

# CHURCHILL HIGH SCHOOL

**2023-2024**

# Programs of Study



# **Administrative and Office Personnel**



## **Churchill High School**

**8900 Newburgh Road • Livonia, MI 48150**

**(734) 744-2650 • Fax: (734) 744-2652**

**[www.livoniapublicschools.org/churchill](http://www.livoniapublicschools.org/churchill)**

### **Kristen Quesada**

Principal

Office – ext. 46902

### **Jeff Burnside**

Assistant Principal (A-G)

Attendance Office – ext. 46913

### **Bruce Rivera**

Assistant Principal (H-O)

Business Office – ext. 46904

### **Nicole Hunter**

Assistant Principal (P-Z)

Scheduling Office – ext. 46910

### **Casey Conway**

Athletic Administrator

Athletic Office – ext. 46917

### **Counseling Department**

(734) 744-2650 ext. 46950



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...*

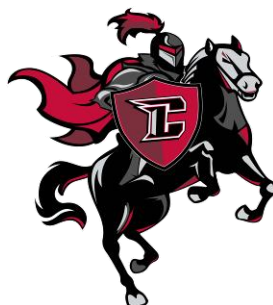
*To educate, challenge, and inspire every student to achieve personal success  
and become a confident contributor to society.*





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## 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.

Churchill High School offers you many ways to prepare for a productive adult life—to make certain that you can control your future. Churchill 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 college preparatory, tech-prep, or a career preparatory program.

Career Pathways is an important element to the development of high school courses and preparing for a student's future. Courses listed on a student's EDP should be an integration of a student's future path as aligned by Career Pathways and the graduation requirements. The Career section of the guide explains

future career options in terms of a student's interest areas and suggests courses and activities that will help you arrive at your goal in life.

Next are sections on various topics including student assessment, college entrance requirements, Churchill's Secondary Counseling, NCAA, and other important school information.

Following that are descriptions of all courses offered with accompanying information about prerequisites and grade level placement.

We strongly urge you to give the attention to planning for high school that its importance deserves. By planning wisely, you can create the future that is most appropriate for you.



## 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.

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.

### 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.

## The Six Career Pathways

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.



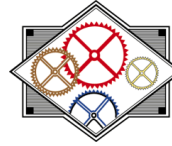
### Arts & Communications

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



### Business, Management, Marketing, & Technology

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



### Engineering/Manufacturing & Industrial Technology

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



### Health Sciences

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



### Human Services

Careers in childcare, civil service, education, hospitality, and the social services



### Natural Resources & Agriscience

Careers related to natural resources, agriculture, and the environment





## 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/ High School Diploma	Certificate or Associate Degree	Bachelor's Degree or Above
Actor/Actress	Advertising Agent	Actor
Cartoonist	Artist	Advertising Designer
Compositor	Camera Operator	Author
Desktop Publisher	Commercial Artist	Commercial Artist
Disc 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	Psychology	<b>SHS</b>
Business Tech Management	Sculpture & Clay	Global Education
Composition Courses	Sociology	
Drawing	Technology	<b>LCTC</b>
Geometry	Vocal Music	Animation & Web Design
Instrumental Music	World Language	Game Design
Interior Design		Fashion Merchandising 1,2
Marketing Courses	<b>CHS</b>	
Music Courses	CAPA Acting	
Painting	CAPA Dance	
Photography	CAPA Vocal	



## BUSINESS, MANAGEMENT, MARKETING, & TECHNOLOGY

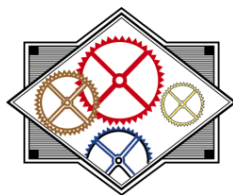
Careers in this pathway are related to business operations including financial operations, office operations, planning and management activities, information processing, and marketing. These jobs are interesting to people who enjoy implementing ideas, providing leadership, and working on team projects.

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

### RELATED ELECTIVE COURSE OFFERINGS

Art	Literature Courses	<b>CHS</b>
Business Tech Management	Marketing/Sales	Business & Marketing
Composition Courses	Psychology	
Economics	Sociology	<b>LCTC</b>
Entrepreneurship	Speech-Related Courses	Animation & Web Design
Foods & Nutrition	Sports/Entertainment Mktg	Game Design
Humanities	Statistics	Internet Engineering
Journalism	World Languages	
Law & Justice		<b>SHS</b>
		Global Education





## 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.

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

### RELATED ELECTIVE COURSE OFFERINGS

Calculus	Marketing	<b>FHS</b>
Chemistry	Personal Finance	Hydrology
Physical Education	Photography	
Composition Courses	Physics	
Entrepreneurship	Pre-Calculus & Trigonometry	<b>LCTC</b>
Geometry	Psychology	Animation & Web Design
Interior Design	Statistics	Auto Technology 1,2
		Construction Trades 1,2
		Engineering Design 1,2
		Internet Engineering



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

### RELATED ELECTIVE COURSE OFFERINGS

Biology	Physical Education	<b>LCTC</b>
Calculus	Physics	Advanced Medicine
Chemistry	Pre-Calculus & Trigonometry	Pre-Medicine
Child Care Professional	Psychology	Pre-Sports Medicine
Child Development	Sociology	Advanced Sports Medicine
Composition Courses	Speech-Related Courses	
Family & Consumer Sciences	Weight Training	
Foods & Nutrition	Whole Self Fitness	
Parenting		





## 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	Certificate or Associate Degree	Bachelor's Degree or Above
Beauty Consultant	Civil Service Worker	Anthropologist
Chef/Cook	Coach	Criminologist
Child Care Provider	Cosmetologist/Manager	Lawyer
Clergy	Crime Lab Technician	Librarian
Corrections Officer	Culinary Arts/Chef	Psychologist
Fire Fighter	Hospitality Worker	Security Administrator
Fitness Consultant	Legal Assistant	Social Worker
Flight Attendant	Police Officer	Sociologist
Food Service Worker		Teacher

### RELATED ELECTIVE COURSE OFFERINGS

Biology	LMC	<b>LCTC</b>
Chemistry	Law & Justice	Criminal Justice Tech
Child Care Professional	Managing Your Money	Fashion Merchandising 1,2
Child Development	Parenting	Animation and Web Design
Composition Courses	Physical Education	Hospitality Management
Consumer Math	Psychology	Advanced Sports Medicine
Economics	Sociology	
Family & Consumer Sciences	Speech-Related Courses	
Family Living	Statistics	
Foods & Nutrition	World Languages	



## 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/ High School Diploma	Certificate or Associate Degree	Bachelor's Degree or Above
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		Park Ranger

### RELATED ELECTIVE COURSE OFFERINGS

Astronomy	Geometry	<b>FHS</b>
Biology	Marketing	Hydrology
Chemistry	Natural Disasters	
Composition Courses	Personal Finance	<b>SHS</b>
Drawing	Photography	Global Education
Ecology	Physics	
Economics	Psychology	
Foods & Nutrition		



## 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.

### Administrator

An administrator determines final placement in cases of disagreement.

## Registration Process

All Churchill 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 activities.

## Schedule Change Guidelines

The staff, counselors and administrators at Churchill High School would like to emphasize the importance of making informed decisions when making course selections each year. Carefully choosing alternate courses is equally as important.

Please understand that teacher assignments and budget decisions are dependent on the course selections made by our students.

Counselors cannot make schedule changes for the following reasons:

- Student has already been granted one elective schedule change this school year
- Student wishes to change teachers, hours, or lunches
- The schedule change request is made after the first week of the semester
- The schedule change request form has not been completed online

Please note that students are making a full-year commitment when they sign up for year-long classes. Dropping a year-long class in the middle of the year may or may not be possible depending on the circumstances and seat availability in other classes. This also applies to classes offered at the Livonia Career Technical Center.

Any student who drops a course without replacing it with another will receive a grade of "EW" on their transcript. Changes that permit a student to enter a class for credit must be completed by the end of the first week of the semester or end of first week of the date the student enrolls for classes.

Students who are anticipating a change in their class schedule are expected to follow their old schedule until a new one has been provided. **Changes to a student's schedule are also contingent on seat availability in a course.**



## Secondary Counseling Program

### Philosophy

The Livonia Public Schools 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 Counseling 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 Counseling Program is delivered by a counseling team committed to providing instruction, information, and assistance to students, parents, and staff in an atmosphere of cooperation and mutual respect.

The Churchill Counseling Program is structured with a team of counselors assigned alphabetically to meet student needs.

### The Counseling Staff will:

- 1) **Provide Individual Counseling** encompassing personal issues, academic issues, scheduling, crisis
- 2) **Facilitate Small Group Counseling** as needed, such as newcomers, concerned persons, career exploration, family change, and teen issues
- 3) **Orient 9<sup>th</sup> Graders and New Students** in coordination with parents, teachers, and middle school counselors
- 4) **Provide Consultation Services** for parents, staff, and other professionals
- 5) **Refer Students to Special Services** when needed, including external professional referrals and internal referrals (social worker, psychologist, speech therapist, ESP support teacher, and special education)
- 6) **Facilitate Career and College Exploration** including:
  - a. Apply standardized testing results to career/college direction
  - b. Coordinate college representative visits
  - c. Review college applications and scholarship and financial aid information
  - d. Assist with school/work transition
  - e. Explore technical/vocational programs
  - f. Link class choices with Career Pathways

- 7) **Monitor Student Progress/Records** including:
  - a. Interpersonal progress letters and report cards
  - b. Checking transcript credits
  - c. Verifying graduation requirements
  - d. Assisting in portfolio development
  - e. Facilitating peer tutoring
- 8) **Coordinate Test Administration** of the MME, PSAT, & SAT

*Students and parents are encouraged to contact the Counseling Office for more information or assistance at (734) 744-2650 ext. 46950.*

## Career Information Center (CIC)

### College Visitation Policy

College admissions representatives visit CHS in the fall. Seniors are encouraged to meet with them. To attend these valuable sessions, students are required to sign up ahead of time.

Some college representatives will visit in the spring. These sessions are open to 10<sup>th</sup> and 11<sup>th</sup> graders as well.

### Resources in the Career Information Center

- Michigan College Catalogs
- Peterson's 2-Year and 4-Year College Guides
- Career and College Publications
- Military Information
- Scholarship Information
- Computer Stations Equipped with Internet Access
- XELLO

### Visiting the Career Information Center (CIC)

Students are welcome to visit the Career Information Center before or after school, during lunch, or by setting up an appointment with their counselor.



## Graduation Requirements

The Class of 2018 and beyond must earn a minimum of 23 units of credit for graduation: (18 required + 5 elective credits = 23 credits)

- A. **Language Arts** (Grades 9, 10, 11, and 12) ..... 4.0 units
- 1.0 unit Language Arts 9
  - 1.0 unit Language Arts 10
  - 1.0 unit Language Arts 11
  - 1.0 unit Language Arts 12
- B. **Mathematics** ..... 4.0 units
- 1.0 unit Geometry
  - 1.0 unit Algebra I (or equivalent)
  - 1.0 unit Algebra 2 (or equivalent)
  - 1.0 unit Math or Math-Related
- C. **Science** ..... 3.0 units
- 1.0 unit Biology
  - 1.0 unit Chemistry
  - 1.0 unit Physics/Physical Science
- D. **Social Studies** ..... 3.0 units
- 1.0 unit World History
  - 1.0 unit U.S. History
  - 0.5 unit American Government
  - 0.5 unit Economics
- E. **Physical Education** ..... 1.0 unit
- 0.5 unit Personal Fitness
  - 0.5 unit Health
- F. **World Language** ..... 2.0 units
- 2.0 units World Language (must be same language), or
  - 1.0 unit of same World Language and complete Career and Technical Education (CTE) Program, or
  - 1.0 unit of the same World Language and 1 unit of VPAA in addition to required VPAA credit
- G. **Visual, Performing, and/or Applied Arts** ..... 1.0 unit
- TOTAL** ..... **18.0 units**

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

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

### Grade Level Advancement

All students are assigned to a fixed graduation cohort year and will automatically advance to the next grade level during the district's summertime rollover process. There are no minimal credit requirements for progression from one grade to another. All ninth-grade students will become tenth-grade students regardless of credits earned. Students will be considered behind in credits and not on track to graduate with their four-year cohort if they do not progress along the following credits earned guideline:

By the end of 9<sup>th</sup> grade ..... 5.0 credits earned  
By the end of 10<sup>th</sup> grade ..... 11.0 credits earned  
By the end of 11<sup>th</sup> grade ..... 17.0 credit earned

**Students who have not earned 23 credits by the end of 12<sup>th</sup> grade are not eligible to graduate.**

Unless otherwise indicated in an Individualized Education Program (IEP), a Section 504 Plan, or similar 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.



