and contemporary legal issues. In addition to understanding the laws that affect you, this course is an excellent opportunity for exposure to law related careers.

T447—Advanced Placement Microeconomics (AP Grading scale. Can earn College Credit)

Prerequisite: Course should be taken in the same year as AP Macroeconomics.

Grades: 10-12

This one-semester course is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This course is directed toward preparation for the College Board Advanced Placement Microeconomics examination. Actual performance on the exam determines whether college credit will be earned.

Special Education

In addition to other courses in high school, the special education courses listed are available to eligible special education students with the approval of the student's counselor, special education teacher and parent. Instruction in these areas will be directed to the development of skills and knowledge relative to the potential and capability of the student with a disability.

The following lists brief descriptions of courses available to special education students. In selected cases, Independent Study courses may be approved for scheduling within a single high school based on unique program/student needs. All courses successfully completed provide 1/2 unit of credit toward graduation requirements unless otherwise indicated. Courses in which the developmental curriculum is highly individualized may be repeated for additional credit.

1216H/2216H—Student Success Lab (will earn an S or U grade)

Social and emotional learning refers to a wide range of skills, attitudes, and behaviors that can affect student success in school and life. Students enrolled in this course will learn about self-awareness, self-management, social awareness, relationship skills, responsible decision-making, emotion management, conflict resolution, teamwork and executive functioning skills.

Visual and Performing Arts

ART

Philosophy Of The Department

"Art, when really understood, is the province of every human being. Whenever the artist is alive in any person, whatever his work may be, he becomes an inventive, searching, self-expressing creature." Robert Henri ("The Art Spirit"—1962)

We believe that each of us has artistic ability. Our goal is to take each student at their level of development and to help them grow in technical skills, personal expression and visual communication.

Some art students will prepare a portfolio for scholarships, and admissions to colleges and art and design schools.

The art students will work in drawing, painting, photography, clay, framing, and gallery management. Some will find that their high school art classes have laid a foundation for a lifelong interest in art as a hobby or a leisure time activity.

All art students will learn the Elements and Principles of Design and be able to utilize them in their artwork. The students will have the opportunity to develop aesthetic judgments and to learn about our rich art heritage through art history, field trips, videos, power-point presentations, prints and guest speakers.

- I. Enrollment in any of the advanced art courses is dependent upon the student's possession of the basic skills appropriate to the desired course. Generally speaking, students who have not maintained at least average marks in Art could not consider their skills adequate for advanced courses.
- II. Art work is done in the classroom, but there will need to be home practice for advanced levels. Regular attendance and promptness is especially necessary if a student wishes to succeed.

T501—Painting

Prerequisites: Drawing (preferred)

Painting is a one-semester course which covers a variety of fundamental painting techniques and medias involved in painting. Students will gain a working knowledge of color mixing and blending, and color theory. Painting 1 students will concentrate on incorporating the elements and principles of design (line, shape, form, color, balance, contrast, emphasis, etc.) along with developing their technical painting skills through organized compositions. They will be encouraged to develop their own unique concepts and creativity throughout the lessons and exercises. Art history will be introduced. (Drawing 1 is recommended as a prerequisite that will provide a prior knowledge of organization and composition that will enhance their ability to show form and depth.)

T503—Advanced Painting

Prerequisites: Painting **This course may be taken multiple times for credit.

Students will learn more advanced techniques, using primarily water-based paints. They will examine painting styles such as realism, abstraction, impressionism and expressionism through study and discussion of art history. They will continue to develop personal expression and individual style. An emphasis will be placed on developing work for scholarship application and college admissions.

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T505—Drawing

Drawing is a one-semester course which covers a variety of fundamental drawing techniques and medias. Students will be introduced to the proper skills needed to show value, mass, form, and depth to subjects. Portraiture, perspective, and other aspects of drawing "what you see" will be introduced. Drawing students will concentrate on incorporating the elements and principles of design (line, shape, form, color, balance, contrast, emphasis, etc.) along with developing their technical drawing skills through organized compositions. They will be encouraged to develop their own unique concepts and creativity throughout the lessons and exercises. Art history will be introduced.

T507—Advanced Drawing

Prerequisites: Drawing **This course may be taken multiple times for credit.

Students will further develop skills and concepts introduced in the beginning class, with an emphasis on expanded media proficiency. Students will sharpen observational skills, strengthen composition skills and work on projects ranging from realistic, to imaginary to surrealistic. An emphasis will be placed on developing work for scholarship application and college admissions.

T516—Sculpting/Clay

Prerequisites: None

This is a beginning course in exploring clay and other sculptural media. Techniques include hand construction methods for slab and coil building, wheel throwing, and sculpture. Firing and glazing techniques will be emphasized.

T518—Advanced Sculpting/Clay

Prerequisites: Sculpting/Clay **This course may be taken multiple times for credit.

This course is a continuation of the construction skills learned in the beginning course. Students will learn more complex techniques that may include wheel throwing and various carving techniques. Students will be encouraged to develop and refine a personal style. There will be an emphasis on design, craftpersonship, originality and surface decoration. Students will continue to develop their aesthetic judgment through group critique and the study of professional working artists.

T538—Photography

Prerequisites: None

This course covers basic concepts and practices of digital photography and will address aesthetic principles as they relate to composition, space, exposure, light and color. Technological aspects of digital imagery will be addressed, such as format and resolution. Basic digital manipulations of images using Adobe Photoshop software will be taught in preparation for creating a portfolio of images. **EACH STUDENT MUST HAVE HIS/HER OWN PICTURE TAKING CAMERA OR DEVICE.**

T540—Advanced Photography

Prerequisites: Photography **This course may be taken multiple times for credit.

This course is a continuation of basic concepts and skills covered in Beginning Photography. Emphasis will be placed upon student recognition and understanding of technical, aesthetic and expressive concepts of photography. Students will be expected to demonstrate competency in digital photographic work flow and file organization. Students will present work and verbally discuss intent. Students may be asked to print images for school and/or district art exhibitions. **EACH STUDENT MUST HAVE HIS/HER OWN PICTURE TAKING CAMERA OR DEVICE.**

1549/2549—Art Independent Study Program

I. Application and Approval Procedures

A student wishing to enroll in the Independent Study Program shall complete the following plan:

- 1. Indicate these interests to an art teacher.
- 2. Submit a written request to the department chairperson.
- 3. Receive joint approval of counselor, parents and principal.
- 4. Complete the enrollment with a counselor.

II. Criteria for Selection of Students

Selection of students for the Independent Study Program in Art will be based on the following criteria as they apply to individual students:

- 1. The student has demonstrated ability to initiate and complete independent study.
- 2. The student has the need and determination to continue an in-depth study of previous art experiences or has the willingness and openness to explore new areas of investigation in art.
- 3. The student has talent in one specific area of art.
- 4. The student is not an art major, but has interest and/or ability but cannot select advanced art courses because of other course requirements.
- 5. The student is unable to enroll in advanced art courses because of scheduling conflicts.
- 6. The student has evidence of previous art work presented in a portfolio.
- 7. The student has made every attempt to participate in regular art courses.
- 8. The student is enrolled in a course but is so advanced that independent study would be more profitable.
- 9. The student must be a second semester junior or a senior to qualify for enrollment.

