

Seaholm High School

Course Catalog

2023-2024



A 2018 National Blue Ribbon School

Think with reflection. Act with compassion. Perform with honor.

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Seaholm Administration reserves the right to make changes to the Course Catalog, at any time. For the most current and accurate version, please visit the Seaholm website.



Birmingham Seaholm High School

2436 West Lincoln

Birmingham, Michigan 48009

248-203-3700

248-203-3706 fax

NATIONALLY RECOGNIZED FOR EXCELLENCE IN EDUCATION

Dear Students and Parents:

Welcome to the 2023-2024 Seaholm Course Catalog.

We offer a wide array of classes which serve as exceptional opportunities to develop intellectually, socially and emotionally. As you plan your course of study, please consider your long-term goals and interests and work with your counselor to choose those courses that best fit your needs both in the short term and over your tenure here at Seaholm.

Please remember, however, that high school is not a hoop to jump through on your way to college, but rather an integral journey to be savored for the individual moments that will build your academic foundations and your essential character. Take care of those moments, and the four years will take care of themselves. To that end, our phenomenal staff will work with you to provide academic and co-curricular experiences that are meaningful and rewarding.

Best wishes for an outstanding year. It's a great time to be a Maple.

Sincerely,

Mike Wicker

Principal



Seaholm High School

MISSION STATEMENT

Seaholm High School's faculty, staff and community believe that it is their mission to help every student learn to think with reflection, act with compassion, and perform with honor in high school and beyond.

True vision looks forward in a way that integrates the lessons of the past and the energy of the present into a commitment that will fulfill the promise of the future.

At Seaholm, such a vision will guide our decision-making process as we embrace the characteristics of the high school that we wish to become.

We will transform this vision into a reality through commitment to the belief that every student will learn. The principles listed below exemplify that belief.

STUDENTS

The essence of Seaholm High School is embodied in the conduct, character, and achievement of every student. At Seaholm High School, every student:

- feels safe, protected and valued,
- accepts the challenge to reach his/her potential,
- respects other students, staff, visitors and the building,
- honors the uniqueness of each individual,
- demonstrates academic integrity,
- sets goals and strives to achieve them,
- takes responsibility for his/her own learning,
- seems to make a positive significant difference in his/her school; and
- takes pride in Seaholm High School.

STAFF

Seaholm High School staff members dedicate themselves to a positive, motivational and collaborative learning environment. At Seaholm High School, every staff member:

- communicates passion for teaching and learning,
- demonstrates and maintains expertise in his/her field,
- supports and respects one another as professionals,
- respects individual needs of every student,
- participates in the decision-making process,
- displays willingness to explore new ideas; and
- understands and commits to the Seaholm High School vision.

CURRICULUM

Seaholm's curriculum stimulates the intellect and engages every student in the wonder of learning. In conjunction with the feeder schools, Seaholm teachers design and aligned curriculum complete with common outcomes, which they monitor to ensure every student's achievement. Such a curriculum compels every student to achieve his/her potential. At Seaholm High School, the curriculum:

- promotes discovery, critical thinking and independent learning,
- prepares every student for college and career,
- challenges every student academically,
- evolves with periodic review,
- helps every student connect ideas across subject areas,
- embeds technology appropriately as a means to achieve curricular objectives,
- provides opportunity for a college-level experience for every student
- broadens every student's perspective through an appreciation and understanding of diverse cultures and individual differences; and
- prepares every student to become an informed, participating citizen in our democratic society.

CLIMATE

Seaholm High School provides a safe, clean, and welcoming environment that enables every student and staff member to develop his or her potential. Such a climate nurtures joy in learning and satisfaction in working together to fulfill that potential. At Seaholm High School, the climate:

- nurtures intellectual curiosity and creativity,
- promotes mutual trust and respect,
- encourages honest feedback; and
- celebrates student and staff achievements.

Parents play a crucial role in the education of their children, At Seaholm High School, every parent:

- feels welcomed and valued,
- participates in shaping and supporting our vision,
- participates in student's learning,
- communicates effectively with teachers,
- assists his/her child in balancing academics with co-curricular activities and jobs,
- supports school policies; and
- encourages individual independence and responsibility.

Seaholm High School recognizes the importance of effective partnerships with the community. The larger community:

- participates in shaping and supporting the vision,
- provides opportunities for students to gain life experiences and to explore career options,
- commits necessary resources to supporting education,
- demonstrates pride in Seaholm High School; and
- values Seaholm High School as a resource.

CULTURE

At Seaholm, we respect and honor the role public education plays in positively shaping our world. Here, we guard, nurture and celebrate the contributions of all learners in an environment that visibly and actively reflects that culture.

To create this culture, we commit to the following:

1. Making the building visibly more inclusive both in the halls and classrooms;
2. Creating opportunities to grow student agency and student voice on building topics as well build leadership capacity; and
3. Participating in opportunities for civil discourse with all stakeholders.

| ADMINISTRATION / DEPARTMENT CHAIRS | | |
|--|-----------------------------------|--------------|
| Principal Kyle Hall | khall@birmingham.k12.mi.us | 248-203-3702 |
| Asst. Principal (10/11) Delois Spryszak | dspryszak@birmingham.k12.mi.us | 248-203-3732 |
| Asst. Principal (9/12) Mike Wicker | mwicker@birmingham.k12.mi.us | 248-203-3734 |
| Alternative School /Virtual Learning David Brooks | dbrooks@birmingham.k12.mi.us | 248-203-4882 |
| Art Kyle Hall | khall@birmingham.k12.mi.us | 248-203-3702 |
| Athletic Director Aaron Frank | afrank@birmingham.k12.mi.us | 248-203-3775 |
| CTE & CFE Amy Bowman | abowman@birmingham.k12.mi.us | 248-203-3623 |
| Counseling Kristy Fekaris | kfekaris@birmingham.k12.mi.us | 248-203-3756 |
| Engineering Technology Mike Wicker | mwicker@birmingham.k12.mi.us | 248-203-3606 |
| English Robin Moten | rmoten@birmingham.k12.mi.us | 248-203-3746 |
| English Language Development Kaitlyn Billops | kbillops@birmingham.k12.mi.us | 248-203-3606 |
| Life Management Amy Bowman | abowman@birmingham.k12.mi.us | 248-203-3623 |
| Mathematics Thad Wilhelm | twilhelm@birmingham.k12.mi.us | 248-203-3747 |
| Music Department Olivia Zang | ozang@birmingham.k12.mi.us | 248-203-3792 |
| Physical Education Kyle Hall | khall@birmingham.k12.mi.us | 248-203-3702 |
| Science Brad Schopieray | bschopieray@birmingham.k12.mi.us | 248-203-3781 |
| Social Studies Rochelle Rogers | rrogers@birmingham.k12.mi.us | 248-203-3785 |
| Special Services Teresa Rogers | trogers@birmingham.k12.mi.us | 248-203-3834 |
| World Languages Carlos Torres | ctorres@birmingham.k12.mi.us | 248-203-3786 |
| COUNSELING DEPARTMENT | | |
| (A-D) Brian Flatter | bflatter@birmingham.k12.mi.us | 248-203-3758 |
| (E-K) Nicole McWilliams (Festian) | nfestian@birmingham.k12.mi.us | 248-203-3759 |
| (L-P) Jenn Vanderveen | jvanderveen@birmingham.k12.mi.us | 248-203-3760 |
| (Q-V) Walt Romano | wromano@birmingham.k12.mi.us | 248-203-3757 |
| (W-Z) Dept. Chair Kristy Fekaris | kfekaris@birmingham.k12.mi.us | 248-203-3756 |
| Wellness and Crisis Counselor Sherree Wilson | swilson@birmingham.k12.mi.us | 248-203-3740 |
| College & Career Specialist Brenda Guinan Huddy | bguinanhuddy@birmingham.k12.mi.us | 248-203-4253 |
| Counseling Secretary Carey Balow | cbalow@birmingham.k12.mi.us | 248-203-3751 |
| Registrar Catherine Henne | chenne@birmingham.k12.mi.us | 248-203-3754 |
| Community Service Organizer | | 248-203-3725 |
| Media Center Ann Truesdell | atruesdell@birmingham.k12.mi.us | 248-203-3712 |
| Police Liaison Alex Linke | alinke@bhamgov.org | 248-530-1896 |

GUIDANCE AND COUNSELING

Mission Statement

The Birmingham Counseling Program's "whole-child" approach is an integral part of the educational mission of the Birmingham Public Schools. The comprehensive guidance program will empower students to make responsible academic/personal-social, and college/career choices to gain self-knowledge and understand the uniqueness of others. Counselors will provide opportunities for academic achievement, personal/social growth, and college/career exploration for every student. Counselors will coordinate, consult, and collaborate with staff, parents, and the community to help all students be successful lifelong learners in a global society.

Our Beliefs

All students will learn.

All students will be successful.

All students develop and grow at their own rates.

Counseling Staff

Counselors work to build a relationship with each student. We view this relationship as a partnership. We recognize the importance of self-advocacy and the roles counselors play are critical in helping develop students.

| COUSNELOR | STUDENT LAST NAMES | EMAIL | PHONE |
|---------------------------------------|---------------------------|--|--------------|
| Brian Flatter | A-D | bflatter@birmingham.k12.mi.us | 248-203-3758 |
| Nicole McWilliams (Nicole Festian) | E-K | nfestian@birmingham.k12.mi.us | 248-203-3759 |
| Jenn Vanderveen | L-P | jvanderveen@birmingham.k12.mi.us | 248-203-3760 |
| Walt Romano | Q-V | wromano@birmingham.k12.mi.us | 248-203-3757 |
| Kristy Fekaris | Dept. Head & W-Z | kfekaris@birmingham.k12.mi.us | 248-203-3756 |
| Sherree Wilson | Wellness & Crisis | swilson@birmingham.k12.mi.us | 248-203-3740 |
| Brenda Guinan Huddy | College/Career Specialist | bguinanhuddy@birmingham.k12.mi.us | 248-203-4253 |
| Carey Balow | Counseling Secretary | cbalow@birmingham.k12.mi.us | 248-203-3751 |

School counselors provide services to students, parents, school staff and the community in the following areas:

- **Direct Student Services:** Direct services are in-person interactions between school counselors and students and include the following:
 - **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in classroom and group activities.
 - **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
- **Indirect Student Services:** Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

Crisis Intervention Team

This team of administrators, counselors, and other support staff provide advice and assistance in the event of a major crisis situation. Birmingham Public Schools believes in the role of a dedicated full-time crisis counselor to assist with personal intervention for students who may be going through a crisis. This could be regarding abuse, divorce, death, drug use, peer difficulties, gender issues, or any other social/emotional problem that may interfere with functioning in school or life.

Wellness & Crisis Counselor:

Sherree Wilson swilson@birmingham.k12.mi.us or 248-203-3740

Parents

Seaholm Counseling views parents as partners in their student's success in school and in life. Parents and guardians are encouraged to collaborate with staff to become involved as advocates for the success of every student. We believe this will:

1. Enhance student academic performance.
2. Increase opportunities for counselor/parent/family interaction.
3. Ensure access to school and community resources.
4. Assure that all students receive services from the school counseling program.
5. Provide support in advocating for their student's academic, career and personal/social development.
6. Ensure academic planning for every student.
7. Provide training and informational workshops.
8. Provide data for continuous information on student progress.

College and Career Center

The College and Career Center offers comprehensive resources to empower students to make informed educational and career choices. Programming includes advising students and parents on post-secondary options, facilitating resources for college preparation, providing information and practice for standardized testing, informing families about financial aid options used to support advanced education, and supporting career readiness and development through EDP/Xello instruction and outside workforce resources to directly experience career pathways – including sponsoring guest speakers and seminars/workshops to support student success in post-secondary choices. Questions about the College & Career Center can be forwarded to Mrs. Huddy at bguinanhuddy@birmingham.k12.mi.us.

GRADUATION REQUIREMENTS

| | |
|--|-----------|
| English/Language Arts Total | 4.5 |
| Core English Courses | 4.0 |
| Public Speaking | 0.5 |
| Mathematics* (1.0 can be math-related senior year) | 3.0 + 1.0 |
| Science Total Class of 2022 and beyond: 1.0 Biology, .5 Chemistry, .5 Physics, .5 Earth Science and .5 Science elective =3.0 | 3.0 |
| Social Studies Total | 3.5 |
| World History | 1.0 |
| U. S. History | 1.0 |
| U. S. Government | 0.5 |
| Economics | 0.5 |
| Social Studies Elective | 0.5 |
| World Language | 2.0 |
| Physical Education Total | 1.0 |
| Personal Fitness | 0.5 |
| PE Elective | 0.5 |
| Health | 0.5 |
| Computer Technology | 0.5 |
| Fine Arts | 0.5 |
| Personal/Career Development | 0.5 |
| Additional Fine Arts or Personal/Career Development | 0.5 |
| Electives | 7.5 |
| Total Credits Required to Graduate | 28 |

SEAHOLM COURSE OFFERINGS 2023-2024

| ART | | | | | |
|---|----------------------------------|---------|----------------------------------|---------|---------------------------------|
| 60142 | Advanced Photography | 62062 | Art Portfolio | 60182 | Mixed Media |
| 62072BL | AP Studio Art A | 60032 | Ceramics | 60122 | Painting |
| 62082BL | AP Studio Art B | 60152 | Digital Art & Design | 60132 | Photography |
| 60012 | Art Foundations | 60052 | Drawing | | |
| CAREER AND TECHNICAL EDUCATION | | | | | |
| 74002 | Accounting A | 77040 | Business Internship | 68222 | Interior Design |
| 74012 | Accounting B | 72062 | Business Law | 72182 | Investments |
| 80192 | Adv. Arch. Design A | 80134 | CAD & Design Studio A | 76022 | Marketing & Sales |
| 80200 | Adv. Arch. Design B | 80144 | CAD & Design Studio B | 70062 | Personal Finance |
| 80154BL | Adv. CAD/Design Studio A | 77016 | Career Internship | 70101 | Programming A in Python |
| 80164BL | Adv. CAD/Design Studio B | 70052 | Computer Technology | 70102BL | Programming B in Python |
| 82242 | Advanced Robotics/Auto A | 77030 | CTE Internships, Unpaid | 80213 | Renewable Energy Tech A |
| 82252 | Advanced Robotics/Auto B | 77020 | CTE In-District Internship | 80223 | Renewable Energy Tech B |
| 72202 | Advertising | 85012 | Education Careers:Field Exp. | 76012BL | Retail Management |
| 70113 | AP Comp Science A - Java | 81000 | Engineering Foundations | 76002 | Retail Marketing |
| 70123 | AP Comp Science B - Java | 80152 | Engineering Systems A | 82222 | Robotics/Automation A |
| 72147 | AP Comp Sci. Princ1-JavaScript | 80162 | Engineering Systems B | 82232 | Robotics/Automation B |
| 72157 | AP Comp Sci. Princ2-JavaScript | 72102 | Entrepreneurship | 72212 | Social Media & Marketing |
| 80172 | Architectural Design A | 72022 | Fashion Merchandising | 72042 | Sports & Entertainment Mkt |
| 80182 | Architectural Design B | 85010 | Future Educators | 71003 | Web DesignA-HTML-CSS |
| 72052 | Business Foundations | 71023 | Game Design in Unity | 71013 | Web DesignB-HTML-CSS- bootstrap |
| ENGLISH | | | | | |
| 85237 | Academic Lab - Reading | 10232 | English 10B | 12132 | Honors Forensic |
| 85238 | Academic Lab - Writing | 10242 | English 11A | 10032 | Honors Humanities |
| 85247 | Academic Lab-Reading Mentor | 10252 | English 11B | 86011 | Junior Flex 11A Honors |
| 85240 | Academic Lab-Writing Mentor | 10342 | English 12A:Future Studies | 86021 | Junior Flex 11B Honors |
| 10500 | AP Lang & Composition A | 10352 | English 12A:Heroes&Humanities | 86025 | Junior Flex 11C Honors |
| 10502 | AP Lang & Composition B | 10343 | English 12A:Social Justice | 14022BL | Newspaper |
| 11042 | AP Lit and Comp A | 10353BL | English 12B | 12042 | Radio Speech |
| 11052 | AP Lit and Comp B | 11022 | Film Studies | 86012 | Senior Flex 12A Honors |
| 12102 | Broadcasting | 12032 | Forensic | 86022 | Senior Flex 12B Honors |
| 11102 | Contemporary Literature | 86009 | Freshmen Flex 9A Honors | 86026 | Senior Flex 12C Honors |
| 11422 | Creative Writing | 86019 | Freshmen Flex 9B Honors | 86010 | Sophomore Flex 10A Honors |
| 12022 | Debate | 86023 | Freshmen Flex 9C Honors | 86020 | Sophomore Flex 10B Honors |
| 10202 | English 9A | 12122 | Grammar and Vocabulary | 86024 | Sophomore Flex 10C Honors |
| 10212 | English 9B | 11352BL | Honors Creative Writing | 12002 | Speech |
| 10302 | English 9A Honors | 11362 | Honors Debate | 13012 | Theater 1 |
| 10312 | English 9B Honors | 10332 | Honors English 10B | 12082 | Video Production |
| 10222 | English 10A | 10322 | Honors English10A | 14042BL | Yearbook |
| ENGLISH LANGUAGE DEVELOPMENT (ELD) For Multilingual Learners | | | | | |
| 15002 | English 2 nd Lang. 1A | 15033 | English 2 nd Lang. 2C | 01018 | English Lang. and Lit. B |
| 15012 | English 2 nd Lang. 1B | 15042 | English 2 nd Lang. 3A | 01028 | English Lang. and Lit. C |
| 15013 | English 2 nd Lang. 1C | 15052 | English 2 nd Lang. 3B | 85142 | ELD Tutorial A |
| 15022 | English 2 nd Lang. 2A | 15053 | English 2 nd Lang. 3C | 85152 | ELD Tutorial B |
| 15032 | English 2 nd Lang. 2B | 01008 | English Lang. and Lit. A | 85153 | ELD Tutorial C |

SEAHOLM COURSE OFFERINGS 2023-2024

| INTERDISCIPLINARY | | | | | |
|---|-------------------------------|-------|--------------------------|-------|-----------------------------|
| 85232 | Academic Lab | 85242 | Mindfulness Academic Lab | 68342 | Peer to Peer Support(LINKS) |
| 85130 | Leadership Seminar A | 86202 | Natural Resources | 85302 | Personal Contract Learning |
| 85132 | Leadership Seminar B | 86232 | Natural Resources Adv. | 85122 | Student Congress |
| LIFE SKILLS | | | | | |
| 72232 | Career Focus | 68002 | Foods & Nutrition | 68012 | Multicultural Foods |
| 68322 | Child Development/Parenting A | 68022 | Human Sexuality | 68112 | Today's Health |
| 68324 | Child Development/Parenting B | 68333 | Life Skills: HS & Beyond | | |
| MATHEMATICS | | | | | |
| 33042 | AP Calculus AB A | 38092 | Honors Integ. Math 3 B | 38052 | Integrated Math 3 B |
| 33052 | AP Calculus AB B | 38062 | Honors Integ. Math 2A | 39002 | Intro to Integ. Math 2 |
| 33053 | AP Calculus AB C | 38072 | Honors Integ. Math 2B | 33252 | Math Analysis A |
| 34312 | AP Calculus BC A | 34212 | Honors Pre-Calculus A | 33262 | Math Analysis B |
| 34322 | AP Calculus BC B | 34222 | Honors Pre-Calculus B | 34332 | Operations Research A |
| 34323 | AP Calculus BC C | 38002 | Integrated Math 1 A | 34342 | Operations Research B |
| 35002 | AP Statistics A | 38012 | Integrated Math 1 B | 31002 | Pre-Algebra A |
| 35012 | AP Statistics B | 38013 | Integrated Math 1 C | 31012 | Pre-Algebra B |
| 3400DE | Calculus 3 A | 38022 | Integrated Math 2 A | 33312 | Pre-Calculus A |
| 3400DE | Calculus 3 B | 38032 | Integrated Math 2 B | 33322 | Pre-Calculus B |
| 38082 | Honors Integ. Math 3A | 38042 | Integrated Math 3 A | | |
| MUSIC | | | | | |
| 62402 | 9 th Grade Band A | 64253 | Choir C | 63233 | Concert Orchestra C |
| 62412 | 9 th Grade Band B | 64072 | Class Piano | 63202 | Symphony Band A |
| 62413 | 9 th Grade Band C | 63002 | Concert Band A | 63212 | Symphony Band B |
| 64042 | AP Music Theory A | 63012 | Concert Band B | 63213 | Symphony Band C |
| 64052 | AP Music Theory B | 63013 | Concert Band C | 63262 | Symphony Orchestra A |
| 64242 | Choir A | 63222 | Concert Orchestra A | 63272 | Symphony Orchestra B |
| 64252 | Choir B | 63232 | Concert Orchestra B | 63273 | Symphony Orchestra C |
| OAKLAND SCHOOLS TECHNICAL CENTER | | | | | |
| 87206 | OSTC (am) Term 1 | 87217 | OSTC (am) Term 3 | 87236 | OSTC (pm) Term 2 |
| 87216 | OSTC (am) Term 2 | 87226 | OSTC (pm) Term 1 | 87237 | OSTC (pm) Term 3 |
| PHYSICAL EDUCATION | | | | | |
| 90062 | Aerobics | 91062 | Lifetime Sports | 91052 | Team Sports |
| 91012 | Basketball | 90002 | Personal Fitness | 91112 | Total Fitness |
| 91032 | Football Techniques | 90042 | Physical Education –Adj. | 92002 | Volleyball |
| 91102 | Lifeguard Training | 91072 | Scuba Diving | | |

SEAHOLM COURSE OFFERINGS 2023-2024

| SCIENCE | | | | | |
|-------------------------|---------------------------|---------|---------------------------|----------|---------------------------|
| 45002 | Anatomy & Physiology A | 44012 | AP Physics 1 B | 45062 | Core Global Systems A |
| 45012 | Anatomy & Physiology B | 44082 | AP Physics 2:Alg Based A | 44142 | Core Physics |
| 41042 | AP Biology A | 44092 | AP Physics 2:Alg Based B | 40052 | Forensic Science |
| 41052 | AP Biology B | 44062 | AP Physics C:Calc Based A | 45072 | Global Systems B |
| 41053 | AP Biology C | 44072 | AP Physics C:Calc Based B | 42122 | Honors Chemistry A |
| 42042 | AP Chemistry A | 44073 | AP Physics C:Calc Based C | 42132 | Honors Chemistry B |
| 42052 | AP Chemistry B | 40062 | Astronomy | 41162 | Honors Core Biology A |
| 42053 | AP Chemistry C | 42022 | Chemistry A | 41172 | Honors Core Biology B |
| 45042 | AP Environmental Sci. A | 42032 | Chemistry B | 44022 | Physics A |
| 45052 | AP Environmental Sci. B | 41102 | Core Biology A | 44032 | Physics B |
| 45053 | AP Environmental Sci. C | 41112 | Core Biology B | 40042BL | STEMx Research&Design 1 |
| 44002 | AP Physics 1 A | 45262 | Core Chemistry | 40052BL | STEMx Research&Design 2 |
| SOCIAL STUDIES | | | | | |
| 21082 | African American History | 22262BL | Critical Issues | 86022 | Senior Flex 12 B Honors |
| 23102 | AP Economics A | 22222 | Family History | 86026 | Senior Flex 12 C Honors |
| 23112 | AP Economics B | 86009 | Freshman Flex 9A Honors | 86010 | Sophomore Flex 10A Honors |
| 28122 | AP European History A | 86019 | Freshman Flex 9B Honors | 86020 | Sophomore Flex 10B Honors |
| 28132 | AP European History B | 86023 | Freshman Flex 9C Honors | 86024 | Sophomore Flex 10C Honors |
| 28133 | AP European History C | 86011 | Junior Flex 11A Honors | 23162BL | Topics in Psychology |
| 22292 | AP Psychology A | 86021 | Junior Flex 11B Honors | 23002 | US Government |
| 22302 | AP Psychology B | 86025 | Junior Flex 11C Honors | 21102 | US History A |
| 28012 | AP U.S History B | 22252BL | Law & You | 21112 | US History B |
| 28013 | AP U.S History C | 23020 | Macroeconomics | 20042 | World History A |
| 28002 | AP U.S. History A | 23021 | Microeconomics | 20052 | World History B |
| 23082 | AP US Government A | 22282 | Psychology | 22232BL | World War II |
| 23092 | AP US Government B | 86012 | Senior Flex 12 A Honors | | |
| SPECIAL SERVICES | | | | | |
| 36102 | Ind. Consumer Math | 16118 | Ind. English 10A | 98202 | Learning Strategies |
| 16116 | Ind. English 9A | 16119 | Ind. English 10B | 35402-12 | Practical Math |
| 16117 | Ind. English 9B | 36122 | Ind. Pre-Algebra | 99102-12 | Work Study A & B |
| WORLD LANGUAGE | | | | | |
| 57102 | American Sign Language 1A | 56012 | Chinese 1B | 50232 | Honors French 4B |
| 57202 | American Sign Language 1B | 56022 | Chinese 2A | 51252 | AP Spanish Lang. B |
| 57112 | American Sign Language 2A | 56032 | Chinese 2B | 50264 | Honors French Persp. A |
| 57212 | American Sign Language 2B | 56042 | Chinese 3A | 50265 | Honors French Persp. B |
| 57212 | American Sign Language 3A | 56052 | Chinese 3B | 51262 | Honors Hispanic Persp. A |
| 57123 | American Sign Language 3B | 50002 | French 1A | 51272 | Honors Hispanic Persp. B |
| 56082 | AP Chinese Lang. A | 50012 | French 1B | 51222 | Honors Spanish 4A |
| 56092 | AP Chinese Lang. B | 50022 | French 2A | 51232 | Honors Spanish 4B |
| 56093 | AP Chinese Lang. C | 50032 | French 2B | 51002 | Spanish 1A |
| 50242 | AP French Lang. A | 50042 | French 3A | 51012 | Spanish 1B |
| 50252 | AP French Lang. B | 50052 | French 3B | 51022 | Spanish 2A |
| 52053 | AP French Lang. C | 56062 | Honors Chinese 4A | 51032 | Spanish 2B |
| 51242 | AP Spanish Lang. A | 56072 | Honors Chinese 4B | 51042 | Spanish 3A |
| 51252 | AP Spanish Lang. B | 56094 | Honors Chinese Persp. A | 51052 | Spanish 3B |
| 51253 | AP Spanish Lang. C | 56095 | Honors Chinese Persp.B | 51062 | Spanish 4A |
| 56002 | Chinese 1A | 50222 | Honors French 4A | 51072 | Spanish 4B |

ADDITIONAL FINE ARTS & PERSONAL/CAREER DEVELOPMENT GRADUATION REQUIREMENTS

| Fine Arts | Math-Related Courses |
|------------------------------------|---|
| Advanced Architecture Design A & B | Accounting A & B |
| Advanced Photo Imaging | Advanced Architectural Design A & B |
| AP Art Portfolio – Blended | Advanced Robotics/Automation A & B |
| AP Music Theory | AP Computer Science A - Java A & B |
| Architecture Design A & B | AP Computer Science Principles - JavaScript 1&2 |
| Art Foundations | Architectural Design A&B |
| Art History | Advanced CAD & Design Studio A |
| Band | Engineering Systems A & B |
| Ceramics | Renewable Energy Technology A & B |
| Choir | Investments |
| Class Piano | Personal Finance |
| Contemporary Literature | Programming in Python A & B |
| Creative Writing | Retail Management (School Store) |
| Debate | Robotics/Automation A & B |
| Digital Art & Design | |
| Drawing | |
| Film as Literature | |
| Forensic | |
| Honors Creative Writing | |
| Honors Debate | |
| Honors Forensic | |
| Honors Humanities | |
| Mixed Media | |
| Newspaper | |
| Orchestra | |
| Painting | |
| Photography | |
| Theater 1 & 2 | |
| Web Design A & B | |

ADDITIONAL FINE ARTS & PERSONAL/CAREER DEVELOPMENT GRADUATION REQUIREMENTS

Personal/Career Development

| | |
|--|--------------------------------------|
| Academic Labs | Film Studies |
| Accounting A & B | Foods & Nutrition |
| Advanced Architectural Design A & B | Future Educators |
| Advanced CAD & Design Studio A & B | Game Design in Unity |
| Advanced Natural Resources | Human Sexuality |
| Advanced Robotics/Automation A & B | Interior Design |
| Advertising | Investments |
| AP Computer Science A - Java A & B | Leadership |
| AP Computer Science Principles- JavaScript 1&2 | Learning Strategies |
| Architectural Design A & B | Life Skills: High School & Beyond |
| Broadcasting | Marketing & Sales |
| Business Foundations | Multicultural Foods |
| Business Internship | Natural Resources |
| Business Law A | Newspaper |
| CAD & Design Studio A & B | Peer to Peer Support (LINKS) |
| Career Focus | Personal Finance |
| Career Internship | Programming in Python A & B |
| Child Development & Parenting A & B | Renewable Energy Technology A & B |
| CTE Internships, Unpaid | Retail Management (School Store) |
| CTE In-District Internship | Retail Marketing |
| Education Careers: Field Experience | Robotics/Automation A & B |
| Engineering Design & 3D CAD Modeling A & B | Social Media and Marketing |
| Engineering Design & CAD A & B | Sports & Entertainment Marketing |
| Engineering Foundations | Video Production |
| Engineering Systems A & B | Web Design A- HTML & CSS |
| Entrepreneurship | Web Design B - HTML, CSS & Bootstrap |
| Fashion Merchandising | Yearbook |

ART

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Art Foundations 60012 | Art Foundations 60012 | Art Foundations 60012 | Art Foundations 60012 |
| Ceramics 60032 | Ceramics 60032 | Ceramics 60032 | Ceramics 60032 |
| Drawing 60052 | Drawing 60052 | Drawing 60052 | Drawing 60052 |
| Painting 60122 | Painting 60122 | Painting 60122 | Painting 60122 |
| | | AP Studio Art A 62072BL | AP Studio A 62072BL |
| | | AP Studio Art B 62082BL | AP Studio Art B 62082BL |
| Digital Art and Design 60152 | Digital Art and Design 60152 | Digital Art and Design 60152 | Digital Art and Design 60152 |
| Mixed Media 60182 | Mixed Media 60182 | Mixed Media 60182 | Mixed Media 60182 |
| Photography 60132 | Photography 60132 | Photography 60132 | Photography 60132 |
| | Advanced Photography 60142 | Advanced Photography 60142 | Advanced Photography 60142 |
| | | | Art Portfolio Prep 62062 |

FINE ARTS

Art courses are designed for all students regardless of previous experience, skill, or career plan. Creative problem solving is a major goal of all art classes. Students are guided through the process of seeking individual solutions to the challenges posed by assignments and realizing solutions in the form of finished art works. The development of right-brained thinking is imperative to a thorough education, and, to an individual's preparedness for a 21st century career. Art classes effectively teach these skills through directed lessons which develop one's spatial, intuitive, analytical and holistic thought processes. Evaluation is individualized based on progress from entry skills, ability to reach goals, and the learning skill sets established for each project. Each trimester class provides ½ unit of Fine Arts elective credit. Some courses may be repeated for credit up to two times.