# Sequence of High School Courses for the Class of 2022 and beyond

# Churchill High School



			9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade
Language Arts	Accelerated	→	1102 / 2102 Acc Language Arts 9	→	1105 / 2105 Acc Language Arts 10	→	1106 / 2106 Acc Language Arts 11	→	1107 / 2107 AP English Lit & Composition
	College	→	1101 / 2101 Language Arts 9	→	1108 / 2108 Language Arts 10	→	1114 / 2114 Language Arts 11	→	1446 / 2446 Acc Humanities
									1195 / 2195 Humanities 1 & 2
									1115 / 2115 Language Arts 12

Math	Accelerated	→	1331 / 2331 Acc Geometry	→	1321 / 2321 Acc Algebra 2	→	1334 / 2334 Acc Pre-Calculus w/ Trigonometry	↗	1358 / 2358 AP Statistics
								↘	1336 / 2336 AP Calculus AB
	College	→	1324 / 2324 Geometry (Algebra 1 in 8 <sup>th</sup> grade)	→	1326 / 2326 Algebra 2	↗	1328 / 2328 Pre-Calculus w/ Trig	↗	1358 / 2358 AP Statistics
						↘	1345 / 2345 Trig Explorations	↘	1344 / 2344 Financial Literacy
			1322 / 2322 Algebra 1	→	1324 / 2324 Geometry	→	1326 / 2326 Algebra 2	↗	1358 / 2358 AP Statistics
								→	1328 / 2328 Pre-Calculus w/ Trig
								→	1345 / 2345 Trig Explorations
								↘	1344 / 2344 Financial Literacy
			1323 / 2323 Algebra Lab	→	1322 / 2322 Algebra 1	→	1324 / 2324 Geometry	→	1326 / 2326 Algebra 2

Science	Accelerated	→	1366 / 2366 Adv Biology	→	1386 / 2386 Adv Chemistry	→	1390 / 2390 Adv Physics
	College	→	1365 / 2365 Biology	→	1384 / 2384 Chemistry	↗	1389 / 2389 Physics
						↘	1387 / 2387 Physical Science

Social Studies	Accelerated	→	1404 / 2404 Acc World History	→	1418 / 2418 AP US History	→	T422 AP US Gov & Politics
							T443 AP Macro Economics
	College	→	1403 / 2403 World History	→	1409 / 2409 US History	→	T420 American Gov
							T442 Economics

Personal Fit / Health	T464 & T492	Personal Fitness		T468 & T491	Health
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## Course Offerings Approved for Visual, Performing & Applied Arts Credit

### ART COURSES

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#### LCTC

- 938 Graphic Design
- 939 Advanced Graphic Design

#### High School

- 500 Foundations of Art
- 501 Painting
- 503 Advanced Painting
- 505 Drawing
- 507 Advanced Drawing
- 516 Sculpting/Clay
- 518 Advanced Sculpting/Clay
- 521 Jewelry
- 523 Advanced Jewelry
- 538 Photography
- 540 Advanced Photography

### MUSIC COURSES

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#### Instrumental Music

- 734 Symphony Band
- 735 Wind Ensemble
- 736 Chamber Orchestra
- 796 Theatre Tech

### CORE COURSES

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- 194 Yearbook
- 311 MSC AP Computer Science A
- 446 Accelerated Humanities
- 316 MSC AP Computer Science Principles
- 830 Computer Science Principles
- 831 Engineering Essentials

### CAPA COURSES (CHS)

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- 765 Intermediate Dance Company
- 766 Advanced Dance Company
- 767 Movement
- 776 Beginning CAPA Vocal
- 778 Intermediate CAPA Vocal
- 780 Advanced CAPA Vocal
- 782 Music Theory
- 784 Acting I
- 786 Acting II
- 788 Acting III
- 789 Special Studies in Acting

### CTE APPLIED ARTS COURSES

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#### Family and Consumer Science

- 610 Foods & Nutrition I
- 611 Foods & Nutrition II
- 617 Interior Design

#### Industrial Technology

- 634 Introduction to Drafting
- 652 Introduction to Woods
- 660 Small Engine Service
- 831 Engineering Essentials

### Business

- 550 Marketing 1
- 551 Marketing 2
- 552 Sports Marketing 1
- 555 Marketing 3
- 556 Marketing 4
- 594 Business Tech & Social Media Management
- 591 Advanced Business Technology Management

### Career Technical Education

- 902 Management Business Administration 1
- 904 Animation & Web Design 1
- 906 Internet Engineering
- 907 Computer Repair / Computer Security
- 911 Game Design
- 920 Fashion Merchandising 1
- 921 Fashion Merchandising 2
- 928 Hospitality Management 1 (meet @ FHS)
- 929 Hospitality Management 2 (meet @ FHS)
- 930 Pre-Medicine
- 916 Advanced Medicine
- 945 Advanced Sports Medicine
- 934 Criminal Justice Technology
- 936 Automotive Technology 1
- 937 Automotive Technology 2
- 938 Graphic Design
- 939 Advanced Graphic Design
- 941 Pre-Sports Medicine
- 942 Engineering Design 1
- 944 Engineering Design 2
- 946 Construction Trades 1
- 914 Construction Trades 2



## Course Offerings 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

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- 303 MSC Accelerated Analysis (CHS only)
- 304 MSC AP Calculus BC (CHS only)
- 307/308 MSC Advanced Topics (CHS only)
- 311 MSC AP Computer Science A (CHS only)
- 328 Pre-Calculus w/ Trigonometry
- 329 Calculus
- 334 Accelerated Pre-Calculus w/ Trigonometry
- 336 AP Calculus AB
- 344 Financial Literacy
- 345 Trigonometric Explorations
- 348 AP Statistics

### MATH-RELATED COURSES

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- 388 AP Chemistry (1.0)
- 392 AP Physics (1.0)
- 550 Marketing 1 (.5)
- 551 Marketing 2 (.5)
- 552 Sports Marketing 1 (.5)
- 555 Marketing 3 (1.0)
- 556 Marketing 4 (1.0)
- 575 Managing Your Money (.5)
- 594 Business Tech & Social Media Management (.5)
- 591 Advanced Business Technology Management (.5)
- 830 Computer Science Principles (.5)
- 831 Engineering Essentials (.5)

### CAREER TECHNICAL EDUCATION

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- 902 Management Business Administration 1
- 904 Animation & Web Design 1
- 906 Internet Engineering
- 907 Computer Repair / Computer Security
- 911 Game Design
- 920 Fashion Merchandising 1
- 921 Fashion Merchandising 2
- 928 Hospitality Management 1 (meet @ FHS)
- 929 Hospitality Management 2 (meet @ FHS)
- 930 Pre-Medicine
- 916 Advanced Medicine
- 934 Criminal Justice Technology
- 936 Automotive Technology 1
- 937 Automotive Technology 2
- 938 Graphic Design
- 939 Advanced Graphic Design
- 941 Sports Medicine
- 945 Advanced Sports Medicine
- 942 Engineering Design 1
- 944 Engineering Design 2
- 946 Construction Trades 1
- 914 Construction Trades 2



## 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:

- A high school diploma from an accredited high school
- Grades obtained in academic subjects
- High school grade-point average
- Trend of grades
- Level of difficulty of courses taken
- Extra-curricular activities
- SAT and/or ACT scores

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:

Department	Recommended # of Credits	Comments
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 Language	2	World Language study is a required part of some college admission guidelines



## Standardized Student Assessment

Important tests are given throughout the year. Please check in the **Counseling Office** or in the **Career Information Center (CIC)** for specific dates, times, locations, and cost 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.

### PSAT 8/9, PSAT 10, PSAT/NMSQT

*(Practice SAT)*

Target: College-bound 11th graders  
When: Determined by College Board  
Where: Churchill High School  
Purpose: National Merit Scholarship Competition Qualifier  
Fee: Nominal charge for test taking  
Sign up: Pay for test in advance online

### MME

*(Michigan Merit Exam)*

Target: All 11th grade students  
When: Spring of junior year, dates are determined by State of Michigan  
Where: Churchill High School  
Purpose: Taking this exam is a graduation requirement.  
Visit [www.sat.collegeboard.org](http://www.sat.collegeboard.org) or [www.act.org/workkeys](http://www.act.org/workkeys) and [www.michigan.gov/mde](http://www.michigan.gov/mde) for more info.  
Fee: None  
Testing: SAT, ACT Work Keys, M-Step Science, M-Step Social Studies

### AP EXAMS

*(Advanced Placement Exams)*

Target: Students enrolled in AP classes  
When: Determined by the AP Board, usually in May  
Where: Churchill, Franklin & Stevenson High Schools during the school day  
Fee: Costs are established by the AP Board  
Sign up: Pay for test in advance through Total Registration

### SAT / ACT

*(Scholastic Achievement Test/American College Test)*

When: Throughout the year at neighboring schools  
Register: Online  
Purpose: College entrance exams  
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  
Code #: Churchill High School's code number for identification purposes on the ACT/SAT is **232359**

## Steps to Achieving Your NCAA Eligibility

### FRESHMEN & SOPHOMORES

- Start planning now and work hard to get the best grades possible.
- Take classes that match your school's NCAA list of approved core courses.
- You can receive your school's NCAA list of approved courses at:

[www.eligibilitycenter.org](http://www.eligibilitycenter.org)

### JUNIORS

- At the beginning of your junior year, register at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and complete the amateurism questionnaire.
- Register to take the ACT, SAT or both and use the Eligibility Center code (9999) as a score recipient.
- Double check to make sure the courses you have taken match your school's NCAA list of approved core courses.
- Create a **Parchment** account and request to send an official transcript to the Eligibility Center after completing your junior year. (The Eligibility Center does NOT accept faxed transcripts or test scores.)
- Prior to registration for classes for your senior year, check with your guidance counselor to determine the amount of core courses that you need to complete your senior year.

### SENIORS

- Take the ACT and/or SAT again. The Eligibility Center will use the best scores from each section of the ACT or SAT to determine your best cumulative score.
- Continue to take college prep courses and get the best grades possible.



- Check the courses you have taken to match your school's NCAA list of approved core courses. Only courses that appear on your school's list of NCAA courses will be used in the calculation of the core GPA.
- Review your amateurism questionnaire responses and request final amateurism certification on or after April 1 (for fall enrollees) or October 1 (for spring enrollees).
- Graduate on time (in eight academic semesters). If you fall behind, use summer school sessions prior to graduation to catch up.
- After graduation, log on to your Parchment account and request that your final transcript with proof of graduation be sent to NCAA.

## Requirements to Graduate with your High School Class

You must graduate from high school on schedule (in eight semesters) with your incoming ninth-grade class. If you graduate from high school in eight semesters with your class, you may use one core course completed in the year after graduation (summer or academic year) to meet NCAA Division I eligibility requirements.

You may complete the core course at a location other than the high school from which you graduated and may initially enroll full time at a collegiate institution at any time after completion of the core course.



## **NEW NCAA Division I Initial-Eligibility Standards**

★ *for students entering college on or after August 1, 2016* ★

The initial-eligibility standards for NCAA Division I college-bound student-athletes are changing. College-bound student-athletes first entering a Division I college or university **on or after August 1, 2016**, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

First, here are three terms you need to know:

**FULL QUALIFIER** – A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

**ACADEMIC REDSHIRT** – A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

**NONQUALIFIER** – A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

Here are the NEW requirements:

**Full Qualifier must:**

1. Complete 16 core courses (same distribution as in the past).
  - a. Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
    - Seven of the 10 core courses must be English, math or science.
2. Have a minimum core-course GPA of 2.300;
  - a. Grades earned in the 10 required courses required before the senior year are "locked in" for purposes of GPA calculation.
    - A repeat of one of the "locked in" courses will not be used to improve the GPA if taken after the seventh semester begins.
3. Meet the competition sliding scale requirement of GPA and ACT/SAT score (this is a new scale with increased GPA/test score requirements); and
4. Graduate from high school.

**Academic Redshirt must:**

1. Complete 16 core courses (same distribution as in the past);
2. Have a minimum core-course GPA of 2.000;
3. Meet the academic redshirt sliding scale requirement of GPA and ACT/SAT score; and
4. Graduate from high school.



**Non-qualifier** is a college-bound student-athlete who fails to meet the standards for a qualifier or for an academic redshirt.

### Frequently Asked Questions

**Q:** A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). What is the college-bound student-athlete's NCAA initial-eligibility status?

**A:** The college-bound student-athlete is a nonqualifier because only 15 core courses were completed, not the required 16 core courses.

**Q:** A college-bound student-athlete completes 16 core courses in the required framework with a 2.500 core-course GPA and a 68 sum ACT. What is the college-bound student-athlete's initial-eligibility status?

**A:** The college-bound student-athlete is an academic redshirt. Under the new competition scale, a 68 sum ACT score requires a 2.950 core-course GPA.

**Q:** A college-bound student-athlete completes nine core courses prior to the seventh semester of high school. What is the college-bound student-athlete's initial-eligibility status?

**A:** The college-bound student-athlete cannot be certified as a qualifier because only 9 of the 10 required courses were completed before the seventh semester. S/he would be permitted to practice and receive aid (scholarship), provided s/he presents 16 core courses and meets the necessary core-course GPA and test-score requirement at the time of graduation.

### **NEW** NCAA Division I & II Initial-Eligibility Requirements

★ *for students entering college on or after August 1, 2016* ★

#### CORE COURSES – DIVISION I

**NCAA Division I** requires 16 core courses including:

- 4 years of English
- 3 years of math (Algebra 1 or higher)

- 2 years of natural or physical science (including one year of lab science if offered by your high school)
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of additional core courses (from any category above, or foreign language, non-doctrinal religion or philosophy)

**NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.

- Beginning *August 1, 2016*, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if s/he fails to meet the 10 course requirement but would not be able to compete.

#### CORE COURSES – DIVISION II

(2013 and After)

**For students entering college on or after August 1, 2018, NCAA division II requires 16 core courses.**

- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school)
- 3 additional years of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy)

#### TEST SCORES

**Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on the following page.

**Division II** requires a minimum SAT score of 820 or an ACT sum score of 68. 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 **sum** 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 at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.

- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- The **Division I** GPA required to receive athletics aid and practice **on or after August 1, 2016**, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B).
- The **Division I** GPA required to be eligible for competition **on or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B).
- The **Division II** core GPA requirement is a minimum of 2.000. Remember, the NCAA GPA is calculated using NCAA core courses only.

