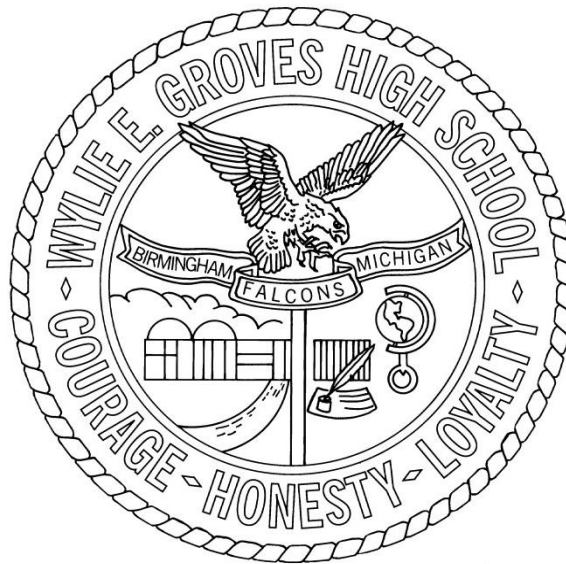


BIRMINGHAM PUBLIC SCHOOLS

WYLIE E. GROVES HIGH SCHOOL

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



2023-2024 COURSE CATALOG

Dr. Susan Smith, Principal

Wylie E. Groves High School

20500 West Thirteen Mile Road, Beverly Hills, MI 48025 • 248.203.3500 • Fax: 248.203.3636

January, 2023

Dear Students and Parents:

Welcome to our 2023-2024 Groves High School Course Catalog and the vast array of courses offered to students. We hope that you will choose classes that challenge you and allow you to increase your knowledge in a variety of curriculum.

Please look this catalog over carefully together. Students should discuss specific questions regarding course content and rigor with teachers, department heads or counselors in order to best select courses for next school year.

As always, we will work diligently to provide opportunities to enroll in the courses you select. Staffing assignments and course sectioning are based on students' selections.

It is extremely difficult to accommodate student changes concerning course selection during the summer. Therefore, please consider that when selecting your courses through this scheduling process.

Remember to take full advantage of all the opportunities for the personal growth, greater intellect, and deeper learning that Groves High School offers.

Sincerely,

Dr. Susan Smith
Principal

TABLE OF CONTENTS

Groves Mission Statement and Beliefs	3
Counseling, Department Heads, Administration	4
Guidance and Counseling, Class Scheduling.....	5
Graduation Requirements	6
Michigan Merit Curriculum & Personal Curriculum Options for Graduation	Insert
College Preparatory Programs.....	13
Admission Standards to State Universities in Michigan.....	14
Admission Standards for Athletes/NCAA Eligibility	Insert
Specialized Programs	19
Policies and Regulations	21
Department Course Offerings:	
Art	23
Career and Technical Education	26
English Language Arts	38
English Language Development	49
Interdisciplinary	51
Life Skills	55
Mathematics	57
Music.....	61
Physical Education	63
Science	66
Social Studies.....	72
Specialized Instruction and Student Services	80
World Language.....	82
Oakland Technical Center.....	86
Office of the Superintendent, Birmingham Public Schools	
Bylaws & Policies	Insert
Course Numbers.....	99
Nondiscrimination Assurance	101

GROVES MISSION STATEMENT AND BELIEFS

MISSION STATEMENT:

The mission of Wylie E. Groves High School is to create and maintain a community of learners, a community which values each individual, fosters intellectual excellence, facilitates personal development, teaches social responsibility and insists on high ethical standards.

The Groves school community believes:

- in fostering a reverence for learning;
- in respect for and appreciation of human diversity;
- in providing a safe and secure environment for learning and personal growth;
- that a school functions best as a community of learners;
- that the acquisition of essential learning skills is necessary for intellectual growth;
- that we learn best when our education includes a variety of experiences which provide depth, cohesion, and significance to our lives;
- that creative thinking is necessary for progress in all areas of endeavor;
- that we should be encouraged to make informed decisions about our physical, social, spiritual, and emotional well-being;
- that achievement requires high expectations and sustained commitment;
- that we should participate responsibly within the framework of a democratic society;
- that we are integrally connected to the global community; and
- that learning is a lifelong process.

The Birmingham Board of Education, the Groves PTSA Boosters and the Faculty of Groves High School have endorsed the mission statement of the Birmingham Bloomfield Task Force on Race Relations and Ethnic Diversity which reads:

“We believe that as members of the Birmingham/Bloomfield community we must actively devote ourselves to fostering equality for all races, ethnic groups and religious communities.

We come together to support each other in our desire to welcome diversity and to build and maintain an open community which will not tolerate racism or prejudice.”

The Groves Way

Give back

Give back to our community

Respect

Be respectful and responsible to yourself and others

Open Minded

Keep an open mind avoiding judgements and stereotypes

Value

Value your environment

Empowerment

Empower yourself and others to be the change you wish to see

Support

Support and have empathy for others

BE PROUD TO BE A FALCON
WYLIE E. GROVES HIGH SCHOOL
 20500 West Thirteen Mile Road
 Beverly Hills, Michigan 48025 Main
 Office
 (248) 203-3500

COUNSELING DEPARTMENT

Counselor-----	Mrs. Sharon Adams (SAdams2) -----	248-203-3503
Counselor-----	Mrs. Amanda Gohl (AGohl)-----	248-203-3507
Department Chair-----	Mr. Norman Hurns (NHurns) -----	248-203-3506
Counselor-----	Mrs. Lilianne Kowalchuk (LCharles-Kowalchuk)-	248-203-3505
Counselor -----	Mr. Robert Oden (ROden) -----	248-203-3508
Wellness Counselor -----	Mr. Gregorio Cognetto (GCognetto)-----	248-203-3504
Registrar -----	Mrs. Julie Hourdakis (JHourdakis) -----	248-203-3511
Counseling Secretary -----	Mrs. Lisa Reeves (LReeves) -----	248-203-3501
College & Career Specialist -----	Mrs. Jennifer Kondak (JKondak)-----	248-203-3543

ACADEMIC DEPARTMENT HEADS

Career and Technical Education -----	Ms. Amy Bowman (ABowman)-----	248-203-3623
English Language Development (ELD)-	Ms. Jennifer Partlan (JPartlan)-----	248 203 4230
English Language Arts -----	Mrs. Karen Reed-Nordwall (KReed-Nordwall)---	248-203-3616
Life Skills -----	Ms. Amy Bowman (ABowman)-----	248-203-3623
Mathematics -----	Mr. Stuart Kane (SKane) -----	248-203-3575
Science and Technology -----	Mrs. Laura Searle (LSearle) -----	248-203-3550
Social Studies -----	Ms. Laura Sheckell (LSheckell)-----	248-203-3621
Special Instruction & Student Services-	Mrs. Sharon Rivera (SRivera)-----	248-203-3620
World Language -----	Mrs. Jaclyn Arslanian (JArslanian)-----	248-203-3614

BUILDING ADMINISTRATION

Principal -----	Dr. Susan Smith (SSmith4) -----	248-203-3518
Assistant Principal -----	Mr. Othamian Peterson (OPeterson) -----	248-203-3515
Assistant Principal -----	Mrs. Helena Fisher (HFisher)-- -----	248-203-3517
Secretary -----	Mrs. Lori Rondello (LRondello) -----	248-203-3520
Athletic Director-----	Mr. Tom Flynn (TFlynn) -----	248-203-3587

All E-mail addresses are in parentheses and are followed by @**birmingham.k12.mi.us**

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. Counselor 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.

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:* The school counseling core curriculum is delivered through the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 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.

IMPORTANCE OF COURSE SELECTION

This catalog of high school courses is offered as an aid to students and parents in making course selections for the student's schedule. The student's past record, aptitude, interest, and future plans should be considered in the final decisions involving the mutual agreement of student, parent and counselor.

During the second term of each school year, many plans and procedures are instituted in preparation for the following year. None is of greater importance nor has more far-reaching implications than scheduling. From student course selections, the number and size of classes are determined, teachers are hired and budget allocations made. It is apparent that both parents and students must exercise careful planning prior to making course selections.

The counselor will provide all materials and offer advice prior to the announced deadline. Each student is asked to review this catalog thoroughly and consult with his/her counselor on special problems or concerns in arriving at final decisions. The course selection sheet must be signed by both student and parent, and returned to the counselor. Having been submitted, the selection sheet constitutes the basis for all further planning. Unfortunately, if too few students select a particular course, it may be canceled. Some courses may not be offered every year or offered at only one high school (shuttle bus available).

Please make decisions thoughtfully and carefully. Opportunities are limited for making adjustments to the computer generated student schedule, which is issued during registration prior to the start of the school year.

THE ROLE OF COUNSELORS IN SCHEDULING

Your counselor is the key person who can assist you with scheduling. Specific course information is available from teachers. Students can offer information especially if they have already taken the course. Parents have suggestions and concerns, however the person most aware of your total educational background, future plans, aptitude and abilities is your counselor. Spending time discussing next year's schedule and long range goals with your counselor is important.