60012 Art Foundations

(.5 unit of credit)

Art Foundations is a one trimester course designed to familiarize students with art fundamentals and various art processes through the exposure to different subjects and mediums of art. Students learn how one can create visual works that express ideas and meaning. Students will grow in their understanding of art history, composition, color theory, perspective, and other skills needed for successful visual communication. Students are evaluated on skills, craftsmanship, concepts, composition and work habits. This class is appropriate for those individuals interested in exploring beginning levels or building a foundation for further art studies.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

This class may not be repeated for credit

60132 Photography: From Darkroom to Digital

(.5 unit of credit)

Photography is an introductory course for students who are interested in the area of visual communication via the use of a camera. This is where the artist discovers their voice through the camera lens. Emphasis is placed learning composition, concept development, and creativity. Students learn the interesting history of the permanent image and study the work of past and contemporary masters of all mediums. Students receive instruction in digital and darkroom techniques needed to develop black and white film, perform digital editing, and print enlargements. Evaluation is based upon student's ability to complete tasks and skills set forth in each lesson. Evaluation begins after the completion of each assignment in the form of a group critique.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

This class may not be repeated for credit

60142 Advanced Photography

(.5 unit of credit)

Advanced Photography, is a class where students increase their skills in areas such as darkroom or digital techniques, composition, and studio lighting. Students are encouraged to develop advanced themes and creative thinking. Emphasis is placed on exploring alternative photographic methods and materials and increasing computer skills pertinent to image manipulation and output. Students evaluate and improve their work via group critique. Students will also learn the work of past and contemporary masters of all mediums. They will present a portfolio of their best work to the class at the completion of the trimester. It is highly suggested that students have a DSLR camera where aperture, and shutter speed can be controlled manually. This class may be repeated for credit and will be individualized to each student.

Prerequisites: Photography

Grades Taught: 10, 11, 12

60052 Drawing

(.5 unit of credit)

Drawing students work with a variety of media and complete assignments that build skills in observational and exploratory drawing. The fundamentals of design, composition, color, and value are explored in depth within the format of both assigned and individual projects. Students are given demonstrations in a variety of techniques which increase competency with a wide range of drawing materials. Individual expression, and experimentation is highly encouraged with added emphasis on development of artist's style and voice. Students are evaluated on skills, concepts, composition, craftsmanship, and work habits. Students may repeat this course for credit and will have more advanced assignments. Students need to purchase a 20"x26" portfolio case and an 8"x10" sketchbook.

Prerequisite: None

Grades Taught: 9, 10, 11, 12

60122 Painting

(.5 unit of credit)

Painting students learn to create different types of compositions and paint using a variety of materials such as tempera, watercolor and acrylic paints. Coursework begins with assigned projects planned to teach students about color theory as it relates to painting. They are taught about variations in painting materials and how to properly select the appropriate paint for desired output. Demonstrations are given in paint mixing and application as well as in proper use of brushes for desired appearance and paint type. Individualized instruction allows students to work at their own skill level and pursue personal goals in their development as artists. Students are evaluated on skills, concepts, composition, craftsmanship, and work habits. The drawing class is strongly recommended as a precursor to painting but is not a requirement. This course may be repeated for credit.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

60152 Digital Art and Design

(.5 unit of credit)

This course will introduce students to the computer as an instrument to create. With a focus on visual communications, the elements of art and the principles of design, students will create pieces that highlight layout, illustration, and composition. Primarily using the Adobe Creative Suite Software with a focus on Adobe Illustrator and Photoshop, students will gain proficiency and skills in Graphic Design, Digital Illustration, Image Manipulation, and Layout. Refinement and development of the design process and Visual Communication Concepts are emphasized as well as technical proficiency and practical application. Concepts learned are a great foundation for any student interested in the print industry, production artistry, illustration, animation, game design and graphic design.

Prerequisite: None

Grades Taught: 9, 10, 11, 12

60032 Ceramics

(.5 unit of credit)

Ceramics begins with assigned projects planned to expose students to basic techniques and studio procedures with clay. Students learn several hand building methods, use of the potter's wheel, as well as decorating and glazing techniques. Individualized instruction allows students to work at his or her own pace and skill level. Students are evaluated on skills and craftsmanship, concepts, and work habits. Students are encouraged to take this course for repeat credit. At the advanced levels, students are encouraged to develop more advanced pieces and create an artistic voice.

Prerequisite: None

Grades taught: 9, 10, 11, 12

60182 Mixed Media

(.5 unit of credit)

This class is designed to give students the experience of solving visual problems with a variety of materials and media. Student work will be both two and three dimensional, focusing on the creation of self-expression through the use of materials such as found objects, cardboard sculpture, paper mache', spray paint and more. The projects will be accompanied by exposure to famous mixed media work as well as work done in various fields of art careers. A main element of this course is the incorporation of meaning and ideas into the student art work. This is a good class for the creative student who is looking for a new experience.

Prerequisite: None

Grades taught: 9, 10, 11, 12

62062 Art Portfolio Prep

(.5 unit of credit)

Art Portfolio Prep is intended for the serious art student who is considering an art school or an art-related career. This course prepares students with information on careers in art, methods to market themselves and their work, and specific ways to prepare their portfolios to represent their best work. Guest speakers in various art-related fields and from various art institutions will give students specific examples of what an Art career entails and speak to what they would find important in an art portfolio for prospective employment. A variety of media will be explored and work will be produced by each individual for their portfolio. Students will be taught how to reproduce create a digital portfolio suitable for presentation to prospective colleges and universities, as well as for professional exhibitions. Evaluation is based on the completion of individual assignments as well as the quality of the finished portfolio. Students will be expected to follow the guidelines and enter the completed portfolio to the National Scholastic Art Awards Competition for Scholarship Awards.

Prerequisite: Instructor Approval

Grades Taught: 11, 12

62072BL AP Studio Art A

62082BL AP Studio Art B

(.5 unit of credit)

AP Studio Art is a two-term course that focuses on assignments which comply with the requirements of the National AP College Board. Each student is required to complete 16 to 24 pieces of art for their portfolio. Work submitted for AP credit must be developed around one of the following three areas: Drawing (a traditional Fine Arts Portfolio), Two-dimensional design (Graphic Design and Photography) or Three-dimensional design (Sculpture, Jewelry, Ceramics). The developers for AP Art suggest that a student take the class for two years to successfully complete the range of art required for the exam. However, if a student elects to take the course for only one year, the teacher will work on an individual basis with that student to help develop a satisfactory portfolio for the final exam/critique.

This course covers three areas: Quality, Breadth (Studio Art A) and the Concentration (Studio Art B). In the span of a year, all three areas will be addressed with each individual. If the course is repeated, the material will be covered again, with a different emphasis on each assignment. The Breadth Section consists of 12 pieces of art in which the elements and principles of art are included in each assignment, emphasizing one or more of them as the work demands. For the Concentration Section, teachers work with students on an individual basis to help identify creative strengths, and develop a theme around which to build this part of the portfolio.

Students explore cultural diversity and art history throughout the year's scope of study. Technology (cameras and computers) is included as needed on an individual basis. Students learn how to mat their work to be prepared for exhibit and competition. An established national rubric is used for grading purposes. The artwork produced in this class is intended for the college application process, but may also be used for the AP "final exam" if the student chooses to enter. This gives the student an advantage upon entry to college. If they score high enough; college credit may be assigned to a student for a successful portfolio. Knowing the rigors of the course material covered in an AP Studio Art class, college admissions boards often look favorably on a student whose portfolio scored highly on an AP exam. There will be summer homework assignments to help the student satisfy the scope of work that is required for the portfolio. Creativity, originality, research and experimentation with materials and processes will be encouraged. This class can be repeated for credit.

Prerequisites: Instructor Approval

Grades Taught: 11, 12. Course may be repeated for credit.

CAREER and TECHNICAL EDUCATION (CTE)

What is CTE?

Career and Technical Education (CTE) programs provide our students with the necessary academic, technical, and workplace skills to help them succeed in college and careers. Our state-approved CTE programs provide rigorous content aligned with challenging academic standards, as well as related relevant technical knowledge and skills. The blend of work-based learning experiences through collaboration with business and industry, and the development of soft skills through student leadership opportunities, provides a seamless transition into higher education and/or the world of work.

Enrollment

Every year, more than 1,000 BPS students and 100,000 Michigan students participate in CTE courses and co-curricular activities! Upon successful completion of a CTE program, articulated or direct **college credit may be available**.

Benefits to a CTE pathway that can be highlighted on a college/scholarship application or prepare a student for work-place readiness upon graduation:

- Curriculum depth in career focused areas
- Participate in Work Based Learning (for example: job shadow placements, career internships, and career exploration through field trips, and guest speakers)
- Earn industry certifications and industry recognized credentials such as Microsoft Office programs, IT Specialist in Python & Java, engineering-related Industry 4.0 credentials, and more.
- Participation in career-focused co-curricular leadership and competitive opportunities like DECA, Girls in STEAM, Finance Club, & Robotics
- Scholarship opportunities

BPS offers the following CTE Programs:

- Architecture
- Business Management
- Engineering: Design Engineering
- Engineering Technology/Mechatronics: Renewable Energy, Engineering Systems, & Robotics/Automation
- Finance
- Future Educators
- IT - Computer Science and Programming
- IT - Digital/Multimedia & Information Resources Design
- Marketing & Sales
- Work Based Learning/Internships

CTE Department Faculty Email Addresses:

Amy Bowman, District Dpt Head K-12 CTE and CFE
Jenna Haener, Marketing Teacher, Groves
Jeff Hatley, Architecture & Engineering Teacher, Groves
Derek Puishes, Finance Teacher, Groves
Haley Radin, Finance & Marketing Teacher, Seaholm
Bernie Simms, Engineering & Robotics Teacher, Seaholm
Barb Slatin, Internships, Finance, & Marketing Teacher, Seaholm
Andre White, Business Management Teacher, Groves
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ARCHITECTURE & INTERIOR DESIGN CTE PROGRAM

| CTE Program | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|---|---|---|
| Architecture & Interior Design | Architectural Design A/B* 80172-80182 | Architectural Design A/B* 80172-80182 | Architectural Design A/B* 80172-80182 | Architectural Design A/B* 80172-80182 |
| | | Advanced Architectural Design A/B* 80192-80200 | Advanced Architectural Design A/B* 80192-80200 | Advanced Architectural Design A/B* 80192-80200 |
| | | Interior Design 68222 | Interior Design 68222 | Interior Design 68222 |

*May be taken as a 4th year math-related course

80172 Architectural Design A

80182 Architectural Design B

(.5 unit of credit) Taught at Groves.

This course begins with the study of residential design and provides instruction in utilizing various CAD software and hand drawing techniques as it relates to the architectural industry. Each student will have the opportunity to combine their creativity with the practicality of floor plans, elevations, plot plan specifications, and interior design, to create a single family home complete with a virtual tour.

College credit available; see teacher for details.

Architectural Design A Prerequisites: none

Architectural Design B Prerequisites: Architectural Design A

Grades Taught: 9, 10, 11, 12 May be taken as a 4th year math-related course

80192 Advanced Architectural Design A

80200 Advanced Architectural Design B

(.5 unit of credit) Taught at Groves.

This course will expand on the Architectural Design A/B courses by allowing students to create a full set of architectural blueprints. Students will be expected to apply the design process, architectural theories, and specifications according to industry to their designs. The use of CAD software will be incorporated to aid in the development of drawings and three-dimensional computer models.

Advanced Architectural Design A Prerequisites: Architectural Design A & B

Advanced Architectural Design B Prerequisites: Advanced Architectural Design A

Grades taught: 10, 11, 12 May be taken as a 4th year math-related course

68222 Interior Design

(.5 unit of credit) Taught at Groves.

This course is designed to provide students with skills necessary to create a personal house. Class activities will develop your “designer’s eye,” in combining the elements and principles of design to create a harmonious interior. Projects are integrated throughout the course to provide applications in architecture, furniture styles, floor planning and interiors.

Prerequisite: None

Grades Taught: 10, 11, 12 Course may be repeated with instructor approval.

BUSINESS MANAGEMENT CTE PROGRAM

| CTE Program | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|----------------------------|--------------------------------|--|--|------------------------|
| Business Management | Business Foundations* 72052 | Business Foundations* 72052 Business Law* 72062 | Business Foundations* 72052 Business Law* 72062 | Business Law* 72062 |

***Industry Certifications are offered.**

72052 Business Foundations

(.5 unit of credit) Taught at Groves.

Students will be introduced to essential concepts, including marketing, management, accounting, business law, economics, employability skills, and communications. Foundational business topics are delivered with a hands-on approach and are designed to teach the basic concepts of the unit. The units will be approximately 1-2 weeks in length and designed for students interested in learning the basic principles of business as they prepare for their future course and career choices. Topics will be broad in nature to exhibit applicability for students in all career paths.

Prerequisites: None

Grades Taught: 9, 10, 11

72062 Business Law

(.5 unit of credit) Taught at Groves.

Business Law is primarily focused on providing a legal framework relating to personal rights, obligations and responsibilities within a business-oriented culture. The course emphasizes the social, economic and moral forces that make and create our laws. Areas such as the nature and structure of the law and the court system, elements of contracts, personal property, agency and employment, case studies and analysis, and courtroom procedures and strategies are discussed. Classroom debate on current legal issues is also part of the curriculum.

Prerequisites: None

Grades Taught: 10, 11, 12

ENGINEERING: *DESIGN ENGINEERING* CTE PROGRAM

| CTE Program | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------------|---|---|--|--|
| Design Engineering | Engineering Foundations 81000 | Engineering Foundations 81000 | Engineering Foundations 81000 | Engineering Foundations 81000 |
| | CAD & Design Studio A/B* 80134 – 80144 | CAD & Design Studio A/B* 80134 – 80144 | CAD & Design Studio A/B* 80134 – 80144 | CAD & Design Studio A/B* 80134 – 80144 |
| | | | Advanced CAD & Design Studio A/B* 80154BL-80164BL | Advanced CAD & Design Studio A/B* 80154BL-80164BL |

***May be taken as a 4th year math-related course and Industry 4.0 Certifications and Credentials are offered.**

81000 Engineering Foundations

(.5 unit of credit)

This innovative course integrates design, imagination and creativity, which are all key elements of critical thinking and problem solving. Students will learn about the engineering design process while working in small groups and individually on various hands-on activities. In this project-based class, students will explore various STEM opportunities, develop basic CAD/Architecture skills, and learn about energy, civil engineering, and robotics. This class is project oriented and will give each student an excellent background for future engineering/design classes.

Prerequisites for Engineering Foundations: None

Grades Taught: 9, 10, 11, 12

80134 CAD & Design Studio A

80144 CAD & Design Studio B

(.5 unit of credit) **Industry 4.0 Certifications and Credentials are offered.**

This course introduces the basic idea of design and prototyping to students through the use of CAD (Computer Aided Design) software. Students will solve various design challenges through the principles of drawing, engineering, and hands-on collaborative projects. Topics include 2D and 3D CAD, laser engraving, 3D printing, prototyping, and CNC projects.

College credit available; see teacher for details.

Prerequisites: None.

CAD & Design Studio A Prerequisites: none

CAD & Design Studio B: CAD & Design Studio A

Grades Taught: 9, 10, 11, 12

May be taken as a 4th year math-related course

80154BL Advanced CAD & Design Studio A
80164BL Advanced CAD & Design Studio B

(.5 unit of credit) Industry 4.0 Certifications and Credentials are offered.

This **blended** course is for students interested in expanding their engineering drawing experiences. Drawings and activities focus on in-class application of 3D CAD programs and design apps to create advanced engineering drawings, assemblies, and 3D printed products. Topics include threads and fasteners, descriptive geometry, exploded views, and assembly drawing. 3D Modeling will also focus on the Engineering Design Process and problem-solving skills to create hands-on collaborative projects.

College credit available; see teacher for details.

Advanced CAD & Design Studio A Prerequisites: CAD & Design Studio A/B and/or Architectural Design

Advanced CAD & Design Studio B Prerequisites: Advanced CAD & Design Studio A

Grades Taught: 10, 11, 12

This course may be repeated for credit & taken as a 4th year math-related course

**ENGINEERING TECHNOLOGY -
 MECHATRONICS: *RENEWABLE ENERGY,
 ENGINEERING SYSTEMS, &
 ROBOTICS/AUTOMATION* CTE PROGRAM**

| CTE Program | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|--|---|---|
| Engineering Technology/ Mechatronics: <i>Renewable Energy, Engineering Systems, & Robotics/Automation</i> | Renewable Energy Tech A/B* 80213-80223 | Renewable Energy Tech A/B* 80213-80223 Engineering Systems A/B* 80152-80162 | Renewable Energy Tech A/B* 80213-80223 Engineering Systems A/B* 80152-80162 Robotics/Automation A/B* 82222-82232 | Renewable Energy Tech A/B* 80213-80223 Engineering Systems A/B* 80152-80162 Robotics/Automation A/B* 82222-82232 Advanced Robotics/Automation A/B* 82242-82252 |

***May be taken as a 4th year math-related course and Industry 4.0 Certifications and Credentials are offered.**

80213 Renewable Energy Technology A

80223 Renewable Energy Technology B

(.5 unit of credit) Taught at Seaholm. Industry 4.0 Certifications and Credentials are offered.

Welcome to the world of renewable energy! This course will demystify what renewable technologies are and their feasibility for the future. Activities include the building and testing of simple machines, wind and solar systems, electric vehicles, mini-hydropower, and fuel cells. The class introduces the basic aspects of energy and transportation systems using problem-solving skills, laboratory environments, and student-driven activities.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

May be taken as a 4th year math-related course

80152 Engineering Systems A

80162 Engineering Systems B

(.5 unit of credit) Taught at Seaholm. Industry 4.0 Certifications and Credentials are offered.

Students will learn engineering fundamentals of electrical, hydraulic, mechanical and pneumatic systems. This is a hands-on, lab driven course that includes house wiring, mechanisms, and fluid power. Students will also have the opportunity to design and build a VEX mobile robot for a competition.

Prerequisites: None

Grades Taught: 10, 11, 12

May be taken as a 4th year math-related course

82222 Robotics/Automation A

82232 Robotics/Automation B

(.5 unit of credit) Taught at Seaholm. Industry 4.0 Certifications and Credentials are offered.

A course in the fundamentals and application of industrial robots. Emphasis is placed on the use of micro-controllers to control robots. Topics include micro-controller programming, robot fundamentals, DC stepper motors, sensors, programming, gripper design, and safety. A major emphasis is placed on a design project involving the design, build, and test of a mobile robot for a competition.

Prerequisites: *Engineering Systems A&B or current enrollment/completion of Physics A&B or Honors Physics A&B*

Grades Taught: 11, 12

May be taken as a 4th year math-related course

82242 Advanced Robotics/Automation A

82252 Advanced Robotics/Automation B

(.5 unit of credit) Taught at Seaholm. Industry 4.0 Certifications and Credentials are offered.

A course in the fundamentals and application of automated machines. Topics include programmable logic controllers, robot fundamentals, stepper motors, sensors, fabrication techniques, and safety. Emphasis is placed on the design and building of an automated machine that will compete in regional and national competitions.

Prerequisites: *Robotics/Automation A & B*

Grades Taught: 12

May be taken as a 4th year math-related course

FINANCE CTE PROGRAM

| CTE Program | Grade 10 | Grade 11 | Grade 12 |
|----------------|----------------------------|----------------------------|----------------------------|
| Finance | Accounting A* 74002 | Accounting A* 74002 | Accounting A* 74002 |
| | Accounting B* 74012 | Accounting B* 74012 | Accounting B* 74012 |
| | Personal Finance* 70062 | Personal Finance* 70062 | Personal Finance* 70062 |
| | Investments* 72182 | Investments* 72182 | Investments* 72182 |

***May be taken as a 4th year math-related course. Industry Certifications are offered.**

74002 Accounting A

(.5 unit of credit)

For all students interested in pursuing a business-related degree or becoming a business owner in any field, mastery of accounting principles is essential to future success. In this course, the complete accounting cycle for a service business is presented. Skills such as journalizing, posting, preparing a trial balance worksheet, understanding and completing financial statements, closing books, as well as bank reconciliation, are covered. Coursework is completed using a digital learning system to optimize the most up-to-date engaging content. Accounting principles, practices, procedures, and theories are emphasized for a solid beginning to any college business curriculum or to help students become more marketable in today's business environment.

Prerequisites: *None*

Grades Taught: *10, 11, 12*

May be taken as a 4th year math-related course

74012 Accounting B

(.5 unit of credit)

Accounting B is a continuation of the concepts and practices taught in Accounting A. Accounting principles for a merchandising company, including inventory, special journals, payroll and taxes will be covered. Coursework is completed using a digital learning system to optimize the most up-to-date engaging content. Students will have the necessary foundation in accounting essentials for the transition to college-level accounting.

Prerequisites: *Accounting A*

Grades Taught: *10, 11, 12*

May be taken as a 4th year math-related course

72182 Investments

(.5 unit of credit)

Welcome to Investments! This course provides a broad introduction to the principles of investing. Units include Why Should I Invest, What is the Stock Market, What is a Stock, What is a Bond, Investing in Funds, Investing for Retirement, Real Estate Investing, and Modern Investing tools. Throughout each unit, students will learn fundamental concepts and explore how to apply these concepts.

The Capstone project for the course will be the Stock Market Game. During this simulation students will be given a simulated \$100,000 to invest in the market. Students will be tasked with buying, selling, and trading stocks, bonds, and funds.

Prerequisites: *None*

Grades Taught: *10, 11, 12*

May be taken as a 4th year math-related course

70062 Personal Finance

(.5 unit of credit)

Financial literacy for young adults is an essential component to future financial independence. Personal Finance focuses on the management of personal finances while students learn the importance of maintaining a good credit score, in-depth budgeting, savings interest calculations, responsible spending, payroll tax computations, completion of personal income taxes, buying and leasing cars, obtaining loans, home mortgages, auto, and homeowners insurance. Students develop an understanding of how to protect themselves from identity theft and fraudulent activities. Guest speakers are invited to share their real-world expertise.

Prerequisites: *None*

Grades Taught: *10, 11, 12*

May be taken as a 4th year math-related course

FUTURE EDUCATORS CTE PROGRAM

| CTE Program | Grade 11 | Grade 12 |
|-------------------------|---|---|
| Future Educators | Future Educators 85010* Education Careers: Field Experience 85012* | Future Educators 85010* Education Careers: Field Experience 85012* |

**Industry related credentials are offered.*

To complete this CTE program, both courses must be successfully completed with a B or better. Program completion allows for direct credit from various colleges throughout Michigan.

85010 Future Educators

(.5 unit of credit) Taught at Groves.

Future Educators is an innovative hands-on course designed for students interested in pursuing one of the many careers in the educational field. In this course, students will be exposed to the many facets of education through current articles, class discussions, guest speakers, hands-on projects, classroom observations, field experiences, and interactions with successful administrators, counselors, teachers, and more. Students will also study and practice teaching methods and strategies, lesson planning, and classroom management.

Students will participate in Field Experiences, where they are able to observe and possibly assist in classrooms within our district. Students will also have the opportunity to participate in student leadership activities through projects and activities and earn a CDA or YDA credential.

Prerequisites: *None*

Grades Taught: *11, 12*

This course is available pending final approval.

85012 Education Careers: Field Experience

(.5 unit of credit) Taught at Groves.

This course is designed for students who wish to continue to explore the education field. Students will gain hands-on experience working in a classroom at the early childhood, elementary, or middle school level. Students will participate in many activities, including observing, tutoring, leading small groups, creating unique projects, and eventually developing and teaching their own lessons. Students will also be responsible for turning in weekly attendance sheets, writing reflective journals, attending weekly class meetings, and completing a digital field experience portfolio.

Students will also have the opportunity to participate in student leadership activities through projects and activities and earn a CDA or YDA credential.

Course Prerequisites: *Completion of Future Educators with a B or above, excellent attendance, and transportation to field placement experiences.*

Grades Taught: *11, 12*

The course may be repeated for credit, per teacher approval, but specific field placements are not eligible to be repeated.

This course is available pending final approval.

INFORMATION TECHNOLOGY (IT) CTE PROGRAMS

BPS offers two dynamic IT CTE programs - Computer Science and Programming and Digital/Multimedia & Information Resources Design. The suggested pathway for navigating the choices within the IT pathways is below.

IT Programs Suggested Course Pathways

| Tier 1 | Tier 2 | Tier 3 |
|--|--|--|
| <ul style="list-style-type: none"> ● Web Design A using HTML and CSS ● Programming A in Python | <ul style="list-style-type: none"> ● AP CSP in JavaScript ● Web Design B using HTML, CSS, & Bootstrap ● Programming B in Python ● Game Design in Unity | <ul style="list-style-type: none"> ● AP CSA in Java |

See the following pages for IT course offerings and descriptions, including available industry certifications.

IT - COMPUTER SCIENCE AND PROGRAMMING CTE PROGRAM

| CTE Program | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|--|--|--|--|
| IT - Computer Programming | Programming A in Python* 70101 | Programming A in Python* 70101 | Programming A in Python* 70101 | Programming A in Python* 70101 |
| | Programming B in Python* 70102BL | Programming B in Python* 70102BL | Programming B in Python* 70102BL | Programming B in Python* 70102BL |
| | AP Computer Science Principles in JavaScript 1* 72147 | AP Computer Science Principles in JavaScript 1* 72147 | AP Computer Science Principles in JavaScript 1* 72147 | AP Computer Science Principles in JavaScript 1* 72147 |
| | AP Computer Science Principles in JavaScript 2* 72157 | AP Computer Science Principles in JavaScript 2* 72157 | AP Computer Science Principles in JavaScript 2* 72157 | AP Computer Science Principles in JavaScript 2* 72157 |
| | | AP Computer Science A in Java A* 70113 | AP Computer Science A in Java A* 70113 | AP Computer Science A in Java A* 70113 |
| | | AP Computer Science A in Java B* 70123 | AP Computer Science A in Java B* 70123 | AP Computer Science A in Java B* 70123 |
| Computer Course - required for graduation | Computer Technology 70052 (Graduation Requirement) | Computer Technology 70052 (Graduation Requirement) | Computer Technology 70052 (Graduation Requirement) | Computer Technology 70052 (Graduation Requirement) |

***May be taken as a 4th year math-related course Industry Certifications are offered in some Computer Programming courses. See course descriptions for details.**

70101 Programming A in Python

(.5 unit of credit) Industry Certification offered: IT Specialist in Python

Programming A teaches the foundations of computer science and basic programming in Python, with an emphasis on helping students develop logical thinking and problem-solving skills. This course teaches the fundamentals of computer programming as well as some advanced features of Python. By the end of this course, students will have a strong programming foundation and learn material equivalent to a semester of an introductory programming course. Programming A is designed for beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive, making it engaging for new coders. Students will complete projects such as Blackjack, Roulette, Rock Paper Scissors, and the Game of War!

Prerequisites: None

Grades Taught: 9, 10, 11, 12

May be taken as a 4th year math-related course

70102BL Programming B in Python

(.5 unit of credit) Industry Certification offered: IT Specialist in Python

Programming B (Blended) builds off the skillset students learned in Programming A. This course teaches students how to think algorithmically and solve problems efficiently. Topics include algorithms, data structures, functions, dictionaries, object-oriented programming, and other advanced features. Students will learn how to solve programming problems by breaking them down into logical steps, students will showcase mastery by completing Capstone projects.

Programming B is designed for students with a serious interest in computer science and programming. By taking this course, you will be preparing to take the next course, Advanced Placement Computer Science Principles or AP CSA.

Prerequisites: Programming A.

Grades Taught: 9, 10, 11, 12

May be taken as a 4th year math-related course

Pro Tip: How to choose between AP Computer Science A in Java & AP Computer Science Principles in JavaScript:

AP Principles in JavaScript explores a variety of computer science areas and is open to a very broad group of students. The requirements are not as rigid to be in this class as they are in AP Computer Science A in Java. This is an AP class, and there is a lot of work; however, we cover a broad range of topics, not just programming, although that is a focus. Most, if not all, of the work can be completed during class. See the course descriptions in this section to help you decide which course is right for you.

72147-72157 AP Computer Science Principles in JavaScript 1 & 2

(.5 unit of credit each)

AP Computer Science Principles (CSP) in JavaScript is a rigorous, **entry-level course** that introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing.

AP CSP introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem-solving and real-world applications, AP Computer Science Principles prepares students for college and careers in high demand.

Prerequisites: Programming A or Programming B is recommended.

Grades Taught: 9, 10, 11, 12

May be taken as a 4th year math-related course

70113-70123 AP Computer Science A in Java A & B

(.5 unit of credit) **Industry Certification offered: IT Specialist in Java**

AP CSA is focused on the study of advanced programming for the serious, self-motivated, talented math student who is considering computer science or computer engineering as a major in college. In Computer Science A, students learn object-oriented programming using Java. Students take on the role of software engineers and practice skills that are used in the field. CSA course is designed for any high school student who wishes to continue their computer science education after completing an introductory course such as AP Computer Science Principles (CSP) or Programming in Python A and B.

In the First Trimester, students will focus on these topics: Primitive Types, Using Objects, Boolean Expressions and If Statements, and Iteration.

In the Second Trimester, students will focus on these topics: Writing Classes, Arrays, Array List, 2D Arrays, Inheritance, Recursion, and AP Exam Prep.

Prerequisites: Programming A and/or B in Python, AP Computer Science Principles in JavaScript, OR Teacher Approval

Grades Taught: 10, 11, 12

May be taken as a 4th year math-related course

70052 Computer Technology

(.5 unit of credit each) **Industry Certifications offered: Microsoft Office Suite**

Students enrolled in this course will develop proficiency in the use of the Microsoft Office suite while meeting BPS's graduation requirement. The topics in this course are presented at a level appropriate for students who have had previous experience with computers. Proficiency in word processing, database management, spreadsheet, and development of electronic presentations are among the skills that are taught; internet skills are also emphasized. Microsoft Office Industry certifications are available.

Prerequisites: None. Fulfills graduation requirement.

Grades Taught: 9, 10, 11, 12

IT - DIGITAL/MULTIMEDIA & INFORMATION RESOURCES DESIGN CTE PROGRAM

| CTE Program | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|--|--|--|
| IT - Digital/Multimedia & Information Resources Design | Web Design A using HTML & CSS 71003 | Web Design A using HTML & CSS 71003 | Web Design A using HTML & CSS 71003 | Web Design A using HTML & CSS 71003 |
| | Web Design B using HTML, CSS, & Bootstrap 71013 | Web Design B using HTML, CSS, & Bootstrap 71013 | Web Design B using HTML, CSS, & Bootstrap 71013 | Web Design B using HTML, CSS, & Bootstrap 71013 |
| | Game Design in Unity 71023 | Game Design in Unity 71023 | Game Design in Unity 71023 | Game Design in Unity 71023 |

Industry Certifications are offered in these courses. See course descriptions for details.