NCAA Division I Sliding Scale B					
★ for students entering college <u>on or after</u> August 1, 2016 ★					
Core GPA	SAT Verbal & Math	ACT Sum	Core GPA	SAT Verbal & Math	ACT Sum
3.550 & up	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	2.299	910	76
3.050	600	50	2.275	910	76
3.025	610	51	2.250	920	77
3.000	620	52	2.225	930	78
2.975	630	52	2.200	940	79
2.950	640	53	2.175	950	80
2.925	650	53	2.150	960	81
2.900	660	54	2.125	970	82
2.875	670	55	2.100	980	83
2.850	680	56	2.075	990	84
2.825	690	56	2.050	1000	85
2.800	700	57	2.025	1010	86
2.775	710	58	2.000	1020	86



## High School Guidelines – Testing Out of Courses

A student will receive credit for a Michigan Merit Curriculum course in which the student earns a qualifying score on the test out that measures a student's understanding of the subject area content expectations that apply to the credit. The district is in the process of developing a test out for each Michigan Merit Curriculum course. Updated information about available test outs and the date of administration can be found on the district website as well as each high school website.

1. Students testing out of courses may not apply those courses toward the required graduation total of 23 credits and they may not be included in a computation of grade point average. It will, however, be listed on the transcript without credit or grade.
2. Students may test out of courses for one or more of the following reasons:
  - a. To fulfill or waive the minimum credit requirements in a given subject area (e.g. A student testing out of Geometry in partial fulfillment of the 4.0 math requirement or a student passing a health competency test in order to waive the district requirement for a health instruction course).
  - b. To allow a student to move on to the next level of a given course sequence (e.g. A student testing out of Spanish I in order to move to Spanish II or a student testing out of Algebra I in order to move directly on to Algebra II).
3. A student enrolled in a high school, but not enrolled in a particular course, may receive transcript listing and/or requirement waiver for the course by exhibiting a reasonable level of mastery of the subject matter of the course in one of the following ways:
  - a. By attaining a grade of not less than C+ on a final exam, if that exam is comprehensive, in the course.
  - b. If the exam is non-comprehensive, the student would need to prepare and pass and/or prepare all other required exams, tests, papers, projects, or presentation to indicate a reasonable level of mastery.
  - c. Some classes are structured so that reasonable mastery is irrelevant. These courses are not able to be treated as a course from which to test out.
4. The specific criteria for granting transcript listing and/or requirement waiver other than a C+ on the final exam shall be determined by the

building principal with input from both the specific department chairperson and the members of that department.

5. Whatever criteria is selected must be consistent with the normal requirement for course credit and apply equally to all students.
6. The actual recommendation of transcript listing and/or requirement waiver, in each instance, shall be the responsibility of the specific department chairperson with the assistance of department members.
7. Once transcript listing and/or requirement waiver is earned under this section, a student may not receive credit thereafter for a course lower in course sequence concerning the same subject area.
8. The student's transcript will reflect a NM (No Mark) grade. The opportunity to obtain transcript listing and/or requirement waiver under the above guidelines will be made available only during the regular high school final exam weeks at the end of each semester.

## Michigan State Aid Law

**Section 1279B** – The board of school district shall grant high school credit in any course to a pupil enrolled in high school, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or if there is no final exam, by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation. For the purpose of earning credit under this section, any high school pupil may take the final examination in any course. Credit earned under this section shall be based on a "pass" grade and shall not be included in a computation of grade point average for any purpose. Credit earned under this section may or may not be counted toward graduation, as the board of the school district may determine, but the board's determination shall apply equally to all such credit for all pupils and credit earned under this section shall be counted toward fulfillment of a requirement for a subject area course and shall be counted toward fulfillment of a requirement as to course sequence. Once credit is earned under this section, a pupil may not receive credit thereafter for a course lower in course sequence concerning the same subject area.



## 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.

- 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 more specific description of Independent Study.

## 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.
  - a. If the student first dually enrolls in 9<sup>th</sup> grade, that student may take not more than two dual enrollment courses per year in the student's 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade years and not more than 4 dual enrollment courses in the student's 12<sup>th</sup> grade year.
  - b. If the student first dually enrolls in 10<sup>th</sup> grade, the student may take not more than two dual enrollment courses in the 10<sup>th</sup> grade and not more than 4 dual enrollment courses in the 11<sup>th</sup> and 12<sup>th</sup> grade.
  - c. If the student first dually enrolls in grades 11 or 12, the student may not take more than 6 dual enrollment courses in either 11<sup>th</sup> or 12<sup>th</sup> 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 enrollment is determined by the building principal who considers multiple sources of information before deciding 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: MME, PSAT, SAT or ACCUPLACER\*. Table 1 on the next page 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.*



## Minimum Dual Enrollment Qualifying Score by Assessment

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

\* MME scores are based on the Spring 2018 administration of the M-STEP exams.

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



## Alternative School Programs

**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.

**ELL** (English Language Learners) is a program open to any multilingual student in grades 7-12 who have been in the United States for one year or less **and** score a 2.9 or lower on the WIDA Access or WIDA Screener. This course is an Intensive English for Academic Purposes Program. Utilizing face-to-face teaching supplemented with online-based learning and practice, students will receive instruction in all language skill areas: Listening, Speaking, Reading, and Writing. Because the focus of the program is on academic English, students will also learn academic skills for success in the United States. These skills include textbook use, lecture comprehension, note-taking, critical reading, academic writing, research and library skills, and communication skills.

**MSC** (Mathematics/Science/Computer Program) is an invitational program which offers the opportunity for students to experience an appropriately accelerated, integrated curriculum in Mathematics, Science, and Computers. The curriculum of MSC is specifically designed for the academically talented student interested in math and science. The content is taught at a faster pace and in greater depth. 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 MSC. Other factors considered are statements of interest and teacher recommendations.

**The School of Global Education** is open on a limited basis for students whose home high school is Churchill or Franklin High School. The school of Global Education is housed at Stevenson High School. Consideration for admission into this program is based on the following criteria:

- Beginning with the 2010-11 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 February 1.**



# Departments & Courses 2023-2024

## INTERDEPARTMENTAL PROGRAMS

<b>T827</b>	<b>Student Leadership</b> (1 <sup>st</sup> or 2 <sup>nd</sup> Semester)	<b>11, 12</b> .5 credit
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This class is open to students involved in school and community leadership primarily as it relates to Student Council and council related activities. This class will focus on student involvement, problem solving, conducting a meeting, organizing and directing, and other aspects of leadership. These students may also be asked to work with Freshman Academic Prep Students. **This class is only open to 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders, requiring recommendation from the Student Activities Director.**

<b>T851</b>	<b>Academic Success Skills</b> (1 Semester)	<b>11, 12</b> .5 credit
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This class is designed to help students find success today and in the future. The overall goal of the class is to help students recover lost credit, and help students achieve success in their current classes. In addition to credit recovery and maintaining grades; students will be learning about various technology programs and different strategies for success, developing organization skills, and developing the necessary skills for success after high school.

<b>T154</b>	<b>Freshman Focus</b> (1 <sup>st</sup> Semester Only)	<b>9</b> .5 credit
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Freshman Focus is an elective class designed to assist entering freshmen with the transition to high school while providing academic support specifically in the area of reading. This course is designed to develop successful experiences in high school and specifically focus on the following topics: goal setting, time management, note-taking, test-taking, as well as problem solving, decision making and reading and writing skills. This class will allow new material to be presented while reinforcing material learned in the core curriculum. This class is not a study hour.

<b>T854</b>	<b>Academic Prep</b> (2 <sup>nd</sup> Semester Only)	<b>9, 10, 11, 12</b> .5 credit
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Academic Prep is an elective course designed to help students achieve success in high school. Students will be offered peer-to-peer academic assistance while also being offered the opportunity to foster independence and ownership of their own learning. The class will include some new instruction related to the topics of goal setting, time-management, note-taking, and test-taking.

<b>T951</b>	<b>Peer Connections</b> (1 Semester)	<b>11, 12</b> .5 credit
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The Peer Connections course supports students with disabilities who need help understanding social norms, rules and procedures of high school using mentor students as models for typical and appropriate social behaviors. Studies show students with disabilities benefit from observing and learning how peers interact. Students participate in various activities to promote the acquisition of healthy friendships, social skills, life skills and problem solving.

<b>T830</b>	<b>Computer Science Principles</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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This course is a stepping-stone along the STEM Pathway and it will follow 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 like app development and simulation.



<b>T831</b>	<b>Engineering Essentials (STEM Pathway)</b>	<b>9, 10, 11, 12</b>
	(1 Semester)	.5 credit

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.

at the end of the course which may be transferable to college credits.

## ART

### Philosophy of the Department

It is our belief that an understanding and appreciation of art is essential to the humanization of people functioning in a society that is impacted by rapidly changing technology and worldwide economic competition. Art provides today's children - tomorrow's leaders - with direction, insight, sensitivity, and the humanity necessary for our civilized society to survive. We believe that through visual arts we can develop aesthetically literate student communication and develop the capacity for making choices.

The use of a carefully designed arts curriculum that is both sequential and cumulative is essential. Within an arts class, in addition to engaging in arts activities, students will identify and apply principles for both producing and appreciating works of art. They will investigate objects and concepts that relate to our human and cultural heritage. They will have opportunities to write reports and critical essays about particular artists or works of art, or they may engage in discussions about art. As a result of this process, a foundation will be laid for a lifelong interest in art as professional artist, designer, art-related field, a leisure-time activity, or as a consumer.

Students specializing in specific mediums will be introduced to career choices applying the skills they are learning.

The content that is to be used for study stems from these four strands:

- **Production** - acquiring representation, interpretive & creative skills.
- **History** - studying works of art within their historical & cultural contexts.
- **Criticism** - acquiring abilities to identify, interpret & critically evaluate works of art.
- **Aesthetics** - investigating issues and questions concerned with the nature and values of art.

<b>T500</b>	<b>Foundations of Art</b>	<b>9, 10, 11, 12</b>
	(1 Semester)	.5 credit

This one semester course will introduce the student to a variety of media, skills and techniques. Students will have the opportunity to learn, explore and experiment with creative art. Elements and principles of design will be integrated into the student's investigation of drawing, painting, sculpture, and a variety of other media. Recommended first course in an Art sequence. A materials fee is required for this course.

<b>T501</b>	<b>Painting</b>	<b>9, 10, 11, 12</b>
	(1 Semester)	.5 credit

**Prerequisite: Foundations of Art is recommended.** This course offers experiences in painting media with emphasis on individual creativity, craftsmanship, unique concept, and originality. Color theory is introduced. The student will gain a working knowledge of color mixing, color schemes, color harmonies, and principles and elements of design. Specific techniques in watercolor and acrylic will be taught. Students will be given the opportunity to develop craftsmanship through a variety of assignments including still life, landscapes, and nature. Critical discussions and observation will take place regularly. **A materials fee is required for this course.**

<b>T503</b>	<b>Advanced Painting</b>	<b>9, 10, 11, 12</b>
	(1 Semester)	.5 credit

**Prerequisite: Painting and the completion of the previous sequence with a "C-" or better. \*\*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. This advanced class can be taken multiple times for additional credit each time. **A materials fee is required for this course.**



<b>T505</b>	<b>Drawing</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Foundations of Art is recommended.** Drawing presents ways to look, to really see, and to express what you see on paper. This course teaches “seeing skills” and the basic elements of drawing which are useful in learning to draw realistically. Basic drawing media are used, such as pencils, ink, markers, conte’ crayons and charcoal. Some of the projects covered include line, still life, portraits, shading, and perspective.

<b>T507</b>	<b>Advanced Drawing</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Drawing and the completion of the previous sequence with a “C-” or better. \*\*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 compositional 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.

<b>T516</b>	<b>Sculpting/Clay</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Foundations of Art is recommended.** This course is designed to introduce students to the three-dimensional form. Students will create artwork using clay and various other media. Hand building techniques will be studied and employed throughout the course. There will be an introduction to the potter’s wheel. Contributing to this studio experience will be an examination into the history of three-dimensional artwork as well as an introduction to art criticism and evaluation. Exhibition of advanced work will be encouraged. **A materials fee is requested for this course.**

<b>T518</b>	<b>Advanced Sculpting/Clay</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Sculpture and the completion of the previous sequence with a “C-” or better. \*\*This course may be taken multiple times for credit.** This course will build on the knowledge and skills learned in the beginning course. Students will learn more advanced techniques and be encouraged to develop and refine a personal style. There will be an emphasis on design, craftsmanship, and originality. Students will continue to develop their aesthetic judgment through group critique and the study of professional working artists. This advanced class

can be taken multiple times for additional credit each time. **A materials fee is requested for this course.**

<b>T521</b>	<b>Jewelry/Metals</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Foundations of Art is recommended.** This course is a hands-on class where students design and make adornment objects with a variety of materials. The elements and principles of design will be integrated in design and creation of original work. Projects include working wire, woods, and plastics; designing pieces from brass, copper, silver; setting stones; sculpting (small); and producing pieces which combine materials. The study of jewelry and metal artwork from the world’s cultures is part of this class. **A materials fee is requested for this course.**

<b>T523</b>	<b>Advanced Jewelry/Metals</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Jewelry/Metals and the completion of the previous sequence with a “C-” or better. \*\*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 including stone setting and lost wax casting. There will be an emphasis on design, craftsmanship and originality. Those who chose to use sterling silver, gems or other precious materials may do so at their own expense. This advanced class can be taken multiple times for additional credit each time. **A materials fee is requested for this course.**

<b>T538</b>	<b>Photography</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Foundations of Art is recommended. Students should have their own 35mm camera and a digital camera.** This course is an introduction to darkroom film and digital photography. Students will learn about cameras, enlargers, and other photographic darkroom equipment. Students will also be introduced to digital photography using Photoshop to explore the world of digital photography and photo editing. Students should expect to purchase film and photo paper for this course. **Students will need to purchase a Student Photo Kit.**



<b>T540</b>	<b>Advanced Photography</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Completion of the previous sequence with a "C-" or better. \*\***  
**This course may be taken multiple times for credit.** Students will be required to have their own 35mm film or digital camera. This course will provide for further advanced study in photography with the possibility of creating a portfolio of quality photographs for future employment, scholarship, or competition. Further experimental techniques will be taught, and exhibition of advanced work is encouraged. Students should expect to purchase film and photo paper for this course. This advanced class can be taken multiple times for additional credit each time. **A materials fee is requested for this course.**

<b>T549</b>	<b>Art Independent Study Program</b> (1 Semester)	<b>11, 12</b> .5 credit/sem
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#### **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 artwork 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.