BIRMINGHAM PUBLIC SCHOOLS GRADUATION REQUIREMENTS

English & Communication Arts	4.5	
Core English Courses		4.0
Public Speaking		0.5
Social Studies	3.5	
World History & Geography		1.0
U.S. History		1.0
U.S. Government		0.5
Economics		0.5
Elective		0.5
Science	3.0	
Biology		1.0
Chemistry		0.5
Physics		0.5
Core Global Systems		0.5
Science Elective		0.5
Mathematics	4.0	
Integrated Math 1		1.0
Integrated Math 2		1.0
Integrated Math 3		1.0
Math in Senior Year		1.0
World Language	2.0	2.0
Computer Technology	0.5	0.5
Visual/Performing/Applied Arts/Personal and Career	1.5	
Fine Arts		0.5
Personal & Career Development		0.5
Elective Choice		0.5
Health	0.5	0.5
Physical Education	1.0	
Personal Fitness		0.5
P.E. Elective		0.5
Electives	7.5	7.5
Credits Required to Graduate	28	28

Each term course successfully completed = .5 credit
15 term courses successfully completed in 1 year = 7.5 credits

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 a CTE program for 0.5 credit of elective and 0.5 credit of Earth Science.	* 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. Options include any course delivering the Algebra 2 MMC assessed benchmarks. * See modification note.
Integrated Math 2	1.0	Credit may be granted prior to 9 th grade.	
Integrated Math 3	1.0	May be taken over 2 years. CTE program that meets content requirements.	
Department Electives (required senior year)	1.0	None	

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	Credits (2.0) 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

COURSES SATISFYING SPECIFIC GRADUATION REQUIREMENTS

ENGLISH & COMMUNICATIONS ARTS	Core Requirement - Writing, Literature, Grammar
Public Speaking Requirement	English 9A, B
Speech	Honors English 9A, B
Forensic	English 10A, B
Debate	Honors English 10A, B
	English 11 A, B
	AP Language and Composition
	ELD 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
	English 12 Seminar A, B
	AP Literature and Composition A, B
	Excel 9A, 9B, 10A, 10B, 11A, 11B, 11C, 12
MATHEMATICS	Algebra 1 A, B (Algebra 1 3Tri A, B, C)
	Geometry A, B (Geometry 3Tri A, B, C)
	Algebra 2 A, B (Algebra 2 3Tri A, B, C)
	Integrated Math 1
	Integrated Math 2
	Integrated Math 3
Math is required in senior year	All math courses listed in Math Department (CTE Math related classes)
SCIENCE	
Biology Requirement	Chemistry Requirement
Core Biology A, B / Honors Core Biology A, B	Core Chemistry / Chemistry A/B / Honors Chemistry A/B
Earth Science Requirement	Physics Requirement
Core Global Systems A	Core Physics
AP Environmental Science A, B, C	Physics 1 A, B
	AP Physics 1 A, B
SOCIAL SCIENCES	
American Studies Requirement	World History Requirement
AP U.S. History A, B, C	World History A, B
U.S. History A, B	Excel World Studies
Fundamentals of Law (Basic)	
Excel U.S. Studies	Economics Requirement
Government Requirement	Excel Global Economics
U.S. Government	Economics
AP U.S. Government A, B	AP Economics A and/or B
WORLD LANGUAGE 2.0	All courses in the World Language Department
PHYSICAL EDUCATION 1.0	Total of 1.0 credits
	.5 credit Personal Fitness
	.5 credit from all other courses listed in Physical Education Department
	A student may receive a waiver for the second half (.5) credit of required Physical Education, if approved, for successful participation in varsity interscholastic athletics or 4 years of Marching Band.
TODAY'S HEALTH 0.5	Total of .5 credits
REQUIRED ELECTIVES 2.0	Total of 2.0 credits Described on the next page

REQUIRED ELECTIVES

2.1 Units of Credit

**at least .5 credit in Fine Art,
at least .5 credit in Computer Skills,
at least .5 credit in Personal/Career Development, and at least .5
credit in course of your choice**

FINE ART - .5 credit required

Advanced CAD & Design Studio A&B
Advanced Theatre Research
AP Music Theory
AP Art Portfolio
Architectural Design A & B
Advanced Architectural Design A & B
Art Foundations
Band (Concert, Symphony, Marching)
CAD & Design Studio A/B
Ceramics
Choir
Class Piano
Drawing

Graphic Design
Jewelry
Mixed Media
Music Technology
Orchestra (Concert, Symphony)
Painting
Photography Theatre 1,
2, 3, 4, 5
Web Design A & B

COMPUTER SKILLS - .5 Credit required

Computer Technology - .5 Credit (required)

INTERDISCIPLINARY

Academic Lab
Experiential Education – Teaching
Natural Resources
Student Government
Oakland Technical Center (OTC-SE)
English Language Development (ELD)

PERSONAL/CAREER DEVELOPMENT

BUSINESS - .5 credit required

Academic Lab
Accounting A & B
Advanced CAD & Design Studio A&B
Advanced Robotics/Automation A & B
Advertising
AP Computer Science A & B
AP Computer Science Principles 1 & 2
Architectural Design A & B
Advanced Architectural Design A & B
Business Foundations
Business Law
Business Internships
CAD & Design Studio A & B
Career Focus
Career Internship
Child Development & Parenting A
Child Development & Parenting B
CTE Internships
CTE Internships, Unpaid
Engineering Foundations
Engineering Systems A & B
Entrepreneurship
Fashion Merchandising

Film Study
Foods & Nutrition
Game Design in Unity
Human Sexuality
Interior Design
Introduction to Energy Technology A & B
Investments
Journalism: Yearbook
Journalism: Newspaper
Life Skills: High School & Beyond
Marketing & Sales
Multicultural Foods
Personal Finance
Programming A & B
Renewable Energy Tech A & B
Retail Management (School Store)
Retail Marketing
Robotics/Automation A & B
Social Media & Marketing
Sports & Entertainment Marketing
Video Production
Web Design A & B

MATH – RELATED COURSES

Accounting A & B
Advanced CAD & Design Studio A & B
Advanced Robotics/Automation A & B
AP Computer Science A & B
AP Computer Science Principles 1 & 2
Architectural Design A & B
Advanced Architectural Design A & B
CAD & Design Studio A & B
Engineering Systems A & B
Investments
Personal Finance
Programming A & B
Retail Management (School Store)
Renewable Energy Tech A & B
Robotics and Automation A & B

SPECIALIZED INSTRUCTION & STUDENT SERVICES

Learning Strategies A, B, C

COLLEGE PREPARATORY PROGRAMS

Suggested High School Program of Study for the College Bound*

This guidance program model for the college bound proposes to broaden the options of college bound high school graduates. While college entry requirements vary greatly, the “maximum” is recommended so that students will be in a position to be competitive. As high school counselors work with individual students and parents, these recommendations may be altered according to each student’s aspirations, abilities and the entry requirements of the college(s) to which the student may apply. The degree to which this maximum is altered, however, may be a significant factor to the student’s success in college.

Optimum Program of Study

(Depending on the major emphasis of the student’s program, other courses may be supplemented.)

Four years of English (literature, composition and writing)
One semester of public speaking (speech, debate and/or Forensic)
Four years of mathematics
Four years of science
Three years of history/social sciences
Two years of a single foreign or second language
One semester of computer technology
Electives in the visual and performing arts

*Prepared by a committee representing:

The Michigan Association of Secondary School Principals
The Michigan Association of Collegiate Registrars and Admissions Officers
The Michigan Association of College Admissions Counselors
The Michigan School Counselors Association

ADMISSION STANDARDS TO STATE UNIVERSITIES IN MICHIGAN

The state universities of Michigan have adopted specific admissions requirements for students who wish to enter any of the 15 public universities. The statement is an outgrowth of an initiative to improve academic preparation of students seeking admission to a state university. At that time, the President's Council developed a document entitled *Designing Your Future* in which students were provided guidance in selecting courses to enhance their preparation for university level work. The revised version of *Designing Your Future* outlines selected course completion requirements while retaining some of the original recommendations.

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

- English - four years required
- Mathematics – 3 years required, 4 years strongly recommended
- Biological/Physical Sciences - two years required, three years strongly recommended to include one year of biological science and one year of physical science (At least one year of a laboratory course is also strongly recommended.)
- History and Social Sciences - three years required, one year of American history and one year of world history strongly recommended.

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

- Foreign language - three years strongly recommended;
- Fine and performing arts - two years strongly recommended; and
- Computer literacy - one year of hands-on experience in using computers strongly recommended.