III. Description of Procedures and Content

A. Objectives

- 1. The student and teacher will cooperatively write the objectives for the independent study.
- 2. The student and teacher will describe the learning experiences essential for achieving the objectives.

B. Seminar Sessions

- 1. The introductory seminar will be attended by all teachers in the department and all students participating in the Independent Study Program for the purpose of reviewing objectives, procedures and evaluation. Students will be assigned an advisor at this session.
- 2. The student and advisor will plan a minimum of six meetings during the semester for the purpose of conducting the independent study.
- 3. Students and teachers will participate in a final seminar to share projects and evaluate the Independent Study Program.
- C. Evaluation

The student will be evaluated by three major criteria:

- 1. Amount of Time Devoted to Study
- 2. Achievement of Goals
- 3. Quality

The advisor and student will identify more specific criteria for each of these three areas. The student and teacher will both complete an evaluation and designate whether the student should receive a "pass" or "fail". The seminar will not be used in computing GPA; however, the student will receive credit for the study.

1549/2549—Art Independent Study Program Cont'd:

IV. Policies for Credit and Material

A. Credit

- 1. A student will be permitted to earn a total of 1 credit for Independent Study in Art.
- 2. A student may enroll for only I/2 credit at a time which must be earned within a period of one semester.
- B. Materials
- 1. The total amount of required materials will be limited to an amount to be determined when the school budget becomes firm.
- 2. The student may purchase other materials on a voluntary basis.

938—Graphic Design 1 (Livonia Career Technical Center - Blue Section)

939—Graphic Design 2 (Livonia Career Technical Center - Blue Section)

MUSIC

Philosophy Of The Department

The aim of the Music Department is to develop and make available to students a music curriculum of comprehensive scope which provides a wide variety of musical experiences for both students having a limited background and for those with more advanced musical preparation.

Objectives include: To enrich the lives of the students through creative and expressive experiences gained through the study and performance of music. To provide instruction to lead to a more complete understanding and appreciation of the fine arts.

Franklin Marching Band

Prerequisites: Auditions are required for Color Guard members and Percussionists. Instrumentalists will be expected to perform on their primary instrument; students seeking to perform on a secondary instrument will need to demonstrate proficiency before gaining approval. Co-requisite: Band classes during the day are required (except for Color Guard). Please keep this requirement in mind when scheduling classes.

The award-winning marching patriots is a voluntary after-school activity that performs at football games and community events, with occasional Saturday clinics and competitions. This program reinforces teamwork, dedication, school spirit, and fun.

1731/2731—Franklin Jazz Band

Prerequisites: Admission by audition only. Open only to tenth, eleventh, and twelfth grade students who have had at least four years experience on their instruments. Ninth grade students are not admitted to this class.

The Jazz Band will study and increase basic techniques of jazz improvisation in a variety of jazz styles. Music history, music theory, and a wide range of musical styles will be explored and performed throughout the year. The Jazz Band performs frequently at both school and community functions. After school and/or evening rehearsals and concerts are required.

1732/2732—Concert Band

Prerequisites: The Concert Band is an ensemble open to all ninth-grade students with previous experience on band instruments. No audition is required. Tenth, eleventh, or twelfth-grade students seeking to perform on a secondary instrument will need to demonstrate proficiency before gaining approval.

The Concert Band will perform music for concerts and other school and community events throughout the school year. The class will be devoted to increasing knowledge in musicianship, music history, theory, and prepare students to advance to Symphony Band. After school and/or evening rehearsals and concerts are required.

1734/2734—Symphony Band

Prerequisites: The Symphonic Band is an ensemble of students with exceptional musical ability which is determined through a special audition given by the director.

The Symphonic Band will perform the best of the band literature at concerts, community events, and in contests throughout the school year. After school and/or evening rehearsals and concerts are required.

1738/2738—Freshman & Sophomore Orchestra

Prerequisites: None. Open to all ninth and tenth grade students without an audition who have had previous experience on violin, viola, cello, or string bass.

The class is designed to prepare students for Symphony Orchestra by focusing on basic string techniques. After school and/or evening rehearsals and concerts are required.

Objective: To provide instrumental music students an opportunity to perform Baroque, Classical, Romantic, and Twentieth Century literature; develop the technical abilities of each student by focusing on finger patterns, shifting, vibrato, and all styles of bowing.

1739/2739—Junior & Senior Orchestra

Prerequisites: Eleventh and twelfth grade students who have had at least four years of experience on violin, viola, cello, or string bass. Strings perform as a full orchestra, string orchestra, and chamber strings. After school and/or evening rehearsals and concerts are required.

The objective of the orchestra is to provide instrumental music students an opportunity to perform Baroque, Classical, Romantic, and Twentieth Century literature in its original form; develop a high degree of refinement in performance skills; and attain first-hand experience in the production of major works for orchestra.

1741/2741—Franklin Choir (Mixed Choir)

Prerequisites: Girls: must have completed one year in Cantando Chorale. Open to girls grades 10-12. All boys grades 9-12.

Franklin Choir is a performing group offering training in musicianship, vocal production, sight singing, music theory and music history. They perform frequently at in-school and out of school functions, choral festivals, and contests singing fine choral repertoire of both sacred and secular arrangements. After school and/or evening rehearsals and concerts are required.

1744/2744—Cantando Chorale (Women's Ensemble)

Prerequisites: Open to all girls, grades 9-12

The Cantando Chorale is a women's ensemble offering training in musicianship, vocal production, sight singing, music theory, and music history. They perform in 2, 3 and 4 part harmony. Performances are at in-school functions, out of school functions, choral festivals, and concerts singing the finest SSA repertoire available. After school and/or evening rehearsals and concerts are required.

1749/2749—Bel Canto Choir

Prerequisites: All students must pass auditions in vocal technique and sight reading. (Open to 10-12 grade boys and 11-12 grade girls)

The Bel Canto Choir is a selective performing organization offering advanced training in musicianship, voice production, sight singing, music theory and music history. They perform frequently at in-school and community functions, choral festivals, and contests singing the finest chorale repertoire of both sacred and secular arrangements. After school and/or evening rehearsals and concerts are required.

Vocational and Life Skills

BUSINESS

Philosophy Of The Department

The Business Education curriculum must have the capacity to develop student's understanding of global economic business systems; technological skills including telecommunications; basic communication skills including reading, writing, listening, and speaking; computational skills; and work attitudes. Students must understand the entrepreneurial spirit, ethical responsibility of a businessperson, and the need for personal financial independence.

FINANCE: Students working in the financial sequence will acquire skills and knowledge in budgeting, investments, consumer credit, savings, banking and various financial markets. In addition students may be required to verify and enter details of business transactions, summarize data in separate ledgers, balance books, compile reports, calculate wages, prepare payment, and analyze financial statements. Computer technology is an integral part of financial practices and procedures and will be incorporated in all financial courses.