71003 Web Design A using HTML & CSS

(.5 unit of credit) Industry Certification offered: IT Specialist in HTML & CSS

The Web Design A using HTML & CSS course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS and will create their own websites. Students will start the year by learning HTML tags. They will learn how to add text, pictures, tables, lists, colors, hyperlinks, and other items to their website. They will then learn how to use CSS sheets to style their web pages. Finally, students will learn advanced CSS formatting, layouts, animations, image filters, and other advanced features.

By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi-page websites. Students will learn the foundations of user interface design, rapid prototyping, and user testing, and will work together to create professional, mobile responsive websites.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

71013 Web Design B using HTML, CSS, & Bootstrap

(.5 unit of credit) Industry Certification offered: IT Specialist in HTML & CSS

In Web Design B students will further enhance skills learned in Web Design A by designing web sites that are exciting, advanced, and innovative. The Web Design B course is a project-based course that teaches students how to build their own high-level web pages. The course will begin with a brief review of skills learned in Web Design A that focus on HTML & CSS. Students will then transition to Bootstrap. Bootstrap was originally developed by designers and developers from Twitter; it's become one of the most popular front-end frameworks to build webpages in the world. Using Bootstrap, students will build fully functioning websites.

Prerequisites: Web Design A

Grades Taught: 9, 10, 11, 12

71023 Game Design in Unity

(.5 unit of credit) Industry Certification offered: IT Specialist in Unity

Game Design teaches students the fundamentals of game design by using Unity's game engine. By the end of this course, students will understand the design planning process, be knowledgeable of industry-related careers, and be able to navigate the Unity environment in order to create their own 3D games. Students will gain a deeper understanding of the design planning process, add special effects, manipulate cameras, and set up character animations to enhance their own 3D games.

Prerequisites: Programming A and/or Programming B is recommended.

Grades Taught: 9, 10, 11, 12

MARKETING & SALES CTE PROGRAM

| CTE Program | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|------------------------------|--------------------------------|---|---|---|
| Marketing & Sales | Marketing & Sales 76022 | Marketing & Sales 76022 | Marketing & Sales 76022 | Marketing & Sales 76022 |
| | Retail Marketing 76002 | Retail Marketing 76002 | Retail Marketing 76002 | Retail Marketing 76002 |
| | Fashion Merchandising 72022 | Fashion Merchandising 72022 | Fashion Merchandising 72022 | Fashion Merchandising 72022 |
| | Advertising 72202 | Advertising 72202 | Advertising 72202 | Advertising 72202 |
| | | Sports & Entertainment Marketing 72042 | Sports & Entertainment Marketing 72042 | Sports & Entertainment Marketing 72042 |
| | | Social Media & Marketing 72212 | Social Media & Marketing 72212 | Social Media & Marketing 72212 |
| | | Entrepreneurship 72102 | Entrepreneurship 72102 | Entrepreneurship 72102 |
| | | | *Retail Management 76012BL | *Retail Management 76012BL |

***May be taken as a 4th year math-related course**

Industry Certifications are offered in marketing courses. Contact teachers for details.

72202 Advertising

(.5 unit of credit)

Students will learn the process of branding by developing new products, designing logos, packaging and brand names as part of the product planning and branding process.

Study the behind-the-scenes process of advertising for streaming/television, radio, print, and digital advertising while designing creative and fun promotions for real and class-developed products. Students will look at the movie and television industry as a source of promotion through the use of product placement. Enhance communication, teamwork, and presentation skills as students work in teams to develop their own advertising campaign for a chosen product. Students will participate in creative projects, group activities, and learn about marketing careers.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

If this class is of interest to you, consider taking Marketing & Sales also.

72102 Entrepreneurship

(.5 unit of credit)

Students will learn the foundations of starting their own business including identifying a business idea, target audience, researching locations, developing a start-up marketing plan, pitching a business idea, as well as financial planning for businesses. Students will compile their research into a business plan which will be presented to the class and potentially a panel of business leaders. With approval, the business plan may be expanded upon and entered into a DECA competitive event.

Prerequisites: *None. Accounting A or Marketing courses would be helpful*

Grades Taught: *10, 11, 12*

72022 Fashion Merchandising

(.5 unit of credit)

Students will learn where designer inspiration comes from, the history of fashion through the decades, different fabrics used in apparel, how fashion influences culture and society, study backgrounds of influential and up-coming-designers, elements of fashion design and design their own collection. Creative hands-on projects will help students learn fashion merchandising concepts as well as field trips and guest speakers.

Prerequisites: *None*

Grades Taught: *9, 10, 11, 12*

76022 Marketing & Sales

(.5 unit of credit)

Students will learn how and why marketers reach consumers through age, gender, location, income, hobbies, and many other segmentation techniques. Students will conduct marketing research to discover consumer habits and patterns using industry methods such as observation, experiment, and survey.

Students will learn and apply professional selling skills for products, ideas, and services. Learn to communicate and read body language in sales situations, overcome objections in a sale, and close the sale. These skills translate to many areas of a student's life from a job interview to a career in marketing or business. Students will participate in role-play situations to learn and practice techniques.

Prerequisites: *None*

Grades Taught: *9, 10, 11, 12*

76002 Retail Marketing

(.5 unit of credit)

Retail Marketing is a course designed for students who are interested in learning the fundamentals of retail-based marketing. Students will learn the following concepts related to retail businesses: sales, visual merchandising, loss prevention, customer service, cash management, pricing and promotion. Students enrolled in Retail Marketing will take what they learn from classroom-based activities and apply it to the operations that take place in our student-run school store, The Maple Tree. Upon completion of the course, students may sign up for Retail Store Management to participate in the day-to-day operations of the school store.

Prerequisite: *none*

Grades: *9, 10, 11, 12*

76012BL Retail Management

(.5 unit of credit)

Apply and practice retail and merchandising skills while working in our student-run business: The Maple Tree - Seaholm's school store. Students will design and build store and window displays, run creative store promotions, investigate new product offerings for the store, learn pricing techniques in retail such as mark-ups, mark-downs, and perform fiscal/accounting responsibilities.

Students will use a point-of-sale system to process customer purchases, track inventory, and run sales reports. Students will also develop skills in purchasing, sales, customer service, time management, teamwork, initiative, and leadership.

Prerequisites: *Retail Marketing must be completed with a C or above.*

Course may be repeated with instructor approval.

Grades Taught: 11, 12

72212 Social Media & Marketing

(.5 unit of credit)

This course provides a look into the digital marketing world using social media. Learn how social media marketing strategies are used to increase sales. Simulate how social media marketers post, manage contacts, and analyze results from social media engagements. Explore the power of likes, shares, clicks and impressions. Learn to identify the most effective techniques in reaching target markets digitally. Explore platforms such as Twitter, Instagram, Facebook, LinkedIn, YouTube, Snapchat and more.

Prerequisites: *None*

Grades: 10, 11, 12

72042 Sports & Entertainment Marketing

(.5 unit of credit)

This course is designed to teach students marketing and management concepts associated with the sports industry. Students will learn techniques and practices used to make this global market part of a multi-billion dollar industry. Strategies used by successful sports and entertainment marketing and management firms and businesses will be evaluated. Students will create a new sports franchise team, conduct research and make marketing and management decisions that will affect their individual teams (i.e. location of the franchise, team logos, team colors, team mascot, team nicknames, etc.) Forms of revenue for teams are evaluated such as parking, concessions, sponsorship and fan engagement.

Prerequisites: *None*

Grades Taught: 10, 11, 12

WORK BASED LEARNING - INTERNSHIP PROGRAMS

| CTE Program | Grade 11 | Grade 12 |
|---|----------------------------------|----------------------------------|
| Work Based Learning: Internship Programs | Business Internship 77040 | Business Internship 77040 |
| | Career Internship 77016 | Career Internship 77016 |
| | CTE Internship 77016 | CTE Internship 77016 |
| | CTE In-District Internship 77020 | CTE In-District Internship 77020 |
| | CTE Internships, Unpaid 77030 | CTE Internships, Unpaid 77030 |

Contact Mrs. Slatin for more information on what type of Internship is right for you.
 bslatin@birmingham.k12.mi.us

77040 Business Internship - .5 unit of credit

77016 Career Internship - 1 unit of credit

Business and Career Internships are unique working relationship between the student, school, and the business community. It is an option for students who are well-established academically and are interested in a work-based learning course credit. Students can work in positions related to their desired future career pathway(s). The school provides the related course instruction and the business community contributes the actual paid work experience. Working hours may be during school hours, after school, or on weekends. A minimum of 10 hours a week must be spent working on the job. Students may be eligible to have one release period per term while enrolled in the internship.

We encourage students to register for this course during scheduling to reserve their spot. This course may be taken as a 6th hour.

Grades Taught: 11 and 12

This course may be repeated for credit per teacher approval.

77016 CTE Internship - 1 Credit

CTE Internships is a unique working relationship between the student, school, and the business community. It is an option for students, who are well-established academically and are a CTE program “concentrators” and have taken several classes within a concentrated CTE area (ex. Marketing, Finance, IT, Engineering, etc.) Students can work in positions related to their respective CTE area of focus. The school provides the related course instruction and the business community provides the actual paid work experience. This experience gives the student a better understanding of the career pathway they are interested in pursuing. This experience frequently becomes the stepping-stone to a college major and/or lifetime career. Working hours may be during school hours, after school or on weekends.

A minimum of 10 hours a week must be spent on the job. Students may be eligible to have up to two release periods per term while taking CTE Internship. We encourage students to register for this course during scheduling to reserve their spot. This course may be taken as a 6th hour.

Grades Taught: 11 and 12

This course may be repeated for credit per teacher approval.

Prerequisites: Junior status or 16 years old

77020 CTE In-District Internship - .5 Credit

Students may select this unpaid Internship opportunity with teacher and counselor recommendation. They will be assigned to an office or department within the district. This is an unpaid Work-Based Learning opportunity designed to develop workplace skills in a students' desired career pathway. The student is assigned to work during one class period for one term. Student must work at least 45 hours to receive credit.

Grades Taught: 11 and 12

This course may be repeated for credit per teacher approval.

Prerequisites: Junior or Senior academic standing and enrolled in a CTE class concurrently

77030 CTE Internships, Unpaid - .5 Credit

Students who have identified a specific career path and would like to work in that field as an unpaid intern for one term during their junior or senior year may select this option to earn a ½ credit. Approval of a Work-Based Learning/internship position is subject to state, federal and program restrictions. Student may be eligible for one release period. Students must work at least 45 hours to receive credit.

We encourage students to register for this course during scheduling to reserve their spot.

Grades Taught: 11 and 12

This course may be repeated for credit per teacher approval.

Prerequisites: Junior or Senior academic standing and enrolled in a CTE class concurrently

ENGLISH DEPARTMENT

| Program Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|---|--|---|
| Honors/ Advanced Placement | Honors English 9 A, B 10302-10312 | Honors English 10 A, B 10322-10332 | Adv. Placement Language & Composition A, B 10500-10502 | Adv. Placement Literature & Composition 11042-11052 |
| Flexible Scheduling* (You must take all three trimesters.) | Honors Flex English A, B, C (includes speech requirement) 86009-86019- 86023 | Honors Flex English A, B, C 86010-86020- 86024 | Honors Flex English A, B, C 86011-86021- 86025 | Honors Flex English A, B, C 86012-86022-86026 |
| College Preparatory | English 9 A, B 10202-10212 Speech Requirement fulfilled through: Debate 12022 Forensic 12032 Radio Speech 12042 Speech 12002 | English 10 A, B 10222-10232 | English 11 A, B 10242-10252 | Senior Seminar A: Choose from <ul style="list-style-type: none"> • Future Studies 10342 • Heroes and Humanities 10352 • Social Justice 10343 Senior Seminar B 10353BL |
| Support Program | 9 th Academic Lab 85233 | Academic Lab 85232 Reading Academic Lab 85237 Writing Academic Lab 85238 | Academic Lab 85232 Reading Academic Lab 85237 Writing Academic Lab 85238 Reading Academic Lab Mentor 85247 Writing Academic Lab Mentor 85240 | Academic Lab 85232 Reading Academic Lab 85237 Writing Academic Lab 85238 Reading Academic Lab Mentor 85247 Writing Academic Lab Mentor 8524 |

*Unless otherwise indicated, all (A) sections of core English classes require summer reading. Please see the Seaholm High School website for details and links.

ENGLISH ELECTIVES

| Literature Electives | Grammar/Vocabulary and Writing Electives | Fine Arts Electives | Communication Electives |
|--|--|--|--|
| Contemporary Literature 11102 Honors Humanities 10032 | Creative Writing 11422 Grammar and Vocabulary 12122 Honors Creative Writing 11352BL | Creative Writing 11422 Honors Creative Writing 11352BL Theater 1 13012 Video Production 12082 | (Courses with an asterisk may be used to fulfill .5 speech requirement) Broadcasting 12102 *Debate 12022 Film Studies 11022 *Forensic 12032 Honors Forensic 12132 Honors Debate 11362 Newspaper 14002BL *Radio Speech 12042 *Speech 12002 Yearbook 14042BL |

Note: On the trimester schedule students are encouraged to consider taking a third term of English each year to maintain the reading and writing skills necessary to be confident readers and writers when they move on to university study. Some courses like Contemporary Literature, Yearbook or Newspaper may be taken multiple times for credit and provide ample reading and writing practice.

English Department Mission Statement

“Educating the mind without educating the heart is no education at all.” Aristotle

Seaholm’s English Department believes its responsibility to be twofold.

The program guides students through an integrated curriculum of reading and writing. The reading program features diverse and challenging texts from classic and contemporary literature, which compel students to explore, evaluate, and respond to universal ideas. Students are encouraged to read closely, think critically, and write analytically. The writing program develops students’ skills from basic grammar and composition to logical, textually-supported meaningful essays. The Department also recognizes the importance of oral communication and creative expression, the study of which serves to enrich the students’ perspective.

Moreover, the English Department is committed to the formation of good character and the development of empathy in its students through its content and conversations. The study of literature involves the exploration of what it means to be human; it forces us to grapple with life's essential questions. This can be, at once, exhilarating and frustrating. The Department strives to help students not only understand themselves but one another; to see not only the particular but also the universal, which ties all human beings together. It is a beautiful thing indeed that through a fictional world we begin to make sense of reality; that through the particular we begin to understand the universal; and that through the other we come to know ourselves.

Department Requirements

4.5 English credits are required of all students graduating from Seaholm High School. Students take the four-year course sequence through which all board of education requirements will be met. For students taking Flexible Scheduling, all English requirements are met if the student remains in the program for all four years. In a trimester schedule, students are encouraged to consider taking one additional term of our rich assortment of English classes to develop and maintain their reading, writing and speaking skills.

Advanced Placement Courses and Exams

Seaholm High School participates in many curricular opportunities in the College Board's Advanced Placement program. This program follows a rigorous course curriculum outlined by the College Board, allowing students to potentially earn college credits before even entering their freshman year at the university. The English department offers to its juniors and seniors' courses in the two English exams: AP Language and Composition and AP Literature and Composition. In effect, students who opt into these courses, after recommendation by their English teachers, follow a college-level curriculum. At the end of both courses, Seaholm students, along with students across the nation, take a standardized test that includes challenging rhetorical and/or literary analysis. Those students who score a three, four, or five may be awarded college credit, or particular English placement from the university they attend. (While most colleges do accept AP credit, students should contact the university directly to verify the policy at that individual school.)

The English teachers have adopted a teaching strategy which the College Board calls Vertical Teams. This strategy includes consistent communication and planning among all grade levels to provide smooth transitions among courses. The goal with this approach is to foster student success at each grade level, which ideally would build to reach success at the AP level for most of our students. While such a goal is ambitious, it is our professional opinion that our students are more capable of achieving their personal best if we work together towards a challenging goal. Indeed, the state standards and benchmarks, designed for all students are compatible with the advanced placement goals and objectives.

ELA Core Sequence

High School: A Teenage Odyssey

“To embark on the journey towards your goals and dreams requires bravery. To remain on that path requires courage. The bridge that merges the two is commitment.” --Steven Mariboli

In 2015 the English department began revising its curriculum, researching best practice in both curriculum design and in instructional methodology for our discipline. We consulted experts, reviewed data, read numerous books and articles, examined the state's common core standards—all in an effort to deliver to BPS students an articulated, rigorous, and compelling program that would foster outstanding communication skills as well as nurture thoughtful, reflective, and insightful thinkers.

We decided to deliver our curriculum in a thematic vision, “High School: A Teenage Odyssey,” in order to make our curriculum relevant to the meaningful journey students make through their teen years in the high school setting. Books were chosen to reinforce that theme and to be used as vehicles through which students could hear the voices of diverse authors and perspectives, as well as diverse time periods and genres, communicate their stories to the world. Harkness seminars, short and lengthy prose responses, and rich language study and practice contribute to a program designed to motivate students’ thinking as well as hone their reading, writing, speaking, and viewing skills. Each year builds a foundation in these skills and scaffolds text complexity to ensure a steady progression of learning. Student choice in both their reading and their writing topics also increases their independence and ownership of their learning. In their final year, a senior research paper and presentation—totally student generated—asks each graduate at Seaholm to display the academic qualities that will ensure their future success at college.

The Brave Quest:

“All that is gold does not glitter; not all those who wander are lost.”

--J.R.R. Tolkien

10202/10212 English 9 A/B

(.5 unit of credit each)

English 9A and 9B, a ninth-grade college preparatory course, provides students opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills. The course asks students to examine the start of their journey through high school, while simultaneously studying the journey of literary characters and uses a variety of texts as vehicles for Harkness-based seminar discussions. A diverse study of novels, drama, films, essays, and poetry provides the basis for discussion and critical thinking. This course offers the foundation for reading and writing expectations at the high-school level. Emphasis is placed on the emerging writer through the writing process and research techniques. The course will also feature dedicated time for character education and community building through the study of literature and film.

Prerequisites: *None*

Grades Taught: *9*

10302/10312 Honors English 9 A/B

(.5 unit of credit each)

Honors English 9A and 9B provides students opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills. The course asks students to examine the start of their journey through high school, while simultaneously studying the journey of literary characters and uses a variety of texts as vehicles for discussion. A diverse study of novels, drama, films, essays, and poetry provides the basis for Harkness-based discussions and critical thinking. This course offers the foundation for reading and writing expectations at the high-school honors level. Emphasis is placed on the emerging writer through the writing process and research techniques. The course will also feature dedicated time for character education and community building through the study of literature and film. In addition, the honors ninth-grade courses are the first of the four-year sequence of courses in the vertical team approach to Advanced Placement English.

Prerequisites: *Teacher recommendation advised*

Grades Taught: *9*

The Adventurous Spirit

***“It is good to have an end to journey toward;
but it is the journey that matters in the end.”***

--Ursula K. Le Guin

10222/10232 English 10 A/B

(.5 unit of credit each)

This two-term course is designed to provide sophomores with the opportunity to examine works of classic and contemporary American and world authors while improving their reading, writing and speaking skills as practiced through Harkness-based seminar discussions. Students will journey to become ready for the demands of college and career. The class format provides a workshop approach, including substantial time for both reading and writing daily, as well as significant choice in selection of their readings.

Prerequisite: *English 9 or equivalent*

Grades Taught: 10

10322/10332 Honors English 10 A/B

(.5 unit of credit each)

Honors English 10 is a rigorous study of the major works of American and world writers from the nineteenth through the twenty-first centuries. The complexity of the texts and level of writing demands create a foundation for future Advanced Placement study. In addition, students participate in Harkness-based seminar discussions, examining the universality of human experience across cultures in our own country and around the world.

Prerequisite: *Honors English 9 or equivalent*

Grades Taught: 10

The True Heart

“It is the story that matters, not just the ending.”

--Paul Lockhart

10242/10252 English 11 A/B

(.5 unit of credit each)

English 11 is designed to reinforce the reading and writing skills begun in earlier grades with an emphasis on analysis and argument. Students will study complex American documents such as the Declaration of Independence but also modern pieces to examine the author’s purpose and structure in conveying that purpose. In addition, students will practice for the timed writing portion of the SAT, write short researched informative and argumentative essays as well as develop the skill of writing the college essay. Reading will be done in conjunction with the writing to model rich prose techniques and to spark ideas for student essays. Emphasis will be placed on nonfiction reading to support this kind of analytical writing. Students will also engage in Harkness-based seminar discussions to further support their critical thinking skills.

Prerequisite: *English 10 or equivalent*

Grades Taught: 11

10500/10502 Advanced Placement Language and Composition A/B

(.5 unit of credit each)

Advanced Placement Language and Composition is a course designed in conjunction with the recommendations and requirements of the College Board. In this college-level class, students will study intensely the rhetorical conventions of authors from the 17th century to the contemporary 21st century, emphasizing analysis of nonfiction prose. In turn, they will practice their own rhetorical skills frequently, with topics derived from AP prompts (actual former tests). Students will study and apply rhetorical modes of narration, description, definition, comparison/contrast, cause and effect, persuasive and research-based argumentation. Feedback and assessment will follow the standards and rubrics designated by the College Board.

AP Language & Composition is a college-level, writing-intensive course. The class focuses on nonfiction reading and writing, with an emphasis on various forms of essays. Students will write almost every day, and the course begins with a significant summer assignment that includes reading books and submitting written work. (Two trimesters) Summer Reading will be announced in the spring.

Prerequisite: *Permission of the instructor or a grade of B or better in Honors English 10*

Grades Taught: 11

The Open Mind

“Set out from any point. They are all alike. They all lead to departure.”

--Antonio Porchia

10342 English 12 Senior Seminar A: Future Studies

(.5 unit of credit)

This course helps students develop research, communication, and presentation skills while studying visions of the future explored by essayists, science fiction writers, and filmmakers. Students explore the social, literary, and scientific contexts that give rise to these various viewpoints and synthesize multiple sources into a coherent understanding of humanity's role in shaping its own future. Students should be prepared to write in varying genres, and engage in Harkness-based seminar discussions in order to enrich their critical thinking and analysis skills.

Prerequisite: *Successful completion of English 11 or equivalent*

Grades Taught: 12

10343 English 12 Senior Seminar A: Social Justice

(.5 unit of credit)

This course will help students develop research, communication and presentation skills while studying issues of social justice as presented by essayists, fiction writers, and filmmakers. In exploring social justice, students will be encouraged to develop their own working definition of the term, and discover how it can be applied to their expanding world view. Students will explore the universals of human experience and the particularities of culture represented in written text and other media. Students should be prepared to write in varying genres, and engage in Harkness-based seminar discussions in order to enrich their critical thinking and analysis skills.

Prerequisite: *Successful completion of English 11 or equivalent*

Grades Taught: 12

10352 English 12 Senior Seminar A: Heroes and Humanities

(.5 unit of credit)

This course is an exploration of world literature through the lens of Joseph Campbell's Hero's Journey. It is designed to challenge the college ready reader as s/he examines what it means to be a hero in the ancient, medieval, and modern world. Study of the universality of the ancient hero through archetypal characters such as Siddhartha and Aeneas set the foundation for the study of the medieval Shakespearean hero, and ultimately, our modern hero. The integration of structured choice reading, classic and modern literature, poetry, art and film create a coherent study of the ways the hero reflects individual identity, culture, and social and historical context of a particular time period. Students should be prepared to write in varying genres, and engage in Harkness-based seminar discussions in order to enrich their critical thinking and analysis skills.

Prerequisite: *Successful completion of English 11 or equivalent*

Grades Taught: 12

10353BL English 12 Senior Seminar B: The Capstone Experience

(.5 unit of credit)

With teacher guidance, seniors in this course select their own topic of study to research, examine, and then develop into a well-sourced research paper which they present to a panel of peers, faculty and/or experts for review. The class will offer extensive guidance in research and writing skills as well as multimedia and oral communication skills. With permission, students may take this as a blended course.

Prerequisite: *Successful completion of Senior Seminar A*

Grades Taught: 12

11042/11052 Advanced Placement Literature & Composition A/B

(.5 unit of credit each)

This course provides the student with a foundation in Western classics from Sophocles' *Oedipus the King* and John Milton's *Paradise Lost* to Herman Melville's *Moby Dick* and Tennessee Williams's *Streetcar Named Desire*. While focusing on books of literary merit, we study how cultures and people have changed—and remain the same. We grapple with essential questions, trying to understand varying authors' insights into humankind. As such, class discussions and student-led seminars are essential elements of this course. Writing is focused almost exclusively on the critical analysis essay which demands a clear argument, logical thought, textual evidence, insightful analysis and a scholarly voice. The importance of textual evidence in both writing and speaking will be underscored. Students will be expected to read daily outside of class.

Prerequisites: *A grade of a B or better in AP Language and a willingness to read, write and think.*

Grades Taught: 12

85237 Reading Academic Lab

.5 unit of credit

The Reading Academic Lab is a peer-mentored support class for students looking to strengthen their reading skills, and receive assistance with reading assignments. The class features peer mentors (upperclassmen) trained to help students navigate their way through complex texts and on high school's adventurous terrain.

Prerequisite: *None*

Grades offered: 10, 11, 12

85247 Reading Academic Lab Mentor

.5 unit of credit

Mentors for the Reading Academic Lab are expected to build solid relationships with their mentees, and assist them through specific reading strategies for better comprehension and understanding. In addition, mentors are expected to help mentees navigate not only challenging texts, but high school life at Seaholm. All students and mentors will participate in a culminating service learning activity at the end of the trimester.

Prerequisite: *None*

Grades offered: 11, 12

85238 Writing Academic Lab

.5 unit of credit

The Writing Academic Lab is a peer-mentored support class for students looking to strengthen their writing skills, and receive assistance with writing assignments. The class features peer mentors (upperclassmen) trained to help students navigate their way through challenging writing assignments and on high school's adventurous terrain.

Prerequisite: *None*

Grades offered: 10, 11, 12

85240 Writing Academic Lab Mentor

.5 unit of credit

Mentors for the Writing Academic Lab are expected to build solid relationships with their mentees in order to help them in their journey toward identifying as a writer. Writing mentors will assist students with writing assignments given by Seaholm teachers, and work with students with writing activities such as creative writing, reflective writing, and journaling. All students will participate in a culminating service learning activity at the end of the trimester.

Prerequisite: *None*

Grades offered: 11, 12

Honors Flexible Scheduling Program (Flex)

(3 units of credit per year)

Honors Gr.9: 86009, 86019, 86023

Honors Gr.10: 86010, 86020, 86024

Honors Gr.11: 86011, 86021, 86025

Honors Gr.12: 86012, 86022, 86026

Since 1964, the Flexible Scheduling Program (Flex) has offered Seaholm students the opportunity to be a part of a democratic community of inquiry. **Flex is an honors English and Social Studies program**, open to students in grades 9-12, which combines the study of literature, history, philosophy, and media within a four-year cycle. A daily, two-hour block of time for three trimesters allows for the Flex team to provide an integrated approach to the units of study within the interdisciplinary curriculum, and to be active in the intellectual and developmental growth of each student. Flex students are expected to delve deeply into core-related materials through the mini-courses offered within the program, and to take advantage of the leadership and civic engagement opportunities presented throughout the course of their four years. In addition to the close study of fiction, non-fiction, and media materials, Flex students also develop critical thinking and analytical writing skills. As a writer, a Flex student can expect to study the foundations of essay writing in 9th grade, then advance to writing across genres in 10th grade, preparation for the **AP Language and Composition exam** in the 11th grade, and a capstone research writing project in the 12th grade. The Flex Program continues to provide an excellent opportunity for teachers and students to work together within a dynamic community of learners and students who remain in the program all four years will complete the English and social studies requirements for graduation.

Flex Concentrations

2023-24: The Examined Life: From Socrates to Jean-Paul Sartre, Flex students will ground their study of great Western literature and Western civilization in philosophy.

Students study major periods in European history and read literature including *The Odyssey* and works from William Shakespeare. Focus Question: Where is knowledge taking humanity?

2024-25: Our World: Flex students examine the history and context of globalization and global economics.

Students will also explore the world through the literature and history of Africa, Latin America, India, and China. Focus Question: What does it mean to be a member of a global community?

2025-26: Our America: From the classic works of American literature like Mark Twain's *The Adventures of Huckleberry Finn* and Henry David Thoreau's *Walden*, to the great historical events of the American Revolution and the Civil Rights movement, Flex students will work to define the American experience.

Focus Question: What are the American myths and how do they shape us?

2026-27: The Human Experience: Cultural anthropology is the basis for this year as students read literature including *Lord of the Flies* and *Night*, investigate cultural perspectives of Russia and the Middle East, and study the act of genocide with an in-depth exploration of the Jewish Holocaust. Focus Question: What does it mean to be a human being?

Note: Seaholm's Speech requirement is met in the 9th grade; the Economics requirement is met in the 11th grade; and the Government requirement is met in the 12th grade.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

ELA Electives

12102 Broadcasting

(.5 unit of credit)

This is an accelerated course designed for the advanced student of telecommunications. The student will be required to be part of a news broadcasting experience that closely resembles real world production, complete with decision making for appropriate audience material, writing and talent for news production, technical preparations, and writing, filming and editing commercials. Students will need to be self-motivated, independent and responsible. This course may be repeated for credit.

Prerequisites: *None*

Grades Taught: *10, 11, 12*

11102 Contemporary Literature

(.5 unit of credit)

This course is designed to promote the appreciation and love of reading. Students will select their own contemporary fiction and nonfiction works to read in class. Students will be asked to keep a reading log or journal in order to track and reflect on their progress. Upon completion of their reading, students may be asked to present a synopsis of their book to the class or participate in book chats. Because a substantial amount of class time will be devoted to actual reading, students registering for the course must be disciplined to read quietly during the period. This course may be repeated for credit.

Prerequisites: *None*

Grades Taught: *9, 10, 11, 12*

11422 Creative Writing

(.5 unit of credit)

Creative Writing is designed to complement the heavy emphasis placed upon expository writing within the English Department's course offerings by providing students with the opportunity for self-expression through imaginative writing. Throughout the course, students will analyze published works, their own writing, as well as the writing of their peers. The first unit will be covering creativity itself and the various ways the creative process may work. Next, students will have an opportunity to experience the various genres by writing children stories, playwriting, screenwriting, poetry, and prose. Students are often surprised to discover an interest they never knew they had. Honors Creative Writing gives students an opportunity to narrow their focus by selecting a genre or two and exploring it in more depth. This course may be used to fulfill a composition requirement.

Prerequisites: *None*

Grades Taught: *10, 11, 12*

12022 Debate

(.5 unit of credit)

Students enrolled in debate undertake an in-depth analysis of various current controversial topics, which are predominately chosen by the students. While students will work with one or more partners in the preparation of evidence and organization of speeches, students will be assessed individually. Students taking the course should demonstrate an above-average reading ability and proficiency in the written and verbal expression of ideas. Because success in debate depends on extensive preparation of ideas and support, the course is recommended for students that are willing to work hard in putting together prepared speeches for both sides of the argument. Students will learn to excel at prepared and impromptu speaking, as well as strategically asking and answering questions. Fulfills speech requirement.

Prerequisites: *None*

Grades Taught: *9, 10, 11, 12*

11022 Film Studies

(.5 unit of credit)

From *Citizen Kane* to *The Graduate*, film has become one of the most popular forms of media within our culture. This course is designed to provide skills to analyze the crucial components (from story development to camera techniques) of filmmaking, as well as examine the historical and theoretical aspects of this art form. On occasion, "R" rated films will be screened; however, a list of all films to be shown will be available for parent and student perusal in the English office before enrolling in the course. Students should be prepared to write and participate in Harkness-based seminar discussions.