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

These requirements are typical for most colleges and universities throughout the country. Highly selective institutions such as Ivy League schools in the east; western schools such as Cal Tech, Stanford and UC Berkeley; small select liberal arts colleges such as Harvey Mudd, Amherst, Wesleyan and Swarthmore; southern schools such as Duke, University of Virginia and University of North Carolina; and Midwestern institutions such as Notre Dame and University of Michigan typically expect students to enroll in Honors and AP courses if available.

CORE/ACADEMIC GPA

The grade point average (GPA) on your report card and transcript includes all courses taken except pass/fail courses. If you have enrolled in Honors or AP classes, a WGPA (weighted grade point average) will be recorded.

Many universities re-compute your overall GPA and consider Core or Academic GPA when making admission or athletic eligibility decisions. A non-weighted GPA on a 4.0 scale is used.



NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

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

Test Scores: (ACT/SAT)

- ✓ Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- ✓ All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- ✓ **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

Core Grade-Point Average:

- ✓ Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- ✓ **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- ✓ **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements	
<i>*Athletics aid, practice, and competition</i>	
✓	16 core courses <ul style="list-style-type: none"> ○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> ▪ "Locked in" for core-course GPA calculation.
✓	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
✓	Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements	
<i>*Athletics aid and practice (no competition)</i>	
✓	16 core courses <ul style="list-style-type: none"> ○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
✓	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
✓	Graduate from high school.

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

Sliding Scale B		
<i>Use for Division I beginning August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit www.eligibilitycenter.org or www.2point3.org.



Division II Initial-Eligibility Requirements

Core Courses

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

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

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

DIVISION II COMPETITION SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

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 for either a full day or half day of classes for grades 10 through 12.

The smaller population allows a student to receive more individualized attention from the staff of three teachers and two paraprofessionals. The school offers all of the classes a student needs to fulfill his/her graduation requirements; they include: mathematics, English, social studies, art, physical education, world language, business (including a school-run business) and health. Work study experiences are also available in which a student can earn up to 4 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 the attempt to relate learning to life, the staff promotes community involvement through field trips, speakers and community service activities.

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

BLENDED LEARNING

Groves 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.

DUAL ENROLLMENT

For many years, the Birmingham Public Schools have allowed students to also attend classes at local colleges or universities in an effort to meet students' needs and interests. This arrangement is called "dual enrollment." Courses taken at the collegiate level may count for both university (provided the credit is beyond the high school curriculum, is not part of high school graduation requirements and is acceptable to the university one plans to attend after graduation) and high school credit. Juniors and seniors who meet certain criteria are eligible to have all or part of their college or university tuition and fees paid for by the Birmingham Public Schools.

In order to qualify for the payment of tuition and fees all of the following conditions must be met:

- ✓ The student must be a high school junior or senior and must **not** have completed all the requirements for graduation.
- ✓ The student must qualify by achieving a qualifying score on the MME, PSAT or ACT PLAN.
- ✓ The college course cannot be a course offered by the Birmingham Public Schools.
- ✓ The college course must be an "academic course."
- ✓ At least 50% of the college class must occur during the Birmingham Public Schools school year.
- ✓ Students must successfully complete the college course.

The amount of funding for which a student may be eligible is dependent on the per student cost at the district level and the proportion of courses a student takes at the college level. If a student is interested in dual enrollment, the counselor should be contacted for the dual enrollment checklist and application.

ON LINE LEARNING

Student access to any time and any place learning options has expanded under a new law in Michigan. Section 21f of Public Act 60 of 2013 allows students in grades 5 through 12 to take up to two courses online in place of up to two traditional classroom courses per academic term (with parental consent). Birmingham Public Schools supports online learning, and as a District we pride ourselves on innovative uses of technology to support learning.

Online learning holds great promise as an instructional approach to expand and customize learning opportunities for students. However, it is substantially different from face-to-face instruction and usually works best when thoughtful planning supports individual enrollment decisions. We encourage you to talk with your student to examine if online learning is a good fit for her or him. To help you prepare for making the decision about whether your student has the characteristics to be successful learning online, we recommend you review the Parent Guide to Online Learning at http://www.mivu.org/Portals/0/GD_Parent2013_Final.pdf. The Guide examines how online learning supports next generation learning models, poses practical planning questions, provides a preparation checklist, offers advice for parents and includes an online learner readiness rubric. This guide will help you prepare for a conversation with your son or daughter.

Students may select online courses from the statewide catalog of online course titles available at <https://micourses.org>. Students must contact their counselor for the guidelines and contract forms to take on line courses. The District reserves the right to amend operational procedures at anytime to meet the individual needs of students and/or to comply with Michigan Law.

The deadlines to apply for online courses under Section 21f are as follows:

Trimester 1–June 1st

Trimester 2–September 1st

Trimester 3–December 1st

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 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.

EXPERIENTIAL LEARNING CENTER

The purpose of the Experiential Learning Center and its staff is to support the learning process of all students through a combination of cooperative teaching and adventure programming for the existing curriculum. To this end, the center will develop and offer a number of activities from backpacking, rock climbing, and canoeing to city exploration and involvement in community service. Additional information may be obtained by calling 248-203-3539.

FOREIGN 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 Kaitlyn Billops, Curriculum Coordinator, at kbillops@birmingham.k12.mi.us.

INTERNSHIPS

The CTE Department offers a unique opportunity for juniors and seniors to receive on the job supervised training, pay and high school credit. Programs include business and marketing internships. The programs are flexible and allow a full academic schedule as well as the internship experience. Students are required to work at least 10 hours per week during or after school. Applications are available from the CTE Department.

Online APEX and similar courses that are based on mastery will be Pass/Fail only.

School personnel will not be responsible for monitoring or mentoring students who are taking courses outside of the normal school day, nor will the District cover any of the costs associated with any such program

See Board Policy 2370 Educational Options (revised January 2009).

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.

TEST PREP ARTICULATION

Students who successfully complete articulated courses in the Business Technology Department may be eligible to receive credit at OCC or Baker College. For a list of current offerings, see a Groves Business Teacher or counselor

POLICIES AND REGULATIONS

CREDITS AND GRADE LEVEL

To remain on track for graduation, a student should have accumulated the following minimum number of credits:

Grade 10	Sophomore	7.0 credits
Grade 11	Junior	14.0 credits
Grade 12	Senior	21.0 credits

EARLY GRADUATION

A student who wishes to graduate early will:

- ✓ Complete all graduation requirements.
- ✓ Submit a written request for early graduation. This request should include a thoughtful statement of post-graduate plans and shall be received by the principal or designee no later than the end of first term.
- ✓ Meet with the principal or designee, parents/guardians and counselor to review post-graduate plans and to clarify details associated with early graduation.
- ✓ Receive a diploma at the next June Commencement exercise.

EDUCATIONAL OPTIONS

The Board of Education recognizes the need to provide alternative methods by which students achieve the goals of the district. Such alternatives may include on-line and university courses. (**Approval for a student to exercise his/her rights under this policy must be obtained the semester prior to enrollment in the class.**) Students considering this option should meet with a counselor.

MINIMUM COURSE LOAD

Seven and one-half (7.5) units of credit is the minimum course load for all students (Child Accounting Rule R340.105). This meets the state mandate for hours of instruction. A local school district may provide less than the prescribed number of clock hours of student instruction for an individual senior high school pupil when the school district determines that the educational needs of the pupil are best served by a reduced schedule. It is assumed that a district would have very few pupils taking less than the prescribed hours.

PASS/FAIL CREDIT

A student may elect a total of two units of credit (four trimester classes) on a pass/fail mark basis. Only one pass/fail course in a trimester is permissible. This means that all recorded report card marks including the final grade will be either a “G” passes, or a “U” fail. These grades carry no grade points and will not affect a student’s grade point average or class standing.

If this option is desired, the application must be completely filled out and returned to the counselor **within one week of the first progress report each term**. This completed form represents a contract and a student **must remain** on the pass/fail grading for the course. The student must take a final examination and complete major class assignments.

TESTING OUT

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 may not be counted toward the total required number of credits needed for graduation nor 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

TRANSFERS IN/OUT - GRADUATION REQUIREMENTS

Students who transfer to Birmingham high schools are required to spend a minimum of two trimesters (final two trimesters prior to graduation) in a Birmingham high school to be eligible for a Birmingham diploma.

A student who has completed a minimum of one (1) year in a Birmingham high school and who withdraws prior to completion of all graduation requirements may be granted a diploma upon evidence of satisfactory completion of those requirements. With written permission of the principal or designee, a student may be allowed up to five (5) units of credit for successful completion of an accredited collegiate, correspondence, or evening school program. No more than three (3) credits may be obtained through online courses.

WAIVERS

The principal or designee may waive a course or area graduation requirement. Ordinarily a waiver may be granted for the following circumstances:

- ✓ An IEPC (Individual Education Planning Committee) recommends a waiver for a special education student.
- ✓ A physician recommends a waiver for medical reasons.
- ✓ Circumstances related to the educational program of the student.
- ✓ A student's personal curriculum.
- ✓ The second half (0.5) credit of required physical education, if approved, for successful participation in varsity interscholastic athletics. However, all students are required to successfully complete the physical education foundation course, Personal Fitness.