#### **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 ½ 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.



## ASD PROGRAM

<b>1246/2246</b>	<b>Cooking Essentials</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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The focus of cooking essentials is to learn how to plan, shop for, and prepare food oneself, as well as to learn general independence in the kitchen. Students will be taught basics in how to prepare food from themselves in a safe and sanitary way. Students will learn to plan meals and how to shop for nutritious ingredients.

<b>1952/2952</b>	<b>Language Arts</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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This course consists of individualizing students' needs according to their level of functioning with the focus on improving grammar, word study, writing, reading (both self-selected and guided), and vocabulary as it relates to the general education curriculum and individual goals and objectives. The Essential Elements is the guideline for assessments and instruction, so each student's individual needs are met.

<b>1466/2466</b>	<b>Leisure and Recreation Activities</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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This course is designed for students who have disabilities that do not allow participation in a regular physical education program. This course allows students to participate successfully in a program that is geared to their capabilities and needs. Students will be allowed to pursue activities that are more suited to their interests within a framework that is safe and yet allows the students to develop an interest in sports that transcends their particular disability or challenge. This course is not designed for those students who may have temporary medical excuses that prohibit physical activity for a limited time. All students must have on file a medical waiver from physical education and a parental authorization to participate in this class.

<b>1953/2953</b>	<b>Math</b> (1 Year)	<b>9, 10, 11, 12</b> .5 credit
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This class consists of the fundamental mathematical concepts, such as algebra, geometry, statistics, and real-life mathematical situations, The Essential element curriculum is used to evaluate student's levels in the course and help meet each student's individual learning styles.

<b>1240/2240</b>	<b>Music</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit/sem
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This class is designed to give student a multisensory musical experience. Students will be exposed to basic music fundamentals such as rhythm, dance and song, as well as exposure to a variety of musical instruments. Emphasis will be placed on developing and strengthening gross motor skills, enhance mood, attention, and behavior to optimize the student's ability to learn and interact.

<b>1956/2956</b>	<b>Science</b> (1 Year)	<b>9, 10, 11, 12</b>
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This is an introductory course on Life Science and scientific methodology. The objectives are to impart knowledge of the basic life processes and the diversity of life. Skills are developed in the classroom, through classroom reading, and interesting labs that connect to real-life situations.

<b>1954/2954</b>	<b>Social Studies</b> (1 Year)	<b>9, 10, 11, 12</b>
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This is an introductory course on history, economics, civics, and geography. The objectives of this course are to impart knowledge in these four areas and to meaningfully connect to the students' lives. Skills are developed through a variety of mediums, including printed material, movie/videos, and use of the internet.

## BUSINESS

### Philosophy of the Department

All students need to have a general understanding of how the American economy operates and the role business plays in the economic well-being of this country. No student can function in today's society and escape the need for the life-long lessons that are taught in the business education curriculum. Business education has provided the direction and impetus for millions of students to work in corporations and small business or to start their own business ventures. All citizens must be able to participate in a globally competitive economy. Business education provides the necessary tools to become a valued and informed consumer in a dynamic world.



**Finance**

Students following the financial sequence will experience the practical applications required to achieve personal and business money management skills. Topics that will be included are taxation, payroll, budgeting, investments, and stocks, balancing books and compiling reports. Use of the computer will be an integral part of the financial process.

**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.

**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 in and out of the classroom. In our information

age, students must use technologies as a tool for managing information, for communication, for collaboration, and for problem solving with others in the global workplace.

Technology for 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 bio-related technology systems. Technology literacy implies a positive attitude about the use of technology and the application of technology based on ethical standards.

**CHS Courses**








Business Tech & Social Media Management  
Advanced Business Tech Management  
Managing Your Money  
Marketing 1, 2, 3, 4  
Sports Marketing

**Career Center Courses**

Animation & Web Design  
Computer Repair/Security  
Management Business Admin  
Fashion Merchandising  
Internet Engineering



MIDDLE SCHOOL	
7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Computer Technology (10 weeks)	Adv Computer Technology (1 semester)

HIGH SCHOOL					
Sequence	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Business Management &amp; Administration</b>  <i>Counts toward VPAA and Senior Math Credit</i>	Business Technology and Social Media Management				
		Adv Business Technology Management			
<b>Finance</b>  <i>Counts toward VPAA and Senior Math Credit</i>	Managing Your Money (1 semester only)				
<b>Marketing</b>  <i>Counts toward VPAA and Senior Math Credit</i>	Marketing I				
		Marketing 2			
			Marketing 3 & 4		
			Sports Marketing		



<b>T550</b>	<b>Marketing I</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 <sup>st</sup> Semester Only)	.5 credit

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 and business employment. Course has been approved for (.5) senior related math credit and (.5) VPAA, per semester.

<b>T551</b>	<b>Marketing 2</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(2 <sup>nd</sup> Semester Only)	.5 credit

Marketing 2 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 Marketing 2 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) VPAA, per semester.

<b>T552</b>	<b>Sports Marketing</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 Semester)	.5 credit

Sports 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 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) VPAA credit.

<b>1555/2555</b>	<b>Marketing 3 (School Store)</b>	<b>11, 12</b>
	(1 Year)	.5 credit/sem

**Prerequisite: Marketing 1 and Marketing 2 or Sports & Ent. Marketing.** 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.

<b>1556/2556</b>	<b>Marketing 4 (School Store)</b>	<b>11, 12</b>
	(1 Year)	.5 credit/sem

**Prerequisite: Marketing 3.** This course provides the opportunity for students to continue study in all aspects of business operation mentioned in Marketing 3 description. Additional topics include basic economics and finance along with the following topics in management: building employee morale, leadership, vendor relationships, orienting new employees, training, handling complaints, staff motivation, and manager/supervisor training. Students are responsible for daily operation of Churchill school store and special projects during the year. Opportunity for participation in DECA a national marketing student organization is available. Students serve as mentors for Marketing 3 students.

<b>T575</b>	<b>Managing Your Money</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 Semester)	.5 credit

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 appropriate areas. Course topics include:

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

Course has been approved for (.5) senior math credit.



<b>T594</b>	<b>Business Tech &amp; Social Media Management</b>	<b>9, 10, 11, 12</b>
	(1 Semester)	.5 credit

**Prerequisite: None.** Business Technology and Social Media Management is a class designed to teach students how to use technology as a business tool through the use of application software. Students will develop business management skills using Microsoft Office (Access, Excel, PowerPoint and Word). Students will be introduced to advanced features in Google Documents, Google Drive and Google Applications. Students will also learn various Social Media platforms such as Twitter, Instagram, Facebook and YouTube. Students will learn the proper etiquette and techniques expected when Social Media is being used in the business world. This class is taught in a computer lab where I-pads and Chromebooks are also available. Coursework is completed in class. Course has been approved for (.5) senior related math credit and (.5) VPAA credit, per semester.

<b>T591</b>	<b>Adv Business Technology Management</b>	<b>9, 10, 11, 12</b>
	(1 Semester)	.5 credit

**Prerequisite: Business Technology Management.** Advanced Business Technology Management is a project-based class that focuses on integrating business management and technology. Students will use technology to apply management concepts. Students will use advanced features of Microsoft Office (Word, Excel, Access, PowerPoint), Google Applications, Google Drive, Google Documents, and other online tools (Prezi, Moviemaker, Photo-editing, etc.). Business concepts covered using technology include: International Business, Business Planning, Human resource, Leadership, Law and Ethics, and Project Management. This class is taught in a computer lab and I-Pads and tablet technology is integrated throughout the course. Course work in completes in class. Course has been approved for (.5) senior related math credit and (.5) VPAA credit, per semester.

## CAPA – Creative & Performing Arts

In line with the State of Michigan’s Arts Education Curriculum Requirements, CAPA provides students with a rigorous program of studies that encompasses problem solving, critical thinking, teamwork, and creativity. The discipline-based CAPA curriculum is designed to provide a balanced educational experience with equal emphasis placed on theoretical- and application-based coursework. Students will receive their required 1.0 Visual, Performing, and Applied Arts credit after 2 semesters of a selected discipline.

Over a four-year period, students develop an in-depth knowledge of their art, as well as an impressive repertoire/portfolio. They are prepared to successfully pursue post-secondary education (university, college, conservatory, private studio), vocational and a vocational arts experience, and/or more creative approach to disciplines outside the arts.

### GENERAL ARTS CLASSES

<b>1767 /2767</b>	<b>Movement</b>	<b>9, 10, 11, 12</b>
	(1 Year)	.5 credit/sem

This class is an introductory dance class and no previous experience is required. This class focuses on proper body alignment, and maximum use of the body while performing. It aids the actor/singer in feeling comfortable in his/her body. Critical in performance, movement takes the performer into the realm of dance – introducing tap and musical theatre dance forms. **Required for theatre & vocal students and beginning dance. This class is open to all CHS students. One evening performance is required. CAPA audition is required to remain in CAPA classes beyond Movement.**

### DANCE

<b>1765/2765</b>	<b>Intermediate Dance Company</b>	<b>9, 10, 11, 12</b>
	(1 Year)	.5 credit/sem

**Prerequisite: Audition and acceptance into the CAPA dance program and consent of instructor.** The Intermediate Dance Company will offer instruction in multiple forms of dance technique including ballet, modern, and contemporary dance. Participation in this course will allow students to demonstrate increased technical proficiency and quality of interpretation through study and performance. Students training will emphasize stage presence, aesthetics, group



unit and ensemble awareness, as well as musicality. A comprehensive approach to choreography will be explored at this level. Dance vocabulary and dance history will be introduced and utilized throughout the course of study.

<b>1766/2766</b>	<b>Advanced Dance Company</b> (1 Year)	<b>10, 11, 12</b> .5 credit/sem
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**Prerequisite: Audition and acceptance into CAPA dance program and consent of instructor.** A completion of at least one semester in Intermediate Dance Company is required, unless a proficient technique is demonstrated, and instructor approval is granted. Advanced Dance Company is a continuation of Intermediate Dance Company. Instruction will be offered in multiple forms of dance technique including ballet, modern, and contemporary dance. Emphasis is placed on technical proficiency, aesthetics, ensemble awareness, and performance. Further study of dance history is explored. Students will demonstrate increased capabilities in dance composition and develop for the application and creation of production elements for dance performance. Dance history and movement vocabulary studies are continued. Class is conducted like a dance company. Students will be required to perform for a paneled jury.

## MUSIC

<b>1776/2776</b>	<b>Beginning CAPA Vocal</b> (1 Year)	<b>9, 10, 11, 12</b> .5 credit/sem
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Beginning CAPA vocal exposes the students to basic vocal technique. The class will concentrate on breath support, tone, range and diction. Students will sing a wide repertoire of music as a solo and in groups. Students will learn and utilize basic music theory and sight reading. After school performances are required.

<b>1778/2778</b>	<b>Intermediate CAPA Vocal</b> (1 Year)	<b>9, 10, 11, 12</b> .5 credit/sem
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Intermediate CAPA vocal will continue the study of vocal technique and pedagogy. Students will be expected to sing in foreign languages as well as a varied repertoire of music. Students will continue their study of music theory and sight reading. After school performances are required.

<b>1780/2780</b>	<b>Advanced CAPA Vocal</b> (1 Year)	<b>11, 12</b> .5 credit/sem
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Advanced CAPA Vocal students will continue the study of vocal technique and pedagogy. Students will prepare repertoire for auditions. Students will be

expected to sing in foreign languages as well as perform a varied repertoire. Outside performances are required. Students will be required to perform for a paneled jury.

## THEATRE

<b>1784/2784</b>	<b>Acting I</b> (1 Year)	<b>9</b> .5 credit/sem
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Acting I introduces CAPA students to the fundamentals of the acting process, with an introduction to the Stanislavski technique. There is a major emphasis placed on developing the skills and freedom necessary to react spontaneously and honestly moment to moment. In class work will include, but is not limited to, acting exercises, improvisations, ensemble building activities, monologues, and scenes. **This class is open to all incoming freshman. No audition or acting experience is required. CAPA audition is required to remain in CAPA classes beyond Acting I.**

<b>1786/2786</b>	<b>Acting II</b> (1 Year)	<b>10</b> .5 credit/sem
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**Prerequisite: Acting I** Acting II continues the study of basic acting technique (Stanislavski) and analytical skills. There is a major emphasis placed on developing the skills and freedom necessary to react spontaneously and honestly moment to moment. In class work will include, but is not limited to, acting exercises, improvisations, ensemble building activities, monologues, and scenes.

<b>1788/2788</b>	<b>Acting III</b> (1 year)	<b>11</b> .5 credit/sem
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**Prerequisite: Acting II** Acting III continues the study of the Stanislavski acting technique and analytical skills. Students may also be introduced to other acting techniques and philosophies including Adler, Meisner, and Strasberg. There is a major emphasis placed on developing the skills and freedom necessary to react spontaneously and honestly moment to moment. Students will begin studying and performing the works of Shakespeare. Audition prep and mock auditions will also be covered. Class work will include, but is not limited to, acting exercises, improvisations, ensemble building activities, monologues, and scenes.

<b>1789/2789</b>	<b>Special Studies in Acting</b> (1 Year)	<b>12</b> .5 credit/sem
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Special Studies in Acting is the highest-level acting course in CAPA. Students will



continue the study of the Stanislavski acting technique and analytical skills and may be introduced to other acting techniques and philosophies including Adler, Meisner, and Strasberg. There is a major emphasis placed on developing the skills and freedom necessary to react spontaneously and honestly moment to moment. Students will begin studying and performing works of Shakespeare. Audition prep and mock elections will also be covered. Class work will include, but is not limited to, acting exercises, improvisations, ensemble building activities, monologues, and scenes. Students also audition for and perform a 1 Act Play during second semester.