MARKETING: Students pursuing career objectives in marketing must demonstrate competencies in the following areas: selling, promotion, distribution, risk management, pricing, purchasing, marketing information management, product/service planning, finance, and entrepreneurship. Marketing personnel must also demonstrate understanding of the marketing economics, business, and human resource foundations. Students will utilize state of the art technology in relation to the study of marketing. All marketing students have the opportunity to participate in the National Student Organization, DECA. Marketing courses are articulated with the following colleges and universities: Baker College, Davenport University, and Henry Ford Community College.

TECHNOLOGY: Students must acquire a foundation of knowledge, skills, and attitudes, which enable them to assume responsibility for their learning and effectively use technology as a tool for learning and achieving our core curriculum outcomes. In our information age, students must use technology as a tool for managing information, for communication, collaboration, and problem solving with others in the global workplace.

Technology literacy means more than acquiring computer literacy. It includes the use of a variety of information systems technologies that increase the ability to access, manipulate, and disseminate information. It means developing an understanding of physical and biorelated technology systems. Technology literacy implies a positive attitude about the use of technology and the application of technology based on ethical standards.



Name:
Learner ID:
School/College/University:



Business, Management and Administration: Management

Career Pathway Plan of Study for ?Learners ?Parents ?Counselors ?Teachers/Faculty

This Career Pathway Plan of Study (based on the Management Pathway of the Business, Management and Administration Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and

appropr	iate high	school graduation requ	uirements as well as c	ollege entrance requirements.		,	*			
EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for BMA Pathway	SAMPLE Occupations Relating to This Pathway		
		?Account Executive								
	7	Lang. Arts 7	Math 7	Science 7	Social Studies 7	0573 Computer Technology (10 week) Health (10week) PE (10 weeks) 10 weeks of electives	0676 Internet and Digital Media(10 Wk) 30 weeks of electives	?Accounting Manager ?Accounts Payable Manager ?Administrative Services Manager		
		Lang. Arts 8	Pre-Algebra 8			Music/World Language	0584 Computer Technology 2.0 (20 wk) 0586 Integrated Technology (20 wk)	?Assistant Credit Manager ?Association Manager		
			OR	Science 8	U.S. History 8	OR		?Audit Assistant		
	8		Algebra 8			PE + 3 credits of electives	, , , , , , , , , , , , , , , , , , ,	?Billing Manager ?Budget Analyst		
	Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: Career Cruising or other assessment (please indicate): NOCTI									
		Manager								
SECONDARY	9	English 9	Geometry	Biology	World History	Health & PE (1 credit)	World Language (2 credits required for 2016 graduates)	?Chief Executive ?Compensation and Benefits . Manager ?Credit and Collections Manager ?Data Entry Specialist ?Entrepreneur ?Executive Assistant ?Facilities Manager ?Financial Manager ?First Line Supervisor ?Franchise Owner ?General Manager ?Government Manager ?Healthcare Administrator ?Hospital Manager		
	10	English 10	Algebra I	Chemistry	U.S. History	World Language (2 credits required for 2016 graduates)				
	11	English 11	Algebra II	Physical Science or Physics	Am Govt (1/2 credit) Econ (1/2 credit)		575 Managing Your Money			
	College Placement Assessments-Academic/Career Advisement Provided							?Hospitality Management		
	12	English 12 - see specific hs course selections for specific choice	4th yr math OR senior math related (senior math related can be met in this course pathway thru CTE)	0902/0903 Management & Bus Admin @ LCTC CIP 52.0299	0902/0903 Management & Bus Admin @ LCTC	859 Career Intern Program (Sem) (must apply & be accepted into the program)	859 Career Intern Program (Sem) (must apply and be accepted into the program)	?Human Resource Manager ?Legal Office ?Marketing Research ?Management Trainee ?Manufacturing Manager		
		High School courses i	in the pathway offered lo	ocally for college credit should	be coded: AC: Articulated Credit, DE ((Dual Enrollment and/or TC (Transcripted Credit)		?Credit and Collections Manager ?Meeting and Convention		
		List related certific Work Keys Key Train	•			Additional Learning Opportunities: CTSO Organization(s): DECA E	BPA Skills USA HOSA	Planner ?Operations Manager ?Payroll Manager		

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Name:

School/College/University:_

Livonia Public Schools

Business, Management and Administration: Marketing

Career Pathway Plan of Study for - Learners - Parents - Counselors - Teachers/Faculty

This Career Pathway Plan of Study (based on the Management Pathway of the Business, Management and Administration Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college

EDUCATION	LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Marketing	SAMPLE Occupations Relating to This Pathway	
				Graduation Requ	irements: http://v	www.michigan.gov	/mde/0,1607,7-140-38924,00.htm	/mde/0,1607,7-140-38924,00.html		
		7	Lang Arts 7	Math 7	Science 7	Social Studies 7	0573 Computer Technology (10 week) Health (10week) PE (10 weeks)	0676 Internet and Digital Media(10 Wk) 30 weeks of electives	Accounts Payable Manager Administrative Services Manager Assistant Credit Manager Association Manager	
		8	Lang Arts 8	Pre-Algebra 8 OR Algebra 8	Science 8	U. S. History 8	Music/World Language OR PE+3 credits of electives	0584 Computer Technology 2.0 (20 wk) 0586 Integrated Technology (20 wk)	Billing Manager Business Development Manager Chief Executive Compensation & Benefits	
	С	Career A	Assessment Identify	an annonriata aara	oraccoment instru	mant at the middle o	ahaal laval usad ta hala studanta and th	poir parente plan for high school:	Manager	
			Caree	r Cruising	or other	assessment (please	e indicate):		Credit and Collections Manager Entrepreneur	
		9	English 9	Geometry	Biology	World History	Health & PE (1 credit)	World Language (2 credits required for 2016 graduates)	Facilities Manager First Line Supervisor General Manager Government Manager	
IRY		10	English 10	Algebra I	Chemistry	U.S. History	World Language (2 credits required for 2016 graduates)	1550 Marketing I 2551 Marketing II	Hospital Manager Human Resource Manager Management Analyst Management Trainee	
SECONDARY		11	English 11	Algebra II	Physical Science or Physics	Am Govt (1/2 credit) Econ (1/2 credit)	0921/2921 Fashion Merchandising CIP 52.1999	0921/2921 Fashion Merchandising	Manufacturing Manager Meeting and Convention Planner Operations Manager	
		Colleg	e Placement Assess	sments-Academic/	Career Advisement	Provided		Payroll Manager Public Organization Manager		
		12	English 12 - see specific hs course selections for specific choice	4th yr math OR senior math related (senior math related can be met in this course pathway thru CTE)	Visual, Performing or Applied Arts (1credit) (CAN BE MET IN CTE COURSE)	1555/2555 Marketing III	1555/2555 Marketing III 1556/2556 Marketing IV CIP 52.1999	1552/2552 Sports Marketing CIP 52.1999	Public Relations Manager Purchasing Manager Risk Manager Sports and Entertainment Manager O*NET	
			High School courses i	n the pathway offered l	d/or TC (Transcripted Credit)					
			List related certific Work Keys				Additional Learning Opportunities: CTSO Organization DEC/ BPA	Skills US HOSA		
							Work-Based Learning:			
							Career Resear Cooperative B	Education Internship		
							Job Shadowing Service Learn	ning Project Industry Visit		
							Mentorship Student Appr	•	1	
							Career Intern Program #0859 (p	possible senior credit)		

T550—Marketing I Prerequisites: None

(Offered Semester 1 only)

Students will learn the language of marketing and distribution and the importance of developing social skills for business jobs. Topics of study will be: private enterprise system, consumer economics, world channels of distribution, purpose of marketing, types of marketing enterprises, careers in marketing and distribution, promotion and pricing, human relations skills, and how technology affects business operations. Case problems as well as current newspaper/magazine articles dealing with marketing topics are utilized along with guest speakers in the field, and virtual business software.