No credit toward graduation will be granted for courses that are waived. An appropriate explanatory note will be made in the CA-60 when a waiver is granted

Per Michigan Statute: [380.1277](#)

“Amended School Improvement Plans”

Every pupil in grade 12 develops and graduates with a resume, letter of reference, school record and Talent Portfolio.

ART DEPARTMENT

Arts 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, creative 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 process. 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.

GRADE 9	GRADE 10	GRADES 11 and 12
Art Foundations	Art Foundations	Art Foundations
Ceramics	Ceramics	Ceramics
Drawing	Advanced Ceramics	Advanced Ceramics
Digital Art & Design	Drawing	Drawing
Painting	Digital Art & Design	Digital Art & Design
Photography	Metals	Metals
	Advanced Metals	Advanced Metals
	Painting	Painting
	Photography	Photography
	Advanced Photography	Advanced Photography
		AP Studio Art – <i>Taught at Seaholm Only</i>

60012 Art Foundations - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites:

None

Art Foundations is a one-trimester course designed to familiarize students with art fundamentals and various processes through the exposure to various 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.

60032 Ceramics - .5 Credit

Grades: 9, 10, 11, 12

All levels of skill (beginning, intermediate and advanced) are taught in Ceramics.

Students will learn the basic characteristics of clay and how to form objects by using hand building techniques such as pinch, coil and slab. Wheel throwing skills may also be explored. Students will learn how clay surfaces are finished, including the use of glazes, paint and other colorants and various firing methods. The course may be repeated for credit.

60042 Advanced Ceramics - .5 Credit

Grades: 10, 11, 12

Prerequisites: Ceramics with grade of B or above

The Advanced Ceramics class focuses on advanced techniques such as more complex construction methods, such as carving, stamping, piercing and scraffito techniques. There is a choice of hand building or throwing. Some students may choose to do sculpture as well or concentrate on it exclusively. Students make functional and decorative pieces. Students are encouraged to research and present ideas of desired projects. The course may be repeated for credit.

60052 Drawing - .5 Credit

Grades: 9, 10, 11, 12

*Prerequisites:**None*

Students will experience a variety of drawing tools (pencils, pen and ink, chalk, charcoal, pastel) and media as they learn basic fundamentals of observational drawing, including: perspective, shading, proportion, grid enlargement and good composition..

Advanced:

Grades 10, 11, 12

Students are encouraged to refine manual and perceptual skills while being introduced to ways media can be combined to make compositions more complex and innovative. This course may be repeated for credit. Entry into regional and national competitions is encouraged

60152 Digital Art and Design - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None

Digital Art is an ever changing and evolving platform for creative expression. This class will give students an introduction to the Adobe digital art platform, specifically with the main pillars of digital art and design, Photoshop and Illustrator. In Photoshop students will learn to layer and manipulate images, apply colors, brushstrokes, and text. In Illustrator, students will learn how to create vector images and logos while creating digital art, specifically in terms of how those skills are used in graphic design.

Advanced:

Grades 10, 11, 12

Students will continue to refine and scaffold their skills in Photoshop while developing independent projects. Adobe Illustrator will continue to be a portion of the class curriculum.

60102 Metals/Jewelry - .5 Credit

Grades: 10, 11, 12

Prerequisites: None

Students will be introduced to and learn how to create and fabricate metal jewelry and small sculptures in this course. Some of the processes include: sawing, riveting, wire-work, soldering, piercing, hammer forming, etching, and copper enameling.

60112 Advanced Metals/Jewelry - .5 Credit

Grades; 10, 11, 12

Prerequisites: A passing grade in Metals

Students will continue to refine their metalsmithing techniques and skills while being introduced to ways metal and other mediums can be combined to make metalworks more complex, beautiful, and innovative. Advanced methods include: Bezel settings, Cloisonne, Tube Riveting, and Casting. This course may be repeated for credit.

60122 Painting - .5 Credit

Grades 9, 10, 11, 12

Prerequisites: None

Students will learn how to paint in various media including tempera, watercolor acrylic, and beyond. The course will teach basic techniques, such as shading, blending, layering, and enlarging while working on a range of different supports. In this course, students will study different art styles and movements throughout the ages, including contemporary artists and modern techniques.

Advanced:

Grades 10, 11, 12

Students will be challenged to move beyond the basics and to spend more time on individual pieces, and to work in more demanding media, such as oils.

60132 Photography - .5 Credit

Grades: 9, 10, 11, 12

Photography offers students the knowledge of camera types, exposure, and composition. Students learn how to take photographs, develop the film in the darkroom and make enlargements, as well as basic photoshop skills and cell phone editing. This course has digital DSLR and some SLR cameras for the students to use. There is a donation collected of \$10.00 at the beginning of the trimester to help cover the cost of paper and chemical supplies for the darkroom.

60142BL Advanced Photography (Blended) - .5 Credit

Grades: 10, 11, 12

*Prerequisites: Photography with grade of B or above.**Each student will be expected to purchase their own film and paper. Film cameras are available for student checkout.*

This class will be a combination of face to face meeting time, class time off campus and individual project release time. This class will allow students to learn more about photography through the use of traditional and experimental darkroom experience. This class offers more out of the classroom experience. Students will be part of a group that will work together in the Groves darkroom and also take advantage of the resources in our community. Students will leave this class with an expanded knowledge of the darkroom. Students will complete a series of projects that will include a variety of studio techniques and manipulations. The culmination of their work is through the form of a sketchbook. This class can be repeated multiple times for credit.

62062 Art Portfolio Preparation - .5 Credit (Taught at Seaholm)

Grades: 12

Prerequisite: Must be a High School Senior with a cumulative grade point average of 3.0 or higher in at least 2 previous art classes, and interview with the Art Department Staff, that includes showing 5 finished quality pieces of art, and the signature of Art Staff. Students should purchase a 24" x 36" portfolio case and a flash drive for this class. Additional fees may be required depending on student's need for materials for the focus of their portfolio.

Art Portfolio Prep is intended for the serious art students 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 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.

62072 AP Studio Art A - .5 Credit (Taught at Seaholm)

Grades: 11, 12

62082 AP Studio Art B - .5 Credit (Taught at Seaholm)*Prerequisites: Art Portfolio Prep. A cumulative grade point average of 3.0 or higher in at least 3 previous art classes, an interview with Art Department Staff that includes showing 5 pieces of art, and the signature of the AP Studio Art Teacher. Students should purchase an 18" x 24" portfolio case for this class, an 8" x 10" sketchbook, matt board and a flash drive. Additional fees may be required depending on student's needs for materials for the focus of their portfolio. The AP Art Board suggests that a student take the class for two years to successfully complete the range of art required for the exam.*

SP 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 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.

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 & College Credit

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

CTE PROGRAM	COURSES / GRADES
Architecture & Interior Design	Architecture A/B Grades 9, 10, 11, 12 Advanced Architecture A/B Grades 10, 11, 12 Interior Design Grades 10, 11, 12
Business Management	Business Foundations/ Grades 9, 10, 11, 12 Business Law/ Grades 10, 11, 12
Engineering: Design Engineering	Engineering Foundations Grades 9, 10, 11, 12 CAD & Design Studio A/B Grades 9, 10, 11, 12 Advanced CAD & Design Studio A/B Grades 10, 11, 12
Engineering: Technology/Mechatronics: Renewable Energy, Engineering Systems, & Robotics/Automation (taught at Seaholm)	Renewable Energy Tech A/B* Grades 9, 10, 11, 12 Engineering Systems A/B* Grades 10, 11, 12 Robotics/Automation A/B* Grades 11, 12 Advanced Robotics/Automation A/B* Grade 12
Finance	Accounting A /B Grades 10, 11, 12 Investments/ Grades 10, 11, 12 Personal Finance/ Grades 10, 11, 12
Future Educators	Future Educators Grades 11, 12 Education Careers: Field Experience Grades 11, 12
IT - Computer Science and Programming (taught at Seaholm)	Programming A in Python Grades 9, 10, 11, 12 Programming B in Python (Blended) Grades 9, 10, 11, 12 AP Computer Science Principles in JavaScript 1 Grades 9,10, 11, 12 AP Computer Science Principles in JavaScript 2 Grades 9,10, 11, 12 AP Computer Science in Java A Grades 10, 11, 12 AP Computer Science in Java B Grades 10, 11, 12 Computer Tech (graduation requirement) Grades 9, 10, 11, 12

IT - Digital/Multimedia & Information (taught at Seaholm)	Web Design A using HTML & CSS Grades 9, 10, 11, 12 Web Design B using HTML, CSS, & Bootstrap Grades 9, 10, 11, 12 Game Design in Unity Grades 9, 10, 11, 12
Marketing & Sales	Advertising Grades 9, 10, 11, 12 Entrepreneurship Grades 10, 11, 12 Fashion Merchandising Grades 9, 10, 11, 12 Marketing & Sales Grades 9, 10, 11, 12 Retail Marketing Grades 9, 10, 11, 12 Retail Management (Blended) Grades 11, 12 Social Media & Marketing Grades 10, 11, 12 Sports & Entertainment Marketing Grades 10, 11, 12
Work Based Learning: Internships	Business Internship Grades 11, 12 Career Internship Grades 11, 12 CTE Internship Grades 11, 12 CTE In-District Internship Grades 11, 12 CTE Internships, Unpaid Grades 11, 12

Notes: Students successfully completing a CTE Program are eligible for free college credit. To receive MMC graduation/replacement credit – students must pass all of the courses within a program with at least a D-.