## CENTER PROGRAM

<b>1220/2220</b>	<b>Computer Skills</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit/sem
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Students will gain exposure to their Google Drives (which they can also access from home using Google Chrome). They will become familiar with Google Docs, Google Sheets, Google Drawings, and Google Slides. They will be able to incorporate these skills into other classes as well. Students will also learn how to use the Internet to locate important information such as the weather, the news, and other important information that will enhance their lives. An emphasis will be focused on using the computer for daily living skills.

<b>1237/2237</b>	<b>Consumer Math</b> (1 Semester)	<b>12</b> .5 credit
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Consumer Math is a consumer-based course that includes real-world examples and an emphasis on critical thinking skills to solve problems. Students will use mathematical applications that are found in everyday situations throughout the course. Topics include, but are not limited to, knowing and understanding the difference between “want” and “need,” making monetary decisions, earning money, budgeting, consumer shopping, time management, living on your own, banking, credit cards/debit cards, and protecting your money (scam awareness).

<b>1210/2210</b>	<b>English Language Arts</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit/sem
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This course is designed around the Essential Elements Curriculum (special education modification for the Common Core Standards). Students will be instructed in language, reading, writing and speaking and listening. The course is designed to expose students to adapted literature, informational text and develop student’s writing skills.

<b>1227/2227</b>	<b>Health &amp; Wellness</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit/sem
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Health and Wellness establishes knowledge and skills to help students adopt and maintain healthy behaviors. This course introduces health concepts and resources available to help students make healthy decisions throughout their lifetimes. This course focuses on but is not limited to the following topics: Nutrition and Physical Activity; Alcohol, Tobacco, and Other Drug Prevention; Social and Emotional Health; Personal Health and Wellness; and Family Life and Sexual Health (F.L.A.S.H. Curriculum). Students will build this health knowledge base through texts, workbooks, hands on projects, and current health articles. The emphasis of this course is placed on relating health concepts to daily living experiences.

<b>1466/2466</b>	<b>Leisure and Recreation Activities</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit/sem
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This course is designed for students who have disabilities that do not allow participation in a regular physical education program. This course allows students to participate successfully in a program that is geared to their capabilities and needs. Students will be allowed to pursue activities that are more suited to their interests within a framework that is safe and yet allows the students to develop an interest in sports that transcends their particular disability or challenge. This course is not designed for those students who may have temporary medical excuses that prohibit physical activity for a limited time. All students must have on file a medical waiver from physical education and a parental authorization to participate in this class.

<b>1232/2232</b>	<b>Life’s Transitions</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit/sem
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This course is designed to provide movement from education to post-secondary education, vocational training, employment continuity, personal management, self-advocacy skills, and independent living. The curriculum is a series of functional areas, which focuses on direct teaching in specific topic areas.

<b>1215/2215</b>	<b>Math</b> (1 Year)	<b>9, 10, 11, 12</b> .5 credit/sem
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This course addresses the mathematical concepts, operations, and applications of the Michigan Essential Elements. Topics that will be addressed will include:

- Numbers and Quantity: the complex number system



- Algebra; seeing structure in equations, creating expressions, and reasoning with equations and inequalities
- Functions; interpreting functions and building functions
- Geometry, congruence, geometric properties with equations, and geometric measurement
- Statistic and Probability; interpreting categorical and quantitative

Emphasis is placed upon the relationship between coursework and real world, daily living situations.

<b>1240/2240</b>	<b>Music</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit/sem
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This class is designed to give student a multisensory musical experience. Students will be exposed to basic music fundamentals such as rhythm, dance and song, as well as exposure to a variety of musical instruments. Emphasis will be placed on developing and strengthening gross motor skills, enhance mood, attention, and behavior to optimize the student's ability to learn and interact.

<b>1244/2244</b>	<b>Science Explorations</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit/sem
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This class will cover concepts in the areas like science, earth science, physical science, chemistry and health science. There will be an emphasis on the Essential Elements in the areas of reading, writing, and speaking/listening. This course will also encompass collaboration of information and ideas, and applying knowledge to current real-life situations. This course will include projects, oral presentations, hands-on experiments, and technological applications.

<b>1239/2239</b>	<b>Social Studies for Transition</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit/sem
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This course will cover concepts in history, civics, geography, economics and current events. There will be an emphasis on the Essential Elements in the areas of reading, writing, and speaking/listening. This course will also encompass collaboration of information and ideas, and applying knowledge to current real-life situations. This course will include projects, oral presentations, and technological applications.

## English as a Second Language

<b>1288/2288</b>	<b>English Foundations</b> (1 Year)	<b>9, 10, 11, 12</b> .5 credit/sem
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Open to multilingual students who have been in the United States for one year or less and score a 2.9 or lower on the WIDA Access or WIDA Screener, this course is an Intensive English for Academic Purposes Program. Utilizing face-to-face teaching supplemented with online-based learning and practice, students will receive instruction in all language skill areas: Listening, Speaking, Reading, and Writing. Emphasis is placed on the skills and vocabulary necessary for success in middle and high school content area classes.

## Family & Consumer Sciences

### Philosophy of the Department

An effective Family and Consumer Sciences program will promote the growth of a responsible individual. We believe the Family & Consumer Science program will encourage and support the quality, growth and stability of the individual. This growth will promote a communicative person with both inter-and intra-personal abilities and with organizational and cooperative skills necessary to function in our diverse society. The Family and Consumer Sciences curriculum will assist individuals in attaining their maximum potential through the development of essential living skills. Students will:

- Develop an understanding of themselves & their relationships with others
- Explore the complexity of parenting skills and child development
- Implement coping and stress management techniques
- Learn problem solving and conflict resolution skills
- Practice consumer skills
- Become informed decision-makers
- Adopt healthy lifestyles



### Recommended Courses by Level

All courses are open to both male and female students.

600	Child Development	(1 <sup>st</sup> semester)	10	11	12
601	Parenting	(2 <sup>nd</sup> semester)	10	11	12
602	Early Childhood Careers	(1 year)		11	12
610	Foods & Nutrition I	(1 semester)	9	10	11 12
611	Foods & Nutrition II	(1 semester)	9	10	11 12
620	Skills for Living	(1 semester)	10	11	12
617	Interior Design	(1 semester)	9	10	11 12

<b>T600</b>	<b>Child Development</b>	<b>10, 11, 12</b>
	(1 <sup>st</sup> Semester Only)	.5 credit

This course covers the theories of child development and the developmental sequences of children from conception through the first year of life. Emphasis is placed on sequences of physical, social, emotional, cognitive and language development; as well as, learning to provide appropriate experiences for the young child. 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.

<b>T601</b>	<b>Parenting</b>	<b>10, 11, 12</b>
	(2 <sup>nd</sup> Semester Only)	.5 credit

Parenting is a one semester course in which young men and women learn skills for being an effective parent in the 21st century. Upon completion of this course, the student will become aware of the rewards and responsibilities of parenting, compare different styles of parenting, identify how parenting is affected by society and other outside influences and discuss the major theories in child development. Students will have an opportunity to participate in a baby simulation experience. The student will also acquire skills in planning and directing activities for children and be given the opportunity to plan, conduct and evaluate a day in the Churchill Preschool. Student must earn a grade of C or better all semesters to earn college credit. **Child Development (T600) and Parenting (T601) together allow students to articulate with colleges for course credit.**

<b>1602/2602</b>	<b>Early Childhood Professional</b>	<b>11, 12</b>
	(1 Year)	1.0 credit

**Prerequisite:** Child Development or Parenting. This is a program designed to

meet individual interests in careers where knowledge of child growth development and firsthand experience with children are applied. Upon successful completion of the course, students are given a competency certificate which will assist them in obtaining employment. This program also articulates with Schoolcraft College, Henry Ford Community College, and Ferris State University. Student must earn a grade of B+ or better all semesters to earn college credit. If the students meet the requirements of this course they will receive college credit toward the Early Childhood programs at either school. This class is an excellent opportunity for the student who is interested in pursuing a career that deals with children including, but not limited to, Elementary education, childcare worker, teacher aide, home daycare operator, community recreation worker, child advocate, and paraprofessional. Students are required to have FIA clearance prior to working with the preschool age children. No students with prior felony convictions or child related crimes will be admitted into the program. This course may be repeated for credit with instructor approval.

<b>T610</b>	<b>Foods &amp; Nutrition I</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 Semester)	.5 credit

This is an activity-centered class in which students learn to do basic baking and cooking. Students will learn to read, understand & follow recipes. Safety and sanitation practices and food preparation techniques are covered. Choose My Plate, healthy eating habits, and nutrition are units of study. This is a great class for students who want to be self-sufficient in the kitchen. Students will learn to make homemade breads, pizza, pie, and a variety of additional foods. This class meets the VPAA requirement. **Foods is a one-year career/technical program composed of two semesters of preparation.**

<b>T611</b>	<b>Foods &amp; Nutrition II</b>	<b>9, 10, 11, 12</b>
Prerequisite: Foods I	(1 Semester)	.5 credit

This class takes the skills learned in Foods 1 and builds on them to develop an experienced home cook. In this class, students will work with cake preparation and decoration, herbs and spices, soups and sauces, and menu planning. Seasonal foods and advanced food preparation are featured. Students will learn to make soups, chili, breakfast foods, cakes and a variety of additional foods. This class meets the VPAA requirement. **Foods is a one-year career/technical program composed of two semesters of preparation.**



<b>T617</b>	<b>Interior Design</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 <sup>st</sup> Semester Only)	.5 credit

Interior Design will focus on how to apply principles and elements of design to interior living spaces. An architectural history of housing and furniture and their design impact is also examined. Emphasis is placed on the way a home can express and enrich the lifestyle of family members. This is an activity-based class where students complete a variety of design projects. This class meets the VPA requirement.

<b>T620</b>	<b>Skills for Living</b>	<b>10, 11, 12</b>
Prerequisite: None	(1 semester)	.5 credit

In this course, importance is placed on the individual and their relationships with others. Discussion focuses on issues relevant to teens in today's world, how to set goals, and how to manage their family and interpersonal relationships. Emphasis is also placed on learning about changing family dynamics in the 21st century. Students will also learn skills that they will find useful when they move out on their own or go away to college. Coursework will center on communication skills, money management, job and college planning, automotive and housing decisions, healthy lifestyles maintenance, and other pertinent topics.

## Health & 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.

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

### Physical Education Participation 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.
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### 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:

- 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.
- 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.
- 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.



<b>T464</b>	<b>Personal Fitness</b> (1 Semester)	<b>9</b> .5 credit
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**Note: Personal Fitness is a graduation requirement. It is recommended that the student take this course in the 9<sup>th</sup> grade.** 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, Bands/Tubes/Balls, Aerobic activities 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. Also available as a 7<sup>th</sup> hour / Course #T492 – 1<sup>st</sup> Semester only.

<b>T467</b>	<b>Whole-Self Fitness</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Personal Fitness.** This course is designed for the student who would like to explore gentle, noncompetitive forms of exercise. Emphasis will be placed on: Yoga, Pilates, Fit balls, and Stretching.

<b>T468</b>	<b>Health</b> (1 Semester)	<b>10</b> .5 credit
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**Note: Health is a graduation requirement. It is recommended that the student take this course in the 10<sup>th</sup> grade.** This one-semester course will enable students to become better-informed regarding decisions about the care and maintenance of their personal health. Students will learn about the following topics:

- Nutrition & physical activity
- Alcohol, tobacco & other drugs
- Social & emotional health
- Personal wellness & health

A unit on human sexuality and reproduction will 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. Also available as a 7<sup>th</sup> hour / Course #T491 – 2<sup>nd</sup> Semester only.

<b>T469</b>	<b>Sports Officiating</b> (1 Semester)	<b>10, 11, 12</b> .5 credit
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**Prerequisite: Personal Fitness.** This course will provide the knowledge and experience necessary to officiate in physical education classes, intramurals, and interscholastically. It includes the fundamental skills of officiating, as well as the rules and mechanics of various sports. Upon completion of the course, the student should be able to demonstrate knowledge in officiating techniques of a variety of sports, including basketball, football, baseball, volleyball and soccer.

<b>T470</b>	<b>Team Sports</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Personal Fitness.** This class will allow the student the opportunity to improve his or her skills, maintain an appropriate level of fitness, and develop stress-reduction techniques through the enjoyment and pleasure received by participating in the following sports: volleyball, softball, basketball, soccer, team handball, tennis and floor hockey.

<b>T472</b>	<b>Weight Training</b> (1 Semester)	<b>9, 10, 11, 12</b> .5 credit
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**Prerequisite: Personal Fitness.** Once the student completes the pre-lifting phase, he/she is guided through a program of exercise including upper body, lower body and abdominal exercises. The instructor reviews each exercise 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 him/her. A student may train for, but are not limited to, specific activities or sports such as hockey, football, basketball, volleyball, baseball, wrestling, soccer, and track and field. A general lifting program is also available for the person seeking total fitness. Student’s progress



is monitored regularly, and adjustments are made when necessary.

<b>T477</b>	<b>Gymnastics</b> (1 <sup>st</sup> Semester Only)	<b>10, 11, 12</b> .5 credit
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**Prerequisite: Personal Fitness.** This course is a basic level gymnastics course designed for those students who want to learn and/or improve their skills in tumbling and apparatus activities. Students will participate in the vault, uneven bars, beam and floor exercise. Students will put together their own routines in various areas of interest.