Recommended for students pursuing marketing studies, business employment and work experience. Course has been approved for (.5) senior related math credit and (.5) visual performing arts credit, per semester.

T551—Marketing II

Small Business Management and Entrepreneurship

(Offered Semester 2 only)

Prerequisites: None

Entrepreneurship is a course designed to start you thinking like the owner or manager of a business. Owners recognize that a person's level of success is only limited by his/her imagination and hard work. As the business owner, you will explore the impact of the economy on your business. Legal requirements, physical layout, operating and staffing needs, promotion, social and ethical responsibilities, and applications of technology will be studied. Ultimately, the goal of entrepreneurship is to educate each student regarding all aspects of starting a business. This knowledge will assist the student in writing a business plan, which could be used to start a business. Course has been approved for (.5) senior related math credit and (.5) visual performing arts credit, per semester.

1552/2552—Sports and Entertainment Marketing

(Year-long course)

Prerequisites: None

Sports and Entertainment Marketing takes students on a step-by-step journey through the world of marketing. Students encounter and learn about the key functions of marketing and how those functions are applied to sports and entertainment. The purpose of this course is to provide students with the fundamental principles and concepts identified with sports and entertainment marketing, and to develop critical thinking and decision-making skills through the application of marketing principles in these industries. Successful completion of this course will help students develop a knowledge of the career possibilities in the sports and entertainment industries as they relate to a diverse population and global society, and develop the knowledge that is required to produce an actual sports and entertainment event. Course has been approved for (.5) senior related math credit and (.5) visual performing arts credit, per semester.

1555/2555—Marketing III

(Year-long course)

1.0 credit per semester

Prerequisites: Marketing I & Marketing II, or Sports & Entertainment Marketing, or consent of instructor. Grade 11-12

This is a one-year course that puts theory into real-life business situations. Practical experiences are gained by the operation and management of the school store. Students gain hands-on experience with technology as they perform retail operations. Students will have experience in the following areas of retail operations: salesmanship, buying and pricing, cashiering, record keeping, display and sales promotion, merchandising, inventory, customer relations, marketing mathematics, entrepreneurship, human relations, decision making, budgeting, and scheduling. Business ethics and employability skills are an integral part of the course.

Through course work, field trips and guest speakers, students will gain confidence and the opportunity to achieve marketable skills. In addition, students will take part in DECA, a national marketing student organization. Course has been approved for (.5) senior related math credit and (.5) visual performing arts credit, per semester.

1556/2556—Marketing IV (Year-long course) 1.0 credit per semester

Prerequisites: Marketing I, II and III. Grade 11-12

This is a one year course that puts theory into real-life business situations. Practical experiences are gained by the operation and management of the school store. Students gain hands-on experience with technology as they perform retail operations. Students will have experience in the following areas of retail operations: salesmanship, buying and pricing, cashiering, record keeping, display and sales promotion, merchandising, inventory, customer relations, marketing mathematics, entrepreneurship, human relations, decision making, budgeting, management, and scheduling.

Students in the Marketing IV class act as managers and DECA mentors to Marketing III students. In this capacity, students program all inventory using Point-of-Service (POS) software inventory control system, the same system used in the majority of retail establishments. Students are also responsible for recording all store transactions into the ledger account, both manually and by the computer. Students also make vendor contacts in relation to inventory orders, needed supplies, and invoices. Students will make and record necessary invoice payments on a daily basis. Students will write purchase orders and work with vendors in procuring needed inventory.

Through course work, field trips and guest speakers, students will gain confidence and the opportunity to achieve marketable skills. In addition, students will take part in DECA, a national marketing student organization. Course has been approved for senior related math credit and visual performing arts credit.

T575—Managing Your Money

Prerequisites: None

This course, which is recommended for all students, introduces students to the practical areas of finance. Computer software will be used to enhance skills in applicable areas. Course topics include:

- Budgeting personal finances
- Developing banking skills
- Using credit options
- Understanding investment options
- Interpreting financial news
- Investigating car expenses
- Maintaining personal tax records
- Developing job search and interview skills

FAMILY AND CONSUMER SCIENCE

Philosophy Of The Department

Family and Consumer Science (FCS) prepares students for family life, work life and careers in Family and Consumer Sciences by empowering students to manage the challenges of living and working in a diverse global society.

The Family and Consumer Science curriculum supports individuals in attaining their maximum potential through the development of essential living skills.

Students will:

- Develop an understanding of themselves and their relations with others
- Practice consumer skills
- Explore the complexity of parenting skills and child development
- Become informed decision-makers
- Implement coping and stress management techniques
- Adopt healthy lifestyles

Recommended Courses By Level

All courses are open to both male and female students.

With appropriate prerequisites **Course Number and Name** usually taken by students in grades: T600 - Child Development..... 10 11 12 T601 - Parenting 10 11 12 FOOD AND NUTRITION 1 & 2 (1 year) T610 - Food and Nutrition 1* 10 11 12 10 11 12 10 11 12 T618 - Life Management 10 11 12

^{*}Denotes course that count as .5 Applied Arts credit

T600—Child Development

Prerequisites: Recommended 10th - 12th grade level

Young men and women learn skills necessary for being an effective parent. The course includes the study of supportive families, pregnancy, family planning, child birth the newborn baby, infant simulation, brain development, creative play activities and developmental processes. Upon completion, students will be able to identify developmental milestones, plan experiences to enhance development, describe appropriate interaction techniques and identify environments for typical and atypical development. The student will have an opportunity to participate in the baby simulation experience. **This course is necessary to earn college credit at several articulated colleges.**

T601—Parenting

Prerequisites: 10th - 12th grade level / Child Development

Students will learn effective parenting skills for the infant through preschool age child. Units of study include: adjusting to parenthood, physical care of infants and children, social and emotional growth of children, positive parenting practices, preparing for emergencies with children, guiding children, selecting child care, providing brain based learning activities for children and hands on experience with a computerized "RealCare" infant simulator. This course is necessary to earn college credit at several articulated colleges.

T610—Foods And Nutrition 1

(.5 Applied Art Credit)

Prerequisites: None

Recommended course for students interested in Hospitality Management

Students will learn nutritional guidelines for healthy living, kitchen safety and sanitation practices. This is an activity-centered class where students learn and practice basic food preparations skills.

T611—Foods And Nutrition 2

(.5 Applied Art Credit)

Prerequisites: Foods and Nutrition 1

Students will build on food preparation skills and concepts presented in Foods and Nutrition 1. Units of study may include kitchen safety and sanitation, meal planning and nutrition with a focus on cooking with proteins, carbohydrates, fruits and vegetables.