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 - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None

80182 Architectural Design B - .5 Credit

Prerequisites: Architectural Design A

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.

80192 Advanced Architectural Design A- .5 Credit

Grades: 10, 11, 12

Prerequisites: Architectural Design A & B

80200 Advanced Architectural Design B - .5 Credit

Prerequisites: Architectural Design A

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.

68222 Interior Design - .5 Credit

Grades: 10, 11, 12

Prerequisites: None

May repeat the course with instructor approval

This course is designed to provide students with skills necessary to create a personal home. 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.

BUSINESS MANAGEMENT CTE PROGRAM

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

Industry Certifications are offered.*72052 Business Foundations - .5 Credit**

Grades: 9, 10, 11

*Prerequisites:**None*

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.

72062 Business Law - .5 Credit

Grades: 10, 11, 12

*Prerequisites:**None*

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.

ENGINEERING: DESIGN ENGINEERING CTE PROGRAM

CTE Program	Grade 9	Grade 10	Grade 11	Grade 12
Design Engineering	Eng. Foundations 81000	Eng. Foundations 81000	Eng. Foundations 81000	Eng. 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	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 Credit**

Grades: 9, 10, 11, 12

Prerequisites: None

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 design 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.

80132 CAD & Design Studio A - .5 Credit

Grades: 9, 10, 11, 12

*Prerequisites: None***80144 CAD & Design Studio B - .5 Credit***Prerequisites: CAD & Design Studio A or Architectural Design*

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

80154BL Advanced CAD & Design Studio A - .5 Credit

Grades: 10, 11, 12

*Prerequisites: CAD & Design Studio A/B or Architectural Design***80164BL Advanced CAD & Design Studio B - .5 Credit**

May repeat the course with instructor approval.

Prerequisites: Advanced CAD & Design Studio A

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. This course may be repeated for credit & taken as a 4th year math-related course. Industry 4.0 Certifications and Credentials are offered.**

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

CTE Program	Grade 9	Grade 10	Grade 11	Grade 12
Engineering Technology/Mechatronics: Renewable Energy, Engineering Systems, & Robotics/Automation	Renewable Energy Tech A/B* 80213-80223	Renewable Energy Tech A/B* 80213-80223	Renewable Energy Tech A/B* 80213-80223	Renewable Energy Tech A/B* 80213-80223
		Engineering Systems A/B* 80152-80162	Engineering Systems A/B* 80152-80162	Engineering Systems A/B* 80152-80162
			Robotics/Automation A/B* 82222-82232	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 - .5 Credit

Grades: 9, 10, 11, 12

*Prerequisites: None. Taught at Seaholm.***80223 Renewable Energy Technology B - .5 Credit***Prerequisites: None Taught at Seaholm.*

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. **Industry 4.0 Certifications and Credentials are offered.**

80152 Engineering Systems A - .5 Credit

Grades: 10, 11, 12

80162 Engineering Systems B - .5 Credit*Prerequisites: None Taught at Seaholm.*

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

Industry 4.0 Certifications and Credentials are offered.

82222 Robotics/Automation A - .5 Credit

Grades: 11, 12

82232 Robotics/Automation B - .5 Credit*Prerequisites: Engineering Systems A & B or current enrollment/completion of Physics A & B or AP Physics A & B Taught at Seaholm.*

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

82242 Advanced Robotics/Automation A - .5 Credit

Grade: 12

82252 Advanced Robotics/Automation B - .5 Credit*Prerequisites: Robotic/automation A&B Taught at Seaholm.*

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

82122 Engineering Personal Contract Learning - .5 Credit*Prerequisites: Completion of the most advanced course in area of interest and permission of instructor*

This course is for the students who have successfully completed the most advanced course in an area of Engineering Architecture, and wish to continue studying in that area.

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 Credit

Grades: 10, 11, 12

Prerequisites: None (May be taken as a 4th year Math related course)

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.

74012 Accounting B - .5 Credit

Grades: 10, 11, 12

Prerequisites: Accounting A (May be taken as a 4th year Math- related course)

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.

72182 Investments - .5 Credit

Grades: 10, 11, 12

Prerequisites: None (May be taken as a 4th year Math related course)

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.

72082 Personal Finance - .5 Credit

Grades: 10, 11, 12

Prerequisites: None (May be taken as a 4th year Math related course)

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.

FUTURE EDUCATORS CTE PROGRAM

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

Grades: 11, 12

Prerequisites: None

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.

This course is available pending final approval.

85012 Education Careers: Field Experience - .5 Credit

Grades: 11, 12

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

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

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. ***This course is available pending final approval.***

IT PROGRAMS

We offer two 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.

Computer Science Suggested Course Pathway

Tier 1	Tier 2	Tier 3
Web Design A using HTML and CSS Programming A in Python	AP CSP in JavaScript Web Design B using HTML, CSS, & Bootstrap Programming B in Python Game Design in Unity	AP CSA in Java

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 in Java A* 70113	AP Computer Science in Java A* 70113	AP Computer Science in Java A* 70113
	AP Computer Science in Java B* 70123	AP Computer Science in Java B* 70123	AP Computer Science in Java B* 70123	AP Computer Science 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 Credit

Grades: 9, 10, 11, 12

(May be taken as a 4th year Math related course or as a 3rd Year Science Credit)*Prerequisites: None. Taught at Seaholm.*

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! **May be taken as a 4th year math-related course. Industry Certification offered: IT Specialist in Python**

70102 BL Programming B in Python - .5 Credit

Grades: 9, 10, 11, 12

(May be taken as a 4th year Math related course or as a 3rd Year Science Credit)*Prerequisites: Programming A. Taught at Seaholm.*

Programming B 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. **May be taken as a 4th year math-related course and 3rd year science credit. Industry Certification offered: IT Specialist in Python**

Pro Tip: How to choose between AP Computer Science 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 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 Advanced Placement (AP) Computer Science Principles in JavaScript 1 -.5credit

Grades: 9, 10, 11, 12

72157 Advanced Placement (AP) Computer Science Principles in JavaScript 2 -.5credit*Prerequisites: Programming A or Programming B is recommended. Taught at Seaholm.*

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

70113 Advanced Placement (AP) Computer Science in Java A - .5 Credit

Grades: 10, 11, 12

70123 Advanced Placement (AP) Computer Science in Java B - .5 Credit(May be taken as a 4th year Math related course or as a 3rd Year Science Credit)*Prerequisites: Programming A and/or B in Python, AP Computer Science Principles in JavaScript, OR Teacher Approval Taught at Seaholm.*

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. **May be taken as a 4th year math-related course and 3rd year science credit. Industry Certification offered: IT Specialist in Java.**

70052 Computer Technology - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None.

(Fulfills graduation requirement)

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.

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 Credit

Grades: 9, 10, 11, 12

Prerequisites: None Taught at Seaholm.

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. **Industry Certification offered: IT Specialist in HTML & CSS**

71013 Web Design B using HTML, CSS, & Bootstrap - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Web Design A Taught at Seaholm.

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. **Industry Certification offered: IT Specialist in HTML & CSS**

71023 Game Design in Unity - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Programming A and/or B is recommended. Taught at Seaholm.

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. **Industry Certification offered: IT Specialist in HTML & CSS**

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.

Students must pass a class from each Tier below to be a Marketing CTE Program Completer:

Tier 1: Retail Marketing or Marketing & Sales

Tier 2: Advertising, Fashion Merchandising, Sports & Ent. Marketing, or Social Media Marketing

Tier 3: Entrepreneurship or Retail Management

72202 Advertising - .5 Credit

Grades 9, 10, 11, 12

Prerequisites: None If this class is of interest to you, consider taking Marketing & Sales also.

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.

72102 Entrepreneurship - .5 Credit

Grades: 10, 11, 12

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

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.

72022 Fashion Merchandising - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None (May not be repeated for 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.

76022 Marketing & Sales - .5 Credit

Grades: 9, 10, 11, 12

*Prerequisites:**None*

Gain skills essential for any career. Students will learn how and why marketers reach different 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.

76002 Retail Marketing - .5 Credit

Grades: 9, 10, 11, 12

*Prerequisites:**None*

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 Falcon's Nest. 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.