<b>T479</b>	<b>Sports Strategies and Conditioning</b> (1 Semester)	<b>10, 11, 12</b> .5 credit
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**Prerequisite: Personal Fitness.** Students will participate in various activities, which will work to develop the different energy and muscle systems of the body. This course is designed to allow students to incorporate sport specific training regimens into the class. The class will also include hands-on skill development, conditioning, weight training, and classroom work to develop knowledge of the sport. The focus will be on football, basketball, baseball/softball, volleyball and track.

<b>T480</b>	<b>Independent Study – Physical Education</b> (1 Semester)	<b>11, 12</b> .5 credit
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**Prerequisite: Successful completion of Personal Fitness and Health. Only those students who have an interest in pursuing a career in physical education should be involved.** Students should possess an above average skill level in most activities.

Each student will be assigned research work on a team sport and an individual sport and will have some choice depending on the program of the teacher who will supervise this study. The research work will then assist the student in the presentation of material to class in a teaching situation. Specifically, the following will be included in research and presentation:

1. General and specific objectives of what is to be accomplished
2. Methods and procedures – how item No. 1 will be achieved
3. Evaluation – or teaching experience plus skills and knowledge obtained by the class for evaluation

## 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, engineering, and manufacturing technology and technical co-op are available.

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. Many courses count toward 1.0 credit of Visual, Performing, and Applied Arts graduation requirement. See course descriptions for details.

## ARCHITECTURAL, ENGINEERING AND MANUFACTURING TECHNOLOGY CAREER PATHWAY

<b>Architectural Technology</b> <b>Core Courses</b>	Intro Drafting/CAD
<b>Engineering Technology</b> <b>Core Courses</b>	Intro Drafting/CAD Applied Technology Lab Engineering Essentials * Engineering Design (1 year)
<b>Manufacturing Technology</b> <b>Core Courses</b>	Applied Technology Lab Intro Drafting/CAD * <i>Career Technical Center course</i>

## AUTOMOTIVE TECHNOLOGY CAREER PATHWAY

<b>Recommended Prerequisites</b> <b>Core Courses</b>	Small Engines * Automotive Technology 1 (1 year) * Automotive Technology 2 (1 year)
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## CONSTRUCTION TECHNOLOGY CAREER PATHWAY

<b>Recommended Prerequisites</b>	Intro Drafting/CAD
<b>Core Courses</b>	Intro Woods
	* Construction Trades 1 (1 year)
	* Construction Trades 2 (1 year)
	* <i>Career Technical Center course</i>

## ARCHITECTURAL, ENGINEERING AND MANUFACTURING TECHNOLOGY

<b>T634</b>	<b>Introduction to Drafting/CAD</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 Semester)	.5 credit

Counts toward 1.0 credit of Visual, Performing, or Applied Arts graduation requirement. 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.

### **0942/2944 Engineering Design 1 & Engineering Design 2**

(See Livonia Career Technical Center Section)

## AUTOMOTIVE TECHNOLOGY

<b>T660</b>	<b>Small Engine Service</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 Semester)	.5 credit

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, troubleshooting, and testing will be emphasized.

### **0936/2937 Auto Technology 1 & Auto Technology 2**

(See Livonia Career Technical Center Section)

## CONSTRUCTION TECHNOLOGY

<b>T652</b>	<b>Intro to Woods</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 Semester)	.5 credit

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

### **Construction Trades 1 & Construction Trades 2**

(See Livonia Career Technical Center Section)

## 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, viewing, presenting, thinking, technology, and life applications 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.

### 9<sup>th</sup> GRADE

Ninth grade students are required to take one of the two-semester Language Arts 9 courses in order to meet the high school graduation requirements.

**ONLINE** – In the Language Arts required course student will receive a minimum of 1 hour per semester in a structured online learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.



<b>1101/2101</b>	<b>Language Arts 9</b>	<b>9</b>
COLLEGE	(1 Year)	.5 credit/sem

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. Ninth graders will read and analyze informational and literary texts through the lens of 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.

<b>1102/2102</b>	<b>Accelerated Language Arts 9</b>	<b>9</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite: 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.

## 10<sup>th</sup> GRADE

Tenth grade students are required to take one of the two-semester Language Arts 10 courses in order to meet the high school graduation requirements.

**ONLINE** – In the Language Arts required course student will receive a minimum of 1 hour per semester in a structured online learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.

<b>1108/2108</b>	<b>Language Arts 10</b>	<b>10</b>
COLLEGE	(1 Year)	.5 credit/sem

Through an integrated approach to English Language Arts, this two-semester will explore universal themes and essential questions through reading, writing, speaking, and listening. Tenth graders will read and analyze informational and literary texts, participate in collaborative dialog 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.

<b>1105/2105</b>	<b>Accelerated Language Arts 10</b>	<b>10</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite: 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.

## 11<sup>th</sup> GRADE

Eleventh grade students are required to take one composition and one literature course in order to meet the high school graduation requirements.

**ONLINE** – In the Language Arts required course student will receive a minimum of 1 hour per semester in a structured online learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.

<b>1114/2114</b>	<b>Language Arts 11</b>	<b>11</b>
COLLEGE	(1 Year)	.5 credit/sem

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 argument related to the essential questions. The 11<sup>th</sup> grade curriculum has a strong focus on American Literature and analytical writing. This course is aligned to Michigan's ELA Standards.

<b>1106/2106</b>	<b>Accelerated Language Arts 11</b>	<b>11</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite: Successful completion of Accelerated Language Arts 10 with a grade of C or better.** This two-semester course is based on the same standards as English Language Arts 11. Acceleration is offered through more challenging texts and a faster pace. Outside reading is required of this course. Students must have a semester grade of "C" average to continue in the accelerated English Language Arts program.



## 12<sup>th</sup> GRADE

Twelfth grade students are required to take two semesters of senior level ELA courses in order to meet the high school graduation requirements.

**ONLINE** – In the Language Arts required course student will receive a minimum of 1 hour per semester in a structured online learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.

<b>1115/2115</b>	<b>Language Arts 12</b>	<b>12</b>
	(1 Year)	.5 credit/sem

Through an integrated approach to English Language Arts, this two-semester class will explore universal themes and essential questions through reading, writing, speaking, and listening. Twelfth graders will read and analyze informational 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 12<sup>th</sup> grade curriculum has a strong focus on British Literature and analytical writing. This course is aligned to Michigan's ELA Standards.

<b>1195</b>	<b>Humanities I</b>	<b>12</b>
	(1 <sup>st</sup> Semester Only)	.5 credit

This 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 second semester and together these courses count for ELA 12.

<b>2195</b>	<b>Humanities II</b>	<b>12</b>
	(2 <sup>nd</sup> Semester Only)	.5 credit

This 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 a requirement.

<b>1107/2107</b>	<b>AP Literature &amp; Composition</b>	<b>12</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite: Successful completion of Accelerated Language Arts 11 with a grade of C or better.** 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.

<b>1446/2446</b>	<b>Acc Humanities – Western Civilization</b>	<b>12</b>
ACCELERATED	(1 Year / 2 Hour Block)	1.0 credit/sem

**Prerequisite: Recommended for average or above average readers.** This two-semester course examines Western European civilization through a number of academic perspectives such as history, literature, art, music, and philosophy. The approach is chronological beginning with ancient times and ending with the modern era. The course is set up in a two-hour block which consists of European history, literature, art history, and music. This is a one-year course. Any senior wishing to take the course is welcome to enroll. Credit for high school graduation will be divided into two categories: one (1) 12th grade English Language Arts credit, and one (1) Social Studies Humanities credit. This course may also be used to meet the Visual, Performing, and Applied Arts requirement. Three Advanced Placement exams will be made available to students upon completion of this course in the areas of European History, Literature and Composition, and Art History. Credit for college courses is granted by each individual university based on scores from the Advanced Placement exams.

## LANGUAGE ARTS ELECTIVES

<b>T116</b>	<b>Creative Writing</b>	<b>10, 11, 12</b>
	(1 <sup>st</sup> Semester Only)	.5 credit

**Prerequisite: None.** In Creative Writing students compose original writings in several literary forms such as lyric and narrative poems, vignettes, sketches, and short stories. Students will explore and create works of both fiction and non-fiction. Attention will be given to clear and effective expression and useful, specific literary devices. Reading as well as keeping a journal or notebook of ideas as sources for written expression may be required.



<b>T138</b>	<b>Mythology</b> (2 <sup>nd</sup> Semester Only)	<b>10, 11, 12</b> .5 credit
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**Prerequisite: None.** Mythology will provide students with opportunities to read, understand, and enjoy myths, fables, legends, and epics that man has told through the ages to explain his origins, his relationship to the cosmos, and his relationship to his fellow man. Emphasis will be placed upon mythologies and their influence upon the arts and literature of western civilization. Supplemental reading, slides, movies, and writing assignments will be utilized.

<b>1194/2194</b>	<b>Yearbook</b> (1 Year)	<b>11, 12</b> .5 credit/sem
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Involvement in the Yearbook is a challenging experience in photojournalism 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. This course may be used to fulfill the Visual, Performing, and Applied Arts requirement.

<b>T199</b>	<b>Independent Study - English</b> (1 Semester)	<b>11, 12</b> .5 credit
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**Prerequisite: By special permission only.** 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 student's parents.

## LIBRARY MEDIA CENTER

### Philosophy of the Department

The school Library Media Center is a service agency designed to provide both students and staff with resources that support the curriculum, satisfy individual information needs, and encourage reading. The LMC offers a learning experience, which is not a part of regular academic courses.

Because of the increasing complexity of information retrieval in the LMC, the

training and skills demanded of LMC students become more complex each semester. Students will be required to carry out routine procedures and to develop patron service skills. These students must also be able to locate material through the use of indexes, databases, the OPAC, and specialized reference tools, both in print and on-line. With the increased number of classes using the LMC within a given period, students assigned to the LMC must have the ability to work independently on assigned projects in a busy environment.

<b>T728</b>	<b>Library Media Class</b> (1 Semester)	<b>11, 12</b> .5 credit/sem
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Library Media Class is an opportunity for the student to learn communication and informational skills in the library media center. Students will gain experience which involves the organization, function, materials, routines, and informational decision-making strategies necessary to access, evaluate, utilize, and publish information. Students will work under the close supervision of the library media specialist and will gain lifelong skills. **Students must receive approval from the media specialist to schedule.**

## MATHEMATICS

**ONLINE** – In the Mathematics required course student will receive a minimum of 1 hour per semester in a structured online learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.

### MATH DROP-IN SUPPORT

Churchill High School offers additional math support provided by Churchill math teachers for students in all grade levels. Students do not register for this course; it is available to all students during their lunch hours as needed. Math support is primarily aimed at Algebra 1, Geometry and Algebra 2 students needing additional assistance; however, assistance is available for students in any math course.

<b>1323/2323</b> GENERAL	<b>Algebra Lab</b> (1 Year)	<b>9</b> .5 credit/sem
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**Prerequisite: Recommendation from the middle school and high school Mathematics Department Chair approval.** This course is designed for students who enter high school one year or more below grade level. It will provide high school students with the foundation necessary for success in future courses in



Algebra and Geometry. Units of student ratio and proportion, linear equations and inequalities, right triangles, two-dimensional figures, and probability and statistics.

<b>1322/2322</b>	<b>Algebra I</b>	<b>9</b>
COLLEGE	(1 Year)	.5 credit/sem

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.

<b>1324/2324</b>	<b>Geometry</b>	<b>10</b>
COLLEGE	(1 Year)	.5 credit/sem

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.

<b>1331/2331</b>	<b>Accelerated Geometry</b>	<b>10</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite: Algebra 1 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.

<b>1326/2326</b>	<b>Algebra 2</b>	<b>11</b>
COLLEGE	(1 Year)	.5 credit/sem

**Prerequisite: Successful completion of Geometry and Algebra 1.** 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.

<b>1327/2327</b>	<b>Algebra 2B</b>	<b>11</b>
GENERAL	(1 Year)	.5 credit/sem

**Prerequisite: Mathematics Department Chair approval.** The course continues to develop the algebraic thinking and skills begun in Algebra 1B. Students will study the definitions, representations, and attributes of families of functions including exponential, polynomial, and logarithmic; systems of equations and inequalities; real and complex numbers; sequences and series; and data and collection at a basic level. Students will use algebraic thinking to model and solve real world problems.

<b>1321/2321</b>	<b>Accelerated Algebra 2</b>	<b>11</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite: 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 number systems of equations and inequalities, sequences and series, conic sections, and data collection and analysis.

<b>1328/2328</b>	<b>Pre-Calculus with Trigonometry</b>	<b>12</b>
COLLEGE	(1 Year)	.5 credit/sem

**Prerequisite: Geometry and Algebra 2 (preferred grade C or better)** 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.

<b>1334/2334</b>	<b>Accelerated Pre-Calculus w/ Trigonometry</b>	<b>12</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite: Accelerated Algebra 2 (preferred grade 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)



<b>1336/2336</b>	<b>AP Calculus AB</b>	<b>12</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite:** Accelerated Pre-Calculus (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.

## Mathematics Electives

**NOTE – Elective mathematics courses may not fulfill high school mathematics graduation requirements.**

<b>1345/2345</b>	<b>Trigonometric Explorations</b>	<b>11, 12</b>
	(1 Semester or 1 Year)	.5 credit/sem

**Prerequisite:** Algebra 2 (grade C or below) or Algebra 2B (preferred grade B or better) or teacher recommendation. Seniors may enroll in this course for one semester, either first or second, or for the entire year. During the first semester, this course reviews and builds on the topics taught in Algebra 2 including the families of functions, complex numbers, conic sections, and sequences and series. The second semester introduces students to a variety of basic trigonometric topics such as trigonometric functions, graphs, and identities.

<b>1344/2344</b>	<b>Financial Literacy</b>	<b>12</b>
	(1 Semester or 1 Year)	.5 credit/sem

**Prerequisite:** Senior status. Seniors may enroll in this course for one semester, either first or second, or for the entire year. Students who are not seniors must get departmental approval to enroll in this course. This 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.