T617—Interior Design

(.5 Applied Art Credit)

Prerequisites: None

Interior Design will focus on how to apply the principles and elements of design to interior living spaces. An architectural history of housing and furniture will be studied. Emphasis is placed on the way a home can express and enrich the lifestyle of family members.

T618—Life Management

Prerequisites: None (Recommended for Juniors and Seniors)

Students will develop personal survival skills that they will use when they move out on their own or go away to college. Selections will include information on communication skills, money management, employment, career and college planning and consumer issues.

INDUSTRIAL TECHNOLOGY

Philosophy Of The Department

All students, regardless of gender, can benefit from experiences in industrial technology. Students may enroll in one semester exploratory courses without making long-range commitments. Traditional and modern technology courses are available for career and vocational goals. Exploratory and sequential programs are aligned with career pathways in automotive technology, construction technology, architectural, and engineering. Successful completion of any sequential program should provide the student with sufficient knowledge and skill to qualify for entry level employment, vocational courses at the Career Technical Center, or educational/technical training programs after high school.

Automotive Technology	Construction Technology	Engineering, Manufacturing & Industrial Technology
Career Pathway	Career Pathway	Career Pathway
Small Engine Service *Automotive Technology 1 (1 yr) *Automotive Technology 2 (1 yr)	Intro to Woods Advanced Woods *Construction Trades 1 (1 yr) *Construction Trades 2 (1 yr)	*Engineering Design 1/CAD (1 yr) *Engineering Design 2/CAD (1 yr) Intro to Drafting/CAD

^{*} Career Technical Center Course

Automotive Technology

T660—Small Engine Service

Prerequisites: None

Students in this one-semester course will learn the fundamentals of small two-stroke-cycle and four-stroke-cycle gas powered engines. The course will include units of instruction in service, maintenance and repair of small engines used on lawn mowers, snow blowers, power generators, chain saws, snowmobiles, and garden equipment. Proper use of tools, trouble shooting, precision measuring and testing will be emphasized. Course counts toward 1.0 credit of Visual, Performing, or Applied Arts graduation requirement.

0936/2936—Auto Technology 1 (Year-Long Course) (Career Center)

Prerequisites: None

This one-year course may be offered at the Livonia Career Technical Center or at the home high school. This course is designed to prepare the student for entry into the automotive mechanic occupation. This will be done by the student performing the tasks associated with the auto servicing field. Included are the disassembly, inspection, repair and reassembly of specific components of the automotive engine and chassis. The student will also be given an opportunity to practice and improve skills in the standard automotive services.

Construction Technology

T652-Intro to Woods

Prerequisites: Grades 10-12

Introduction to Woods is a one-semester course with product-centered activities and an emphasis on understanding the following areas of instruction: shop safety; basic hand tool manipulation; machine operation; planning; measuring; finishing; minor home maintenance and career and consumer knowledge. Course counts toward 1.0 credit of Visual, Performing, or Applied Arts graduation requirement.

T653—Advanced Woods

Prerequisites: Intro to Woods, Grades 10-12

Note: Students may take Advanced Woods for two or more semesters. Advanced Woods is an advanced course with additional concentration on those areas mentioned in Intro to Woods. Project selection will be more challenging with increased emphasis on individual planning and problem solving. Course counts toward 1.0 credit of Visual, Performing, or Applied Arts graduation requirement.

910—Construction Trades 1

(Livonia Career Technical Center - see blue section)

914—Construction Trades 2

(Livonia Career Technical Center - see blue section)

Engineering, Manufacturing & Industrial Technology

T634—Intro to Drafting/CAD

.5 credit

Prerequisite: None. Grades 9-12

Introduction to Drafting/CAD is an exploratory course in mechanical drafting, architectural drafting, and CAD. Students will learn basic skills in reading and creating drawings that will be of benefit to the student in other industrial technology courses. Course counts toward 1.0 credit of Visual, Performing, or Applies Arts graduation requirement.

942—Engineering Design 1/CAD

(Livonia Career Technical Center - see blue section)

944—Engineering Design 2/CAD

(Livonia Career Technical Center - see blue section)

World Languages

Philosophy Of The Department

The World Language Department recognizes the critical role of World Language proficiency in our nation. Thus, we provide a proficiency-based curriculum which is defined by what the learner will be able to talk about, read about, and write about. Grammar instruction is applied to communicative activities to permit more effective communication. Our goal is to prepare students to function appropriately in oral and written form, in a range of situations, and with a degree of accuracy.

1250/2250—French 1

Prerequisites: None

French 1 provides a foundation of French language skills and French and Francophone culture and geography. This course emphasizes speaking and listening skills while introducing the mechanics of reading and writing.

NOTE: Students who have completed the French 1 course in the middle school with a passing grade should enroll in French 2.

NOTE. Students who have completed the French Leouise in the hundre school with a passing grade should emon in French 2.

1252/2252—French 2

Prerequisites: French 1

This course is a continuation of the skills studied in French 1. Emphasis remains on the spoken language but more detail is given to language structure and expanded vocabulary.

1254/2254—French 3

Prerequisites: French 2 (Recommended grade of "C" or better)

French 3 is a continuation of French 2. In addition to the continued refinement of communication skills, special emphasis will be placed on developmental reading and the ability to present one's thoughts in writing. All verb tenses as well as principle structures necessary for practical conversation are presented. As well, there is an integration of history and geography in the target language.

1256/2256-French 4

Prerequisites: French 3 (Recommended grade of "C" or better)

Students will refine the linguistic functions of speaking, listening, reading, and writing. French and Francophone literature, culture, and history provide the context for discussion.

1258/2258-French 5

Prerequisites: French 4 (Recommended grade of "C" or better)

Students will develop higher-level thinking skills in the target language by means of interpretation of literature and the study of current events and history. Formal writing skills will also be developed.

World Languages cont'd

1262/2262—German 1

Prerequisites: None

This course is designed to give the student a foundation in listening, speaking, reading, writing, and viewing of the German language and culture. Communication is the primary goal for a beginning student to make one's self understood in a variety of "real life" settings.

NOTE: Students who have completed the German 1 course in the middle school with a passing grade should enroll in German 2.

1264/2264—German 2

Prerequisites: German 1

As a continuation of German 1, German 2 is designed for the strengthening of the listening, speaking, reading, writing, and reviewing skills acquired in the first year. The variety of situations in which the student must communicate is broadened and more complex structures are added to the student's repertoire.

1266/2266—German 3

Prerequisites: German 2 (Recommended grade of "C" or better)

German 3 is a continuation of German 2. The student will further refine communications skills, while adding more sophisticated structures for the situations in which the student must "perform."

1268/2268-German 4

Prerequisites: German 3 (Recommended grade of "C" or better)

This year provides the student with many opportunities to refine and strengthen communication skills through a variety of spoken contexts as well as literature and exposure to historical and artistic highlights from the German culture.

1269/2269—German 5

Prerequisites: German 4 (Recommended grade of "C" or better)

This year provides the student with many opportunities to refine and strengthen communication skills through a variety of spoken contexts as well as literature and exposure to historical and artistic highlights from the German culture.