76012BL Retail Management - .5 Credit

Grades: 11, 12

*Prerequisites: Retail Marketing must be completed with a C or higher.**Per instructor approval, may be repeated for credit. May be taken as a 4th year Math related course.*

Apply and practice retail and merchandising skills while working in our student-run business: The Falcon's Nest – our Groves 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.

72212 Social Media & Marketing - .5 Credit

Grades: 10, 11, 12

Prerequisites: None.

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.

72042 Sports and Entertainment Marketing - .5 Credit

Grades: 10, 11, 12

*Prerequisites:**None*

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.

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

77040 Business Internship – .5 Credit
77016 Career Internship – 1 credit

Grades 11, 12

Grades 11, 12

Prerequisites: Junior or Senior academic standing

(This course may be repeated for credit per instructor approval)

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. *Contact your counselor for more information on if you qualify to enroll in Business or Career Internship.*

77016 CTE Internship – 1 Credit

Grades: 11, 12

Prerequisites: Junior status or 16 years old

(This course may be repeated for credit per instructor approval)

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.

77020 CTE In-District, Internships - .5 Credit

Grades 11, 12

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

(This course may be repeated for credit per instructor approval)

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.

77030 CTE Internships, Unpaid - .5 Credit

Grades 11, 12

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

(This course may be repeated for credit per instructor approval)

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

ENGLISH LANGUAGE ARTS DEPARTMENT

Groves prides itself on innovative teaching practices: workshop, Socratic Seminar, team teaching, blended approaches, interdisciplinary teams, and in-class co-teaching models to meet the needs of all students.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honors English 9 A/B	Honors English 10 A/B	AP Language A/B	AP Literature A/B
English 9 A/B	English 10 A/B	English 11 A/B	English 12 Senior Seminar A Students choose one themed Senior elective: <ul style="list-style-type: none"> • Future Studies • Heroes & Humanities • Social Justice English 12 Senior Seminar B
Excel 9A/B Excel 9 A/B (honors option). Humanities – fulfills 1.0 English and 1.0 World History/Social Studies credits	Excel 10/AB Excel 10 A/B (honors option) American Literature – fulfills 1.0 English and 1.0 U.S. History/Social Studies credits	Excel 11 A/B Excel 11 A/B (honors option) Global Year – fulfills 1.0 English and .5 Economics/Social Studies and .5 Global Issues/Social Studies electives credits	Excel 12 A/B/C Fulfills 1.0 English and .5 Psychology/Social Studies and .5 Social Studies elective credits
Reading/Writing Support Offered	Reading/Writing Support Offered	Reading/Writing Support Offered	

These electives may be chosen at any time as additions to the Core Curriculum

Debate**/Advanced Debate
 Forensic**/Advanced Forensic
 Journalism* (Newspaper or Yearbook)
 Creative Writing
 Honors Creative Writing
 Readings in Literature
 Holocaust (only in 11th-12th grades and counts as an ELA elective or Social Studies elective credit)
 Film Studies (only in 11th-12th grades)
 Speech**
 Video Production
 Grammar & Vocabulary (Seaholm Course)
 Radio Speech ** (Seaholm Course)
 Honors Humanities (Seaholm Course)
**These courses fulfill the 12A/12B graduation requirement if the student takes it for two trimesters with a leadership role.*
***These courses fulfill the graduation requirement for speech.*

Theatre 1	Theatre 5 A/B
Theatre 2	Advanced Theatre Research**
Theatre 3 (Advanced Acting)	Musical Theatre 4 (Directing)

English and Communication Arts Graduation Requirements: 4.5 Credits

Core English Courses: 4.0 Credits

Public Speaking: 0.5 credits

The Groves English Language Arts Department is committed to an integrated program of language arts instruction, one which provides meaningful and ordered progression in the skills of reading, writing, listening, viewing and speaking. We believe that engaging students with the power of literature can encourage pleasure that lasts a lifetime. We see as our mission the preparation of our students for all phases of their educational lives. To that end, we believe that teaching students to communicate with both the written and spoken word in a context of mutual support and according to standards of quality is a key element of effective English education. Reading and responding to literary works is a mark of the educated human being in our society, and we work to illuminate for students the place that literature can have in their lives. As we engage in a continuing process of reviewing our curriculum so that it remains consistent with the findings of English educators, we maintain a program of innovation and tradition that offers a quality education in the language arts.

The English Language Arts program at Groves High School individualizes instruction for students at each grade level so they may begin each year's instruction at appropriate skill levels. The program facilitates an orderly progression of skills development in reading, writing, researching, speaking, listening, and viewing. Students will also be instructed in the implications of plagiarism and how to avoid it.

Students entering Groves will be placed in a program level best suited to their needs; their placements will be annually reviewed. All students are enrolled in one of three levels: a college prep program, an honors program, or an interdisciplinary excel program which can be taken for college prep or honors credit.

*The "college prep" program offers a well-balanced sequence of courses for the college-bound student.

*The "honors" program offers an accelerated pace, places high expectations on its students, and engages students in lengthier and more demanding reading, writing, speaking, listening, and viewing assignments.

ELA Department Requirements

4.5 English credits are required of all students graduating from Groves High School. Students take the four-year course sequence through which all board of education requirements will be met. 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

Groves 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, Groves' 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 called 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

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. Socratic 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 Groves to display the academic qualities that will ensure their future success at college.

FRESHMAN CORE CLASSES

10202 English 9A - .5 Credit

Grade: 9

10212 English 9B - .5 Credit

English 9A and 9B, a ninth-grade college preparatory courses, provide students opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills. The course pursues a thematic focus appropriate for the transitional year to high school and uses a variety of literary texts as vehicles for discussion. A diverse study of novels, drama, films, 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. Emphasis is placed on viewing the self as a practicing writer through writing process and research techniques.

10302 Honors English 9A - .5 Credit

Grade: 9

10312 Honors English 9B - .5 Credit

Prerequisites: 8th grade teacher recommendation

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 pursues a thematic focus appropriate for the transitional year to high school and uses a variety of literary texts as vehicles for discussion. A diverse study of novels, drama, films, 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. Emphasis is placed on viewing the self as a practicing writer through writing process and research techniques. In addition, the ninth-grade courses are the first of the three-year sequence of courses in the vertical team approach to Advanced Placement English.

Excel 9th Grade World History and Literature

Grade: 9

86290 World History A/B - 1 credit

86292 English A/B - 1 credit

This Excel ninth grade college prep course encompasses the study of the social, political, economic and religious elements of world history, as well as the arts and literature of the era. By using a thematic focus appropriate for the transitional year to high school that integrates social studies and English, Excel fosters creativity, adaptability, critical reasoning, and collaboration. The interdisciplinary approach will allow students to develop a greater perspective of the inter-connected nature of our world.

To meet 9th grade English standards, Excel 9th grade provide students with the opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills in the context of exploring world history. A variety of literature and informational texts are used as vehicles for discussion. Students will write in multiple writing genres including: narrative, argumentative, research, impromptu, and journal writing. Emphasis is placed on reading, writing, research, and discussion skills.

To meet 9th grade Social Studies standards, Excel begins with an exploration of early civilizations and the origins of the world's great belief systems, and continues through the twentieth century, examining how communities cope with stress and change, and how power struggles impact societies. Students develop their ability to read and critique texts, using primary source documents, as well as drawing from a wealth of contemporary materials. Students will be challenged to think critically, and to be able to communicate their learning through a variety of assessment tasks.

86295 Honors Excel 9 A:

Grade: 9

Honors World History A – .5 Credit English 9A – .5 Credit

86299 Honors Excel 9 B:

Honors World History B – .5 Credit English 9B – .5 Credit

Course description is the same as the Excel description listed above. An honors student will complete additional homework, in-class work, project expectations, writing requirement, and test questions that ask the student to demonstrate cognitive understand and skill development at a deeper level than academic students. Additional, standards and expectations on essays and assignments exceed those of academic level. Furthermore, an honors student will read an additional novel or non-fiction book each trimester and compose an essay that connects this reading to Excel topics and themes. Students may select honors for either or both trimesters. Students must earn a B- final grade to continue honors for the subsequent trimester

SOPHOMORE CORE CLASSES

10222 English 10 A - .5 Credit

Grade: 10

10232 English 10 B - .5 Credit

Prerequisites: English 9A and 9B or equivalent

Tenth-grade English is a two-term course designed to provide sophomores with the opportunity to examine works of classic and contemporary authors while improving students' reading and writing skills on their journey to become ready for the literacy 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. Students will read, write, and participate in collaborative discussions within the context of becoming an empathetic global citizen.

10322 Honors English 10 A - .5 Credit

Grade: 10

10332 Honors English 10 B - .5 Credit

Prerequisites: B or better in English 9A and 9B or teacher recommendation

Tenth-grade English is a two-term course designed to provide sophomores with the opportunity to examine works of classic and contemporary authors while improving students' reading and writing skills on their journey to become ready for the literacy 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. Students will read, write, and participate in collaborative discussions within the context of becoming an empathetic global citizen. The tenth grade honors course is the second year of the sequence of courses in the vertical team approach to Advanced Placement English.