Prerequisite: None

Grades Taught: 11, 12

12032 Forensic

(.5 unit of credit)

This course begins with a clear analysis of public speaking and builds towards expertise in the performance of literature. It is designed to assist students with performance and presentation in connection with MIFA interpretation and public address categories. The specific interpretation events include: duo, storytelling, multiple, and prose. Students also work on building expertise in public speaking with in-depth research and preparation for a sales and informative presentation. Fulfills speech requirement.

Prerequisites: None

Grades Taught: 9,10,11,12

12122 Grammar and Vocabulary

(.5 unit of credit)

Grammar and Vocabulary is a course strongly recommended for all students to take in addition to their core English class. Grammar and Vocabulary concentrates on the basic skills of English grammar and usage that allow us to communicate effectively about language and writing. In addition, students study a weekly list of vocabulary words commonly tested on the ACT, SAT, and Advanced Placement tests.

Prerequisites: None

Grades Taught: 10, 11, 12

11352BL Honors Creative Writing

(.5 unit of credit)

"If there's a book you really want to read, but it hasn't been written yet, then you must write it." ~Toni Morrison

Honors Creative Writing is the significant next step from Creative Writing. Students determine and create proposals for a large independent writing project they will spend the trimester creating. Students connect their proposal to state standards and through frequent writing opportunities and consistent feedback produce a unified product such as a novel, book of poems, collection of short stories or memoirs, graphic novel, or script.

With permission, students may take this as a blended course. Like professional writers, students who opt for the blended course format will be able to do some work outside the building with regular meetings online to supplement face-to-face classes. Tenth graders who enroll in Honors Creative Writing are not eligible for the blended format but are welcome to take the course. In order to enroll in this blended learning course, students must meet all of the following requirements: a. be at least a junior, b. complete a parent permission form given the first day of class, c. accept responsibility for individual learning, d. agree to off-campus transportation and e. must have parent/guardian permission. For more information about our district Blended Courses, please see the Regulations and Policies section of this catalog.

Prerequisite: *successful completion of Creative Writing or teacher recommendation*

Grades Taught: 10, 11, 12

11362 Honors Debate

(.5 unit of credit)

This course is designed for debate students who are either participating actively in varsity level interscholastic debate competition or enjoyed and excelled in beginning Debate. Students work directly with beginning debate students on their research, case preparation and briefs. Students will also lead class lessons on beginning debate techniques and assist in modeling debates to the class. Students will coach beginning debate students during preparation and debate rounds. Students will learn advanced argumentation techniques to enhance their skills.

Prerequisites: *B in Debate or a current member of the Debate Team*

Grades Taught: *10, 11, 12*

12132 Honors Forensic

(.5 unit of credit)

This course is designed for forensic students who have successfully completed the introduction forensic course and/or are currently a member of the Seaholm High School forensic team. Students are expected to model and critique presentations, making use of exceptional communication and leadership skills. They will also assist beginning forensic students with event preparation and critiques, and research speech topics for the public address events.

Prerequisites: *B in Forensic or a current member of the Forensic Team*

Grades Taught: *10, 11, 12*

10032 Honors Humanities

(.5 unit of credit)

This is a seminar-based course where students will read and discuss complex texts with philosophical underpinnings. We will also look at the influence of the visual art and music of the times, taking into consideration how culture permeates all aspects of life and how the thought of a time period can be reflected in many forms of art, not simply its literature. Through the seminar format, students will continue learning how to examine difficult material, think critically, question intelligently and posit their own opinions with textual support. Students will be expected to read outside of class and be prepared for Harkness-based seminar discussions in class.

Prerequisites: *None*

Grades Taught: *11, 12*

14022BL Newspaper

(.5 unit of credit)

In Newspaper, students will use their interviewing, reporting, writing, design, photography, and organization skills to publish a bi-monthly student newspaper. Some additional time outside the class period will be required to meet reporting and deadline responsibilities. This class may be blended for students in grades 11 and 12. For more information about our district Blended Courses, please see the Regulations and Policies section of this catalog. This course may be repeated for credit.

Prerequisites: *adviser approval*

Grades Taught: *9, 10, 11, 12*

12042 Radio Speech

(.5 unit of credit)

Radio Speech is a workshop course for the student who wants to develop basic communication skills and is interested in learning these skills in a broadcast setting. Training and exercise are provided for basic voice and microphone technique, radio drama, studio procedure, announcing, and basic console operations. Students will be expected to develop content suitable for audio podcasts, deliver speeches to the class, as well as creatively collaborate in a group setting. Content developed in this course will be used in broadcasts on WSHS, Seaholm's radio station. This course fulfills the .5 speech requirement.

Prerequisites: *None*

Grades Taught: *9, 10, 11, 12*

12002 Speech

(.5 unit of credit)

Public speaking and listening skills are crucial to develop because of the enormous impact it makes on our academic progress, our personal lives, and our professional careers. This course in speech fundamentals is designed to provide opportunities for individuals to experience growth with their self-confidence by first embracing the challenge, learning the course content, and lastly, developing a skill set to utilize in any public forum. Training in delivering presentations will be the primary focus of the first half of the course. Students will prepare informal and extemporaneous speeches during this time. In the second half of the trimester, the focus will shift toward topic selection, research, organization, visual aids, and the writing process. The final exam will be a presentation reflecting the overall progress of each student. This course fulfills the .5 speech requirement.

Prerequisites: *None*

Grades Taught: *9, 10, 11, 12*

13012 Theater 1

(.5 unit of credit)

Theater offers the student an introduction to the dramatic arts with emphasis on character analysis and motivation training. This course concentrates on the reading, analysis, and the performance of dramatic pieces of literature. The course provides the student with training and experience in voice and body, pantomime, stage directions, movement, and scene study.

Prerequisites: *None*

Grades taught: *9, 10, 11, 12*

12082 Video Production

(.5 unit of credit)

This course covers the techniques and terminology used in television production. Operating in a state-of-the-art TV studio, students will be involved in every aspect of production including writing, camera operation, direction, producing special effects, performing and editing. This course may be repeated for credit.

Prerequisites: *None*

Grades Taught: *9, 10, 11, 12*

14042BL Yearbook

(.5 unit of credit)

1st Trimester: Students will work on the beginning sections of the Piper Yearbook, covering events like Field Day, Fall Sports, Academic classes, the fall play, and fun quick read mod designs. Students will practice photography, journalism writing and interviewing, graphic design, photo editing as well as teamwork and initiative. Students may work as yearbook staff or apply for a role as a student editor to produce the yearbook. Out of class work is required to cover events happening outside the school day.

2nd Trimester: Students will continue work on of the Piper Yearbook, covering winter events such as winter sports, academics, clubs, student portrait sections, quick read mod designs as well as events taking place during 2nd trimester. Students in 2nd trimester will finish the yearbook before it goes to its final print submission for spring delivery. Students will practice photography, journalism writing and interviewing, graphic design, photo editing as well as teamwork and initiative. Students may work as yearbook staff member or apply for a role of student editor to produce the yearbook. Out of class work is required to cover events happening outside the school day.

3rd Trimester: Students will continue to work on the Piper Yearbook covering spring events such as spring sports, academics, clubs, and student life. Students will cover spring sports, prom, graduation, etc. Students will practice photography, journalism writing and interviewing, graphic design, photo editing as well as teamwork and initiative. Students may work as a yearbook staff member or apply for a role of student editor to produce the yearbook. Out of class work is required to cover events happening outside the school day.

This class may be blended for students in grades 11 and 12. For more information about our district Blended Courses, please see the Regulations and Policies section of this catalog. This course may be repeated for credit.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Course may be repeated for credit upon approval by the instructor

11392 Holocaust *taught at Groves High School

(.5 unit of credit)

The stories we read and watch about the Holocaust are important; they are written by and about humans who help us put a human shape on inhuman behavior. They challenge our ability to imagine evil and see it represented linguistically. Genocide narratives keep us from looking at photographs of victims as if they were simply anonymous beings, devoid of humanity, exactly what the Nazis and subsequent perpetrators wanted the world to see. By reading and hearing the dignity of these victims' voices, their humanity is restored. When we see not just mass genocide, but also personal tragedy, then the distance closes between the victims and ourselves. We learn to "walk in their shoes."

Prerequisites: None

Grades Taught: 11, 12

12092 Advanced Video Production *taught at Groves High School

(.5 unit of credit)

This course is designed for students who have successfully completed the first video production course and are interested in creating projects of a greater scope. Building off of the skills acquired in video productions, Advanced Video Productions students will have the opportunity to hone their craft, learning more advanced skills in video production/editing, and applying them in the creation of more advanced projects. This course may be repeated for credit.

Prerequisites: Video Production

Grades Taught: 10, 11, 12

13022 Theatre 2 *taught at Groves High School

(.5 unit of credit)

In Theatre 2 students will study more advanced methods of acting and how to expand one's knowledge of performing techniques. Students will study acting in duo scenes, improvisation and Shakespeare. Students must view one theatrical performance this term.

Prerequisites: *Theatre 1 or permission of instructor*

Grades Taught: *9, 10, 11, 12*

Offered trimesters *2 and 3 only*

13032 Theatre 3 (Advanced Acting) *taught at Groves High School

(.5 unit of credit)

In Advanced Acting students will gain advanced performing experience in theatre. Students will focus on characterization. Students will focus on advanced acting and the techniques of Uta Hagen, Stanislavski and the Method approach. Students are encouraged to participate in the International Thespian Society's State Festival.

Prerequisites: *Theatre 1 and 2*

Grades Taught: *10, 11, 12*

13042 Theatre 4 (Directing) *taught at Groves High School

(.5 unit of credit)

In Directing students continue to explore theatre in serious and demanding ways. The class will focus on providing students with opportunities to challenge their talents and share those talents with people outside of Groves High School. The class will focus on directing and students will be required to serve as both actor and director for several scenes within the term.

Prerequisites: *Theatre 1, 2, and 3 or with instructor's approval*

Grades Taught: *10, 11, 12*

Offered trimesters *2 and 3 only*

English Course Level Transfer Policy

Within the first two weeks of the trimester:

Students may transfer to a different English course during the first two weeks *with teacher approval*. They will be graded only on subsequent work in their new course, but be responsible for all of the content of the new course in terms of future essays/tests/quizzes and the final exam.

Between two and four weeks of the trimester:

Students may transfer to a different English course between the second and fourth weeks *with teacher and department head approval*. The grades from their previous course will count as 20% of their trimester grade. The grades from their new course will count as 60% of their trimester grade. The final exam will count for 10-20% of the course grade, in accordance with Birmingham Board of Education policy and teacher preference. Again, students will be responsible for all of the content of the new course in terms of future essays/tests/quizzes and the final exam

After four weeks:

There will be no student transfers after four weeks. Students may Drop/Fail from the course after four weeks. *Any transfers between Eng. 11 and AP Lang and/or Eng. 12 and AP Lit must be made within the first 2 weeks of the trimester.

English Department FAQs for Incoming Freshmen

What will English 9 be like?

The course offers opportunities for students to engage in close reading with texts from the traditional literary canon, as well as more modern texts. Students will be in small groups with teachers who will be looking for a variety of ways students can demonstrate their knowledge. Those ways include writing analytically and reflectively, creating projects, and engaging in Harkness-based seminars which seek to improve peer-to-peer relationships through authentic and meaningful conversation. English 9 is a two-trimester course which provides reading and writing instruction through the study of thematic units. The literature is chosen to provide students a foundation in both classic and contemporary works. Writing instruction is provided throughout the two terms and focuses on preparing students for the demands of future high school and college writing. Social Studies classes (World History A and B in the freshman year) are taken in addition to a student's English courses.

Although English 9 is a two-term course, students are encouraged to take a look at our array of electives, which can provide a third trimester of reading, writing, speaking, and thinking that will keep language arts skills honed and student interests piqued.

What about the Flex Program?

Please see the Flex page for details on how to get English credit in Flex.

How do I receive honors credit in English?

The Seaholm English Department is committed to offering pathways for all students to challenge themselves through the available honors curriculum. Incoming 9th grade students are encouraged to carefully consider whether they are interested in the honors curriculum or the college preparatory curriculum. If a student decides to take Honors 9, they must select that course during the course selection process; choosing to take Honors 9 once the trimester has started will depend on available space in the course. If, during the course of the trimester, a student is considering a level change they must confer with their counselor in order to make any scheduling changes. See English Course Level Transfer Policy statement above.

I see that I need .5 credit in public speaking. What classes can I take that will fulfill this requirement?

Students may choose among the following offerings for the .5 public speaking credit:

- Speech*
- Radio Speech*
- Debate*
- Forensic*
- ESL 3A/3C (English learners only)*

(Flex students will take a speech course within that program, so they need not sign up for one of the above.)

What are some English department electives that may be good for freshmen to take?

Contemporary Literature: *Enroll in this class to become a good reader, to maintain your reading skills, or just because you love to read! You get to choose your books and the pace of your reading.*

Forensic: *If you love public speaking and performance, this is the class for you! This course begins with a clear analysis of public speaking and builds towards expertise in the performance of literature.*

Debate: *Students enrolled in debate undertake an in-depth analysis of various current controversial topics, which are predominately chosen by the students. Students will learn to excel at prepared and impromptu speaking, as well as strategically asking and answering questions.*

Yearbook: *Get involved in the design and planning of Seaholm's yearbook, The Piper. In this class, freshman can capture the history of Seaholm as it's happening; get to know the school, its students and teachers; learn photography, writing and design; and advance to being a student editor in subsequent years.*

Theater 1: *If you are interested in the theater arts, this class is a great place to provide a class period in your day in which you can learn to express your creative self on stage.*

(Please refer to the course catalog for a more complete course description.)

My child has struggled with reading and writing, and we are nervous about the increased expectations for these skills at the high school level. Does the English department have a program or class that would strengthen my child's skills?

Please make an appointment with your student's counselor to discuss your child's situation. We offer a support program for developing readers, and to ensure your child has the optimum placement, we suggest a one-on-one visit to address individual needs.

Honors Flexible Scheduling Program (FLEX) FAQs

What is Flex?

Flex, short for the Flexible Scheduling Program, is an integrated, interdisciplinary program. It combines English, Social Studies, and Humanities components in a four-year curriculum cycle. Flex is an honors program for grades 9-12 and has been a part of the Seaholm community since 1964. At its core, Flex is a community of learners guided by a team of teachers dedicated to developing students who are curious, compassionate, civically engaged, and courageous.

Is Flex the right choice for me?

Flex attracts an array of diverse students who show interest in writing, history, philosophy, and the arts. While the readings, assessments and pacing of assignments reflect an honors level program, we welcome any student seeking to challenge him/herself. As a program, we also encourage all Flexies to take advantage of the opportunities to take their learning to another level through our community building activities such as our Day of Service, field trips, student exchange programs, and leadership pathways. The best way to find out if Flex is a good fit for you is to arrange a visit to check out both Flex and the traditional English and Social Studies programs at Seaholm.

Will taking Flex make scheduling more difficult?

Flex is a two-hour, three trimester class and will therefore take up a significant block of a student's schedule. However, if a student stays in Flex, all graduation requirements for English, Social Studies, Computer Technology, Economics, and Government will be met. In addition, Flex students have opportunities within the program to take and teach electives that relate to the core curriculum for the year. Some of the electives offered have focused on art history, child soldiers, feminism, Shakespeare, anti-intellectualism in America, poetry, science fiction, music, and local history.

Will taking Flex prepare me for AP exams?

While Flex is not considered to be an AP course, we offer several opportunities within the program to prepare for certain AP exams. 11th grade level Writing Group is designed to prepare students to take the AP English Language and Composition exam. Honors Economics, also offered at the 11th grade level, helps students prepare for the AP Macroeconomics exam. Finally, Honors Government, offered at the 12th grade level, helps students prepare for the AP U.S. Government exam. We strongly encourage all Flex students interested in taking AP exams to seek additional study opportunities in the subject area in order to ensure maximum success with the exam.

Will taking Flex prepare me for college?

Yes! Flex students have always done well getting into and graduating from the many universities and colleges to which they are admitted. Flex students have attended schools such as NYU, Kalamazoo College, the University of Chicago, West Point, Washington University in St. Louis, Albion College, Oakland University and Michigan State University. The admittance rate for Flex students into the University of Michigan has for the past three years trended higher than UMich's national average admittance rate.

What does a typical day in Flex look like?

There's almost no such thing as a typical day in Flex! Within our two-hour block of time students find themselves immersed in seminars, lectures, music performances, art projects, and more.

For more information about Flex please visit our website at www.theflexprogram.org. To schedule a visit to Flex please contact Suzanne O'Leary, at SOleary@birmingham.k12.mi.us or 248-203-3725.

ENGLISH LANGUAGE DEVELOPMENT (ELD) For Multilingual Learners

ELD classes are designed to assist non-native speakers of English, including traditional Multilingual Learners (MLs) and foreign exchange students, to become proficient in the English language in the areas of reading, writing, speaking, and listening. Emphasis is on structured, sequential, and increasing complexity levels of English language learning. A typical progression of ELD learning is for a student to advance one level per year. Placement testing is required. *ELD 1, 2, and 3 courses count toward credit in English.*

15002 ELD 1A

15012 ELD 1B

15013 ELD 1C

(1 unit of credit for each)

This two-hour block class is for students who are at an Entering or Emerging level in their English language development, evidenced by WIDA screener scores, and students who are new to Birmingham Public Schools. This course aims to teach foundational language skills that enable students to use English to communicate in social and academic settings. The first hour focuses on basic grammar skills, writing at the sentence and paragraph level, reading and comprehending simple text in English (literary and expository), high-frequency vocabulary, listening and speaking skills, and orientation to American high school culture and procedures. During the second hour, students are introduced to academic language and literacy skills necessary for math, science, and social studies; continued development of vocabulary, listening, speaking, and reading skills are emphasized. Students use various multimedia as additional resources. This course is sequential, and students are expected to take all three terms/trimesters.

Grades: 9 – 12

Prerequisites: *English is not the dominant language at home, born outside of the United States, or new learner of English. Placement testing is required.*

15022 ELD 2A

15032 ELD 2B

15033 ELD 2C

(.5 unit of credit for each)

This one-hour block class is for students at an Emerging to Developing level in their English language development, evidenced by WIDA screener or WIDA Access scores. This class aims to help students develop increased fluency in their reading and read increasingly complex texts in English for multiple purposes. This class focuses on applying various reading strategies in various genres, the continued learning of high-frequency and academic vocabulary, note-taking in academic settings, and further development of listening and speaking skills. Students develop increased skills in the use of more complex grammatical conventions. Writing skills are developed at the essay level using various organizational patterns and composing narrative and poetic pieces. Students increase their proficiency in the use of multimedia as tools for language development. This course is sequential, and students are expected to take all 3 terms/trimesters.

Grades: 9 – 12

Prerequisites: *English is not the dominant language at home, born outside of the United States, or new learner of English. Demonstrated English language proficiency as outlined in ELD 1 course description objectives. Placement testing is required.*

15042 ELD 3A

An In-depth Study of American Culture/ Expressions and Part 1 of Speech/Composition

(.5 unit of credit for each)

This two-term course is designed for students at an Expanding to Bridging level in their English language development. It is intended to educate non-native speakers of English about American culture through various projects, activities, and readings. The course focuses on American values, assumptions, communicative styles, customs, politics, family life, and education. In addition, dialogues and various media presentations present American colloquial, slang, and idiomatic expressions. The American writing style is thoroughly explored in this one-term course, including all aspects of the writing process and advanced grammar conventions to develop well-organized essays utilizing various organizational patterns. Students begin part 1 of 3, learning oral communication principles and methods of organizing and delivering various speech types. Students who successfully complete all three sections of ELD 3 will fulfill their requirement for speech and composition.

Grades: 9 - 12

Prerequisite: *Demonstrated English language proficiency as outlined in ELD 2 course description objectives. Placement testing.*

15052 ELD 3B

An In-depth Study of American Culture & Expressions and Part 2 of Speech/Composition

(.5 unit of credit for each)

The goal of this two-term course is designed for students at an Expanding to Bridging level in their English language development. It is intended to educate non-native speakers of English about American culture through various projects, activities, and readings. The course focuses on subjects such as religion, social relationships, racial and ethnic diversity, sports, recreation and leisure, driving, media, advertising and shopping, business, and helpful ideas and activities for learning more about American culture. In addition, dialogues and various media presentations present American colloquial, slang, and idiomatic expressions. The American writing style is thoroughly explored in this one-term course, including all aspects of the writing process and advanced grammar conventions to develop well-organized essays utilizing various organizational patterns. Students continue with part 2 of learning oral communication principles and methods of organizing and delivering various speech types. Students who successfully complete all three sections of ESL 3 will fulfill their requirement for speech and composition.

Grades: 9 - 12

Prerequisite: *Demonstrated English language proficiency as outlined in ELD 2 course description objectives. Placement testing is required.*

15053 ELD 3C

U.S. Academic Composition & Part 3 of Speech

(.5 unit of credit for each)

The goal of this one-term course is designed for students at an Expanding to Bridging level in their English language development. The American writing style is thoroughly explored in this one-term course, including all aspects of the writing process and advanced grammar conventions to develop well-organized essays utilizing various organizational patterns and conducting research and composing two research papers. Multimedia resources are used through class assignments. Students continue to practice oral communication principles and methods of organizing and delivering various speech types. Students who successfully complete all three sections of ELD 3 will fulfill their requirement for speech and composition.

Grades: 9 - 12

Prerequisite: Demonstrated English language proficiency as outlined in ELD 2 course description objectives.

Placement testing is required.

85142 ELD Tutorial

(.5 unit of credit)

The goal of this class is to provide tutorial support for students who are non-native speakers of English that need academic assistance with their content area classes. Staff will provide academic support and assistance to students while working closely with the student's content area teachers. During this course, staff will also assist students in setting personal goals to promote success in other academic courses. This course counts toward elective credit.

Prerequisite: English is not the dominant language at home.

Grades Taught: 9, 10, 11, 12 May be repeated for credit.

01008 English Language and Literature A

01018 English Language and Literature B

01028 English Language and Literature C

(.5 unit of credit for each)

This course is designed for students to receive instruction for the acquisition and rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then advancing to reading and writing. This course provides an explanation of the basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. This course counts toward elective credit.

Prerequisite: English is not the dominant language at home.

Grades Taught: 9, 10, 11, 12 May be repeated for credit.

Interdisciplinary Course Sequence

| Program Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------------|--|--|--|--|
| Elective Classes | Academic Lab 85232 | Academic Lab 85232 | Academic Lab 85232 | Academic Lab 85232 |
| | ELD Tutorial 85142 | ELD Tutorial 85142 | ELD Tutorial 85142 | ELD Tutorial 85142 |
| | | Leadership A&B 85130-85132 | Leadership A&B 85130-85132 | Leadership A&B 85130-85132 |
| | Mindfulness Academic Lab 85242 | Mindfulness Academic Lab 85242 | Mindfulness Academic Lab 85242 | Mindfulness Academic Lab 85242 |
| | | Natural Resources 86202 | Natural Resources 86202 | Natural Resources 86202 |
| | | | Natural Resources Advanced 86232 | Natural Resources Advanced 86232 |
| | Peer to Peer Support (LINKS) 68342 | Peer to Peer Support (LINKS) 68342 | Peer to Peer Support (LINKS) 68342 | Peer to Peer Support (LINKS) 68342 |
| | | Personal Contract Learning 85302 | Personal Contract Learning 85302 | Personal Contract Learning 85302 |
| Student Congress 85122 | Student Congress 85122 | Student Congress 85122 | Student Congress 85122 | |

85232 Academic Lab

.5 unit of credit

Designed to provide guided practice and support in reading and/or math, this course will also support students' individual class work and homework. The teacher will work closely with the students' primary instructors and provide tutorial and supervisory assistance. Teachers and student mentors specialized in other curricular areas may be available for further assistance during this time. Students will receive credit through the pass/fail option. This course may be repeated.

Prerequisite: None

Grades offered: 9, 10, 11, 12

85142 ELD Tutorial

.5 unit of credit

The goal of this class is to provide tutorial support for students who are non-native speakers of English that need academic assistance with their content area classes. Staff will provide academic support and assistance to students while working closely with the student's content area teachers. During this course, staff will also assist students in setting personal goals to promote success in other academic courses. This course counts toward elective credit.

Prerequisite: *English is not the dominant language at home.*

Grades Taught: 9, 10, 11, 12 *May be repeated for credit.*

85130 Leadership A

85132 Leadership B

.5 unit of credit-elective per course

Designed to improve the overall character and leadership skills of Seaholm students, Leadership A and B immerses students in the study of various character and leadership traits to foster their emotional, cognitive, and behavioral development. In addition to learning about the core traits, student leaders also commit to service learning within our school community, engage in ethical discussions, and hear from successful community leaders who will pass on their life lessons. The class provides diverse opportunities to apply the concepts of the course to their personal lives, academic competencies and future goals. Plus, it's FUN!!!

Note: *teacher and counselors reserve the right to determine appropriate size and/or make-up of the class.*

Grades offered: 10, 11, 12

85242 Mindfulness Academic Lab

.5 unit of credit

Mindfulness Academic Lab is an academic lab that focuses on the principals of mindfulness. We start the trimester talking about being mindful, appropriate time management with a special focus on anxiety. Students learn about deep breathing and meditation. At the start of each class students check in and meet with the teacher about what is happening in their academic life. Students work on their homework and other school related items. It is a warm and calming atmosphere that is a great course for all students.

Prerequisite: *None*

Grades offered: 9, 10, 11, 12

86202 Natural Resources

.5 unit of credit

"NR", as Natural Resources is affectionately known, is a course in which students are presented with numerous physical and intellectual "challenges", which they are then expected to resolve or complete. The class is one which emphasizes teamwork and cooperation, problem-solving, positive and mutual reinforcement, and individual effort. Building self-confidence and responsible decision-making are also goals of the course. Most class activities take place outdoors, regardless of the season. High-ropes and low-ropes elements, as well as a climbing wall, are some of the more individual activities included in the course.

Prerequisite: *None*

Grades Taught: 10, 11, 12

86232 Natural Resources Advanced

.5 unit of credit

Commonly called NR II, this course follows the successful completion of your participation in Natural Resources. This term focuses on assisting others with the development of positive skills and attitudes. There are two major components to this class: 1) A 20-hour community service component teaching cooperative games to elementary school students, accomplished during your school class period twice each week for 10 weeks, and 2) Competency with belay skills for the High Ropes Course will be taught. Proficiency will allow students to belay and support each other at the ropes course facilities at both Seaholm and Groves High schools. Group awareness, trust, cooperation and self-exploration will be emphasized.

Students may complete both Natural Resources and Advanced Natural Resources in the same year. Counselors will help arrange the sequencing of these in your trimester plan.

This class will be taught at Groves.

Prerequisite: *Natural Resources*

Grades: *11, 12*

68342 Peer to Peer Support (LINKS)

.5 unit of credit

Peer to peer Course Credit Programs represents one model of 21st Century instructional design that incorporates applied (experiential) learning in a non-traditional manner. A peer to peer program is a strategy for providing ongoing support and modeling from one non-disabled pupil to a pupil with an individualized education program (IEP). It encompasses both the academic and social domains. Benefits are derived by both pupils. Course may be repeated for credit.

Prerequisite: *None*

Grade Taught: *9, 10, 11, 12*

This course fulfills the graduation requirement for personal and career development

85302 Personal Contract Learning

.5 unit of credit, each

Personal contract learning is a course designed to provide students with the opportunity to learn in a personalized yet controlled environment outside the confines of a classroom (group situation). Students may pursue a subject in which they have some basic background that is supplementary to the currently offered curriculum. Students should talk with their teacher to discuss this option and next steps.

Prerequisite: *Basic background in subject and committee approval.*

Grades Taught: *10, 11, 12*

85122 Student Congress

.5 unit of credit

STUCO is a class for students to learn about leadership and take initiative. Students in this program will work with others as well as independently to promote community within the school. They will plan many activities including Homecoming and learn how they can make a difference.

Prerequisite: *None*

Grade Taught: *9, 10, 11, 12*

LIFE SKILLS

| Program Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------|------------------------------|---|--|--|
| Foods and Nutrition | Foods and Nutrition 68002 | Foods and Nutrition 68002 Multicultural Foods 68012 | Foods and Nutrition 68002 Multicultural Foods 68012 | Foods and Nutrition 68002 Multicultural Foods 68012 |
| Personal Development | Career Focus 72232 | Career Focus 72232 Child Development & Parenting A 68322 Child Development & Parenting B 68324 Life Skills: High School & Beyond 68333 | Career Focus 72232 Child Development & Parenting A 68322 Child Development & Parenting B 68324 Life Skills: High School & Beyond 68333 Today's Health 68112 | Career Focus 72232 Child Development & Parenting A 68322 Child Development & Parenting B 68324 Life Skills: High School & Beyond 68333 Today's Health 68112 Human Sexuality (Blended) 68022 |

Life Skills Department Faculty Email Addresses

Greg Decourval, Life Skills Teacher, Groves
 Lisa Donley, Health and Life Skills Teacher, Seaholm
 Brian Hafner, Health and PE Teacher, Groves
 Mary Golonka, Life Skills Teacher, Seaholm
 Abigail Mencotti, Health and Life Skills Teacher, Groves

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72232 Career Focus

.5 unit of credit

Career Focus is a course geared toward the student who could benefit from structured time devoted to college and career planning. Through guided research and personal inventories, students look at personal goals and professional interests. The course encourages students who have already chosen their desired career path to take a careful look at all the options available within that career while others may focus on selecting a suitable career path. Students examine specific challenges of careers. Work environments, work styles, aptitudes and interests are examined through the use of on-line databases. Students also devote time to exploring educational and career opportunities and other important factors regarding their futures.

Prerequisites: *None*

Class is offered at Groves

Grades Taught: *9, 10, 11, 12*

68322 Child Development & Parenting A

.5 unit of credit

This course is designed to provide students with the opportunity to gain knowledge about parenting and child development. Course topics include: parenting practices and theories, reproduction, prenatal development, childbirth, infant stages of development, and safety concerns. The importance of strong parent-child relationships on a child's social, emotional, physical and intellectual development are explored. Students will have the opportunity to learn the responsibilities of parenting by participating in a simulation using a computerized "RealCare Baby". In addition to learning about parenting, this course offers a great foundation for anyone who wants to learn about human development and has an interest in working with children.

Prerequisite: *None*

Grades Taught: *10, 11, 12*

68324 Child Development & Parenting B

.5 unit of credit

This course is a continuation of Child Development and Parenting A. This course is designed for students who have a passion for learning about and working with young children. Topics of study include, but are not limited to, developmental milestones for young learners, conducting authentic observations of students in classrooms, daily personal reflections, exploration of art, math, and literacy in an early childhood educational setting. Students will have the opportunity to create lessons and activities and apply in classroom settings.

Prerequisite: *Completion of Child Development & Parenting A with "C" or better*

Grades Taught: *10, 11, 12*

This course is available pending final approval.