World Languages cont'd

1276/2276—Spanish 1

Prerequisites: None

Spanish 1 provides the foundation for Spanish language skills. The course emphasizes speaking and listening skills while introducing the mechanics of reading and writing. Hispanic culture and geography are important components of this course. **NOTE: Students who have completed the Spanish 1 course in the middle school with a passing grade should enroll in Spanish 2.**

1278/2278—Spanish 2

Prerequisites: Spanish 1

Spanish 2 is a continuation of the skills studied in Spanish 1. Emphasis remains on the spoken language but more detail is given to language structure and an expanded vocabulary. Hispanic culture and geography continue to be important in this course.

1280/2280—Spanish 3

Prerequisites: Spanish 2 (Recommended grade of "C" or better)

Emphasis on speaking and writing skills with a concentration on increasing vocabulary. All verb tenses as well as principle structures necessary for practical conversation are presented.

1282/2282—Spanish 4

Prerequisites: Spanish 3 (Recommended grade of "C" or better)

Students will refine the linguistic functions of speaking, listening, reading, and writing. Hispanic literature, culture, and history will provide the context for discussion and writing.

1284/2284—Spanish 5

Prerequisites: Spanish 4 (Recommended grade of "C" or better)

Students will develop higher-level thinking skills in the target language by means of interpretation of literature and the study of history and current events. Students will also develop formal writing skills.

1288/2288—ESL (English As A Second Language)

This is a one-year, non-continuing course designed for students who have recently arrived in the United States and whose native language is not English. Greater provision for learning English will be provided for the students whose language barrier prevents basic communication. Emphasis will be on oral, aural and written communication.

LIVONIA CAREER TECHNICAL CENTER

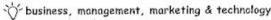
8985 Newburgh Road Livonia, MI 48150 P734.744.2816 / F734.744.2817

2023 - 2024

art & communications

O938/2938 graphic design
This course will teach students basic skills that will prepare students for a career in art and design. Using industry standard software, students learn basic technical skills in Adobe Illustrator, Photoshop, and InDesign on a Mac platform. Topics include fundamental principles of design, typography, document design, project management, advertising, and career exploration in design. This is a project-based course where students produce a digital portfolio and may receive college credit upon completion of the course. A trip to Chicago is included as a Work-based Learning opportunity for exposure to post-secondary schools and design studios. Basic computer skills re-

O939/2939 advanced graphic design Prerequisite: Graphic Design or instructor permission. This course teaches the digital fundamentals in layout, design and illustration through a project-based learning approach. Current industry-standard software on a Mac platform is used and applied to assess student proficiency and skills. Coursework focuses on enhancing skills in visual literacy, color theory and use of design elements, techniques in digital illustration, advertising, and entrepreneurship. All students will develop a portfolio and will learn about careers in Advertising, Graphic Design, Animation and Web Design, Screenprinting, Vinyl Printing, Children's Illustration, and Vehicle Wrapping. A trip to Chicago is included as a Work-based Learning opportunity for exposure to post-secondary schools and design studios.



O920/2920 fashion merchandising 1
This introductory course includes the study of textiles, clothing design, visual merchandising, advertising, and marketing, with a stronger emphasis placed on design, marketing basics and the fashion industry. Real-World applications include a trip to Chicago to visit designer showrooms and post-secondary fashion schools, as well as participation with planning the annual charity fashion show that the class puts together each year. Along with the marketing, design and merchandising taught in the class, students will also learn about the sewing machine and basic sewing techniques to accompany the design portion of the class. This class is a hands-on, project-based class.

O921/2921 fashion merchandising 2
Prerequisite: Successful completion of Fashion Merchandising 1. This second-year course is a continuation of the study of textiles, clothing design, visual merchandising, advertising, and marketing, with a stronger emphasis placed on leadership, marketing and fashion show planning. This class plans the entire spring charity fashion show. Real-World applications include a trip to Chicago to visit designer showrooms and post-secondary fashion schools, as well as the opportunity to direct the annual charity fashion show that the class puts together each year. Along with the marketing, design and merchandising taught in the class, students will also learn more complex sewing techniques to accompany the design portion of the class. This class is a hands-on, project-based class.

0902/2902 management business administration 1 MBA is designed to introduce students to the exciting and challenging world of business. Through the information and activities covered in class, students will increase their preparation be a knowledgeable consumer, a well-prepared employee, and an effective citizen in today's economy. Topics will focus on economic environment, global competition, entrepreneurship, human resources, marketing, accounting, finance, and information systems.



engineering, manufacturing & industrial technology

O936/2936 automotive technology IT

This is a year-long course designed to prepare students for a career in the automotive technology field. All instructional material meets the ASE Education Foundation standards for Maintenance and Light Repair (MLR). Students will be introduced to all eight NATEF areas with concentrations in safe practices, tools, shop equipment, light repair and maintenance skills.

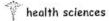
0937/2937 automotive technology 2
Prerequisite: Successful completion of Automotive Technology 1. This is a year-long course designed to prepare students for a career in the automotive technology field. All instructional material meets the ASE Education Foundation standards for Maintenance and Light Repair (MLR). This course advances the basic skills learned in Automotive Technology 1 with concentration on brakes, advanced suspension and steering, and advanced HVAC.

0946/3946 constructions trades 1
This is a one-year, two-hour block course in which students are introduced to the many different skills involved in construction. This course will involve classroom and laboratory work as well as practical job site experience on construction projects.

O914/2914 construction trades 2
Prerequisite: Successful completion of Construction Trades 1 or Instructor permission.
This three-hour block course builds on the foundational skills developed in Construction
Trades 1. Students participate in an authentic residential remodeling project every year.
Acting as contractors, students will complete various tasks in the construction and remodeling process.

O942/2942 engineering design 1
Students will be introduced to drafting and design concepts, including principles of mechanical, civil and bio-mechanical engineering, as well as product and transportation design. Students will create 3D model design projects and take field trips to tour advanced manufacturing facilities. Students will learn how to us AutoCad, SolidWorks and Bio-Mechanical software.

O944/2944 engineering design 2
The students will be introduced to Advance Engineering Design concepts of Transportation, Architecture, Bio-Mechanical, Civil and Product Design. Students will produce scale
models and sketches of their ideas and concepts. The goal of this class is to learn more
design concepts using Revit, Alias, Solid Works, Mimics, AutoCad, Sketchbook designer,
Power Draft software. Students will also be trained to use the 3D-Parametric machine
for their projects.



0941/2941 pre-sports medicine
This hands-on course will be taught by a Certified Athletic Trainer and will focus on
anatomy and physiology, disease processes, medical terminology, professionalism,
infection control and safety, vital signs, and taping and wrapping techniques. Certifications
earned include BLS/CPR, First Aid and Stop the Bleed.

O930/2930 pre-medicine
This hands-on course will be taught by a Registered Nurse and will focus on anatomy and
physiology, disease processes, medical terminology, professionalism, infection control and
safety, vital signs, blood glucose monitoring, and injections skills. Certifications earned
include BLS/CPR, First Ald and Stop the Bleed.