Excel 10th Grade American Studies

Grade: 10

86300 US History A/B 1 Credit

86310 English A/B 1 Credit

From the era of Westward Expansion and industrialization of the twenty-first century, students will be engaged by those persisting questions which directed American's historical, literary and cultural development. Key areas of study include westward expansion, immigration, the World Wars, civil rights, American foreign policy, cultural trends, social phenomena and geographical connections. Students will take an active part in their education by participating in mock campaigns, recreating Senate debates, conducting oral histories, analyzing artifacts, refashioning constitutional amendments and government policies. Students will react to the literature and social science materials of the American scene by recording their responses in a variety of expository modes including journal entries, legal briefs, editorials, formal essays, term papers, position papers, letters to congressional representatives, critical reviews and literary analyses.

Honors Excel 10th Grade

Grade: 10

US History A/B 1 Credit

English A/B 1 Credit

Course description is the same as the Excel description listed above. An honors student will complete additional homework, in-class work, project expectations, writing requirement, and test questions that ask the student to demonstrate cognitive understand and skill development at a deeper level than academic students. Additional, standards and expectations on essays and assignments exceed those of academic level. Furthermore, an honors student will read an additional novel or non-fiction book each trimester and compose an essay that connects this reading to Excel topics and themes. Students may select honors for either or both trimesters. Students must earn a B- final grade to continue honors for the subsequent trimester.

JUNIOR CORE CLASSES

10242 English 11A - .5 Credit

Grade: 11

10252 English 11B - .5 Credit

Prerequisites: English 10A, 10B

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 informative and argumentative essays and develop the college essay. Students will read models to inspire and augment their writing. This course emphasizes preparation for college-level academic reading and writing.

10500 AP Language and Composition A - .5 Credit

Grade: 11

10502 AP Language and Composition B - .5 Credit*Prerequisites: Permission of the instructor or a grade of B or better in Honors English 10A, 10B*

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. There is extensive reading and writing both in and out of class; feedback and assessment will follow the standards and rubrics designated by the College Board. (Two trimesters) Summer Reading will be announced in the spring.

Excel 11th Grade Global Studies

Grade: 11

A. Global Current Events/World Literature 1 Credit**B. Global Economics/Composition 1 Credit**

This Global Issues segment of the Excel program reflects upon the global interdependence of our contemporary world. Universal concerns about just war, nuclear weapons, human rights, the environment, and the ethics of technology, will be addressed in readings gathered from historians, novelists, poets, playwrights and philosophers from different regions of the world. Geographical issues will also be examined. Through an interdisciplinary approach which integrates social science information with literature and composition, students will examine the problems, challenges and solutions which affect the world's inhabitants and write extensively, with an emphasis, on argumentative and expository writing, on a variety of international topics.

The Economics segment of the Excel program focuses on the study of key economic concepts in analyzing domestic and international economic policies. Readings from a variety of sources and different perspectives will be used to compare economic systems, explore labor/management relations, analyze taxes and government spending policies, and investigate the role of financial markets. Units of study include the national economy (macroeconomics), government policy, environmental issues, and international economics.

In the 11th grade World Literature and Composition course, writing instruction is heavily emphasized. All end unit assessments are written essay exams, modeling college level writing preparation. Students receive essay prompts, which address five weeks of study and have some time at home to organize a detailed outline, a specific number of quotations and examples from all the readings, films, projects, and activities to prepare for in-class impromptu essay. Considerable instruction in teaching students how to integrate a variety of sources and ideas into a single coherent argumentative response is the objective of these essay assessments. The 11th grade Excel class also focuses on the rewriting process; students are encouraged to rewrite three essays per trimester for a better grade. Finally, in each Excel class, specific writing lessons are tailored to improved student weaknesses and enhance language skills. One seminar teacher is assignment to grade and follow the student's writing throughout the course.

In both courses, an interactive approach to learning will include debates, student presentations, Socratic seminars, authentic activities, field trips, guest speakers, and simulations.

Honors Excel 11th Grade Global Studies

Grade: 11

A. Global Current Events/World Literature 1 Credit**B. Global Economics/Composition 1 Credit**

Course description is the same as the Excel description listed above. An honors student will complete additional homework, in-class work, project expectations, writing requirement, and test questions that ask the student to demonstrate cognitive understand and skill development at a deeper level than academic students. Additional, standards and expectations on essays and assignments exceed those of academic level. Furthermore, an honors student will read an additional novel or non-fiction book each trimester and compose an essay that connects this reading to Excel topics and themes. Students may select honors for either or both trimesters. Students must earn a B- final grade to continue honors for the subsequent trimester

SENIOR CORE CLASSES

10342 English 12 Senior Seminar A: Future Studies - .5 Credit

Grade: 12

Prerequisites: Successful completion of English 11

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.

10343 English 12 Senior Seminar A: Social Justice - .5 Credit

Grade: 12

Prerequisites: Successful completion of English 11

Everywhere in the country, from college campuses to ordinary workplaces, people are engaging in debate over the current problems of our time. Just as these issues have no obvious answer, our task will be to question and evaluate the claims, evidence, and reasoning of multiple perspectives in an effort to build a full understanding of these issues. This course seeks to develop your ability to research, present, think critically and form logical, well-supported arguments through the study and discussion of social issues. By the end of this course, students will have improved their ability to respectfully engage in the reading, writing, and discussion of issues like inequality, distribution of wealth, and privilege among others.

10352 English 12 Senior Seminar A: Heroes and Humanities - .5 Credit

Grade: 12

Prerequisites: Successful completion of English 11

The course investigates the origins of heroism in the ancient, medieval and modern tradition. We will explore the essence of the hero and their journey through literature. We will interpret heroes and their cultural traditions through the study of selected works. We will explore how the characteristics of heroes have transformed throughout centuries and investigate the relevance of these concepts in contemporary culture. Students are encouraged to draw connections between various fields of studies in the humanities, to investigate various forms of cultural expressions, and to develop skills to interpret complex artistic works in their historical and intellectual contexts. Emphasis will be placed on research, communication and presentation skills.

10342BL English 12 Senior Seminar B - .5 Credit

Grade: 12

Prerequisites: Successful completion of Senior Seminar A

With teacher guidance, seniors in this course select their own topic of study to research, examine, and then develop into a well-sourced project 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.

11042 BL AP Literature and Comp A - .5 Credit

Grade: 12

11052 BL AP Literature and Comp B - .5 Credit

Prerequisites: Successful completion of AP Language or teacher recommendation

Advanced Placement English is a blended, rigorous reading and writing course with a pre-course reading requirement. Students will regularly write compositions to enhance proficiency on the national Advanced Placement Literature and Composition exam. Literary study will include established classics of American & British literature and will emphasize depth of understanding and clarity of written expression.

The second term of Advanced Placement English is a continuation of work begun in the first term. Writing assignments include numerous impromptu and longer literary analyses. This course emphasizes sophistication of style and clarity of expression necessary for success on the Advanced Placement exam.

86340 Excel 12A 0.5 Credit
86350 Excel 12B 0.5 Credit
Contemporary American Studies

Grade: 12

The United States of America is an experiment of how a collection of people from a variety of identities and cultures can build safe, healthy, successful, and sustainable communities. However, this experiment is complicated by the inequality and division of our country's past and present.

The first trimester of this course seeks to investigate and understand what – if any – economic and cultural qualities are necessary for all U.S. communities to be successful. In this manner, this class will critically analyze the common challenges that all U.S. communities face in a lack of funding, trust, compromise, and equity. Through a variety of interactive projects, activities, and discussions and the lessons gleaned from both nonfiction and literature, students will assess the complex relationships and factors – given our complicated past – that must be tackled in order to ensure a united future.

The second trimester of this course moves the focus from what makes a successful community to what makes a successful individual within a community. This course will seek to prepare students for both the personal and practical problem-solving that we all must do in the process of becoming productive citizens. Through the analysis of autobiographies and contemporary fiction, students will first assess the factors of mental health, identity, and personal finance. To prepare for the transition of high school to the real-world, each student will apply what they've learned in completing a capstone project where they will develop a realistic plan for their career, performing mock interviews and case analysis. With permission, students may take the second trimester of Excel 12 as a blended course.

Excel 12 will fulfill the credit requirements for English 12A & 12B, Macroeconomics, and Government. Students will have the option to take the class for honors credit. *This course is available pending board approval*

ENGLISH LANGUAGE ARTS SPECIAL AREA COURSES

(These courses do not fulfill core English requirements unless noted)

11422 Creative Writing - .5 Credit

Grade: 10, 11, 12

This course is a challenging course designed for serious readers and writers. Students read and write poetry and prose. The course focuses on three literary genres: poetry, short fiction, and drama. Students read professional writing in all three genres as models for their own writing. Emphasis is on the technique, craft and art of writing.