68333 Life Skills: High School & Beyond

.5 unit of credit

The overall emphasis of this course will focus on a deeper understanding of self, personal responsibility, decision-making, and communication skills that will enhance students' quality of life; time spent on areas will be tailored to class needs and interests. The core areas of focus include: character and values, personal and family relationships, goal setting, conflict resolution, coping skills, basic personal finance, aging and the life cycle, and independent living. After taking Life Skills: High School & Beyond, students will better understand how to handle personal, family, and social challenges.

Prerequisite: *None*

Grades Taught: *10, 11, 12*

68002 Foods and Nutrition

.5 unit of credit

This course is designed to provide students with skills necessary to apply proper nutrition to meal planning and preparation. Students will have opportunities to participate in many labs that include the preparation of fruits, grains, dairy products, meats, vegetables and various dessert recipes. In addition, students will have chances to experience outdoor grilling. Course activities focus on nutrition, kitchen safety, sanitation and healthy lifestyle choices. Course cannot be repeated.

Prerequisite: *None.*

Grades Taught: *9, 10, 11, 12*

68012 Multicultural Foods

.5 unit of credit

This course is designed to provide students the opportunity to expand their knowledge and skills in food planning and preparation. The focus of this class will be on the characteristics of foods from different cultures, regions, and countries. Students will demonstrate a favorite cultural/regional recipe. Course may be repeated with teacher permission.

Prerequisite: *Foods and Nutrition*

Grades Taught: *10, 11, 12*

68022 Human Sexuality

.5 unit of credit Blended class

If you enjoyed Health class and would like to explore some of the topics from Health in more depth, this is the class for you. This course is designed to provide students with a comprehensive study of human sexuality. You will understand the biological, social, psychological and cultural dimensions of sexuality. Topics of study will include self-concept, personal values, sexual development, reproductive health, lifelong healthy interpersonal relationships, healthy decisions making, and gender studies.

Prerequisite: *Today's Health*

Grades Taught: *12*

68112 Today's Health

.5 unit of credit

Today's Health is designed to provide students with the practical life skills necessary to maintain total health and wellness today and in the future. This course provides opportunities for students to engage in group discussions as well as participate in activities that apply their knowledge to real-life topics. Major course emphasis is placed on the dimensions of wellness, understanding oneself and others, substance use and abuse, and human sexuality. Abstinence from high-risk behaviors is the primary focus of this course. Students will learn and practice self-advocacy skills necessary to help them avoid harmful behaviors.

*Fulfills the graduation requirement for health education

Prerequisite: *None*

Grade Taught: *11, 12*

MATHEMATICS

| Program Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|----------------------------|---|--|--|--|
| Honors | Honors Integrated Math 2 A & B 38062, 38072 | Honors Integrated Math 3 A & B 38082, 38092 | Honors Pre-Calculus A & B 34212, 34222 | AP Calculus BC A, B, & C 34312, 34322, 34323 |
| Accelerated | Integrated Math 2 A & B 38022, 38032 | Integrated Math 3 A & B 38042, 38052 | Pre-Calculus A & B 33312, 33322 | AP Calculus AB A, B, & C 33042, 33052, 33053 AP Statistics A & B 35002, 35012 |
| College Preparatory | Integrated Math 1 A, B, & C 38002, 38012, 38013 | Integrated Math 2 A & B 38022, 38032 | Integrated Math 3 A & B 38042, 38052 | Pre-Calculus A & B 33312, 33322 Math Analysis A & B 33252, 33262 Operations Research A & B 34332, 34342 AP Statistics A & B 35002, 35012 |
| Essential | Pre-Algebra A & B 31002, 31012 | Integrated Math 1 A, B, & C 38002, 38012, 38013 | Integrated Math 2 A & B 38022, 38032 | Integrated Math 3 A & B 38042, 38052 |

The State of Michigan and Birmingham Public Schools require 4 credits in Math to include three years of an integrated sequence. All students must take one math course or a math-related course during their senior year.

The mathematics program at Seaholm is a multi-level program with course offerings at the honors and college preparatory levels. Within the college preparatory sequence of classes, students may be accelerated. The course offerings are listed in sequential order on the flow chart. Students taking courses in one level may elect courses in a different level subject to teacher recommendation or mathematics department approval.

Students should earn a B- or better to remain in the honors or accelerated program. It is also recommended that students not elect honors or accelerated courses pass/fail. Students should earn a C- or better to continue to the next mathematics course. The recommendation of the mathematics teacher should be the guiding factor in course selection.

31002 Pre-Algebra A

31012 Pre-Algebra B

(.5 unit of credit each)

Pre-Algebra is for students who need to strengthen their mathematical skills prior to taking Integrated Math 1. Fundamental skills of arithmetic are expanded and problem-solving skills are practiced. Elementary algebra and geometry topics, including equations, inequalities, data analysis, graphing, probability, areas, and volumes are introduced. Emphasis is placed on real-world applications and making connections to other disciplines.

Prerequisites: *8th-grade teacher recommendation*

38002 Integrated Math 1 A

38012 Integrated Math 1 B

38013 Integrated Math 1 C

(.5 unit of credit each)

Integrated Math 1 aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

Prerequisites: *8th-grade teacher recommendation*

39002 Introduction to Integrated Math 2

(.5 unit of credit each)

This course is intended for students new to Birmingham Public Schools who have successfully completed a traditional Algebra 1 course. Introduction to Integrated Math 2 will cover topics that were developed in Integrated Math 1 that are not typically taught in Algebra 1 courses. Topics include modeling bivariate data, sequences, triangle congruence, coordinate geometry, and exponential functions.

Prerequisites: *Algebra 1 outside of BPS*

38022 Integrated Math 2 A

38032 Integrated Math 2 B

(.5 unit of credit each)

Integrated Math 2 aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two-dimensional objects, and work within the rectangular coordinate system to verify geometric relationships. Students also use the language of set theory to compute and interpret probabilities for compound events.

Prerequisites: *Integrated Math 1*

38062 Honors Integrated Math 2 A **38072 Honors Integrated Math 2 B**

(.5 unit of credit each)

Students will investigate the same standards as regular Integrated Math 2. In Honors Integrated Math 2, these topics are developed with greater depth, breath, and rigor. A higher degree of mastery and attention to detail will be expected. Lessons and assessments may include additional questions, investigations, or projects.

Prerequisites: *Integrated Math 1 and 8th-grade teacher recommendation*

38042 Integrated Math 3 A **38052 Integrated Math 3 B**

(.5 unit of credit each)

Integrated Math 3 aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in drawing statistical conclusions.

Prerequisites: *Integrated Math 2*

38082 Honors Integrated Math 3 A **38092 Honors Integrated Math 3 B**

(.5 unit of credit each)

Students will investigate the same standards as regular Integrated Math 3. In Honors Integrated Math 3, these topics are developed with greater depth, breath, and rigor. A higher degree of mastery and attention to detail will be expected. Lessons and assessments may include additional questions, investigations, or projects.

Prerequisites: *Honors Integrated Math 2 and teacher recommendation*

33312 Pre-Calculus A **33322 Pre-Calculus B**

(.5 unit of credit each)

Pre-Calculus is the study of functions, analytic trigonometry, advanced algebra, analytic geometry, and limits. Special attention is given to higher degree polynomial functions, rational functions, exponential and logarithmic functions, and trigonometric functions. The graphing calculator is used to develop understanding of concepts and to aid in problem solving.

Prerequisites: *Integrated Math 3 and teacher recommendation*

34212 Honors Pre-Calculus A **34222 Honors Pre-Calculus B**

(.5 unit of credit each)

Honors Pre-Calculus is the study of functions, analytic trigonometry, advanced algebra, analytic geometry, and limits. Special attention is given to complex numbers, polar coordinates, mathematical induction, and parametric equations. The graphing calculator is used to develop understanding of concepts and to aid in problem solving throughout the course. This course moves more rapidly and studies topics in greater depth than regular Pre-Calculus.

Prerequisites: *Honors Integrated Math 3 and teacher recommendation*

33252 Math Analysis A

33262 Math Analysis B

(.5 unit of credit each)

Math Analysis is designed for students who have completed Math 3 and are seeking a fourth-year capstone course that extends understanding of broadly useful ideas from statistics and probability, algebra and functions, and discrete mathematics that are relevant to many college majors and careers. Students explore methods for interpreting categorical data, modeling change with functions, counting methods, binomial distributions, statistical inference, and mathematics of democratic decision-making. Students who have completed the Math 1, 2, and 3 course sequence but are not pursuing Pre-Calculus in preparation for Calculus may also benefit from this course.

Prerequisites: *Integrated Math 3*

34332 Operations Research A

34342 Operations Research B

(.5 unit of credit each)

Operations Research teaches students how to use advanced mathematics to make complicated decisions. Mathematical models are created to solve meaningful problems facing individuals, businesses, and governments. Fidelity of the models and interpretation of results will be thoroughly investigated. Extensive use of computers and graphing calculators will be made to find optimal solutions to these problems. Operations Research A will focus on deterministic (algebra-based) modeling while the Operations Research B will focus on probabilistic modeling. The two halves of this course are independent of one another, so students may elect to take either or both halves of Operations Research.

Prerequisites: *Integrated Math 3*

33042 AP Calculus AB A

33052 AP Calculus AB B

33053 AP Calculus AB C

(.5 unit of credit each)

AP Calculus AB is the study of functions and their derivatives and integrals. Problems are explored from multiple viewpoints, including algebraic, numerical, and graphical. Graphing calculators are used extensively. Problem solving is developed throughout the course with practical applications from many disciplines included. This course prepares students to take the AB Calculus Advanced Placement examination.

Prerequisites: *Pre-Calculus and teacher recommendation*

34312 AP Calculus BC A

34322 AP Calculus BC B

34323 AP Calculus BC C

(.5 unit of credit each)

AP Calculus BC is the study of functions, including vector and polar functions, derivatives and integrals, infinite sequences and series. Formal proofs of major theorems are presented. Problems are explored from multiple viewpoints, including algebraic, numerical, and graphing. Graphing calculators are used extensively. Problem solving is developed throughout the course, with practical applications from many disciplines included. This course prepares students to take the BC Calculus Advanced Placement examination.

Prerequisites: *Honors Pre-Calculus and teacher recommendation*

35002 AP Statistics A

35012 AP Statistics B

(.5 unit of credit each)

The major themes of the content of Advanced Placement Statistics are exploratory analysis of data, planning a study, probability and statistical inference. Students will describe patterns and departures from patterns, plan and conduct studies, explore random phenomena using probability and simulation, estimate population parameters test hypotheses. Students use computers and graphing calculators to fit mathematical models to data, and also to produce graphs designed for statistical analysis. Students are expected to read critically and interpret problem situations described in writing, and to write reports. This course prepares students to take the Advanced Placement Statistics examination. Students opting for this course as an alternative to Pre-Calculus or Math Analysis should discuss their selection with their guidance counselor, as it may have implications for college admissions.

Prerequisites: *Integrated Math 3 or teacher recommendation*

3400DE Calculus 3 A

3400DE Calculus 3 B

(.5 unit of credit each)

Three-dimensional analytic geometry. Vectors, vector-valued functions, motions in space, functions of several variables, partial differentiation, multiple integration, integration of vector fields, Green's Theorem, and Divergence Theorem. Dual enrollment opportunity through Lawrence Technological University, taught at Groves High School. This course requires completion of a Dual Enrollment Form – see counselor for details.

Prerequisites: *AP Calculus BC and teacher recommendation*

Math-Related Courses

There are several courses in the Business, Engineering, and Social Studies departments that are approved math related courses (not for math credit). Courses such as Accounting, Investments, and Engineering Technology are examples of math-related courses.

Math Transfer Policy

Within the first three weeks of the trimester:

- Students may transfer to a different math course during the first three weeks (15 class periods) with teacher approval. They will be graded only on subsequent work in their new course, but be responsible for all of the content of the course in terms of future tests/quizzes and the final exam.

Between three and six weeks of the trimester:

- Students may transfer to a different math course between the third and sixth weeks (16 to 30 class periods) with teacher and department head approval. The grades from their previous course will count as 30% of their trimester grade. The grades from their new course will count as 50% of their trimester grade. The final exam will count as 20% of their trimester grade. Again, students will be responsible for all of the content of the course in terms of future tests/quizzes and the final exam.

After six weeks of the trimester:

- There will be no student transfers after six weeks (31 class periods). Students may Drop/Fail from the course after six weeks.

Frequently Asked Questions

How will I know what math course to choose?

If you are coming from Derby or BCS, your eighth-grade math teacher will make the recommendation for your math course. These placements have always been extremely accurate. While at Seaholm your math teachers will explain course offerings and give advice about which course(s) to choose next.

What if I don't feel ready for Integrated Math 1?

We offer a Pre-Algebra class that can be very helpful in shoring up numeracy skills and building a strong foundation in algebraic reasoning prior to beginning the Integrated Math sequence.

What is the difference between the Accelerated and Honors math courses?

The Accelerated math courses are the same as the College Preparatory courses. Students in the Accelerated sequence are considered to be one year ahead of students in the College Preparatory sequence and will reach AP Calculus AB their senior year (opportunity to earn one semester of college calculus credit with the AP exam). The Honors math courses are not only one year ahead, but they also operate at a higher and more rigorous level, extending students' conceptual thinking and problem solving skills. These students will reach AP Calculus BC their senior year (opportunity to earn two semesters of college calculus credit with the AP exam).

What Advanced Placement (AP) classes are offered in the Math Department?

- AP Statistics is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. This is a two-trimester course.
- AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This is a three-trimester course.
- AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This is a three-trimester course.

Can I make it into an AP math class if I take Integrated Math 1 in the ninth-grade?

AP Statistics can be taken immediately following Integrated Math 3.

Do I have to take calculus?

No. Calculus is a powerful tool for certain fields and a common requirement for some majors. If you plan on pursuing a STEM-related career, then calculus will serve you well. For many other college majors and careers, probability, statistics, data analysis, quantitative reasoning, and mathematical modeling may be much more valuable and relevant tools. Not everybody needs to take calculus.

What happens if you are two or three years accelerated in math?

Students who take Honors Math 3 as a ninth-grader need to consider their four-year plan. A common path for double- and triple-accelerated students is to take Calculus 3 at Groves through a dual-enrollment arrangement with Lawrence Technological University (LTU). Another option is to take AP Statistics at Seaholm between Honors Math 3 and Honors Pre-Calculus. These two options are outlined in the table below. Your math teacher or the head of the math department can advise you about these options.

| Option | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------|-----------------------|------------------------|------------------------|-------------------------------------|
| Dual enrollment | Honors Math 3 | Honors Pre-Calculus | AP Calculus BC | Calculus 3 at Groves for LTU credit |
| Stay at Seaholm | Honors Math 3 | AP Statistics | Honors Pre-Calculus | AP Calculus BC |

MUSIC EDUCATION VOCAL & INSTRUMENTAL

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|--|--|
| Choir A, B, C 64242 64252 64253 | Choir A, B, C 64242 64252 64253 | Choir A, B, C 64242 64252 64253 | Choir A, B, C 64242 64252 64253 |
| 9th Grade Band A, B, C 62402-62412-62413 | Concert Band A, B, C 63002-63012-63013 | Concert Band A, B, C 63002-63012-63013 | |
| | Symphony Band A, B, C 63202 -63212-63213 | Symphony Band A, B, C 63202-63212-63213 | Symphony Band A, B, C 63202-63212-63213 |
| Concert Orchestra A, B, C 63222-63232-63233 | Concert Orchestra A, B, C 63222-63232-63233 | Concert Orchestra A, B, C 63222-63232-63233 | Concert Orchestra A,B,C 63222-63232-63233 |
| Symphony Orchestra A,B,C 63262-63272-63273 | Symphony Orchestra A, B, C 63262-63272-63273 | Symphony Orchestra A, B, C 63262-63272-63273 | Symphony Orchestra A, B, C 63262-63272-63273 |
| | Class Piano 64072 | Class Piano 64072 | Class Piano 64072 |
| | | AP Music Theory 64042-64052 At Seaholm | AP Music Theory 64042-64052 At Seaholm |

- ***All courses may be repeated for credit except AP Music Theory***
- ***All Band, Choir and Orchestra Courses are 3 trimester courses and must be taken unless a serious conflict arises***
- ***AP Music Theory must be taken over two trimesters***

The Seaholm High School Music Department offers courses in choral music, orchestra, band, music theory and class piano. Our courses are designed to function for students entering high school with almost any degree of proficiency in musical study. It is possible to take music classes for all four years along with the courses needed for college entry.

For assistance in scheduling music courses, **please contact:**
Ms. Olivia Zang, District Music Facilitator 248-203-3792 OZang@birmingham.k12.mi.us

64242 64252 64253 Seaholm Choir A, B & C

(.5 unit of credit per trimester)

This **exciting** “choral ensemble” is designed for all students with a desire to both perform and be part of a performing organization with a reputation for excellence. Students will present concerts for the community, which showcase their talents and abilities. They will be comprised of solos, small ensembles and group choral performances. Vocal techniques, ability to share their talents, staging, small speaking roles, musical vignettes, and learning to work as an ensemble will be stressed. In addition, music reading skills will be taught through the use of a variety of music styles. Members are expected to attend all rehearsals and performances. In order to attend the Michigan School Vocal Music Association (MSVMA) Solo & Ensemble festival in January, students must be a member of the Seaholm Choir.

In addition, students from The Seaholm Singers may audition for the Pop Ensemble “**SEA**” which meets after school. **Please select Choir for A, B & C trimesters. Students must be in choir two trimesters to audition for “SEA”**

Note: (Band & orchestra students may opt in if time allows in their schedule.)

Prerequisites: Ability to match pitch and sing on key; no other prerequisite

Grades Taught: 9, 10, 11, and 12

63402 62412 62413 9th Grade Band A, B & C

(.5 unit of credit per trimester)

The 9th Grade Band will include ALL freshmen members. The 9th Grade Band will play the highest quality high school band literature when it performs at festivals and concerts. Solo and Ensemble performance is highly encouraged.

***** All members of this ensemble are required to participate in the marching band during the first trimester.**

The Marching Band performs at all home football games, all playoff games and parades. Each school year will begin with a one-week marching band camp late in the summer. It is a requirement that all band members attend the entire week of band camp in addition to periodic evening rehearsals during the marching season. Exact dates will be issued to all incoming members in May, along with the show music for the upcoming season. Basic band uniform is supplied by the school as are the larger instruments, like the tuba, bassoon, marching and concert percussion, etc.

Pre-requisites: 3-4 years of instrumental training including 8th grade band, or audition

Grade Taught: 9

63002 63012 63013 Concert Band A, B & C

(.5 unit of credit per trimester)

The Concert Band will include most sophomores, some juniors some senior members. Incoming sophomores, juniors and some seniors of the band program will have a brief audition in February which will place them in the appropriate band for the upcoming year. The Concert Band will play the highest quality high school band literature when it performs at festivals and concerts. Solo and Ensemble performance is highly encouraged.

***** All members of this ensemble are required to participate in the marching band during the first trimester.**

Prerequisites: 4-5 years of instrumental training including 8th grade band, 9th grade band. After freshman year, high school band is the prerequisite for all ensuing band classes.

Grades Taught: 10, 11 and 12

63202 63212 63213 Symphony Band A, B & C

(.5 unit of credit per trimester)

The Symphony Band will include most seniors, some juniors and a few sophomore band members. The Symphony Band will play the highest quality high school/collegiate band literature when it performs at festivals and concerts. Symphony Band will have periodic evening rehearsals (mostly on Wednesdays) throughout the year. Private lessons and Solo and Ensemble performance are strongly encouraged. All seniors will automatically be placed in the Symphony Band. Incoming sophomores and juniors of the band program will have a brief audition in February which will place them in the appropriate band for the upcoming school year.

*****All members of this ensemble are required to participate in the marching band during the first trimester.**

Select members of the wind, brass and percussion sections of the band might have the opportunity to play with the Orchestra to perform some of the highest quality Symphonic Orchestral literature as an outside of school enrichment opportunity.

Students who are enrolled in the band program will also have the opportunity to perform in Pep Band, Chamber Ensembles and audition for the Jazz Bands. Every member is expected to perform at all concerts and marching functions of the band throughout the year: home football games, concerts, Halloween Parade, Celebrate Birmingham Parade, district and state band festivals, and graduation exercises.

Prerequisites: 4-5 years of instrumental training including 8th grade band, 9th grade band

Grades Taught: 10, 11, and 12

PLEASE NOTE: Once a student is no longer in the band program, he/she may not enroll again without specific permission from the director and a note from his/her counselor stating an unavoidable scheduling conflict that kept the student out of band.

63262 63272 63273 Symphony Orchestra A, B, C

(.5 unit of credit per trimester)

The Symphony Orchestra is the most musically advanced orchestra at Seaholm. All orchestra students in each grade will play a brief audition in the spring to establish their place in the proper ensemble. Students will learn a variety of classical, contemporary, and alternative styles (rock, pop, jazz) string orchestra literature as they perform at festivals and concerts throughout the year. **Solo & Ensemble Festival** performance is highly encouraged. Instruction includes advanced string techniques to improve musical performance skills. Students enrolled in the Orchestra program will also have the opportunity to audition for the **Electric String Ensemble**, as well as **Pit Orchestra** for the spring musical. Every member is expected to attend all performances and functions throughout the year. Select members of the wind, brass and percussion sections of the band have an opportunity to play with the Orchestra to perform quality **Symphonic Orchestra** repertoire as an outside of school enrichment experience.

Prerequisites: 3-4 years of instrumental training including 8th grade orchestra or audition

Grades Taught: 9, 10, 11, and 12

PLEASE NOTE: Once a student is no longer in the Orchestra program, he/she may not enroll again without specific permission from the director and a note from his/her counselor stating an unavoidable scheduling conflict that kept the student out of Orchestra.

64222 63232 63233 Concert Orchestra A, B, C

(.5 unit of credit per trimester)

The Concert Orchestra will include most incoming freshman, sophomores and some juniors and seniors. Students will learn a variety of classical, contemporary, and alternative styles (rock, pop, jazz) string orchestra literature as they perform at festivals and concerts throughout the year. **Solo & Ensemble Festival** performance is highly encouraged. Instruction includes advanced string techniques to improve musical performance skills. Students enrolled in the Orchestra program will also have the opportunity to audition for the **Electric String Ensemble**, as well as **Pit Orchestra** for the spring musical. Every member is expected to attend all performances and functions throughout the year.

Prerequisites: *3-4 years of instrumental training including 8th Grade Orchestra or audition*

Grades Taught: *9, 10, 11, and 12*

PLEASE NOTE: *Once a student is no longer in the Orchestra program, they may not enroll again without specific permission from the director and a note from his/her counselor stating an unavoidable scheduling conflict that kept the student out of orchestra.*

64072 Class Piano

(.5 unit of credit per trimester)

This course is open to any student either beginner, intermediate, or advanced. Students will progress at their own level and ability. Electronic keyboards with headsets will be used to practice independently yet will be monitored by the instructor. Basic music theory and music listening will be included using computers and electronic keyboards. Music compositions may be created using music computer labs. (Course may be repeated for credit.)

Prerequisites: *None*

Grades Taught: *10, 11, and 12*

64042 AP Music Theory A

64052 AP Music Theory B

(.5 unit of credit per trimester)

This two-trimester course is for the motivated student musician. It culminates in taking the AP exam in Music Theory for possible college credit. This course is especially useful for students thinking of becoming music majors in college as well as those students who want to study music composition in depth. Units covered include Musical Terminology, Notation, Composition, Score Analysis, and Aural Skills. Students will utilize manual and computer-aided notation, composition and musical analysis software, keyboards, recorded musical selections and the text to learn material equivalent to that of a college music theory course. Taking the AP Music Theory exam is highly encouraged, but not required.

***This class is offered at Seaholm High School.

Prerequisites: *Two years of either participation in musical group or private instrumental/ vocal study and permission of instructor. Students from Seaholm and Groves must have a music teacher sign off on participation in this class!*

Grades Taught: *11th and 12th*

PHYSICAL EDUCATION

Course Sequence

| Program Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|---|---|---|
| Regular | Personal Fitness 90002 | | | |
| Electives Must be preceded by Personal Fitness | Aerobics 90062 Team Sports 91052 Lifetime Sports 91062 Total Fitness 91122 | Aerobics 90062 Team Sports 91052 Lifetime Sports 91062 Lifeguard Training 91102 Total Fitness 91122 Scuba Diving 91072 | Aerobics 90062 Team Sports 91052 Lifetime Sports 91062 Lifeguard Training 91102 Total Fitness 91122 Scuba Diving 91072 | Aerobics 90062 Team Sports 91052 Lifetime Sports 91062 Lifeguard Training 91102 Total Fitness 91122 Scuba Diving 91072 |
| Techniques Must be preceded by Personal Fitness | Basketball 91012 Football Techniques 91032 Volleyball 92002 | Basketball 91012 Football Techniques 91032 Volleyball 92002 | Basketball 91012 Football Techniques 91032 Volleyball 92002 | Basketball 91012 Football Techniques 91032 Volleyball 92002 |
| Modified | Trimester 1 Physical Ed. Adjusted 90042 Trimester 2 – Directed Studies Physical Ed 93022 | Trimester 1 Physical Ed. Adjusted 90042 Trimester 2 – Directed Studies Physical Ed 93022 | Trimester 1 Physical Ed. Adjusted 90042 Trimester 2 – Directed Studies Physical Ed 93022 | Trimester 1 Physical Ed. Adjusted 90042 Trimester 2 – Directed Studies Physical Ed 93022 |

90002 Personal Fitness

(.5 unit of credit)

Personal fitness is a required course which will include aquatics, weight training, heart rate monitor training, and C.P.R. Opportunities are presented to improve the five areas of health-related fitness including: cardiovascular efficiency; flexibility; muscular strength; muscular endurance; and body composition. Students will engage in classroom experiences, which emphasize personal lifestyle decisions related to reducing cardiovascular risk factors.

Prerequisites: None

Grades Taught: 9

90062 Aerobics

(.5 unit of credit)

This course is for those students who wish to improve cardiovascular fitness, muscular strength, and endurance. Flexibility techniques will also be used along with nutritional information. A wide variety of activities with music will be used such as aerobic routines, step, yoga, weights, xertubes, and circuit training.

Prerequisites: *Personal Fitness*

Grades Taught: *9, 10, 11, 12*

May be repeated for additional credit with instructor approval.

91012 Basketball

(.5 unit of credit)

This course is directed toward any young man or woman wishing to pursue a more intensified experience in basketball. Skills are developed mainly through active play in a variety of tournament situations. Skill testing is also utilized.

Prerequisites: *Personal Fitness*

Grades Taught: *9, 10, 11, 12*

May be repeated for additional credit with instructor approval.

91032 Football Techniques

(.5 unit of credit)

Students wishing to pursue a more intensive study of football techniques and strength and conditioning are encouraged to enroll in this course. The course will be divided into three equal components: Speed/agility training, weight lifting, and fundamental football techniques.

Prerequisites: *Personal Fitness*

Grades Taught: *9, 10, 11, 12*

May be repeated for additional credit.

91102 Lifeguard Training

(.5 unit of credit)

This course will cover requirements as prescribed by the American Red Cross. Course work will include practical situations in pool work, lectures, films, first aid and C.P.R. Students passing all the requirements are issued lifeguard certificates by the American Red Cross. The A.E.D. (Heart Defibrillator) and oxygen administration will also be introduced in this class. There is a certification card charge that varies as established by the American Red Cross. This fee will be collected by the instructor

Prerequisites: *Personal Fitness, above average swimming skills, and a minimum age of 15.*

Grades Taught: *10, 11, 12*

90042 Physical Education - Adjusted

93022 Directed Studies

(.5 unit of credit)

This course is available to special services students per IEPC recommendation. Second trimester this course will be a Physically Adjusted Program designed to meet the individual needs of students who have medical reasons for not being able to meet the performance requirements in regular physical education classes. Examples would include students with handicaps, allergies, obesity or other health problems.

Prerequisites: *Trimester 1: IEPC recommendation, Trimester 2: Teacher's permission and doctor's note*

Grades Taught: *9, 10, 11, 12*

91052 Team Sports

(.5 unit of credit)

This course is designed for those students who have mastered basic skills and wish to pursue vigorous team activities beyond the fundamental required team skills. Major activities will include touch football, volleyball, team handball, basketball, soccer and ultimate Frisbee. Emphasis will be placed on the development of fitness through participation in these vigorous activities.

Prerequisites: *Personal Fitness*

Grades Taught: 9, 10, 11, 12

May be repeated for credit with instructor approval.

91062 Lifetime Sports

(.5 unit of credit)

This course offers instruction in lifelong leisure activities with emphasis on off-campus community-based activities. The experiences in this course will focus on instruction and enjoyment of individual sports and stress the need for lifetime participation. Four of the following activity units are taught depending on the availability of facilities: racquetball, ice skating, bowling, kickboxing, intro to scuba, and golf/archery. A fee payable at the beginning of the semester is required to cover facility fees and transportation costs. Lunch hour will be used for travel time.

Prerequisites: *Personal Fitness*

Grades: 9, 10, 11, 12

May be repeated for credit with instructor approval.

91072 Scuba Diving

(.5 unit of credit)

Upon successful completion of all phases of the underwater science and technology scuba course, students will possess the skills and knowledge of safe diving techniques that qualify them to participate in the open water phase of scuba certification. Students will also learn about marine biology, the physics of diving, underwater photography, and careers in diving. Students taking this course must have average swimming skills. There will be a course fee of \$110 and you must provide your own mask, fins, and snorkel. All students must successfully pass a Health Risk Appraisal.

Prerequisites: *Personal Fitness*

Grades Taught: 10, 11 & 12

92002 Volleyball

(.5 unit of credit)

Volleyball players wishing to pursue a more thorough study of volleyball techniques are encouraged to enroll in this program. This course is designed to help develop advanced skills of bumping, setting, and serving and will integrate the latest training concepts and drills as well as game strategies.

Prerequisites: *Personal Fitness*

Grades Taught: 9, 10, 11, 12

May be repeated for credit with instructor approval.

91122 Total Fitness

(.5 unit of credit)

Come take advantage of the new Seaholm fitness room in Total Fitness. Students will participate in the use of personal health risk appraisals, nutritional analysis and fitness assessments to help develop individual program prescriptions. Weight machines, free weights, core exercises, aerobic conditioning including the use of cardio machines will be utilized to accommodate individual interests and developmental differences.

Prerequisites: *Personal Fitness*

Grades Taught: 9, 10, 11, 12

May be repeated for credit with instructor approval.

SCIENCE

Philosophy

The philosophy of the Science Department is that all students have the opportunity to gain an appreciation of the beauty and wonder of science, possess sufficient knowledge of science to engage in public discussions, are careful consumers of scientific information related to their everyday lives, and are able to continue learning about science outside of school.

Graduation Requirements

The Birmingham Board of Education approved new graduation requirements for the Class of 2022 and beyond.