<b>1358/2358</b>	<b>AP Statistics</b>	<b>11, 12</b>
	(1 Year)	.5 credit/sem

**Prerequisite:** 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-base 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.

## MSC – Math/Science/Computer

### An Alternative Concept

The District provides an alternative program that offers the opportunity for students to experience an appropriately accelerated, integrated program in math, science, and computer science. Students enter this program only by invitation. Therefore, interested students need to contact the MSC Facilitator. The curriculum of MSC is specifically designed for the academically talented student. The content is taught at a faster pace and in greater depth. The Advanced Placement (AP) Program gives students the opportunity to pursue college-level studies while in high school and to receive advanced placement and/or course credit upon entering college.

### 9<sup>th</sup> GRADE

<b>1301/2301</b>	<b>MSC Accelerated Algebra 2</b>	<b>9</b>
	(1 Year)	.5 credit/sem

This course studies the traditional Algebra 2 topics with emphasis placed on innovative solution processes and problem-solving techniques.

<b>1316/2316</b>	<b>MSC AP Computer Science Principles</b>	<b>9</b>
	(1 Year)	.5 credit/sem

This is a two-semester course which introduces students to the foundations of computer science with a focus on how computing powers the world.



<b>1309/2309</b>	<b>MSC Chemistry</b>	<b>9</b>
	(1 Year)	.5 credit/sem

This course is a two-semester overview of the college preparatory Chemistry class. Laboratory experiences are an integral part of this course.

## 10<sup>th</sup> GRADE

<b>T302</b>	<b>MSC Accelerated Geometry</b>	<b>10</b>
	(1 Semester)	.5 credit

This is a one-semester course which studies the topics normally covered in two semesters of Plane Geometry. Students who have previously completed Geometry may choose a course outside the MSC curriculum.

<b>1303/2303</b>	<b>MSC Accelerated Analysis</b>	<b>10</b>
	(1 Year)	.5 credit/sem

This is a two-semester course covering topics in Trigonometry, Pre-Calculus, and beginning topics in Calculus.

<b>T310</b>	<b>MSC Biology</b>	<b>10</b>
	(1 Semester)	.5 credit

This is a one-semester course which studies the interrelationships of living things. It is the beginning of a three-semester sequence which continues in MSC AP Biology. Emphasis will be placed on biochemistry, cellular anatomy, and physiology.

<b>1311/2311</b>	<b>MSC AP Computer Science A</b>	<b>10</b>
	(1 Year)	.5 credit/sem

This two-semester course is an introduction to college-level computer science course work. Students will learn well-known algorithms and data structures, develop and select appropriate algorithms and data structures to solve problems, and code fluently in a well-structured fashion using an accepted high-level language. This course fulfills the Visual, Performing, and Applied Arts credit required for graduation.

## 11<sup>th</sup> GRADE

<b>1304/2304</b>	<b>MSC AP Calculus BC</b>	<b>11</b>
	(1 Year)	.5 credit/sem

This is an intensive full-year course in the calculus of functions of a single variable. Topics covered include a thorough study of derivatives and integrals and their applications, a study of convergent and divergent series, elementary differential equations, and the calculus of parametric & polar curves.

<b>1312/2312</b>	<b>MSC AP Physics C: Mechanics</b>	<b>11</b>
	(1 Year)	.5 credit/sem

This two-semester course follows the Advanced Placement guidelines. Students will apply geometric, algebraic, trigonometric, and simple calculus skills to solve classic physics problems. Topics covered include kinematics, force, momentum, energy, rotation, and simple harmonic motion. Laboratory experiences are an integral part of this course.

<b>1315/2315</b>	<b>MSC AP Biology</b>	<b>11</b>
	(1 Year)	.5 credit/sem

This course is designed to be the equivalent of a college introductory biology course taken by first-year biology majors. The three domains of living things are compared on a molecular, anatomical, and physiological basis. Topics covered include biochemistry, energetics, genetics, biotechnology, classification, and the connections between living organism, evolution, artificial selection, and ecology.

## 12<sup>th</sup> GRADE

<b>1307/2308</b>	<b>MSC Advanced Topics in Mathematics</b>	<b>12</b>
	(1 Year)	.5 credit/sem

This is a two-semester course consisting of statistics, discrete mathematics topics and an introduction to three-dimensional calculus. The statistics part of the course will follow the Advanced Placement guidelines to prepare students to take the AP Statistics exam.



<b>1313/2313</b>	<b>MSC AP Chemistry</b> (1 Year)	<b>12</b> .5 credit/sem
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This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics will be presented in considerable depth. Laboratory experiences are an integral part of this course.

<b>1314/2314</b>	<b>MSC AP Physics C: Electricity and Magnetism</b> (1 Year)	<b>12</b> .5 credit/sem
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This two-semester course follows the Advanced Placement guidelines. Topics to be covered in depth include mechanics, electricity, magnetism, optics, and wave mechanics. Emphasis will be placed on the use of calculus to solve challenging problems in the laboratory and at home.

## 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

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

<b>1734/2734</b>	<b>Symphony Band</b> (1 Year)	<b>9, 10, 11, 12</b> .5 credit/sem
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**Prerequisite:** The Symphony Band is open to all 10th, 11th, and 12th graders who have been previously enrolled in a band class in middle school or high school. Some 9<sup>th</sup> graders may be moved to Symphony Band when appropriate. Students that play a band instrument but did not participate in band class must audition prior to enrolling in this class. No audition is necessary for students currently enrolled in band. The Symphony Band will perform challenging music for concerts and other school functions. Continued development of musicianship and literacy will be included in this course.

<b>1735/2735</b>	<b>Wind Ensemble</b> (1 Year)	<b>9, 10, 11, 12</b> .5 credit/sem
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**Prerequisite:** The Wind Ensemble is an ensemble of students (9th-12th) with exceptional musical ability which is determined through a special audition given by the director. The Wind Ensemble will perform the best of the band literature at concerts and other school functions. This band will compete at Festival and participate in any instrumental music tours scheduled. Included in this course will be advanced musicianship, literacy and music theory.

<b>1736/2736</b>	<b>Chamber Orchestra</b> (1 Year)	<b>9, 10, 11, 12</b> .5 credit/sem
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**Prerequisite:** Chamber Orchestra is open to students who have had previous training and possess acceptable performing skills on violin, viola, cello, and double bass. The objective of the orchestra is to provide school musicians with the opportunity to perform symphonic orchestra literature which will enhance their knowledge and musical skills. This course is available to all qualified high school students and is offered at each high school.

<b>T796</b>	<b>Theater Tech</b> (1 Semester or 1 Year)	<b>9, 10, 11, 12</b> .5 credit/sem
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The course focuses on beginning stage craft techniques that are the foundation of technical theatre. This class will cover a wide range of theatre-related topics, including, but not limited to: production team roles and responsibilities, theatre history, state types, areas of the stage, script analysis, theatre and scene shop safety, use and operation of the counterweight (fly) system, technical aspects and basic operation of lighting and sound technology, scenic painting, set construction, costume design, props, and makeup.

## Science

### Philosophy of the Department

Science education is the link between science and society. Its ultimate goal is to develop a scientifically literate citizen who will use and understand the impact, knowledge, and process of science. 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.

## 9<sup>th</sup> GRADE

Ninth grade students are required to take one of the two-semester Biology courses in order to meet the high school graduation requirements.

**ONLINE** – In the Science required course, student will receive a minimum of 1 hour per semester in a structured on-line learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.

<b>1365/2365</b>	<b>Biology</b>	<b>9</b>
COLLEGE	(1 Year)	.5 credit/sem

**Prerequisite: 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, construction explanations, and engaging in arguments from evidence. The course provides a foundation for all future science course selections.

<b>1366/2366</b>	<b>Advanced Biology</b>	<b>9</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite: 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 student 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. The course provides a

foundation for all future science course selections such as advanced chemistry and physics, and Advanced Placement Courses.

## 10<sup>th</sup> GRADE

Tenth grade students are required to take a two-semester Chemistry course to fulfill the Chemistry requirement for graduation.

**ONLINE** – In the Science required course students will receive a minimum of 1 hour per semester in a structured online learning activity that utilizes technology with Internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.

<b>1384/2384</b>	<b>Chemistry</b>	<b>10</b>
COLLEGE	(1 Year)	.5 credit/sem

**Prerequisite: 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, discussion, 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 arguments from evidence, and obtaining, and evaluating and communicating information.

<b>1386/2386</b>	<b>Advanced Chemistry</b>	<b>10</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite: 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, discussion, 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, and engaging in argumentation from evidence and obtaining, evaluating, and communicating information.



## 11<sup>th</sup> GRADE

Eleventh grade students are required to take a two-semester Physics or Physical Science course to fulfill the Science requirement for graduation.

**ONLINE** – In this course, students will receive a minimum of 1 hour per semester in a structured online learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.

<b>1387/2387</b>	<b>Physical Science</b>	<b>11</b>
GENERAL	(1 Year)	.5 credit/sem

**Prerequisite:** Algebra 1 and/or current enrollment in Geometry or Algebra 2 and recommendation of the Chemistry teacher. Physical Science is an adaptive two-semester laboratory-oriented course. Students will focus on the fundamental physics knowledge students need to become science literate. This is done through a variety of teaching methods, labs, group and individual activities, discussions and cooperative learning. Assessment of students will be done through class participation, group projects, individual projects, labs, homework, quizzes and tests.

<b>1389/2389</b>	<b>Physics</b>	<b>11</b>
COLLEGE	(1 Year)	.5 credit/sem

**Prerequisite:** 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 argument from evidence, and obtaining, evaluating, and communicating information.

<b>1390/2390</b>	<b>Advanced Physics</b>	<b>11</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite:** Biology, Chemistry, Geometry, Algebra 1 and or current enrollment in Algebra 2 and recommendation of Chemistry teacher. 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.

## Science Electives

<b>1374/2374</b>	<b>AP Biology</b>	<b>11, 12</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite:** Successful completion of Advanced Biology and Advanced Chemistry. AP Biology is designed to be the equivalent of a college introductory biology course taken by first year biology majors. Topics covered include biochemistry, energetics, genetics, plant and animal anatomy and physiology, cytology, diversity of life, evolution and ecology. This class will prepare the student to take the AP Biology Test. Time will also be spent with simulations using the computer. Students will receive a minimum of two hours in a structured online learning experience.

<b>1388/2388</b>	<b>AP Chemistry</b>	<b>11, 12</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite:** Successful completion of Advanced Chemistry. AP Chemistry is designed to be the equivalent of an introductory chemistry course taken during the first year of college. Topics covered include the structure of matter, kinetic theory of gasses, chemical equilibrium, chemical kinetics, and the basic concepts of thermodynamics. This class will prepare the student to take the AP Chemistry Test. Time will also be spent with simulations using the computer. Students will receive a minimum of two hours in a structured online learning experience.

<b>1392/2392</b>	<b>AP Physics C: Mechanics</b>	<b>11, 12</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite:** Successful completion of Advanced Physics. AP Physics C: 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.

<b>T367</b>	<b>Bioethics</b> (1 Semester)	<b>11, 12</b> .5 credit
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**Prerequisite: Biology & Chemistry.** Bioethics is the study of ethical, social, and legal issues that arise in biomedicine and biomedical research. 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. Students will be engaging in real-world scenarios such as simulated hospital review boards, bioethical panel discussions, and debates. In addition, guest speakers from the field of bioethics will present information on careers in bioethics. In taking this class, students will become more informed and rational decision makers based on scientific understanding of current events in bioethics.

<b>T370</b>	<b>Ecology</b> (1 Semester)	<b>11, 12</b> .5 credit
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**Prerequisite: Successful completion of Biology or Advanced Biology and Algebra I 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 a structured online learning experience.

<b>T379</b>	<b>Natural Disasters</b> (1 Semester)	<b>11, 12</b> .5 credit
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**Prerequisite: Successful completion of Biology, Chemistry and Algebra 1.** 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.

<b>T380</b>	<b>Astronomy</b> (1 Semester)	<b>11, 12</b> .5 credit
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**Prerequisite: Successful completion of Biology, Chemistry and Algebra 1.** 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.

## Social Studies

### Philosophy of the Department

The Social Studies Department has five major foci for its students:

- Knowledge and understanding of the basic democratic concepts and values on which the United States is based.
- Knowledge of and experience in the process of active participation in a democratic society.
- Acquisition of basic knowledge of the history and cultures of other nations and recognition of the interdependence of people and nations in the modern world.
- An opportunity to understand and evaluate personal and societal values.
- The strengthening of reading and writing skills with an emphasis on the acquisition of reasoning skills.

## 9<sup>th</sup> GRADE

Ninth grade students are required to take one of the two-semester World History courses in order to meet the high school graduation requirements.

**ONLINE** – In the Social Studies required course, student will receive a minimum of 1 hour per semester in a structured on-line learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.



<b>1403/2403</b>	<b>World History</b>	<b>9</b>
COLLEGE	(1 Year)	.5 credit/sem

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

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.

<b>1404/2404</b>	<b>Accelerated World History</b>	<b>9</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite:** Students self-select World History or Accelerated World History.

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.

## 10<sup>th</sup> GRADE

Tenth grade students are required to take one of the two-semester U.S. History courses in order to meet the high school graduation requirements.

**ONLINE** – In the Social Studies required course, student will receive a minimum of 1 hour per semester in a structured on-line learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.

<b>1409/2409</b>	<b>U.S. History</b>	<b>10</b>
COLLEGE	(1 Year)	.5 credit/sem

**Prerequisite:** 10<sup>th</sup> Grade. 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.

<b>1418/2418</b>	<b>AP U.S. History</b>	<b>10</b>
ACCELERATED	(1 Year)	.5 credit/sem

**Prerequisite:** Selection is based upon performance in Social Studies and Language Arts classes, tests, and interest. Students will be invited only if they qualify. The successful completion of APUSH meets the graduation requirement for U.S. History. 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.