O945AD/2945AD advanced sports medicine
Prerequisite: Successful completion of Pre-Sports Medicine or Pre-Medicine (73% or higher every marking period) at LCTC with a recommendation from your LCTC medical teacher.
Upon recommendation of the first-year health science teacher, students may return for a second year of advanced sports medicine curriculum. This course will dive more deeply into different careers involved in sports medicine, the specifics of becoming and working as an athletic trainer, emergency preparedness, sports nutrition, hands-on assessment and evaluation of athletic injuries, rehabilitation and modalities, taping and wrapping, kinesiology, and an in-depth focus into the anatomy, physiology and common sports injuries associated with the different body joints and regions.

0916/2916 advanced medicine O916/2916 advanced medicine

Prerequisite: Completion of Pre-Sports Medicine or Pre-Medicine at LCTC with the

recommendation from your LCTC medical teacher. Advanced Medicine provides students
with an in-depth understanding of advanced anatomy, physiology, and pathophysiology,
advanced patient care skills including philebotomy and EKG monitoring and analysis, and a
robust understanding of professional responsibilities of the health care provider. By the
end of this course students will be eligible to sit for the National Healthcareer Association:
Certified Patient Care Technician (NHA:CPCT) examination. Upon successful completion of Certified Patient Care Technician (NHA:CPCI) examination. Upon successful completion of the exam students will earn one ACE college credit and hold a national certification as a PCT. The PCT credential allows students to work in any healthcare setting, including hospitals, clinics, offices and long-term care facilities. Additional curriculum includes the study of maternal and fetal health, pediatric through geriatric human growth and development, mental health, and complementary, and alternative medicine. This course has an overarching focus on safe patient practices, ethical competencies, and employability and technical skills. Hands-on clinicals and teamwork are essential standards of medicine, making attendance imperative.



O904/2904 animation and web design 1 Students will create, design and produce interactive multi-media products and services. Students will be provided a broad-based foundation for beginning a career in areas such as Animation, Web Design, and Motion Graphics. Students will learn HTML5,CSS3, Bootstarp, Adobe Photoshop and Adobe Animate.

O911/2911 game design
This is a project-based course and will cover fundamentals of game design and coding by following a real-world design and engineering process. Students will create socially useful games and applications for mobile devices and the web. The course emphasizes communication, collaboration, creativity and problem solving.

O906/2906 internet engineering
This course introduces the architecture, structure, functions, components, and models of
the Internet and computer networks. The principles of IP addressing and fundamentals of
Ethernet concepts, media, and operations are introduced to provide a foundation for the
curriculum. By the end of the course, students will be able to build simple LAN's, perform
basic configurations for routers and switches, and implement IP addressing schemes.

0907/2907 computer repair/computer security

The curriculum covers the fundamentals of PC technology, networking, and security. Students will learn hands-on technical aspects of the microcomputer, including hardware and software system setup, and troubleshooting with the use of tools, hardware components, as well as hardware and software interfacing. Students will install, configure, upgrade, optimize, and perform preventive maintenance with respect to security using appropriate tools, diagnostic procedures, and troubleshooting techniques.

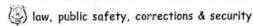


hospitality & tourism

0928/2928 hospitality management 1 In this introductory course, students gain practical, hands-on knowledge and skills with-in a relevant and industry-driven curriculum. This course not only covers the basics of food preparation and food safety, but also crucial food service concepts such as customer relations, cost accounting, controlling food costs, and marketing. Students will partici-pate in the operation of the Patriot Inn restaurant, house at Franklin High School, which

will mimic the same table service skills found in the food service industry.

0929/2929 hospitality management 2
Prerequisite: Successful completion of Hospitality Management 1 or instructor permission. In this second-year course, students will expand on their food service and marketing skills, while also learning how to prepare menus and create new foods. Instruction is student-driven, as second-year students explore a certain cooking or baking skill.



0934/2934 criminal justice technology
Criminal Justice is a one-year, two-hour instructional program designed for students interested in investigating careers as criminal lawyers, federal agents, police officers, civilian police personnel, firefighters and EMT, corrections officers, or private security. This course will introduce students to various public safety agencies and provide the students with the recommended path to pursue their desired career choice. Students will learn technical and academic standards used in the public safety careers.

career internship and vocational internship

1857/2857—3 hr ~ 1859/2859—2 hr ~ career internship program. The Career Intern Program is work-based career exploration experience for high achieving, college-bound seniors. This course is by invitation only. Letters of invitation to all juniors with a 3.0 or higher GPA are mailed in January.

1861/2861—2 hr ~ skilled trades intern program
Students who have an interest in a skilled trade that cannot be met through existing programs may apply for participation in the Skilled Trades Internship Program. Through non-paid in-ternships, students experience careers by working with personnel in the trades industry. At the conclusion of one semester, or a full year's training, the student may be qualified for employment in a participal confidence of the conclusion of the semester. may be qualified for employment in an entry-level job. This is a full year course.

embedded credit (except t All LCTC courses earn these addi	ne internship programs) tional academic credits:
S Senior Math	(WL) 2nd year World Language credit
V Visual Performing & Applied Arts	(H) Health (Health Science classes only)

araduation requirements.

Franklin High School Ninth Grade Course Selection Sheet

Name:			Student ID#		Date	:	
Required Courses			Fres	hman Year I	Electives (and Alten	nates)	
Language Arts 9	1						
Algebra 1	1	It is highl	y recommended th	nat all students tai	ke the Personal Fitness req	ulrement in the ninth	grade.
Biology	1				100		
World History	1		1st Semester	2nd Semester		1st Semester	2nd Semester
		Art Education (Visua			InterDepartmental		
		Painting*	1501	2501	Theatre Tech*	1796	2796
Elective Courses		Adv Painting*		2503	Computer Sci Prin*	1830	
Elective Courses		Drawing*	1505	2505	Engineering Essen."	10.000	2831
Semester 1 Semester 2		Adv. Drawing*		2507	Freshmen Trans*	1854	
		Clay/Sculpting*	1516	2516			
		Adv Clay/Sculpting*	100022	2518		1st Semester	2nd Semester
7 7		Photography*	1538	2538	Music Education (Visu		
	l	Adv. Photography*		2540	Concert Band*	1732	2732
					Fresh/Soph Orch	1738	2738
			1st Semester	2nd Semester	Franklin Choir*	1741	2741
Alternate Courses		Business Educ (Voc		Skills)	Cantando Chorale*	1744	2744
		Marketing 1*	1550				
Semester 1 Semester 2		Marketing 2"	1552	2551 2552	2		
		Sports/Ent. Mktg Managing Money*	1575	2575	Health and Physical E	1st Semester	2nd Semester
		Managing Money	15/5	25/5	Personal Fitness*	1464	2464
		1			Whole Self Fitness"	1404	2464
					Team Sports 1"		2470
	1		1st Semester	2nd Semester	Weight Training 1"		2472
	l	Family/Cons Sci (Vo			Pers Fit (7th hour)*	1492	2412
		Foods/Nutr. 1"	1610	2610	Total in (runnout)	1432	
		Foods/Nutr. 2*	1010	2611			
Student Signature		Interior Design*	1617	2617	6	1st Semester	2nd Semester
Student Signature		michai beagn	1017	2017	World Language	Tan QUINCARD	Zira Quircau
			1st Semester	2nd Semester	French 1	1250	2250
		Industrial Tech (Voc			French 2	1252	2252
Parent/Guardian		Intro to Drafting*	1634	2634	German 1	1262	2262
		Intro to Woods*	1652	2652	German 2	1264	2264
		Adv Woods"	1000	2653	Spanish 1	1276	2276
			1660				
		Small Engines*	1660	2660	Spanish 2	1278	2278

rev 1/23

"semester course

Unonia Public Schools prohibits unlewful discrimination on the basis of root, color, religion, see, neight, weight, weight, mental status, handcap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grawances regarding discrimination based on reco, color, religion, see, neight, weight, and markel status-Circctor of flumes Resources, 15335 Farmington Road, Livoria, MI 68334 at <a href="https://doi.org/10.1016/10.10