The graduation requirements for the four science discipline areas, along with courses that fulfill each requirement, are listed in the table below. Please note that students can personalize their selections as their interests and future academic goals dictate.

| Graduation Requirement | Course options |
|---------------------------------|---|
| 0.5 credit physics | 0.5 credit Core Physics 1.0 credit Physics A&B * 1.0 credit AP Physics 1 A&B* |
| 0.5 credit chemistry | 0.5 credit Core Chemistry 1.0 credit Chemistry A&B* 1.0 credit Honors Chemistry A&B* |
| 0.5 credit Earth science | 0.5 credit Core Global Systems A 1.0 credit Core Global Systems A & Global Systems B 1.5 credit Advanced Placement Environmental Science A, B & C* |
| 1.0 credit biology | 1.0 credit Core Biology A&B* 1.0 credit Honors Core Biology A&B* |
| 0.5 credit elective | 0.5 credit science elective from course catalog (The B term of Chemistry, Physics, Global Systems, AP Environmental Science or AP Physics 1 courses, when taken as part of the full-year course, also meets this requirement.) |

*Students must select all sections in order to fulfill the graduation requirement for this core disciplinary area

Sample Sequences

The science program offers many opportunities for students to personalize their science coursework to fit their interests and future college and career goals. The following sequences are only some of possible course clusters that satisfy the graduation requirement. Students should work with their science teachers and counselors to pick science courses that best fit their needs.

Honors-level courses are available in place of Core Biology A/B, Chemistry A/B, and Physics A/B in the samples below.

| | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|--|---|--|---|
| Liberal Arts Focus | <u>Core Chemistry</u> and <u>Core Physics</u> | <u>Core Biology A/B</u> | <u>Core Global Systems A</u> and Science elective | Optional courses beyond 3.0 credit graduation requirement, if desired |
| Health Science Focus | <u>Core Biology A/B</u> | <u>Chemistry A/B</u> | <u>Physics A/B</u> and <u>Core Global Systems A</u> | Anatomy & Physiology A/B AP Biology A/B/C |
| Earth/ Environmental Science Focus | <u>Core Chemistry</u> and <u>Core Physics</u> or <u>Core Biology A/B</u> | <u>Core Biology A/B</u> or <u>Chemistry A/B</u> | <u>Core Global Systems A</u> and Global Systems B or <u>AP Environmental Science A/B/C</u> | AP Environmental Science A/B/C Astronomy |
| Interdisciplinary Science Focus | <u>Core Chemistry</u> and <u>Core Physics</u> | <u>Core Biology A/B</u> and <u>Core Global Systems A</u> | <u>Chemistry A/B</u> | <u>AP Physics 1 A/B</u> AP Chemistry A/B/C, AP Biology A/B/C, or AP Environmental Science A/B/C |
| Engineering Focus | <u>Honors Chemistry A/B</u> | AP Chemistry A/B/C and <u>Core Global Systems A</u> | <u>Honors Core Biology A/B</u> and <u>AP Physics 1 A/B</u> | AP Physics C A/B/C AP Biology A/B/C |
| Science Department Electives: | Global Systems B Astronomy Forensic Science Anatomy & Physiology A/B | AP Biology A/B/C AP Chemistry A/B/C AP Environmental Science A/B/C AP Physics C A/B/C* AP Physics 2 A/B (Seaholm) | STEM Research & Design 1 (Seaholm) STEM Research & Design 2 (Seaholm) * Denotes class meets at Groves | |

Underlined courses satisfy the graduation requirement.

SCIENCE COURSES

41102 Core Biology A

41112 Core Biology B

(½ unit of credit each)

Biology is a required laboratory- and activity-based course in which students investigate the fundamentals of biology, including ecology, energy transformations, cells, genetics, DNA and evolution.

Grades Taught: 9, 10, 11

41162 Honors Core Biology A

41172 Honors Core Biology B

(½ unit of credit each)

Honors Core Biology is an accelerated two-trimester laboratory- and activity-based course designed for students planning to pursue further studies in life science at the college level. Laboratory studies will represent a large portion of the curriculum. Conceptual analyses of principles of biology and chemistry will be emphasized. Major areas of study will include biochemistry, ecology, energy transformation, cellular division, genetics, and molecular biology of the gene, DNA technology and evolution. Successful completion of this class will prepare students for the rigors of both Advanced Placement and collegiate level biology.

Grades Taught: 9, 10, 11

45002 Anatomy & Physiology A

45012 Anatomy & Physiology B

(½ unit of credit each)

The Anatomy and Physiology course is designed to prepare students for college anatomy and physiology, as well as careers in the health sciences. Students will explore the human body using a body-systems approach. Students will interact with a variety of healthcare professionals and experience real-world anatomy and physiology applications. Extensive laboratory time is spent exploring the structure and function of tissues, bones, muscles, and organs. This class will consist of classroom, online, and off-site study. All students who sign up for the class will have the opportunity to complete additional coursework in order to have their credit labeled as Honors on their transcript.

Prerequisites: Honors Core Biology or Core Biology A & B and Honors Chemistry or Chemistry A & B or Core Chemistry

Grades Taught: 11, 12

41042 AP Biology A

41052 AP Biology B

41053 AP Biology C

(½ unit of credit each)

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by life science majors during their first year of college. Students will learn the conceptual framework, knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Major areas of study will include biochemistry, energy transformation, cells, genetics, molecular genetics, biotechnology, evolution, and ecology. Students will complete a variety of laboratories, and they will be prepared to take the AP Biology Examination in May, for which they may gain college credit or placement.

Prerequisites: Honors Core Biology or Core Biology A & B and Honors Chemistry or Chemistry A & B with grades of B or better

Grades Taught: 11, 12

45262 Core Chemistry

(½ unit of credit)

This is a college-preparatory, laboratory-oriented class in which students engage in investigations, problem-solving, and data-analysis tasks while learning fundamental topics in chemistry. Topics include properties of and changes in matter, atomic structure, bonding, and chemical reactions.

Prerequisites: *None*

Students who have completed Chemistry A&B are not eligible to take Core Chemistry.

Grades Taught: 9, 10, 11, 12

42022 Chemistry A

42032 Chemistry B

(½ unit of credit each)

Chemistry is a laboratory-oriented program for students bound for college or for other post-secondary training. Topics covered include properties of matter, energy changes, stoichiometry, chemical bonding, chemical reactions, gas laws, solutions, and qualitative, quantitative and instrumental analysis. Emphasis is on laboratory skills, laboratory reporting, data analysis and general chemistry theory.

Prerequisites: *Integrated Math 1*

Grades Taught: 10, 11, 12

42122 Honors Chemistry A

42132 Honors Chemistry B

(½ unit of credit each)

Honors Chemistry is a college-preparatory course that provides an opportunity for students to develop an in-depth understanding of the major areas of chemistry. Students will study the underlying principles and theories of chemistry while using mathematical skills during data-analysis and problem-solving activities. Students will engage in laboratory experiments designed to introduce, illustrate, and apply concepts learned in class. Topics of study include chemical change, atomic structure, bonding, chemical quantities, states of matter, gas laws, solutions, kinetics, equilibrium, acids and bases, and thermodynamics. Successful completion of this class will prepare students for the rigors of both Advanced Placement and collegiate level chemistry.

Prerequisites: *Integrated Math 1; Integrated Math 2 must be taken concurrently or previously.*

Grades Taught: 9, 10, 11, 12

42042 AP Chemistry A

42052 AP Chemistry B

42053 AP Chemistry C

(½ unit of credit each)

Advanced Placement Chemistry is a three-term course that is sequential to Honors Chemistry. Topics previously discussed in chemistry are treated in greater depth. The course will develop theoretical concepts concurrently with laboratory investigations. Major topics will include thermodynamics, equilibrium, atomic and molecular structure, reaction kinetics, and the periodic relationships. Successful completion of this course may enable students to earn college credit through the Advanced Placement examination offered in May of each year.

Prerequisites: *Honors Chemistry or Chemistry A&B, and Integrated Math 2*

Grades Taught: 11, 12

44142 Core Physics

(½ unit of credit)

This is a college preparatory laboratory class in which students will explore topics in physics such as kinematics, momentum, force, energy, electromagnetic radiation, and waves. Through laboratory investigations, data analysis, and problem-solving tasks, students will construct knowledge of physics in order to solve real-world problems.

Prerequisites: *None*

Students who have completed Physics A&B are not eligible for Core Physics.

Grades Taught: 9, 10, 11, 12

44022 Physics A

44032 Physics B

(½ unit of credit each)

Physics is a two trimester, lab-based, college-preparatory course that covers the fundamental concepts of physics and how they model aspects of the physical world. Topics of study include mechanics, electricity, magnetism, waves, sound, and optics. Technological applications of physics are explored.

Prerequisites: *Integrated Math 1*

Grades Taught: 10, 11, 12

44002 AP Physics 1 A

44012 AP Physics 1 B

(½ unit of credit each)

AP Physics 1 is a two-trimester laboratory course in which students develop many physics concepts from their own laboratory work. Students develop an understanding or awareness of the natural world and how ideas of physics are interrelated with experience, experiments, and technology. Major topics of study include mechanics, waves, sound, optics, electricity, and magnetism. Successful completion of this course may enable students to earn credit through the Advanced Placement Test offered in the spring.

Prerequisites: *Integrated Math 2; Integrated Math 3 must be taken previously or concurrently.*

Grades Taught: 10, 11, 12

44082 AP Physics 2: Algebra-Based A

44092 AP Physics 2: Algebra-Based B

(½ unit of credit each)

Advanced Placement Physics 2: Algebra-Based is a two-trimester college level course that explores topics in thermodynamics, fluids, electricity and magnetism, waves and optics, atomic and nuclear physics. Students will develop many of these physics concepts from their own laboratory work by performing and/or designing experiments, observing and measuring real phenomena, and then communicating their results. Successful completion of this course may enable students to earn credit through the Advanced Placement Test offered in the spring.

Prerequisites: *AP Physics 1 or Physics; Pre-Calculus must be taken previously or concurrently.*

Grades Taught: 11, 12

44062 AP Physics C: Calculus-Based A

44072 AP Physics C: Calculus-Based B

44073 AP Physics C: Calculus-Based C

(½ unit of credit each)

Advanced Placement Physics Calculus-Based is a three-trimester college course that explores areas of physics not studied in depth in AP Physics 1 as well as many new topics while following the Advanced Placement Physics “C” outline. Major topics of study include mechanics, electricity, and magnetism with an emphasis on using calculus to analyze concepts and to problem solve. Students who are interested in pursuing university programs in engineering, physics, or chemistry should consider taking this course. Successful completion of this course may enable students to earn credit through the Advanced Placement tests offered in the spring. **This class is taught at Groves.**

Prerequisites: *AP Physics 1; Calculus must be taken previously or concurrently.*

Grades Taught: 11, 12

45062 Core Global Systems A

(½ unit of credit)

This is an interdisciplinary, laboratory-based course that will increase students’ global perspectives of the Earth’s systems. With a focus on the human impact on Earth’s geosphere, hydrosphere, and atmosphere, students will become versed in the importance of global citizenship in a changing world while developing applicable problem-solving strategies. This course is required for graduation starting with the Class of 2022.

Prerequisite: *None*

Grades Taught: 9, 10, 11, 12

45072 Global Systems B

(½ unit of credit)

Global Systems B is a college preparatory, interdisciplinary class in which students will explore topics such as early earth, plate tectonics, earthquakes, volcanoes, rock cycle, weather and climate. Through laboratory investigations, data analysis, and problem-solving tasks, students will construct knowledge of how the Earth was made and how we can predict its future. This course is an elective science course.

Prerequisite: *None*

Grades Taught: 9, 10, 11, 12

45042 AP Environmental Science A

45052 AP Environmental Science B

45053 AP Environmental Science C

(½ unit of credit each)

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. **Completion of all three trimesters of AP Environmental Science fulfills the Earth Science graduation requirement.**

Prerequisites: *Core Biology or Honors Core Biology, Chemistry or Honors Chemistry, Integrated Math 1*

Grades Taught: 11, 12

40062 Astronomy

(½ unit of credit)

Astronomy is a one-trimester course that covers easily observed solar and lunar phenomena, as well as constellations. Students will learn how electromagnetic energy and various telescopes are used to study the sun and the evolution of stars into white dwarfs, neutron stars and black holes. Students will study the formation of our solar system and celestial objects like planets, moons, asteroids/meteoroids and comets. Moving beyond the solar system, students will compare our galaxy to others and learn about theories of the universe.

Prerequisite: *None*

Grades Taught: *11, 12*

44052 Forensic Science

(½ unit of credit)

Forensic science is a one-trimester laboratory based investigative class that will cover a wide range of interdisciplinary science concepts. Students will apply biology, chemistry, and physics concepts to solve real-world forensic science questions. Students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. The course will explore blood typing/spatter, fingerprinting, DNA gel electrophoresis, hair and fiber analysis, document analysis, toxicology, the history of forensic science, and careers in forensic science.

Prerequisites: *Honors Core Biology or Core Biology A&B, Honors Chemistry or Chemistry A&B or Core Chemistry taken previously or concurrently*

Grades taught: *11, 12*

40042BL STEMx Research and Design 1

(½ unit of credit)

Honors STEMx Research and Design I provides opportunities for students to develop a STEM related project while embedding authentic data externships with professionals from the surrounding area. This is a blended course with numerous online activities and a combination of on campus lectures and off campus explorations. Students are introduced to the fundamental steps in scientific research methodologies, engineering design, and combining quantitative/qualitative methods of data analysis. In addition, students learn engineering skills by designing and analyzing processes and process units in order to assess product quality, measurement issues, economics, safety, and environmental/sustainability impact. This course will provide both, information on how to carry out and present various types of research, as well as knowledge of what STEM professionals must do to be successful in their work.

Prerequisites: *Honors Core Biology or Core Biology, Honors Chemistry or Chemistry, Physics must be taken previously or concurrently. Integrated Math 3 must be taken previously. Students must agree to District Policy for off campus exploration. Can be taken for repeat credit.*

Grades taught: *11, 12*

40052BL STEMx Research and Design 2

(½ unit of credit)

Honors STEMx Research and Design II will introduce students to action research, a form of self-reflective systematic inquiry by students on their own research practice. Action research is a flexible spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time. The goals of action research are the improvement of research methodologies, a better understanding of data measurables, and an improvement in the "action" in which the research is carried out. The primary objective of the course is to prepare students to do action research in a long-term externship over the trimester.

- Research response groups will be formed and will meet weekly. They will identify, interpret, analyze, and synthesize research-based literature for the purpose of writing a review of the literature associated with a selected topic of interest in STEMx
- Design, implement, and measure an action research project related to the selected topic(s).

This is a blended course with numerous online activities and a combination of on campus lectures and off campus explorations.

Prerequisites: *STEMx Research and Design I. Honors Core Biology or Core Biology, Honors Chemistry or Chemistry; Physics must be taken previously or concurrently, Integrated Math 3 must be taken previously. Students must agree to District Policy for off campus exploration. Can be taken for repeat credit.*

Grades Taught: 11, 12

Science Transfer Policy

Level Change

A level change in science is defined as:

- Honors Bio \leftrightarrow Core Bio
- Honors Chemistry \leftrightarrow Chemistry
- AP Physics 1 \leftrightarrow Physics

Level changes may be made up to 4 weeks into the trimester with prior approval by both teachers, parents, and department head. The Science Level Change Form must be filled out and signed by all parties.

Students who transfer within the first two weeks of the trimester will be graded only on subsequent work in their new course, but be responsible for all of the content of the course in terms of future tests/quizzes and the final exam.

Students who transfer between 2 and 4 weeks into the trimester will have their grade from the previous course count as 20% of their trimester grade. The grades from their new course will count as 60% of their trimester grade. The final exam will count as 20% of their trimester grade. The student will be responsible for all of the content of the course in terms of future tests/quizzes and the final exam.

Students making a level change at the trimester mark must also fill out the Science Level Change Form.

Course Change

The following are not defined as level changes. These courses do not cover material at the same pace, depth, or sequence. These changes may only be made one week into the trimester.

Chemistry \leftrightarrow Core Chemistry

Physics \leftrightarrow Core Physics

SCIENCE FAQ

What science courses are offered for ninth-grade students?

Most students should take Core Chemistry (0.5 credits) and Core Physics (0.5 credits) or Core Biology A & B (1.0 credit). Other options include Honors Core Biology A & B (1.0 credit) and Honors Chemistry A & B (1.0 credit).

How will I know which science course to choose?

All of the classes are college preparatory. Sample sequences based on future college and career goals serve as guides for a decision. Your eighth-grade teacher will make a recommendation based on your goals and interests as well. Students electing Honors Chemistry, a sophomore-level course, must have Integrated Math 1 or higher in eighth grade.

How do Core Chemistry and Core Physics prepare me for future science classes?

Modern Biology courses cover many topics that are rooted in biochemistry. Core Chemistry provides a better foundation for students to understand those concepts. Similarly, many concepts in chemistry require students to understand motion, energy, and forces. Core Physics provides students with an understanding of those concepts prior to taking the full-year chemistry course.

If my student starts with Core Chemistry and Core Physics, are they able to take Advanced Placement science before they graduate?

Yes, students starting in Core Chemistry and Core Physics are able to take any of the Advanced Placement science courses during their high school years as long as they have the required pre-requisites completed. The science program gives your student options to personalize their science program. Please see the sample course sequences given in the course catalog. Please note that these are simply examples, many other combinations of courses exist.

What courses are required for graduation?

Students must take courses in each of the four core science disciplines, biology (1.0 credit), chemistry (0.5 credit), physics (0.5 credit), and Global Systems A (0.5 credit). In addition, students need to take an additional 0.5 credits in an elective or core area of their choosing. Please see the course catalog for a list of courses that meet these requirements.

What AP classes are offered in the Science Department?

- *AP Biology is equivalent to a two-semester, introductory biology course in college. This is a three-trimester course.*
- *AP Chemistry is equivalent to a two-semester, introductory chemistry course in college. This is a three-trimester course.*
- *AP Environmental Science is equivalent to a two-semester, introductory environmental science course in college. This is a three-trimester course.*
- *AP Physics 1 is a first-year physics course that is not equivalent to an introductory college-level course. Students have the option of taking an AP exam at the end. This exam may be recognized for credit at the university level. This is a two-trimester course.*
- *AP Physics 2 Algebra-Based is a second-year physics course that addresses college-level physics concepts. This is a two-trimester course.*
- *AP Physics C is a second-year physics course that is equivalent to a two-semester, introductory physics course in college. This is a three-trimester course.*

Social Studies

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|--|--|--|
| Honors/ Advanced Placement | World History A & B 20042 / 20052 | AP U.S. History A, B & C 28002 / 28012 / 28013 | AP Economics A & B 23102 / 23112 and one trimester of elective credit from the list below or AP European History A, B, & C 28112 / 28132 / 28133 and Economics 23022 or AP Psychology A & B 22292 / 22302 and Economics 23022 | AP US Government A & B 23082 / 23092 and one trimester of elective credit from the list below or AP European History A, B, & C 28112 / 28132 / 28133 and US Government 23002 or AP Psychology A & B 22292 / 22302 and US Government 23002 |
| Flexible Scheduling | Honors Flex History A, B, & C 86009 / 86019 / 86023 | Honors Flex History A, B, & C 86010 / 86020 / 86024 | Honors Flex History A, B, & C and Flex Economics 86011 / 86021 / 86025 | Honors Flex History A, B, & C and Flex US Government 86012 / 86022 / 86026 |
| College Prep | World History A & B 20042 / 20052 | U.S. History A & B 21102 / 21112 | Microeconomics 23021 or Macroeconomics 23020 and one trimester of elective credit from the list below | US Government 23002 and two trimesters of elective credit from the list below |
| Required Course of Study | World History A & B 20042 / 20052 | U.S. History A & B 21102 / 21112 | Microeconomics 23021 or Macroeconomics 23020 and one trimester of elective credit from the list below either this year or senior year | US Government 23002 |

Electives Available for 2023 - 2024

| | | | |
|----------------------|---------|-------|-------|
| AP Economics | 23102 | 23112 | |
| AP European History | 28122 | 28132 | 28133 |
| AP Psychology | 22292 | 22302 | |
| Psychology | 22282 | | |
| Law and You | 22252BL | | |
| Family History | 22222 | | |
| Critical Issues | 22262BL | | |
| Topics in Psychology | 23162BL | | |
| World War 2 | 22232BL | | |

Social Studies Department Philosophy

The philosophy of the Social Studies Department is to prepare students to become active participants in a democratic society. The courses are designed to develop the skills for citizenship, to prepare students to participate in a global society, and to provide students with the knowledge base to understand the democratic principles and multicultural heritage of our society. The courses offered will provide opportunities for students of varying skill and developmental levels to reach these goals successfully.

State law and the Birmingham Board of Education require students to complete courses in the following areas of study for graduation:

- A. World History A & B or Flex Global Studies
- B. U.S. History A & B or Advanced Placement U.S. History A, B & C or Flex U.S. History A, B & C
- C. One trimester of Economics or Advanced Placement Economics A & B or Flex Economics
- D. One trimester of U.S. Government or Advanced Placement Government A & B, or Flex U.S. Government
- E. One trimester of elective Social Studies credit or Flex Cultural Studies or Flex Western Civilizations

GRADE 9

20042 - 20052 World History A & B

(.5 unit of credit each)

Using a thematic approach, students will study six different historical eras. World History A begins with an examination of river civilizations and the origins of the world's great religions. Skipping around the globe, students will then compare and contrast life during the middle ages in various world regions. The final era of study involves the emergence of Europe on the world stage and the growth and spread of imperialism. World History B picks up with the age of revolutions and industrialization. Students will then study the advent of world war and the impact of total war. The final unit covers the time period after WWII, looking specifically at the legacies left by the cold war and imperialism including the rise of terrorism.

Prerequisites: World History A is a prerequisite for World History B

Grades Taught: 9

GRADE 10

21102 U.S. History A

(.5 unit of credit)

In this course, students will study the history of the United States from the end of the Reconstruction through the Great Depression (1877-1940). Students will examine industrialization, urbanization, and the growth of the United States as an imperial power as they learn about topics such as the Industrial Revolution, immigration, Progressivism, the Spanish-American War, the Panama Canal, and World War I. In addition, students will analyze the factors that led to the boom and bust of the 1920s and 1930s, and consider the causes of the Great Depression as they debate the role of the United States both domestically and in foreign affairs.

Prerequisites: None

Grades Taught: 10

21112 U.S. History B

(.5 unit of credit)

In this course, students will study the history of the United States from the Second World War through contemporary times. Students will examine topics of both domestic and global importance such as World War II, the Cold War, Civil Rights, Vietnam, and of course the role of the United States as a world superpower.

Prerequisites: U.S. History A

Grades Taught: 10

28002 - 28012 - 28013 AP U.S. History A, B, & C

(.5 unit of credit each)

The Advanced Placement U.S. History course is designed for the student who has a strong interest in history, is a sophisticated reader with strong writing skills, and is self-motivated. The course surveys the social, cultural, economic and political developments of the United States from the pre-Columbian era to the 21st century. Students will use a variety of texts, work extensively with primary sources and write a variety of essays. Students will come away with knowledge of United States History and the skills to take the Advanced Placement Test in May.

Prerequisites: Students may self-select; however, successful AP students have an A average on tests in World History and are in Honors English. AP U.S. History A is a prerequisite for AP U.S. History B. AP U.S. History B is a prerequisite for AP U.S. History C.

Grades Taught: 10

GRADE 11

23020 Macroeconomics

(.5 unit of credit)

Macroeconomics is designed as a one-semester and students will earn ½ credit, which will meet the State of Michigan requirement for graduation. This course will examine the principles of economics that apply to an economic system as a whole. Students will examine how financial resources are allocated and distributed in a competitive market across class, gender, and ethnicity. Students will also assess how economic indicators such as: GDP, employment, wages, international trade, inflation, interest rates, wealth disparity measure the effectiveness of this distribution. Students will analyze how the United States should best address the various economic challenges we face. Macroeconomics will focus on the principles to investigate the following content areas: Basic Economic Concepts, Measurement of National Economic Performance, Comparative International Economic Performance, Finance, Banking, and Government Role, and International Trade.

Prerequisites: None

Grades Taught: 11, 12

23021 Microeconomics

(.5 unit of credit)

Microeconomics is designed as a one-semester and students will earn ½ credit, which will meet the State of Michigan requirement for graduation. This course will examine the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Some of the topics covered include: supply and demand, scarcity, opportunity costs, consumer choice, factor markets, business, personal finance, inflation, and interest rates. It is the aim Microeconomics to provide a learning experience relevant to the experiences of operations of households and businesses in our mixed US economic structure. Microeconomics will focus on the principles to investigate the following content areas: Basic Economic Concepts, The Nature and Functions of Production.

Prerequisites: None

Grades Taught: 11, 12

23102 AP Economics A (Microeconomics) **23112 AP Economics B (Macroeconomics)**

(.5 unit of credit each)

This Advanced Placement course is designed to provide an in-depth overview of the principles of economics that apply to an economic system as a whole and to the functions of individual decision makers, both consumers and producers, within the larger economic system. The aim of Advanced Placement Economics is to provide a learning experience equivalent to that obtained in a college level introductory economics course. Prior economics courses are not required for entry into this course. First trimester microeconomics concepts include: the nature and functions of product markets, factor markets, efficiency, equity, and the role of government. Second trimester macroeconomic concepts include: measurements of economic performance, national income and price determination, economic growth, international finance, exchange rates, and balance of payments. **A student must take this course for both trimesters to fulfill the economics graduation requirement.**

Prerequisites: *Grades of B or above in prior social studies courses. Strength in mathematics is helpful. AP Economics A is a prerequisite for AP Economics B*

Grades Taught: 11, 12

GRADE 12

23002 U.S. Government

(.5 unit of credit)

United States Government is a one-trimester course in which students explore the workings of our national, state and local governments. By examining the Constitution, students gain insight into the principles of federalism, popular sovereignty, limited government, judicial review, separation of powers and checks and balances. Through landmark court rulings, students will examine the Bill of Rights to determine where the line is drawn between the protection of individual liberties and the right of government to restrict these freedoms. Using a variety of teaching strategies and resources, such as readings, audiovisual materials, guest speakers, and the Internet, students will analyze and make judgments about the powers and workings of the Congress, the Presidency and the Judicial Branch. As a result of their understanding of the principles of a democracy, students will be better prepared to function as informed, involved citizens.

Prerequisites: *None*

Grades Taught: 12

23082-23092 AP U.S. Government A & B

(.5 unit of credit each)

Advanced Placement United States Government and Politics is a two-trimester course in which students explore in depth the workings of our federal government system. Students examine primary sources, such as the Constitution and Federalist papers, to gain insights into our governing documents and the historical and political climate of that time period. By engaging in critical readings from an extensive and varied list of primary and secondary materials, students analyze and draw conclusions about the democratic principles of popular sovereignty, federalism, limited government and personal freedoms, separation of powers, checks and balances, and judicial review. Students also take a closer look at the Congress, the Presidency and the federal courts, and apply critical thinking to their discussions and to their analytical writings about the inter-relationships among the three branches of government. They deal with the connections of our national government to political parties and interest groups, to the media and public opinion, and to state and local governments. The course is designed to fulfill the United States government requirement and to prepare students for the AP test given in the spring of each year.

Prerequisite: *Students may self-select; however, students who are successful have taken other AP courses and have strong reading and writing skills. AP U.S. Government A is a prerequisite for AP U.S. Government B*

Grades Taught: 12

Honors Flexible Scheduling ~ (FLEX)

(3 units of credit per year)

Honors Gr.9: 86009, 86019, 86023
Honors Gr.10: 86010, 86020, 86024
Honors Gr.11: 86011, 86021, 86025
Honors Gr.12: 86012, 86022, 86026

Since 1964 The Flexible Scheduling Program (Flex) has offered Seaholm students the opportunity to be a part of a democratic community of inquiry. Flex is an honors English and Social Studies program, open to students in grades 9-12, which combines the study of literature, history, philosophy, and media within a four-year cycle. A daily, two-hour block of time for three trimesters allows for the Flex team to provide an integrated approach to the units of study within the interdisciplinary curriculum, and to be active in the intellectual and developmental growth of each student. Flex students are expected to delve deeply into core-related materials through the mini-courses offered within the program, and to take advantage of the leadership and civic engagement opportunities presented throughout the course of their four years. In addition to the close study of fiction, non-fiction, and media materials, Flex students also develop critical thinking and analytical writing skills. As a writer, a Flex student can expect to study the foundations of essay writing in 9th grade, then advance to writing across genres in 10th grade, preparation for the AP Language and Composition exam in the 11th grade, and a capstone research writing project in the 12th grade. The Flex Program continues to provide an excellent opportunity for teachers and students to work together within a dynamic community of learners and students who remain in the program all four years will complete the English and social studies requirements for graduation.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Flex Concentrations

2023-24: The Examined Life: From Socrates to the Twentieth Century, Flex students will ground their study of great Western literature and Western civilization in philosophy. Students study major periods in European history and read literature including Oedipus Rex and works from William Shakespeare. Focus Question: Where is knowledge taking humanity?

2024-25: Our World: Flex students examine the history and context of globalization and global economics. Students will also explore the world through the literature and history of Africa, Latin America, India, and China. Focus Question: What does it mean to be a member of a global community?

2025-26: Our America: From the classic works of American literature like Mark Twain's The Adventures of Huckleberry Finn and Henry David Thoreau's Walden, to the great historical events of the American Revolution and the Civil Rights movement, Flex students will work to define the American experience. Focus Question: What is America?

2026-27: The Human Experience: Cultural anthropology is the basis for this year as students read literature including Lord of the Flies and Night, investigate cultural perspectives of Russia and the Middle East, and study the act of genocide with an in-depth exploration of the Jewish Holocaust. Focus Question: What does it mean to be human?

Note: Seaholm's Speech requirement is met in the 9th grade; the Economics requirement is met in the 11th grade; and the Government requirement is met in the 12th grade

28122 28132 28133 AP European History A, B, & C

(.5 unit of credit each)

Advanced Placement European History is a course that examines social, cultural and political trends among the European countries from the late 15th century to the end of the 20th century. Topics include family history, art and music, changes in thought and knowledge and the evolution of political and economic systems. Emphasis is placed on writing from primary documents with an eye toward finding bias, and on authentic research applied during simulation games and peer presentations. Review activities, including released AP multiple choice tests and timed essays are designed for students to “peak” for the AP Exam. The goal is to not only have students maximize their potential on the exam, but also come away with a lasting accumulation of skills for the future and an enjoyment and appreciation of history and the cultural influences that have impacted the world.

Prerequisites: *Students may self-select; however, successful completion of AP US History and Honors English are recommended. AP European History A is a prerequisite for AP European History B. AP European History B is a prerequisite for AP European History C.*

Grades Taught: 11, 12

22292-22302 AP Psychology A & B

(.5 unit of credit each)

The purpose of the AP course in Psychology is to introduce students to the scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They will also learn about the methods psychologists use in their science and practice. It is the aim of AP Psychology to provide a learning experience equivalent to that obtained in a college level introductory psychology course. AP Psychology is intended for juniors and seniors who are genuinely interested in gaining a deeper understanding of psychology in preparation for further exploration in college. This course, which is a social studies course, is especially helpful for students who wish to pursue majoring in psychology or neuroscience, which is now a significant component of the MCAT (Medical College Admissions Test).