## 11<sup>th</sup> GRADE

Eleventh grade students are required to take one of the one-semester American Government courses and one of the one-semester Economics courses in order to meet the high school graduation requirements.

**ONLINE** – In this course, students will receive a minimum of 1 hour per semester in a structured online learning activity that utilizes technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication.

<b>T420</b>	<b>American Government</b>	<b>11</b>
COLLEGE	(1 Semester)	.5 credit

**Prerequisite:** 11<sup>th</sup> or 12<sup>th</sup> grade. 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.

<b>T442</b>	<b>Economics</b>	<b>11</b>
COLLEGE	(1 Semester)	.5 credit

**Prerequisite:** 11<sup>th</sup> or 12<sup>th</sup> grade. 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.

<b>T422</b>	<b>AP American Government</b>	<b>11</b>
ACCELERATED	(1 Semester)	.5 credit

**Prerequisite:** Successful completion of Advanced Placement U.S. History or a staff recommendation based on performance in previous language arts and social studies courses. This is a one-semester course that 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.

<b>T443</b>	<b>AP Macroeconomics</b>	<b>11</b>
ACCELERATED	(1 Semester)	.5 credit

**Prerequisite:** Successful completion of AP 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 AP Microeconomics 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 to 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.

<b>T436</b>	<b>Sociology</b>	<b>10, 11, 12</b>
	(1 Semester)	.5 credit

In this one semester course, students are engaged in a variety of experiences and interactions such as discussion, role playing, and media analysis to apply

sociology to their own lives and situations. Sociology is the scientific study of people and the effects 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.

<b>T438</b>	<b>Psychology</b>	<b>11, 12</b>
	(1 Semester)	.5 credit

**Prerequisite:** 11<sup>th</sup> or 12<sup>th</sup> grade. In this one-semester course students will become involved in an introductory study of abnormal psychology, biopsychology, the theories of learning and personality development, and other aspects of the study of human behavior.

<b>T440</b>	<b>General Psychology</b>	<b>11, 12</b>
	(1 Semester)	.5 credit

**Prerequisite:** 11<sup>th</sup> or 12<sup>th</sup> grade. 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 persona values. Throughout the course students develop communication, problem-solving, and goal setting skills.

<b>T444</b>	<b>Law and Justice: The Constitution at Work</b>	<b>11, 12</b>
	(1 <sup>st</sup> Semester Only)	.5 credit

Rights and application of the Constitution is the core of Law and Justice. This one-semester course features mock trials, simulations and guest speakers to illustrate key concepts of the law. Practical experiences, critical thinking, research and writing, 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.

<b>1446/2446</b>	<b>Acc Humanities – Western Civilization</b>	<b>12</b>
ACCELERATED	(1 Year / 2 Hour Block)	1.0 credit/sem

**Prerequisite:** Recommended for average or above average readers. Accelerated Humanities is a course which examines Western European civilization through a number of academic perspectives such as history, literature, art, music, and philosophy. The approach is chronological beginning with ancient times and ending with the modern era. The course is set up in a



two-hour block which consists of European history, literature, art history and music. This is a one-year course. Any senior wishing to take the course is welcome to enroll. Credit for high school graduation will be divided into two categories: one (1) 12th grade English Language Arts credit, and one (1) Social Studies Humanities credit. This course may also be used to meet the Visual, Performing, and Applied Arts requirement. Three Advanced Placement Exams will be made available to students upon completion of this course in the areas of European History, literature, and art history. Credit for college courses is granted by each individual university based on scores from the AP Exams.

<b>T447</b>	<b>AP Microeconomics</b>	<b>11, 12</b>
ACCELERATED	(1 Semester)	.5 credit

**Prerequisite: Should be taken in the same year at AP Macroeconomics.** 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 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.

## World Language

### Philosophy of the Department

The department's goal is to prepare students to function in languages with an appropriate degree of accuracy in various situations. The curriculum emphasizes proficiency in reading and writing, while developing conversational skills, grammar knowledge, and cultural awareness. Classes are designed to provide input in the language and offer numerous opportunities to practice language creation. In addition to language proficiency, courses also emphasize greater sensitivity toward other cultures and perspectives in order to prepare our students to be global citizens.

\* Students are required to complete two (2) credits of the same world language prior to graduation or demonstrate a two-year equivalent proficiency; that is, Novice High proficiency on the ACTFL Proficiency Scale.

\* We highly encourage college-bound students, and those with a love for the language to continue their studies in order to make themselves more marketable in a global economy.

<b>1250/2250</b>	<b>French 1</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 Year)	.5 credit/sem

Note: Students who completed French 1 in Middle School with a "C" or better, should enroll in French 2. French 1 is designed to give the student a basic introduction to the French language with emphasis on speaking, listening skills and culture. The mechanics of reading and writing will also be introduced. The student will see and hear native speakers talking about their everyday lives, the culture, and the geography of their countries. Students will illustrate their understanding of the language through demonstrations, projects, and class activities, as well as through traditional means of assessment.

<b>1252/2252</b>	<b>French 2</b>	<b>9, 10, 11, 12</b>
Prerequisite: French 1	(1 Year)	.5 credit/sem

Note: Students who completed French 1 in Middle School with a "C" or better, should enroll in French 2. This course is a continuation of French 1. It is designed to build upon the skills acquired in the first-year course. Emphasis remains on the spoken language, but more detail is given to language structure and expanded vocabulary. The same assessment methods of French 1 are also integral to the teaching of French 2.

<b>1254/2254</b>	<b>French 3</b>	<b>10, 11, 12</b>
Prerequisite: French 2	(1 Year)	.5 credit/sem

In addition to the continued refinement of communication skills developed in French 1 and French 2, special emphasis will be placed on developmental reading and the ability to present one's thoughts in writing. All verb tenses, as well as the principal structures necessary to practical conversation, are presented. Readings and songs dealing with French culture and literature are used throughout the course.

<b>1256/2256</b>	<b>French 4</b>	<b>11, 12</b>
Prerequisite: French 3	(1 Year)	.5 credit/sem

This year provides the student with an intensive review of the grammar of the French language. It also provides an overview of French culture and the opportunity to use language skills in practical conversation. This course is designed to continue to develop communication skills during structured conversation and by means of oral presentations. Application of more precise grammar study to written themes is stressed. Highlights of French literature, history, and the arts are an important part of the course.



<b>1258/2258</b>	<b>French 5</b>	<b>12</b>
Prerequisite: French 4	(1 Year)	.5 credit/sem

French 5 is a reading course for those students who have completed French 4. Continued development of conversational skills, (some) literary analysis, formal writing, as well as specialized interests or area studies and projects suggested by students, will provide the general format for the course.

<b>1262/2262</b>	<b>German 1</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 Year)	.5 credit/sem

Note: Students who completed German 1 in Middle School with a “C” or better should enroll in German 2. This course introduces communication in German – comprehension, speaking, and writing. Cultural background is integrated in the online textbook, films, class activities, and projects.

<b>1264/2264</b>	<b>German 2</b>	<b>10, 11, 12</b>
Prerequisite: German 1	(1 Year)	.5 credit/sem

Note: Students who completed German 1 in Middle School with a “C” or better should enroll in German 2. This course adds to speaking and writing ability while continuing to stress comprehension and speaking. Skits, projects, films, and an online textbook supplement the program.

<b>1266/2266</b>	<b>German 3</b>	<b>10, 11, 12</b>
Prerequisite: German 2	(1 Year)	.5 credit/sem

Basic grammar study is completed while speaking and comprehension skills are increased with emphasis on reading short stories and writing brief essay answers in the language. Journal writing, skits, films, and projects supplement the program.

<b>1268/2268</b>	<b>German 4</b>	<b>11, 12</b>
Prerequisite: German 3	(1 Year)	.5 credit/sem

Students are introduced to longer readings of German literature. Journal writing and discussion questions supplement practice in writing skills.

<b>1269/2269</b>	<b>German 5</b>	<b>12</b>
Prerequisite: German 4	(1 Year)	.5 credit/sem

This course continues the development of German conversational skills and writing skills. Students will strengthen their knowledge of German history, culture and grammar while reading short novels and readings in German.

<b>1276/2276</b>	<b>Spanish 1</b>	<b>9, 10, 11, 12</b>
Prerequisite: None	(1 Year)	.5 credit/sem

Note: Students who completed Spanish 1 in Middle School with a “C” or better, should enroll in Spanish 2. Spanish 1 provides a foundation of Spanish language skills and Hispanic culture. This course emphasizes speaking and listening skills while introducing the mechanics of reading and writing. Basic grammar skills are introduced and practiced.

<b>1278/2278</b>	<b>Spanish 2</b>	<b>9, 10, 11, 12</b>
Prerequisite: Spanish 1	(1 Year)	.5 credit/sem

Note: Students who completed Spanish 1 in Middle School with a “C” or better, should enroll in Spanish 2. 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. Additional verb tenses are introduced. Videos and music are integrated into instruction.

<b>1280/2280</b>	<b>Spanish 3</b>	<b>10, 11, 12</b>
Prerequisite: Spanish 2	(1 Year)	.5 credit/sem

All of the major tenses are studied in depth and there is an emphasis on the subjunctive mood. Study of the culture and use of the language in the classroom are emphasized. A video series in Spanish may be incorporated throughout the year. Projects are used to implement speaking, reading, writing and listening skills.

<b>1282/2282</b>	<b>Spanish 4</b>	<b>11, 12</b>
Prerequisite: Spanish 3	(1 Year)	.5 credit/sem

Spanish 4 emphasizes the development and integration of all skills: speaking, writing, reading, and listening. Emphasis is on student use of the language as well as appropriate grammatical structures to meet communicative needs. Students also explore the culture and language through various films and readings from across the Spanish speaking world. Students will demonstrate skills through creative projects alongside traditional assessments.



<b>1284/2284</b>	<b>Spanish 5</b>	<b>12</b>
Prerequisite: Spanish 4	(1 Year)	.5 credit/sem

This course emphasizes conversational speaking and the interpretation of literature and art. Students will read short stories and novels in Spanish. and continue to develop their Spanish language skills through weekly presentations, skits, journal writing, projects, and daily assignments. There is an intensive review of grammatical structures throughout the entire course.





# LCTC Course Descriptions

The Livonia Career Technical Center programs are designed to prepare students for a broad range of employment, college course work, and training services. We are college and career focused.

All Career Center programs can be counted for senior math-related credit. All programs also offer the opportunity for a visual, performing and applied arts (VPAA) credit. Each program offers articulated college credit with a post-secondary institution. Each program offers at least 20 hours of online experience to meet the high school requirements. All Career Center programs can be used as a substitute for the second year World Language graduation requirement and the third year Physical Science or Physics graduation requirement.

For general information about these programs, contact:

Gary Harper, Principal  
Livonia Career Technical Center  
8985 Newburgh  
Livonia, Michigan 48150  
(734) 744-2816



## OPPORTUNITIES FOR CAREER/TECHNICAL EDUCATION

Livonia Public Schools believe 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 workforce, all students should have a focus on the next step after high school.

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.

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:

### Auto Technology

- Construction Trades
- Computer Repair / Computer Security
- Criminal Justice
- Engineering Design
- Fashion Merchandising

### Graphic Design

- Advanced Graphic Design
- Hospitality Management (at Franklin)
- Internet Engineering
- Management Business Administration

### Health Sciences (Pre-Medicine, Pre-Sports

- Medicine, Advanced Sports Medicine & Advanced Medicine)
- Game Design
- Animation & Website Design

## Need more information?

See your counselor and read the Programs of Study for specific courses.



# LIVONIA CAREER TECHNICAL CENTER

8985 Newburgh Road  
Livonia, MI 48150  
P734.744.2816 / F 734.744.2817

## 2023—2024

 **art & communications**

### 0938/2938 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 required.**

### 0939/2939 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.



**business, management, marketing & technology**

### 0920/2920 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.

### 0921/2921 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 to 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**

### 0936/2936 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). 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.

### 0914/2914 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.

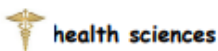
### 0942/2942 engineering design 1

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 use AutoCad, SolidWorks and Bio-Mechanical software.

### 0944/2944 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.





## health sciences

### 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.

### 0930/2930 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 Aid and Stop the Bleed.

### 0945AD/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

*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 phlebotomy 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 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.



## information technology

### 0904/2904 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.

### 0911/2911 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.

### 0906/2906 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 within 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 participate 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.



## law, public safety, corrections & security

### 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-terships, 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 an entry-level job. This is a full year course.

### embedded credit (except the internship programs)

All LCTC courses earn these additional academic credits:

- |                                      |  |
|--------------------------------------|--|
| (S) Senior Math                      | (WL) 2nd year World Language credit      |
| (V) Visual Performing & Applied Arts | (H) Health (Health Science classes only) |

In addition to the embedded credits LCTC also satisfies the Physics/Physical Science graduation requirements.



## **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](tel: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](tel:734-744-2524).

## **EDUCATIONAL RECORDS**

Educational records of students in the Livonia Public Schools' School District are safeguarded by policies of federal legislation entitled Family Educational Rights and Privacy Act of 1974. Parents and/or students (eighteen years of age or older) who wish to read the educational record should contact the principal's office.

Our policy defines who has access to records, under what conditions, and when parent/ eligible student consent is required for release of certain data. It also defines the periodic administrative review of records and possible destruction of file information when the material is no longer educationally relevant. There is also a process toward resolution for parents and eligible students who believe that the record contains inaccurate data.

More information regarding records is available in one of the administrative offices, and a copy of our complete records policy may be obtained by calling the Livonia Public Schools' Department of Student Services at 734-744-2500.