Counselor

FRANKLIN HIGH SCHOOL 2023-24 COURSE REQUEST SHEET-GRADES 10-12 LIVONIA PUBLIC SCHOOLS 734.744.2655 Student ID No. Re-enter Last Name First Name New Elective/Alternate Courses 1st 2nd Language Arts 1st 2nd Social Studies 1st 2nd Art 1st 2nd Industrial Tech 1st 2nd Career Ctr/LCTC 1101 2101 Language Arts 9 1321 2321 Acc Algebra 2 1403 2403 World History TS01 TS01 Painting + T634 T634 Intro to Drafting + 0902 2902 MBA 1 TS03 TS03 Adv Painting + T652 T652 Intro to Woods + 1105 2105 Acc Lang Arts 10 1322 2322 Algebre 1 1409 2409 U.S. History 0904 2904 Animation/Web Desen 1 Sem 1 Sem 2 TS05 TS05 Drawing + T653 T653 Advanced Woods + 1107 2107 AP Eng Lit & Comp 1324 2324 Geometry 1418 2418 AP U.S. History 0905 2906 Internet Engineering T420 T420 Amer Govt + TS07 TS07 Adv Drawing + T660 T660 Small Engine Srv + 1108 2108 Language Arts 10 1326 2326 Algebra 2 0907 2907 Computer Repr/Security TS16 TS16 Sculpting/Clay + 1113 2113 AP Englang & Comp 1328 2328 Pre Calc/Trig 1422 2422 AP Govt & Politics 0911 2911 Game Design TS18 TS18 Adv Sculpt/Clay • T436 T436 Sociology * 1114 2114 Language Arts 11 1329 2329 Calculus 0914 2914 Construction Trades 2 * 1437 2437 AP Psychology 1334 2334 Acc Pre Calc/Trig TS38 TS38 Photography + 1st 2nd Music 0916 2916 Advanced Medicine 1115 2115 Language Arts 12 1336 2336 AP Calculus AB T440 T440 Gen Psychology * TS40 TS40 Adv Photography * 0920 2920 Fashion Merch 1 1194 2194 Yearbook 1731 2731 FHS Jazz Band Humanities 1 + 1344 2344 Financial Lit + T442 T442 Economics + 1732 2732 Concert Band + 0921 2921 Fashion Merch 2 2195 Humanities 2 + 1345 2345 Trig Explorations T443 AP Macroecon + 1734 2734 Symphony Band 0928F 2928F Hosp Management 1 FOR COUNSELOR USE T444 T444 Law and Justice + 1358 2358 AP Statistics 1st 2nd Business 1738 2738 Fr/Soph Orchestre 0929F 2929F Hosp Management 2 Marketing 1 + 1739 2739 Jr/Sr Orchestra 0930 2930 Pre-Medicine T551 Marketing 2 + 1741 2741 Franklin Choir + 1st 2nd Special Educ 0934 2934 Criminal Justice Tech * 1744 2744 Cantando Chorale * 1st 2nd Science 1st 2nd Health/Phys Ed 1552 2552 Sports/Ent Mktg 0936 2936 Automotive Tech 1 1216H 2216H SSL Lab * 1749 2749 Bel Canto Choir + T464 T464 Personal Fitness + 1555 2555 Marketing 3 0937 2937 Automotive Tech 2 1365 2365 Biology T467 T467 Whole Self Fitness 1366 2366 Adv Blology 1556 2556 Marketing 4 0938 2938 Graphic Design 1st 2nd World Lang T367 T367 Bloethics • T468 T468 Health * T575 T575 Managing Money * 0939 2939 Adv Graphic Design 1250 2250 French 1 T370 T370 Ecology + T470 T470 Team Sports 1+ 1st 2nd Other 0941 2941 Pre-Sports Medicine T471 T471 Team Sports 2 + 1252 2252 French 2 1374 2374 AP Biology 1288 2288 ESL 0942 2942 Engineering Design 1 Natural Disasters T472 T472 Wgt Training 1 + T457 T457 Comm Srv (FHS) + 0944 2944 Engineering Design 2 1254 2254 French 3 1st 2nd Family/Cons. T380 Astronomy * T473 T473 Wgt Treining 2 + 1256 2256 French 4 T458 T458 Comm Srv (2 hrs) + 0945AD 2945AD Adv Sports Medicine 1258 2258 French 5 1382 2382 AP Environ Science T476 Adv PE/Wgt Tm + T601 Parenting + 1796 1796 Theatre Tech + 0946 3946 Constr Trades 1 (2hr) 1262 2262 German 1 1384 2384 Chemistry T491 Health (7th hr) + T610 T610 Foods/Nutr 1 * T827 T827 Student Lead • 1859 2859 Career Intern (CIP) 1 + T611 T611 Foods/Nutr 2 + Pers Fit (7th hr) + 1264 2264 German 2 1386 2386 Adv Chemistry Computer Sci Prin + 2860 Career Intern (CIP) 2 + 1266 2266 German 3 1388 2388 AP Chemistry T617 T617 Interior Design + T831 Engineering Essen + 1861 2861 Skilled Trades Intern + T618 T618 Ufe Management + 1268 2268 German 4 1389 2389 Physics 1853 2853 Educational Leads 1269 2269 German 5 1390 2390 Adv Physics 1853P 2853P Educ Lead (P2P) + 1276 2276 Spanish 1 1392 2392 AP Physics 1995 2995 College Class * 1278 2278 Spenish 2 1280 2280 Spenish 3 1282 2282 Spenish 4 1284 2284 Spenish 5 * 3 Hour Course One Semester Cours Dear Farent: Your child and I have carefully worked out this program. Please indicate your approval by signing below and returning to me at your earliest convenience. If you have any questions, please contact me at 734,746,2625, ect. 47950. Usonia Public Schools prohibits unleavely discrimination on the basis of rece, color, religion, see, national origin, age, height, weight, marthal striats, handkey or disablely in any of its discrimination on the basis of rece, color, religion, see, national origin, age, height, weight, marthal striats, handkeys or disable year or the discrimination based on roce, color, religion, see, national origin, and, height, weight, and martial striats—diseased increase. Plannington Rocel, Ulveria, Mil 461554 st 17261 12442555. The following person has been designated to haveful parent has been designated and greater and greaterness. regarding discrimination based on handloss or disability-Director of Student Services, 15125 Ferminaton Road, Livoria, MI 48154 at 17141 744-7514. Student Signature Approval (Parent/Guardian) Date Rev 1/23