Prerequisites: *Students may self-select; however, successful AP students have a B average on tests in other social studies classes and are strong English students. AP Psychology A is a prerequisite for AP Psychology B.*

Grades Taught: 11, 12

22262BL Critical Issues

(.5 unit of credit)

Critical Issues is a service learning class in which students will first examine what makes an issue “critical” and then move quickly into actual student selected projects that address a community issue of their choosing. The issue of food deserts will be an option for all students who choose to participate in the creation and maintenance of Maple Farm at Seaholm High School. **This is a blended class.**

Prerequisites: *None*

Grades Taught: 11, 12

22222 Family History

(.5 unit of credit)

Genealogy is the study and tracing of family histories. It involves collecting the names of living and dead relatives, connecting and compiling names and other vital statistics, and telling one family’s story. Compiling one’s pedigree is important because it answers the age-old question “Why am I here?” Of course, some families are quite difficult to research. Some families came from areas where records are scarce, written in obscure languages, or even destroyed by fire, earthquake, or war. Others are difficult because of secrets. Also, as families come in all different shapes, sizes, and other arrangements, some people have adoptions, step-parents, half-siblings, honorary aunts and uncles, and a great number of other special circumstances that make every family unique. In Family History class, we will examine all types of families throughout United States history from the Native Americans through Leave It to Beaver to modern day, focusing on how our own families fit into the patterns and trends of families in United States history.

Prerequisites: *None*

Grades Taught: 11, 12

22252BL Law and You

(.5 unit of credit)

The course will begin with an investigation of the structure of our court system and explore the differences between criminal and civil law. Students will then design and present two projects that illustrate their learning. Possible topics include; juvenile justice, patent law, sports and entertainment law, child/spousal abuse, adoption, the death penalty, etc. Projects must come from two different areas of law and all topics must be approved by the instructor. Students will be expected to locate their own resources for projects. This may include visiting courtrooms, shadowing attorneys and/or police officers, visiting crime labs, visiting the Oakland County jail and other real-life experiences. Successful students are self-motivated, independent learners. **This is a blended class.**

Prerequisites: None

Grades Taught: 11, 12

22282 Psychology

(.5 unit of credit)

Psychology is the study of human behavior and mental processes. Students will be highlighting enduring issues that override all areas of psychology that cuts to the core of what it means to be human. Mainly, this course will introduce various aspects of psychology. The topics of study include the science of psychology, social psychology, states of consciousness, personality, psychological disorders, and therapies.

Prerequisites: None

Grades taught: 10, 11, 12

23162BL Topics in Psychology

(.5 unit of credit)

Students will investigate various topics in psychology in an in-depth manner using films and documentaries, other forms of media, books, research journals and documents, as well as interviews with psychology professionals. Topics of study include positive psychology, mindfulness, research, behavioral economics, abnormal psychology as well as an in depth focus on relationships. This class is designed for students who wish to further their study of psychology topics that are of particular interest to them. It is recommended for independent and passionate learners. **This is a blended class.**

Prerequisites: Psychology or A.P. Psychology

Grades taught: 11, 12

22232BL World War II

(.5 unit of credit)

This one trimester class will look at all aspects of the Second World War. Tracing the origins back to the First World War, there will be an examination of the causes of the war, and an exploration into possible alternative policies that might have prevented war from occurring. The events of the war in both the European and Pacific Theaters, and the impact of the war on civilians of all nationalities will be reviewed. Finally, the effects of the war, including a look at the origins of the Cold War, will be included. The course will take on an interdisciplinary focus as it explores one of the most turbulent eras in human history. This is a blended class.

Prerequisites: None

Grades Taught: 11, 12

Social Studies Courses taught at Groves High School

25100 World Geography - Groves

(.5 unit of credit)

Students will explore the world in spatial terms. In the process, they will develop a better understanding of places, regions, and other political boundaries as well as learn about the physical and human systems that exist on our planet. Conceptual examples of course content include learning where countries are located, how climate affects culture, how countries allocate resources, and how the forces of cooperation and conflict influences mankind across various contexts.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

21082 African American History – Groves

(.5 unit of credit)

African American people and culture have profoundly shaped the history and evolution of the United States. While certain dimensions of African American history are often addressed in middle and high school history courses (most often pertaining to slavery, Reconstruction, the Harlem Renaissance, and the modern Civil Rights Movement), this course takes a deeper look at a range of characteristics and aspects of the African American experience. The teachers of this course recognize that it would be impossible to examine all facets of the African American historical experience in a 12-week long course. Therefore, this course offers a broad exploration of the African American experience from the early African American presence in the United States through the present. The course is focused on the following 6 units: (1) Introduction to the Study of African American History, (2) Identity Politics: Exploring the Multiple Meanings of Blackness, (3) Major Debates in African American Leadership, (4) African American Women, (5) African American Struggles for Civil Rights and the Long Black Freedom Movement, (6) Contemporary Issues in African American Life during the “Age of Obama.”

Grades taught: 10, 11, 12

11392 Holocaust – Groves

(.5 unit of credit)

The stories we read and watch about the Holocaust are important; they are written by and about humans who help us put a human shape on inhuman behavior. They challenge our ability to imagine evil and see it represented linguistically. Genocide narratives keep us from looking at photographs of victims as if they were simply anonymous beings, devoid of humanity, exactly what the Nazis and subsequent perpetrators wanted the world to see. By reading and hearing the dignity of these victims' voices, their humanity is restored. When we see not just mass genocide, but also personal tragedy, then the distance closes between the victims and ourselves. We learn to "walk in their shoes."

Grades taught: 11, 12

22112 Honors Philosophy – Groves

(.5 unit of credit)

Honors Philosophy is the study of the major recurring questions in Western philosophy like “Do we have fate or free will?” and “Why am I here?” Additional topics focus on faith, politics, the role of science and faith; good and evil; can we trust our senses? How do we know what we know? and what is real? We will examine these recurring questions in today’s media and also read a novel called *Sophie’s World: A Novel About the History of Philosophy*. This is the story of a 14-year-old Norwegian girl, Sophie Admunsen, who learns about philosophy from a strange and mysterious philosopher who enters her life.

Grades taught: 10, 11, 12

Prerequisites: Grades of B or better in prior Social Science courses.

23032 Psychology and the Individual – Groves

(.5 unit of credit)

These courses explore the facts and theories surrounding the forces that make us the individuals we are, and why we behave the way we do. How much influence do biology and heredity have? How much does our environment shape our development? These questions are investigated in two terms, each from a different vantage point. Psychology emphasizes the individual, examining the role of the body and brain, learning, consciousness, development of the individual, societal interactions, psychopathology, and therapy. Psychology and the Individual emphasizes societal pressures, relationships, gender, intelligence, memory, motivation and emotion, and stress and health.

Grades taught: 10, 11, 12

Prerequisites: None - Psychology is NOT required to take Psychology and the individual.

25200 History of America's Women – Groves

(.5 unit of credit)

This one trimester course will explore the history of American women as they strove to secure their dignity as human beings and rights as American citizens in the face of chronic sex-based injustice. Also, students will examine the diverse viewpoints of leading female intellectuals and activists on human equality, gender, self-government, the rule of law, and rights of citizenship. Students and teacher will use our history as a springboard to talk about current issues that challenge women in society, i.e., equal pay, beauty standards, work/life/home balance, sexism, violence, and equal opportunities as well as the intersection of race, gender, sexuality, and class.

Grades taught: 11, 12

24052 Global Issues – Groves

(.5 unit of credit)

This course examines the development and future implications of major global problems resulting from the social, political, economic, military and technological interdependence of the peoples of the world. Students consider major issues such as human rights, war and peace in the post-Cold War age, terrorism, international migration, global environmental challenges and nuclear proliferation. A case study approach is emphasized, with teacher generated supplemental materials which are continually updated. Students who have taken or are simultaneously enrolled in Excel Global Studies are not permitted to take this course.

Grades Taught: 11, 12

22192 Court Cases – Constitutional History and Law – Groves

(.5 unit of credit)

In this course, students will explore the development of the Constitution and its impact on future generations. Students will connect the origins of the United States to foundations of law, and investigate the social, economic, political, and legal developments affecting the interpretation of the Constitution from its formative years through the modern day. Students will develop an understanding of the evolutionary nature of both the Supreme Court and the Constitution, and how these decisions impact their world. An interactive, participatory approach to learning is emphasized, including debate, mock court simulations, and Socratic discussions.

Grades Taught: 11, 12

Social Studies Department Level Transfer Policy

Within the first three weeks of the trimester:

- Students may transfer to a different Social Studies course during the first three weeks (15 class periods) with teacher approval.
- They will be graded only on subsequent work in their new course, but be responsible for all the content of the course in terms of future tests/quizzes and the final exam.

Between three and six weeks of the trimester:

- Students may transfer to a different Social Studies course between the third and sixth weeks (16 to 30 class periods) with teacher and department head approval.
- The grades from their previous course will count as 20% of their trimester grade.
- The grades from their new course will count as 60% of their trimester grade.
- The final exam will count as 20% of their trimester grade.
- Again, students will be responsible for all of the content of the course in terms of future tests/quizzes and the final exam.

After six weeks of the trimester:

- There will be no student transfers after six weeks (31 class periods).
- Students may Drop/Fail from the course after six weeks.

Students dropping Flexible Scheduling Program need to do so with Department Head Approval and must still meet all graduation requirements.

Students who drop Advanced Placement American History or Advanced Placement Government will need to complete the graduation requirements necessary.

Frequently Asked Questions

If I don't take AP US History in sophomore year, am I ineligible for all the other AP classes?

Students may choose to take as many or as few AP courses in the social studies department as they wish. At any point in a student's career they may opt into an AP. We have many students that don't take an AP until their junior or senior year and others that take three or four in the department.

Can I take government earlier than my senior year?

No, government is a senior level course.

Can I use AP European History as my World History credit?

No. Advanced Placement European History, while an excellent and comprehensive course, only covers European history, while the state mandated curriculum is very broad and surveys history across the entire globe.

Since I only need one trimester (1/2 credit) of economics and one trimester (1/2 credit) of government, can I just take AP Economics A and/or AP Government A to satisfy my graduation requirement?

No. The state mandated curriculum for both economics and government is spread out across two trimesters in the Advanced Placement courses. A higher level of understanding of the same concepts is expected in an AP class. For example, while students in a regular economics class might be expected to understand supply and demand curves, in AP Economics students would be expected to draw their own graphs of these curves and explain market pressures that would impact the slope of these curves.

If a student completes only one trimester of an AP Economics or AP Government course and does not wish to continue in Advanced Placement, the student must then take the one trimester regular course to complete their graduation requirements.

Frequently Asked Questions

Flexible Scheduling Program (FLEX)

What is Flex?

Flex, short for the Flexible Scheduling Program, is an integrated, interdisciplinary program. It combines English, Social Studies, and Humanities components in a four-year curriculum cycle. Flex is an honors program for grades 9-12 and has been a part of the Seaholm community since 1964. At its core, Flex is a community of learners guided by a team of teachers dedicated to developing students who are curious, compassionate, civically engaged, and courageous.

Is Flex the right choice for me?

Flex attracts an array of diverse students who show interest in writing, history, philosophy, and the arts. While the readings, assessments and pacing of assignments reflect an honors level program, we welcome any student seeking to challenge him/herself. As a program, we also encourage all Flexies to take advantage of the opportunities to take their learning to another level through our community building activities such as our Day of Service, field trips, student exchange programs, and leadership pathways. The best way to find out if Flex is a good fit for you is to arrange a visit to check out both Flex and the traditional English and Social Studies programs at Seaholm.

Will taking Flex make scheduling more difficult?

Flex is a two-hour, three trimester class and will therefore take up a significant block of a student's schedule. However, if a student stays in Flex, all graduation requirements for English, Social Studies, Computer Technology, Economics, and Government will be met. In addition, Flex students have opportunities within the program to take and teach electives that relate to the core curriculum for the year. Some of the electives offered have focused on art history, child soldiers, feminism, Shakespeare, anti-intellectualism in America, poetry, science fiction, music, and local history.

Will taking Flex prepare me for AP exams?

While Flex is not considered to be an AP course, we offer the opportunity within the program to prepare for certain AP exams. 11th grade level Writing Group is designed to prepare students to take the AP English Language and Composition exam and many students have had great success on that test. Other students have also taken additional AP classes in areas of interest in both English and Social Studies.

Will taking Flex prepare me for college?

Yes! Flex students have always done well getting into and graduating from the many universities and colleges to which they are admitted. Flex students have attended schools such as NYU, Kalamazoo College, the University of Chicago, West Point, Washington University in St. Louis, Albion College, Oakland University and Michigan State University. The admittance rate for Flex students into the University of Michigan has for the past three years trended higher than UMich's national average admittance rate.

What does a typical day in Flex look like?

There's almost no such thing as a typical day in Flex! Within our two-hour block of time students find themselves immersed in seminars, lectures, music performances, art projects, and more.

For more information about Flex please visit our website at www.theflexprogram.org. To schedule a visit to flex, please contact Suzanne O'Leary at SOleary@birmingham.k12.mi.us or 248-203-3725.

SPECIAL SERVICES

| Courses in Content Areas | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--------------------------|---|--|--|--|
| English | 16116 Ind. English 9 | 16116 Ind. English 9 16117 Ind. English 10 | 16116 Ind. English 9 16117 Ind. English 10 | 16116 Ind. English 9 16117 Ind. English 10 |
| Math | Practical Math Ind. Pre-Algebra 36122 | Practical Math Ind. Integrated Math 1 36142 Ind. Cons. Math 36102 Ind. Pre-Algebra 36122 | Practical Math Ind. Integrated Math 1 36142 Ind. Cons. Math 36102 Ind. Pre-Algebra 36122 | Practical Math Ind. Integrated Math 1 36142 Ind. Cons. Math 36102 Ind. Pre-Algebra 36122 |
| Support | Learning Strategies A, B and C 98202 | Learning Strategies A, B and C 98202 | Learning Strategies A, B and C 98202 | Learning Strategies A, B and C 98202 |
| Work | Ind. Work Study 99102 | Ind. Work Study 99102 | Ind. Work Study 99102 | Ind. Work Study 99102 |

The Special Services Department provides instruction and support for students with unique needs. Placement in Special Services is determined through the Individualized Educational Planning Committee meeting. Special services are provided by diagnostic, consultative, supportive, and direct instruction professionals who work cooperatively with general education teachers. The nature and intensity of services provided to a particular student is dependent upon the needs of that individual student.

16116-16117 Individualized English 9 A-B

.5 unit of credit each trimester

Teachers and freshmen students will create a learning community that offers both consistency in expectations and differentiation of instruction. An ideal course for those students interested in developing their love of reading and writing. A diverse study of novels, drama, film, essays, and poetry provide the basis for discussion and critical thinking. This course offers the foundation for reading and writing expectations at the high school level. This class follows the curriculum from English Team 9 A & B.

Grade taught: 9

16118-16119 Individualized English 10A-B

.5 unit of credit each trimester

Teachers and sophomore students will create a learning community that offers both consistency in expectations and differentiation of instruction. A diverse study of novels, drama, film, essays, and poetry provide the basis for discussion and critical thinking. This course offers the foundation for reading and writing expectations at the high school level. This class follows the curriculum from English Team 10 A & B.

Grade taught: 10

36122 Individualized Pre-Algebra

.5 unit of credit each trimester

This course is designed to aid students in making the transition from middle school mathematics to Algebra. It provides the student with prerequisite skills, concepts, and problem-solving processes such as collection, organization and presentation of data, as well as predictions and inferences. This class will provide individualized instruction and pacing to assist each student to reach his/her goals. The material covered during the year will include a review of addition and subtraction, review of multiplication and division, operations and decimals, number theory, operations and fractions, integers, sentences and integers, ordered pairs and graphing, rational numbers, ratios, proportions and percentages, introduction to geometry, lengths and measures, area and volume, probability and statistics, squares and square roots.

Grades taught: 9, 10, 11, 12

36102 Individualized Consumer Math

.5 unit of credit each trimester

Consumers Math will provide students of mixed abilities with key math concepts essential for successful adult living. Students gain practical math competence through real-world examples in the areas of money management, banking, credit-card math, career choices, consumerism, jobs, and everyday living. Basic skills lessons review and practice mathematical concepts essential to everyday life.

Prerequisite- must pass one trimester of Integrated Math 1

Grades taught: 10, 11, 12

35402 Practical Math A

35412 Practical Math B

.5 unit of credit each trimester

This course is designed to introduce the methods of using decimals, fractions and percentages interchangeably while reinforcing basic mathematical operations. Daily living situations presented in story and chart format will serve as a means for enhancing step-by-step problem-solving skills. Students will progress to levels of greater independence in reasoning with respect to measurement, estimation, comparison and decision making. Math application skills involving scheduling, planning and organizing personal affairs will be emphasized.

Grades taught: 9, 10, 11, 12

98202 Learning Strategies

.5 unit of credit each trimester

This course is designed to aid students in becoming independent learners. Academic goals will be addressed and curriculum support will be offered. With these objectives in mind, a student may earn a half unit of credit toward high school graduation each term that he/she is enrolled in the course. This credit will be noted as pass or fail on the report card and transcript. Can only take one Learning Strategies class per trimester unless other extenuating circumstances dictate otherwise.

Prerequisite: None

Grades taught: 9, 10, 11, 12

99102 Individualized Work Study A

99112 Individualized Work Study B

.5 unit of credit each trimester

Work Study, also known as work based learning, is a cooperative instructional program for students. Vocational instruction is combined with on-the-job training to enable the student to develop the vocational competence necessary to secure and retain employment. Students in the Work/Study program are employed a minimum of 15 hours per week.

Prerequisite: Approval of coordinator

Grades taught: 9, 10, 11, 12

WORLD LANGUAGE

| Program Level | Benefits | Course Selection |
|-------------------------------|---|---|
| Graduation Requirement | Fulfills the high-school graduation requirement | American Sign Lang. Levels 1 and 2 Chinese Levels 1 and 2 French Levels 1 and 2 Spanish Levels 1 and 2 |
| Advanced | Accepted by selective universities | American Sign Lang. Level 3 Chinese Levels 3 and 4 Honors French Level 3 and 4 Honors Spanish Level 3 and 4 Honors |
| Advanced Placement | Possible college credit | Chinese AP French AP Spanish AP |
| Perspectives | Immersion-type experience | Honors Chinese Perspectives Honors French Perspectives Honors Hispanic Perspectives |

The graduation requirement is two credits of the same language to be taken between grades 9 and 12. Incoming students who have never taken a language course enroll in level 1. Students who have completed one or more years of language study at the middle-school level are strongly encouraged to enroll in the next level course beyond their last academic experience. Ninth-grade students wishing to complete the Advanced Placement program must begin their high-school language study at least at the second-year level.

Note to incoming 9th graders:

It is highly recommended that students follow their middle-school teacher's recommendation/placement for high-school language courses. It is a requirement by the State of Michigan that students earn at least 2 credits of the same language prior to the end of 12th grade. Students who complete 1 or more credits of a language in middle school have made progress towards high-school graduation during their middle-school experience. However, at least 1 more credit of a language beyond their last successful experience in middle school must be earned in grades 9 to 12. Therefore, a student is not making progress towards graduation if he or she repeats a course already taken in middle school. Because graduation credit can be earned in middle school, levels 1 and 2 courses are virtually identical between middle and high school. A student who comes in with 1 credit typically enrolls in level two of the same language, while a student who comes with 2 credits typically enrolls in level three of the same language.

Please visit the World Language Department website for the latest information:
<https://www.birmingham.k12.mi.us/domain/584>

World Language

The mission of the World Language Department at Seaholm High School is to guide students through the acquisition of a new language and its respective culture. In our classes, our students learn to listen, read, write and speak in the target language, while also gaining relevant cultural insight and experience. Our staff is committed to teaching the 5 C's of Foreign Language Learning, as outlined by the National Standards in Foreign Language Education and the State of Michigan:

Communication · Connections · Communities · Cultures · Comparisons

We do this by engaging our students in a multitude of activities, ranging from textbook-centered exercises to technology-inclusive projects and presentations. Students are instructed and evaluated according to the Proficiency and Performance Guidelines set by the American Council on the Teaching of Foreign Languages.

The State of Michigan requires that students graduate with two credits of a world language, beginning with the class of 2016. Incoming students who have no prior experience with a world language, or students who have less than one year of world-language experience, enroll in level 1 of the language of their choice. Students who have one year or more of a language prior to enrollment at Seaholm High School enroll in the next level course of their particular language of study.

Most colleges and universities expect applicants to have completed two years of study of the same language, while selective universities expect three to four years.

A student's unsatisfactory progress in reaching course objectives has direct implications for the successful continuation of a language sequence. Students expecting to take the B portion of a language course in second or third trimester need to meet a minimal standard of C in order to be prepared for advancement. Failure to achieve this degree of proficiency raises serious questions about predictable future success. If a student does not reach the appropriate skill level, they will be advised to explore other options. The same criteria are applied at the end of the school year to determine advancement from one level of language to the next.

Level One

(.5 unit of credit, each)

These courses are designed for students who have not studied a language for three years or more. They develop entry-level skills in speaking, listening, reading, and writing. They also foster an early understanding of the culture. Students will be able to understand and to ask simple questions on structured, familiar topics. They can only satisfy a small number of immediate needs. Discourse is usually limited to the present tense, but may occasionally include introduction to the past tense. Oral proficiency is stressed.

56002 Chinese 1A

56012 Chinese 1B

50002 French 1A

50012 French 1B

51002 Spanish 1A

51012 Spanish 1B

Prerequisites: None

Grades Taught: 9, 10, 11, 12

Level Two

(.5 unit of credit, each)

These courses help students to recombine practiced material and interpret simple messages in speaking, listening, reading, and writing. They deepen a student's understanding of the culture. Pupils will begin to speak and write in longer, more complex sentences and use the past tense. They will be comfortable with detailed personal information, and will read and comprehend simple instructions and stories. Oral proficiency is stressed.

56022 Chinese 2A

56032 Chinese 2B

50022 French 2A

50032 French 2B

51022 Spanish 2A

51032 Spanish 2B

Prerequisites: First year of the language and teacher recommendation

Grades Taught: 9, 10, 11, 12

Level Three

(.5 unit of credit, each)

The goal of these courses is the steady enhancement of language proficiency. Students will answer factual questions, and begin to use future and conditional tenses, as well as the subjunctive mood. They will write logical paragraphs. Students will begin to create with the language and use simple circumlocutions. Oral proficiency continues to be emphasized, and accent and intonation will progress.

56042 Chinese 3A

56052 Chinese 3B

50042 French 3A

50052 French 3B

51042 Spanish 3A

51052 Spanish 3B

Prerequisites: Second year of language and teacher recommendation

Grades Taught: 9, 10, 11, 12

Level Four – Spanish only

(.5 unit of credit, each)

Emphasis is continued on increasing proficiency in all four skills with particular stress given to the skills of reading and writing. Short compositions and examinations, written in Spanish, are required. Selections from Spanish literature, which represent the varied facets of Spanish culture, are read. This class is not designed to lead to the Spanish AP course.

51062 Spanish 4A

51072 Spanish 4B

Prerequisites: Third year of language and teacher recommendation

Grades Taught: 10, 11, 12

Level Four Honors

(.5 unit of credit, each)

These courses are designed for those who wish to pursue their language study at a beginning intermediate level and continue to the AP class. Students will exhibit more structural accuracy in speaking and greater ease in understanding. They will be able to sustain listening comprehension, and will have more control in relaying specific messages. They will read authentic materials, and be able to follow video and audio presentations. Speaking and writing continue to be emphasized.

56062 Honors Chinese 4A

56072 Honors Chinese 4B

50222 Honors French 4A

50232 Honors French 4B

51222 Honors Spanish 4A

51232 Honors Spanish 4B

Prerequisites: Third year of language and teacher recommendation

Grades Taught: 10, 11, 12

AP Level

(.5 unit of credit, each)

This course, by definition, is taught as a college-level course. Students should have good control of language structure. Any errors in language committed by the student would only cause minimal interference. Students are able to converse comfortably with native speakers on familiar subjects. All communicative skills are sharpened, and students should expect to take the Advanced Placement Test in the third trimester of the course. Note: This course is three trimesters in length.

56082 AP Chinese Language and Culture A

56092 AP Chinese Language and Culture B

56093 AP Chinese Language and Culture C

50242 AP French Language A

50252 AP French Language B

52053 AP French Language C

51242 AP Spanish Language A

51252 AP Spanish Language B

51253 AP Spanish Language C

Prerequisites: *Honors fourth year of language and teacher recommendation*

Grades Taught: *11, 12*

Perspectives – Chinese, French, Spanish

(.5 unit of credit, each)

Spanish - This is a writing- and oral-intensive course, which will require the use of high-intermediate language skills from the part of the student in order to express analytical ideas in Spanish. Students will explore the major periods, movements and personalities of Spain, South America, and North America through appropriate film, authentic literature, native guest speakers, as well as other Spanish media resources. Research and lecture will be employed to supply background. All instruction will be conducted in the target language. Enrichment of current knowledge of vocabulary and grammar will be applied in each unit and assessed through oral presentations, compositions, story-writing and in-class quizzes and exams.

Chinese - This course introduces the study of Chinese society and culture through an examination of the cultural unities and diversities, continuities and discontinuities that comprise the historical development of Chinese civilization. The whole course is designed for students who want to proceed with high level Chinese without concentrating on the AP exam preparation.

French - This is a writing and oral-intensive course which will explore French speaking society through an examination of its cultural unities, diversities and historical development. The course is designed for students who wish to continue practicing and improving their high-level communication skills in French and broaden their comprehension of the French speaking world, without concentrating on the AP exam preparation.

56094 Honors Chinese Perspectives A

56095 Honors Chinese Perspectives B

50264 Honors French Perspectives A

50265 Honors French Perspectives B

51262 Honors Hispanic Perspectives A

51272 Honors Hispanic Perspectives B

Prerequisites: *Fourth year of language and teacher recommendation*

Grades Taught: *11, 12*

American Sign Language

Level One

(.5 unit of credit, each)

This class develops basic American Sign Language (ASL) skills, focusing on communication in a cultural context. The class covers fingerspelling, basic vocabulary and grammatical structures, and the development of visual receptive and signed expressive skills. The course provides students with the basic skills needed to begin their journey to becoming fluent in ASL. In addition, students will be introduced to the Deaf Culture and the Deaf Community, focusing on its history, traditions, values, and characteristics. The course also explores Sign Language structure, history, and usage, as well as contributions of Deaf persons to American society.

57102 American Sign Language 1A

57202 American Sign Language 1B

Prerequisites: *None*

Grades Taught: *9, 10, 11, 12*

Level Two

(.5 unit of credit, each)

This class continues to develop basic American Sign Language (ASL) skills, focusing on communication in a cultural context. The class covers fingerspelling, intermediate vocabulary and grammatical structures, and the development of visual receptive and signed expressive skills. The course provides students with additional skills needed to continue their journey to becoming fluent in ASL. In addition, students will continue to learn about the Deaf Culture and the Deaf Community, focusing on its history, traditions, values, and characteristics. The course also provides additional information on Sign Language structure, history, and usage, as well as contributions of Deaf persons to American society.

57112 American Sign Language 2A

57212 American Sign Language 2B

Prerequisites: *First year of the language and teacher recommendation*

Grades Taught: *9, 10, 11, 12*

Level Three

(.5 unit of credit, each)

American Sign Language level 3 is pending approval and is currently under development. American Sign Language level 3 is for students with intermediate ASL skills. Students should be interested in enhancing their receptive, expressive, and glossing (writing) skills. Students will continue their studies of Deaf/Hard of hearing/DeafBlind culture and history. Students will be expected to have interaction in American Sign Language in class with their peers.

57212 American Sign Language 3A

57123 American Sign Language 3B

Prerequisite: *ASL 2A and B.*

Level Transfer Guidelines

Introduction and Guidelines

Students come into language courses from a multitude of backgrounds and experiences. Students also have many personal and academic circumstances that affect their preparation and performance in any given course. With these factors in mind, the World Language Department has developed the following transfer guidelines:

- There are two kinds of transfers: upward transfer and downward transfer
 - Upward transfer means switching course levels from a lower level into a higher level
 - Downward transfer means switching course levels from a higher level into a lower level
- There are two deadlines within the transfer guidelines: 2-week deadline and 4-week deadline
 - 2-week deadline: the student's grade does not follow them, make-up work is not required
 - 4-week deadline: the student's grade does not follow them, make-up work may be required (teacher may exempt some or all of the work)
- Transfers cannot take place after the fourth week of the new trimester

Credit for Upward Transfer

Students in an upward transfer situation do not automatically receive credit for the course they are departing. They are exercising the option to self-accelerate. However, students wishing to receive credit for a course they are departing may do so by officially testing out of the course. Please see the testing-out guidelines for more information.

Credit for Downward Transfer

Students in a downward transfer situation do not receive credit for the course they are departing, at the time of the departure. However, students may return to this course and receive credit if they subsequently enroll in and achieve a passing score in the original course they departed.

Graduation Requirement

Please be aware that transferring language courses may have an impact on graduation requirements. The BPS graduation requirements are two credits of the same language, with at least one credit coming in grades 9-12 and that last credit being a higher course level than the last middle-school credit earned.

Two common examples:

- A 9th grader in Spanish 2 transfers to Spanish 1 within the first four weeks, they still need to pass Spanish 2 within the next three school years in order to fulfill the BPS graduation requirements for languages
- A 9th grader in Spanish 3 transfers to Spanish 2 within the first four weeks, they still need to pass Spanish 3 within the next three school years in order to fulfill the BPS graduation requirements for languages

Please consult with the counseling staff or the department chair if you have any questions.

Frequently Asked Questions

What languages do you offer at Seaholm?

We offer three spoken languages for all four years: Chinese, French, and Spanish. We also offer a two-year program in American Sign Language.

Do you offer Advanced Placement courses?

Yes. We offer AP courses in all three spoken languages: Chinese, French, and Spanish. But we usually combine our French AP class with students from Groves.

Do you offer honors courses?

We offer honors courses in level 4 and AP. We also offer a post level-4 course in Chinese, French, and Spanish called "Perspectives."

What is the graduation requirement?

The BPS graduation requirement is two credits of the same language, with at least one credit earned at the high school, and with the high-school credit being a level above the last successful middle-school experience.

Examples:

- Level 1 in 9th grade, Level 2 in 10th grade. Graduation requirement met.
- Level 2 in 9th grade, Level 3 in 10th grade. Graduation requirement met.
- Levels 1 and 2 in middle school, Level 3 in 9th grade. Graduation requirement met.
- Levels 1 and 2 in middle school, Level 2 in 9th grade. Graduation requirement **not** met. (Must take one more level in high school.)
- Level 1 in 8th grade, Level 1 in 9th grade. Graduation requirement **not** met. (Must take one more level in high school.)
- Level 1 Spanish in 9th grade, Level 1 French in 10th grade. Graduation requirement **not** met. (Must take level 2 of either French or Spanish in high school.)

Please contact the World Language Department Head or the Counseling Department if you have further questions.

Are language courses all year long?

Not usually. Most language courses last for two out of the three trimesters. You may have the A portion in the first trimester, and the B portion in either trimester 2 or trimester 3. Another possibility is the A portion in trimester 2 and the B portion in trimester 3. No B portions run in trimester 1, and no A portions run in trimester 3. The AP courses are the only ones that last all three trimesters.

Can I drop down or move up a level once the trimester starts?

There is a small window at the beginning of the trimester that allows for students to transfer levels. Usually, downward movement can take place within a day or two. But upward movement may require a placement exam or an analysis of your transcript. Please see your counselor or the level transfer guidelines.

Can I take more than one language?

Yes. (Please do!) You can take as many courses as you'd like. But keep in mind that the graduation requirement is two credits of the same language.

Can I test out of a language?

Yes. You can challenge a course. This means that you can potentially receive credit for the course (but no grade) if you pass a series of examinations. Please see the department head if you are interested in this option.

I speak another language at home. Do I have to take a foreign-language at Seaholm?

The answer depends on your level of proficiency, the particular heritage language, and your willingness to take a placement or test-out exam. Please visit the department head or your counselor to get a more specific answer, based on your individual situation.

REGULATIONS AND POLICIES

ADVANCED PLACEMENT EXAMINATIONS

These examinations give students the opportunity to receive college credit and/or advanced placement. A year of college credit for advanced placement work may be earned if the student's exam score is deemed acceptable. Each college decides which advanced placement scores it will accept for credit and/or advanced placement. Check with the college of your choice to see if the institution awards Advanced Placement credit. If you are investigating college credit at a Michigan college, please visit <http://www.michigantransfernet.org>.

CAREER EXPLORATION

A component of the Guidance and Counseling program is career exploration and preparation. In addition to counselor-guided conversations and annual updates to a student's Educational Development Plan (EDP), students utilize an online program called Xello (formerly known as Career Cruising). Xello provides self-exploration via college and career planning software to help students develop and explore careers and future readiness. Xello is also part of the elementary and middle school curriculum. Most students that attended a BPS middle school are familiar with this interactive program. Here are some of the focus areas within Xello:

- Opportunities for self-discovery and to build self-awareness.
- Career awareness and career focus features to develop future readiness skills.
- Facilitates personalized pathway planning.
- Matchmaker – assessment that matches careers with student interests and skills.
- Opportunities to 'explore options' and create 'goals and plans.'
- Learning Style Quiz – individuals discover how they learn and what type of learner they are.

Students are able to access Xello through their ClassLink account. For information about account access or additional details, please contact the College and Career Center Specialist, Brenda Guinan Huddy, at bguinanhuddy@birningham.k12.mi.us or 248-203-4253.

COMMUNITY SERVICE

Counselors believe community service is an integral part to human development. Seaholm High School offers many community service opportunities and clubs because helping others in need not only benefits our community but helps students develop empathy, expand their world view, connect with others and feel good about making a difference. Seaholm works together with our community to offer volunteer service opportunities for our students. Although community service is not required for graduation, we encourage our students to volunteer and keep track of their service hours for college applications and scholarships.

COURSE WAIVER

A course or other graduation requirement may be waived by the principal. Ordinarily a waiver may be granted for the following circumstances:

- An IEPC (Individual Educational Planning Committee) recommends a waiver for a Special Services student.
- A physician recommends a waiver for medical reasons.
- A student passes a competency examination for a course based upon course objectives where such a test is available. Such competency tests will be constructed, administered and scored under the supervision of the principal and deputy superintendent. Actual construction and scoring of competency examinations will be the responsibility of the departments involved.
- Problems related to the education program of the student.
- Student may apply for .5 credit P.E. waiver if he/she participates in a complete season of an interscholastic sport at Seaholm or three years of Marching Band at Seaholm.

NOTE: No credit toward graduation will be granted for courses that are waived.

DUAL ENROLLMENT

The student must be a full-time high school student (freshman-senior) for the year in which participation is sought. A foreign-exchange student is not eligible. A student is limited to enrollment in a subject area in which he or she has met the dual enrollment qualifying score criteria. In addition, the student must meet the eligibility requirements of the postsecondary institution of choice and be accepted by that institution.

If a student has not met the dual enrollment qualifying score in all content areas (PSAT or ACT), the student is still eligible to take courses limited only to the content areas in which he or she has met the minimum dual enrollment qualifying score. A student is eligible to take courses within subjects for which there are no endorsements, and the courses are not offered by the district, as long as they have taken all test sections of one of the qualifying tests. Completed dual enrollment courses will receive a .5 credit on the high school transcript. The full college credit will be reflected on post-secondary institution's transcript. A copy of the student's most recent transcript must be attached to the Dual Enrollment application. Please see counselor for this application.

Eligible Courses

1. The course is taken during the REGULARLY SCHEDULED school year.
2. The student's schedule at high school has been reduced to accommodate a dual enrollment course.

EARLY EXAMS

A student that needs to take the final exam(s) earlier than scheduled is required to submit a written request to the principal's office after obtaining teacher approval. This document will specify the reason, the exam hour, and the last day the student will be in school. Principal authorization is required. A fee may be required for each approved final exam to cover proctoring expenses.

EARLY GRADUATION

It is required that each graduate complete twelve trimesters in grades nine through twelve. If the parents, counselor, and principal agree that it is in a student's best interest, the student may file a written petition, signed by the parents, to graduate after a minimum of nine trimesters. The principal may approve early graduation only for pupils with a minimum grade point average of 3.0, acceptable competency test results, and an acceptable statement of career goals. Upon request of the high school principal, an administrative committee will consider applications from students having less than a 3.0 grade point average. The graduate will receive a diploma at the next June commencement exercise

NCAA ELIGIBILITY CENTER

Any student who plans to participate in any sport at a Division I or Division II college or university must register with the NCAA Eligibility Center during his/her junior year or at the beginning of the senior year. It is of utmost importance that the student meets with his/her counselor to ensure the transcript will rate eligibility status. The NCAA Eligibility Center does not accept some of the academic courses for credit provided by Seaholm. To review Seaholm's NCAA Approved Courses, please click here: <https://web3.ncaa.org/hsportal/exec/hsAction>.

Be sure to include our NCAA High School Code: 230327, click Search, scroll to the bottom to see approved courses by curricular area.

PERSONAL CONTRACT LEARNING

Personal contract learning is a course designed to provide students with the opportunity to learn in a personalized yet controlled environment outside the confines of a classroom (group situation). Students may pursue a subject in which they have some basic background that is supplementary to the currently offered curriculum. Students should talk with their teacher to discuss this option and next steps.

Prerequisite: Basic background in subject and committee approval.

Grades Taught: 10, 11, 12

PLACEMENT TESTS

Mathematics

Students wanting more guidance in their math course selection, or students new to the district, may register for a math placement test. Please contact the Math Department Head, Thad Wilhelm, at twilhelm@birmingham.k12.mi.us for more information or to register.

SCHEDULE CHANGE POLICY

Before the beginning of the school year, students can view a copy of their schedule in PowerSchool. Counselors ask students to please review their entire year's schedule. Course offerings, staffing, and class materials were determined by student course selections. With that in mind, it is quite difficult to accommodate all schedule changes once the school year begins.

Students may see their counselor for a schedule change during the first week of every trimester. There will be no schedule changes made after the first Friday of the trimester; unless it is a level change approved by a teacher and administrator. An example of a level change is Honors Pre-Calculus to Pre-Calculus. Counselors do not have the flexibility to make changes for teacher requests, location requests, or hour.

TESTING OUT OF A COURSE

Any high school student who wishes to test out of a course in which s/he is not enrolled may do so by taking the Course Competency Assessment (CCA) for the course. The student demonstrates mastery of the subject matter as determined by the course syllabus. A student must earn a minimum of a 78% on the Course Competency Assessment for credit to be earned. Credit for a course earned by a student through this process will be used to fulfill a course or course-sequence graduation requirement but will not be used to determine the student's GPA. A student who tests out of a higher-level course may not receive credit for a course that is in the same area and lower in the course sequence.

For more specific information regarding testing out of a class, please contact the department chair or your counselor.

If you wish to test out of a particular course, please follow these steps:

1. Obtain a Testing-Out form from the respective department chair.
2. Return the completed form to the counseling office.
3. Contact the department chair to arrange a testing date.

WORLD LANGUAGE CREDIT

Note to incoming 9th graders:

It is highly recommended that students follow their middle school teacher's recommendation/placement for high school language courses. It is a requirement by the State of Michigan that students earn at least 2 credits of the same language prior to the end of 12th grade. Students who complete 1 or more credits of a language in middle school have made progress towards high school graduation during their middle school experience. However, at least 1 more credit of a language beyond their last experience in middle school must be earned in grades 9 to 12. Therefore, a student is not making progress towards graduation if he or she repeats a course already taken in middle school. Because graduation credit can be earned in middle school, levels 1 and 2 courses are virtually identical between middle and high school. A student who comes in with 1 credit typically enrolls in level two of the same language, while a student who comes with 2 credits typically enrolls in level three of the same language.

GRADING

The grade point average (GPA) on your report card and transcript includes all courses taken at Seaholm and any other accredited institution. If you have enrolled in Honors or AP classes, a WGPA (weighted grade point average) will also be recorded. Classes taken for credit only, or on a pass/fail will be recorded as “G” or “U”. Seaholm uses a 4.0 grading scale.

HOW TO CALCULATE YOUR GRADE POINT AVERAGE

| Grade | Grade .5 unit of credit per trimester | Honors/AP .5 unit of credit per trimester | OSTC 1.5 unit of credit per semester |
|-------|---|---|--|
| A | 2.00 | 2.50 | 6.00 |
| A- | 1.85 | 2.35 | 5.55 |
| B+ | 1.65 | 2.15 | 4.95 |
| B | 1.50 | 2.00 | 4.50 |
| B- | 1.35 | 1.85 | 4.05 |
| C+ | 1.15 | 1.65 | 3.45 |
| C | 1.00 | 1.50 | 3.00 |
| C- | .85 | | 2.55 |
| D+ | .65 | | 1.95 |
| D | .50 | | 1.50 |
| D- | .35 | | 1.05 |

Advanced Placement and Honor Classes will be awarded an extra honor point for grades C and above.

DIRECTIONS

- Using the chart above, convert your letter grade to the numerical equivalent.
- Add all numerical grades together.
- Divide by the number of “Credits for GPA”. “Credits for GPA” encompasses all courses, including courses failed, except for classes taken on a pass/fail basis. Do not include any classes taken on a pass/fail basis when calculating GPA. “Credits for GPA” is currently available only on the transcript, not the report card.

PASS/FAIL

Students may elect a total of two credits in grades 9 through 12 on a pass/fail basis with no more than one P/F per trimester. If this option is desired, the application must be completed and returned to the counselor no later than the end of the sixth week of the trimester. This completed form represents a contract, and a student must remain on pass/fail grading for the course. Symbols used on the transcript will be “G” for pass and “U” for fail. See your counselor for the necessary form. This pass/fail option is not recommended for AP or honors courses. Pass/fail courses carry no grade points and, therefore, will not affect a student’s grade point average but will be regarded as a D- grade by most colleges. Check with a counselor regarding the impact pass/fail may have on a college application and the ramifications it may have with NCAA credits.

SPECIAL MARKING LETTERS FOR GRADING

| | |
|----|---|
| F | Withdrawal: failure due to attendance |
| G | Pass grade in pass/fail course (not figured in GPA) |
| U | Failure grade in a pass/fail course (not figured in GPA) |
| I | Incomplete (student should see the teacher) |
| H | Excused for medical reasons (not figured in GPA) |
| W | Withdrawal |
| S | Satisfactory completion of requirement |
| FC | Fail/credit – Failed due to attendance, but received credit by passing exam with a C+ or better |
| AT | Audited course |
| TO | Testing Out |

Note: When a subject is repeated for grade replacement, only the higher final grade is included in determining the student GPA; however, both grades remain on the student’s transcript.

TRANSCRIPTS

Official transcripts are available electronically using Parchment.com (<http://www.parchment.com>), the e-transcript provider for the State of Michigan. Students must have a Parchment account in order to request either a personal transcript copy or a transcript for distribution to a college or university. Seaholm students will be given account numbers and may activate that account, as needed. Seaholm Alumni should follow the directions on the Parchment website for setting up an account. Transcript requests may be made at any time during the year. Updates will be made to transcripts at the end of every trimester. Please see Mrs. Henne in the Student Center, if you need assistance. Catherine Henne chenne@birmingham.k12.mi.us or 248-203-3754.

VIEWING GRADES

Student grades can be viewed utilizing PowerSchool Parent Portal. PowerSchool Parent Portal gives parents and access to real-time information including attendance, grades, detailed assignment descriptions, school bulletins and even personal messages from the teacher. Everyone stays connected: Students stay on top of assignments, parents are able to participate more fully in their student's progress, and teachers can use their gradebook to make decisions on what information they want to share with parents and students. If you need an account or are experiencing issues, please contact Carey Balow at cbalow@birmingham.k12.mi.us or 248-203-3751.

SPECIALIZED PROGRAMS

ALTERNATIVE SCHOOL

The Lincoln Street Alternative High School is a comprehensive high school program designed for students from both Groves and Seaholm who, for various reasons, need an alternative environment for their high school experience. The school provides a full day of classes for grades 9 through 12.

The smaller population allows a student to receive more individualized attention from the staff of four teachers and two paraprofessionals. The school offers most of the classes a student needs to fulfill his/her graduation requirements, including both core and elective classes. Work study experiences are also available in which a student can earn up to 3 additional credits a year. There are also various elective classes based upon student interest and need.

The staff has designed an integrated approach to learning, emphasizing interdisciplinary and group-oriented activities and projects involving the whole school. In an attempt to relate learning to life, the staff promotes community involvement through field trips, speakers and community service activities.

Students who attend the program will still be considered members of their original high school and may participate in all extra-curricular activities. Any students who graduate having taken classes at the Alternative High School will receive diplomas from either Groves or Seaholm.

BLENDED LEARNING

Seaholm offers blended learning courses for students to elect. In order to provide rich, authentic learning experiences for students, blended courses provide a ratio of class time (face to face) and off campus time (flexible learning). When students are in face to face situations, they will be on campus with an instructor in what can be thought of as a standard learning experience. When they are in flexible learning environments, students will often be off campus and typically not in the presence of an instructor. Flexible learning environments can be, but aren't limited to: online learning, service learning, internships, group work, workshops, site visits and research. Blended learning courses are designed to provide the maximum blend of instruction and independent student-centered learning necessary for student achievement. Please see descriptions of blended courses for more details and requirements.

ENGLISH LANGUAGE DEVELOPMENT (ELD) EDUCATION

Special assistance is available to students who are born outside of the United States or for whom English is not the dominant language at home. See courses at the end of the English Course listings the under the subheading “English Language Development (ELD) for Multilingual Learners.” For more information regarding this program, please contact Kaitlyn Billops, Curriculum Coordinator, at kbillops@birmingham.k12.mi.us.

OAKLAND SCHOOLS TECHNICAL CAMPUSES (OSTC)

The Oakland Schools Technical Campus (OSTC) offers 11th and 12th grade students the opportunity to explore career areas, prepare for specific college/advanced training majors or acquire the skills to go directly into the job market. The campuses provide practical career technical education to high school students from Oakland County's 28 public school districts, public academies, private learning institutions and home schools. Enrolled students spend part of their day studying at their home district and the other part actively involved in one of several career clusters. Cluster information can be found at <http://www.ostconline.com>.

PERSONAL CURRICULUM

A Parent/guardian of a student may request a personal curriculum for the student that modifies certain Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then the Board may award a high school diploma to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard. Please contact your student's counselor for more information. Additionally, more information can be found at the end of this catalog.

PHYSICAL EDUCATION ELECTIVE CREDIT

Students who participate in BPS-sponsored (or out of district) sport for a minimum of one season or three years of Marching Band at Seaholm may qualify for exemption from one-half credit in physical education. Students must obtain a waiver application from the counseling department. The coach and athletic director (BPS only) must sign the form indicating the student did complete the requirements. Be aware that all students are required to enroll in Personal Fitness, unless they are participating in a personal curriculum.

VIRTUAL LEARNING

All students have the opportunity to take online classes under the 21F law and within the guidelines of the District's structure. Our responsibility will be to provide the online class, provide a mentor to ensure progress/assistance and provide communication as to student status. The Principal of Virtual Learning works alongside the Seaholm and Groves administration to develop protocols that will ensure student success. In addition to providing a mentor, students taking online classes will be required to be in a computer lab at their home school during the time for which the online course is scheduled. Students who take online courses will adhere to standard attendance policies. This helps to ensure students receive consistent support as well as progress monitoring while taking an online class.

Students will need to sign up for online classes with their counselor by the cutoff date in order to have them signed up and ready to go at the beginning of the trimester. Please see your counselor for the cutoff dates and to get the forms to see if your schedule will allow for the class or classes. The counselor and Principal of Virtual Learning will be in contact to set up the class and assign a mentor.

If you have any questions regarding how to sign up or would like information regarding the District's online learning program, feel free to contact the Principal of Lincoln Street Alternative & Virtual Learning, David Brooks at dbrooks@birmingham.k12.mi.us

WORLD LANGUAGE CREDIT BY EXAM

Students who can demonstrate proficiency in a foreign language acquired outside the Birmingham Public Schools setting may receive graduation credit for the language. This includes languages not taught in BPS. For more information about this process, please contact please contact Kaitlyn Billops, Curriculum Coordinator, at kbillops@birmingham.k12.mi.us.

Michigan Merit Curriculum and Personal Curriculum Options for Graduation

(Operational Procedure for Policy 5460 – Revised 6/11/18)



Michigan Merit Curriculum Options

Michigan Merit Curriculum (MMC) Graduation Requirements, established by the State of Michigan, specify the minimum number of credits a student must earn to receive a high school diploma. Although local school districts have the flexibility to increase the number of these required credits, students must meet the minimum number required by the MMC. The State of Michigan adopted Public Acts 208 and 209 in July, 2014. This legislation provides students with additional options and flexibility with their educational choices in high school. It also provides flexibility in the MMC graduation requirements, and simplifies the process for students to request and gain approval for a Personal Curriculum.

Birmingham Public Schools believes our students should obtain additional credits beyond those required by the MMC to be fully prepared to meet the challenges they will face in their post-secondary future. The attached document details the credit expectations for Birmingham Public Schools students to earn a high school diploma. The column titled "Michigan Merit Curriculum Options" represents changes that have occurred based on the July 2014 legislation. These options impact only select content areas and are in effect beginning with the graduating class of 2015. The final column in the document details options available for students and parents who would like to explore the option of a Personal Curriculum. A Personal Curriculum allows for minor modifications to the MMC and is described below in more detail.

Personal Curriculum Options

A Personal Curriculum is an option a student or family can explore as a way to modify certain Michigan Merit Curriculum (MMC) graduation requirements. It is intended to meet individual learning needs, allow students to earn a high school diploma, and provide preparation for life after high school.

A Personal Curriculum can be recommended by school personnel or requested by a parent or legal guardian, a student of age 18, or an emancipated student. A Personal Curriculum must be supported by a parent or legal guardian, meet the individual needs of the student, and be consistent with the post-secondary plans documented in the student's Educational Development Plan (EDP). State statute allows personal curriculum modifications in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world language courses; or by completing a department-approved formal career and technical education (CTE) program.
- Modify the Algebra II content.
- Modify, if necessary, the course requirements of a student with an Individualized Education Plan (IEP).
- Modify course requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

This document provides an overview of our current High School Graduation Requirements (Board Policy 5460) and allowable Personal Curriculum options typically available to students with Individualized Education Plans.

| BPS Graduation Course Requirements | Credits | Michigan Merit Curriculum Options | BPS Personal Curriculum Options |
|---|---------|--|--|
| English and Communication Arts (4.5 credits) | | | |
| Core English Courses | 4.0 | None | * See modification note. |
| Public Speaking | 0.5 | | |
| Social Studies (3.5 credits) | | | |
| World History & Geography | 1.0 | None | Additional ELA, math, science, or world language courses; or a CTE program can modify BPS course requirements. Must complete a minimum of 2.0 credits in social studies that includes 0.5 credit of Government. * See modification note. |
| U.S. History | 1.0 | | |
| U.S. Government | 0.5 | | |
| Economics | 0.5 | | |
| Department Elective | 0.5 | | |
| Science (3.0 credits) | | | |
| Biology | 1.0 | May substitute 1.0 credit with an approved CTE program. | * See modification note. |
| Chemistry | 0.5 | | |
| Physics | 0.5 | | |
| Global Systems A | 0.5 | | |
| Department Electives | 0.5 | | |
| Mathematics (4.0 credits) | | | |
| Integrated Math 1 | 1.0 | Credit may be granted prior to 9 th grade. | Modify overall total credits (3.5). Complete at least one credit during final 2 years. |
| Integrated Math 2 | 1.0 | Credit may be granted prior to 9 th grade. | |
| Algebra 2 (2018-2019 only) Integrated Math 3 | 1.0 | May be taken over 2 years. CTE program that meets content requirements. | Options include any course delivering the Algebra 2 MMC assessed benchmarks. |
| Department Electives (required senior year) | 1.0 | None | * See modification note. |

| BPS Graduation Course Requirements | Credits | Michigan Merit Curriculum Options | BPS Personal Curriculum Options |
|--|---------|--|--|
| World Language (2.0 credits) | | | |
| World Language (same language) 1.0 credit of the 2.0 total credits must be earned at the high school. | 2.0 | Credit may be granted prior to 9 th grade. May substitute 1.0 credit with a CTE program or a visual or performing arts course (until the 2020-2021 school year). | * See modification note. |
| Computer Technology (0.5 credits) | | | |
| Computer Technology | 0.5 | None | * See modification note. |
| Visual, Performing, Applied Arts or Personal/Career (1.5 credits) | | | |
| Fine Arts | 0.5 | May substitute credits with a CTE program. | Additional ELA, math, science, or world language courses; or a CTE program can modify BPS course requirements. * See modification note. |
| Personal & Career Development | 0.5 | | |
| Department Elective | 0.5 | | |
| Health (0.5 credits) | | | |
| Health | 0.5 | None | * See modification note. |
| Physical Education (1.0 credits) | | | |
| Personal Fitness | 0.5 | May substitute 0.5 credit with extra-curricular athletics (i.e. Full season of a high school sport) or activities involving physical activity (i.e. 3 years of marching band) | Additional ELA, math, science, or world language courses; or a CTE program can modify BPS course requirements. * See modification note. |
| Department Elective | 0.5 | | |
| General Electives (7.5) | | | |
| Total Credits to Graduate 28 | | Total Credits to Graduate 28 | Total Credits to Graduate 28 |

***Modification Note:**

1. Applies to transfer students who have completed two years of high school.
2. For students with disabilities, modifications must be consistent with both the student's Educational Development Plan (EDP) and Individualized Education Plan (IEP). Additional information for parents and educators can be found online at the Michigan Department of Education.

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html

In September 2020 Public Act 158 of 2020 was signed into law which amended the Revised School Code to eliminate dates during which high school students may fulfill one of the two foreign language credits required for a diploma by completing a Department-approved formal career and technical education (CTE) program or by completing an additional visual or performing arts credit. This flexibility was scheduled to be phased out for students graduating after 2024; however, PA 158 makes it permanent.

PLANNING YOUR FUTURE

YOUR FRESHMAN YEAR

- Settle into the routine of high school
- Take strong academic courses with a blend of elective areas
- Use a planner to help you organize your homework and assignments
- Take the *PSAT 9* Assessment Test
- Commit to volunteer projects
- Get involved in extracurricular activities

Take an inventory for yourself:

- What subjects do you like?
- What outside activities give you pleasure?
- What areas of study might you learn to explore in more depth in the next three years?

Explore future options:

- Talk with your counselor about your future
- Ask your teachers and other adults why they chose the careers they did
- Visit college campuses in the area for sporting events or during a family vacation through a certain area

YOUR SOPHOMORE YEAR

- Keep your future options open by taking appropriately challenging courses
- Assess your aptitudes, skills, talents, interests, and personality by using the Xello Program
- Take the *PSAT 10* Assessment Test
- Continue your involvement in volunteer and extracurricular activities
- Talk with your parents about college and financing your college education
- Begin to build a reference file about going to college and selecting a college

YOUR JUNIOR YEAR

- Keep your future options open by taking appropriately challenging courses
- Attend presentations made by visiting college representatives in the Counseling Career Center during X-Block
- Attend College Fairs
- Attend “Junior Student & Parent’s Night”
- Attend the Junior Series in March
- Take the *PSAT/NMSQT*
- Register for the **ACT** and/or *SAT*
- Prepare for the *ACT* and *SAT* on your own by enrolling in test prep courses – free, online, test prep tools are available through CollegeBoard (*SAT*) and *ACT*
- Create a list of colleges to investigate
- If you plan to play a competitive sport at the college level, you may need to register with NCAA Clearinghouse <http://www.eligibilitycenter.org> or NAIA <http://www.PlayNAIA.org>

YOUR SENIOR YEAR

- Register and take *ACT* and/or *SAT* tests as needed
- Check credits for graduation with your counselor
- Attend College Fairs
- Research scholarship opportunities
- Narrow your long list of colleges to which you will apply
- Attend presentations made by visiting colleges in the Counseling Career Center during X-Block
- Visit colleges whenever possible – many offer virtual tours
- Submit college applications in advance of deadlines and create an account and order official transcripts via the *Parchment* Transcript service (www.parchment.com)
- Apply for *FAFSA* in October
- Write to inform colleges you did not select that you will NOT be attending
- Write Thank-You notes to teachers who wrote you letters of recommendation
- Finish your senior year with the same commitment you have shown in previous years

SEAHOLM HIGH SCHOOL FOUR-YEAR PLAN OF STUDY – with graduation requirements

Below is a four-year plan with Birmingham Public Schools graduation requirements. We advise students to take courses in: English, math, science, social studies, and world language. We are on trimesters; therefore, each student will have five classes each trimester totaling 15 courses per year.

Notes: Some students will elect to take World Language and additional Science courses beyond the graduation requirements. The Honors FLEX program will take six “slots”. Students must earn .5 credit of Fine Arts and .5 credit in Personal/Career development plus an additional .5 of Fine Arts or Personal/Career Development. For a list of Personal/Career Development and Fine Arts classes, please refer to the course catalog. Some of the core classes (English, math, science, social studies, and world languages) are offered in two-trimester and three-trimester formats, please plan accordingly. For example, many Advanced Placement courses are three trimesters. The courses marked with an * asterisk, are graduation requirements that can be taken at any point over the four years.

| Grade 9 | | Grade 11 | |
|----------|-------------------|----------|---------------------------|
| | SUBJECT | | SUBJECT |
| 1. | English A | 1. | English A |
| 2. | English B | 2. | English B |
| 3. | Math A | 3. | Math A |
| 4. | Math B | 4. | Math B |
| 5. | Math C | 5. | Science A |
| 6. | Science A | 6. | Science B |
| 7. | Science B | 7. | Core Global Systems A |
| 8. | World History A | 8. | Economics* |
| 9. | World History B | 9. | Social Studies elective |
| 10. | World Language A | 10. | Today's Health* |
| 11. | World Language B | 11. | PE Elective or PE Waiver* |
| 12. | Speech* | 12. | |
| 13. | Personal Fitness* | 13. | |
| 14. | Computer Tech* | 14. | |
| 15. | | 15. | |
| Grade 10 | | Grade 12 | |
| | SUBJECT | | SUBJECT |
| 1. | English A | 1. | English A |
| 2. | English B | 2. | English B |
| 3. | Math A | 3. | Math A |
| 4. | Math B | 4. | Math B |
| 5. | Science A | 5. | Government |
| 6. | Science B | 6. | |
| 7. | US History A | 7. | |
| 8. | US History B | 8. | |
| 9. | World Language A | 9. | |
| 10. | World Language B | 10. | |
| 11. | | 11. | |
| 12. | | 12. | |
| 13. | | 13. | |
| 14. | | 14. | |
| 15. | | 15. | |

SEAHOLM HIGH SCHOOL FOUR-YEAR PLAN OF STUDY

Below is a four-year plan with Birmingham Public Schools graduation requirements. Please identify course selections below. We advise students to take courses in: English, math, science, social studies, and world language. We are on trimesters; therefore, each student will have five classes each trimester totaling 15 courses for the year.

| Grade 9 | | Grade 11 | |
|----------|---------|----------|---------|
| | SUBJECT | | SUBJECT |
| 1. | | 1. | |
| 2. | | 2. | |
| 3. | | 3. | |
| 4. | | 4. | |
| 5. | | 5. | |
| 6. | | 6. | |
| 7. | | 7. | |
| 8. | | 8. | |
| 9. | | 9. | |
| 10. | | 10. | |
| 11. | | 11. | |
| 12. | | 12. | |
| 13. | | 13. | |
| 14. | | 14. | |
| 15. | | 15. | |
| Grade 10 | | Grade 12 | |
| | SUBJECT | | SUBJECT |
| 1. | | 1. | |
| 2. | | 2. | |
| 3. | | 3. | |
| 4. | | 4. | |
| 5. | | 5. | |
| 6. | | 6. | |
| 7. | | 7. | |
| 8. | | 8. | |
| 9. | | 9. | |
| 10. | | 10. | |
| 11. | | 11. | |
| 12. | | 12. | |
| 13. | | 13. | |
| 14. | | 14. | |
| 15. | | 15. | |

SEAHOLM POINTS OF PRIDE

- Seaholm offers over 25 Advanced Placement Courses in both core and elective disciplines. A majority of our students excel and earn college credit.
- Each year we have students that earn National Merit Commended, Semifinalist, and Finalist status in the National Merit Scholarship Corporation Contest.
- Seaholm offers award winning Career and Technical Education programs: Architecture, Business, Computer Science, Engineering, Finance, Future Educators, and Marketing & Sales. Their accompanying student organizations, DECA and Robotics, regularly place at district, state, and international career and skill-focused competitions.
- Each year over 100+ students participate in the annual Michigan Mathematics Prize Competition, frequently advancing to the final competition.
- Our faculty members hold advanced degrees, receive awards in their content, publish articles in professional journals and establish rapport with students.
- Seaholm has an Einstein Fellow in our science department who connects students to local businesses and universities to engage in internships related to STEAM.
- Seaholm offers 35 varsity sports (several of which are State Champions) which emphasize not only outstanding athletic skills but also teamwork, sportsmanship and character building.
- Seaholm received the 2022 Best STEM High Schools in America recognition from *Niche.com*.
- Seaholm was awarded the National School of Character from Character.org in 2020.
- Seaholm achieved the coveted 2018 National Blue Ribbon, one of only 30 public high schools in the nation.
- *Niche.com* routinely ranks Seaholm at the top of Michigan schools.
- *U.S. News and World Report* continues to rank Seaholm as a Top 15 Michigan High School.

Ernest W. Seaholm High School

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Counseling Office: 248-203-3751

Records Office: 248-203-3754

Athletic Office: 248-203-3784

<https://www.birmingham.k12.mi.us/Seaholm>



A 2018 National Blue Ribbon School

Think with reflection. Act with compassion. Perform with honor.