11352BL Honors Creative Writing - .5 Credit

Grade: 11, 12

Prerequisite: Successful completion of Creative Writing or teacher recommendation

Live the writer's life in this blended course! 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. 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.

11022 Film Studies - .5 Credit

Grade: 11, 12

This course introduces students to the vocabulary of film and achievements in cinema in the 20th century. Students explore the evolution of the cinematic arts from the creation of "moving pictures" to the present. Through study and screenings of films, students will gain an appreciation of cinematic techniques and aesthetics. Screenings include material from a variety of countries, and assignments will provide students with a diverse look at the nature of history of film. Emphasis is placed on some of the most significant directors and genres of this century, with some recent productions woven in to show the influence of past films. The class focuses on film analysis and provides opportunities for students to be exposed to film technique. Homework is minimal; attendance is essential.

11392 Holocaust - .5 Credit

Grade: 11, 12

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."

11412 Readings in Literature - .5 Credit

Grade: 9, 10, 11, 12

This course provides students with the opportunity to design and implement a personal reading plan. After conferring with the course instructor, students will define and "contract" for a personal reading plan. In addition to sustained reading over the course of the term, students will engage in book talks with the class and their teacher. Literary circles where several students read and discuss the same work are also an option. A personal reading log/journal will record student reflections about the works studied.

12022 Debate - .5 Credit

Grade: 9, 10, 11, 12

Fulfills the credit requirement in speech

Students enrolled in debate undertake an in-depth analysis of various current controversial topics, which are 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 and organizing opening and rebuttal arguments. Students will learn to excel at prepared and impromptu speaking, as well as strategically asking and answering questions.

12062 Advanced Debate - .5 Credit

Grades: 10, 11, 12

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

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.

12032 Forensic - .5 CreditGrades: 9, 10, 11, 12
Fulfills the credit requirement in speech

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.

12072 Advanced Forensic - .5 Credit

Grades: 10, 11, 12

Prerequisites: Forensic Class with a B or better and teacher signature is required

This course is designed for forensic students who have successfully completed the introduction forensic course. 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.

14022NW Journalism - Newspaper - .5 Credit

Grades 9, 10, 11, 12

Prerequisites: None

In this course, students join a cooperative team in a student-centered, interactive atmosphere, focusing on the working application of journalistic principles, standards, and ethics through the production of the nationally recognized and award winning online school news magazine, *Scriptor*. Since 1962, students have learned “hands-on” in a workplace setting, gaining knowledge and experience in many writing styles. Leadership, through editor positions, design principles, photography, drawing/cartoons, infographics, advertising or marketing, business management, and social media marketing methods are skills taught and applied. *Scriptor* is completely digital as of September 1, 2022. With permissions, students may take this as a blended course in their junior or senior year. **This course may be repeated for elective credit. Students may elect this class up to 3 times a year. Students holding editor positions are required to enroll in two terms and Editors-in-Chief are strongly encouraged to enroll for all three terms**

14042YR Journalism – Yearbook - .5 Credit

Grades 9, 10, 11, 12

Prerequisites: None

The yearbook is entirely developed and planned by students who are responsible for making all of the creative and production decisions, including photography, writing copy, editing, layout, and design. As a memory book, history book, record book, and reference book in one, the yearbook marks a major time in most people’s lives. *The Talon* is a remembrance of each year of our school’s history. This course is offered every trimester and may be taken more than once. As seniors, students may take the course for English credit if they serve in the capacity of an editor and enroll for two trimesters. With permissions, students may take this as a blended class. Students enrolled in third trimester journalism will create a yearbook supplement and/or a literary magazine

12002 Speech - .5 CreditGrades: 9, 10, 11, 12
Fulfills the credit requirement in speech

This course provides a fundamental approach to public speaking through the development of oral communication and individual speech techniques. Students study the basics of communication and public speaking where they develop self-confidence in oral presentations. Students also learn the characteristics of effective writing for speeches and improve their listening strategies. Students research and present speeches on the following topics: informative, persuasive, demonstration, special occasion and oral interpretation. (This course fulfills the graduation requirement of speech.)

12082 Video Production - .5 CreditGrades: 9, 10, 11, 12
This course may be repeated for credit

This course gives students the opportunity to explore the power, presence, and influence of the media in today’s society, while equipping them with the knowledge, tools, and basic skills required to create video projects of their own. While being provided a hands-on experience with professional video, audio, and editing equipment, students will be taught the basic skills required to write, film, and edit a variety of different video projects including: commercials, PSA’s, short films, vlogs, music videos, documentaries, news reports, videos for YouTube and more.

12092 Advanced Video Production - .5 Credit

Grades: 10, 11, 12

Prerequisites: Video Productions

This course may be repeated for 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

12122 Grammar and Vocabulary - .5 Credit

Grades: 10, 11, 12

Prerequisites: None - This class is taught at Seaholm.

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.

12042 Radio Speech - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None – This class is taught at Seaholm

Fulfills the credit requirement in speech

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 deliver speeches to the class, as well as work in a group setting. This course fulfills the .5 speech requirement.

10032 Honors Humanities - .5 Credit

Grades 11, 12

Prerequisites: This class is taught at Seaholm

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 as 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 discussion in class.

13012 Theatre 1 - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None

In Theatre 1 students will achieve a basic understanding of the foundations of theatre. Students will study the fundamentals of Greek Theatre, blocking, pantomime, publicity, and monologues. Students will be required to view one theatrical production during this term (Groves High School productions preferred).

13022 Theatre 2 - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Theatre 1 or permission of instructor

Offered Term 2 and 3 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 performances this term.

13032 Theatre 3 (Advanced Acting) - .5 Credit

Grades: 10, 11, 12

Prerequisites: Theatre 1 and 2

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.

13042 Theatre 4 (Directing) - .5 Credit

Grades: 10, 11, 12

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

Offered Term 2 and 3

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.

13052 Theatre 5A - .5Credit

Grades 11, 12

Prerequisites: Theatre 1, 2, 3 and 4

This course may be repeated for credit

The class is a culmination and extension of concepts and ideas developed in the Theatre 1, 2, 3 and 4. Students will apply and evaluate the skills that they have learned in the previous courses as it applies to creating an actual theatre performance. Students will be involved in script analysis, design and construction of a set, designing costumes and make-up, casting and rehearsal of a play, all technical considerations, for a performance that takes place during Theatre 5B. This class is sequential and must be taken two terms.

13062 Theatre 5B - .5 Credit

Grades: 11, 12

*Taken in conjunction with Theatre 5A**Prerequisites: Theatre 1, 2, 3 and 4*

This course is a culmination and extension of concepts and ideas developed in the Theatre 1, 2, 3 and 4. This class is a continuation of Theatre 5A and is the time in which the theatrical performance is presented to an audience. Students continue to work on the production that was begun in Theatre 5A. Emphasis is placed on rehearsal, application of the technical considerations and the evaluation and/or adjudication of the theatre performance by a panel of evaluators (theatre professionals and university professors). May be repeated for credit.

13072 Advanced Theatre Research - .5 Credit

Grades: 10, 11, 12

Prerequisites: Advanced Theatre 5A & 5B

Fulfills the credit requirement in speech

This course is a culmination and extension of concepts and ideas developed in the Theatre 1, Theatre 2, Theatre 3 and Theatre 4 courses. Students will apply and evaluate the skills that they have learned in the previous courses as it applies to a major/minor area of study. Students will be involved in script analysis and dramaturgical study, design considerations, construction of a model set, designing and/or building costumes and focus on a major area of specialized study. Furthermore, students study the basics of communication and public speaking where they develop self-confidence in oral presentations while researching and presenting speeches on topics that relate to their major or minor area of study.

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 - 1.0 Credit

Grades: 9, 10, 11, 12

15012 ELD 1B - 1.0 Credit

15013 ELD 1C - 1.0 Credit

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

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 3 terms/ trimesters.

15022 ELD 2A - .5 Credit

Grades: 9, 10, 11, 12

15032 ELD 2B - .5 Credit

15033 ELD 2C - .5 Credit

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.

This one-hour block class is for students who are 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.

**15042 ELD 3A – An In-depth Study of American Culture/Expressions and
Part 1 of Speech/Composition - .5 Credit**

Grades: 9, 10, 11, 12

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

This two-term course is designed for students at an Expanding to Bridging level in their English language development. It is designed 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.

15052 ELD - An In-depth Study of American Culture / Expressions and Part 2 of Speech/Composition - .5 credit

Grades: 9, 10, 11, 12

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

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 ELD 3 will fulfill their requirement for speech and composition.

15053 ELD 3C - U. S. Academic Composition & Part 3 of Speech - .5 credit

Grades: 9, 10, 11, 12

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

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.

85142 ELD Tutorial - .5 credit

Grades: 9, 10, 11, 12

*Prerequisite: English is not the dominant language at home.
May be repeated for credit.*

The goal of this class is to provide tutorial support for students for 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.

01008 English Language and Literature A - .5 credit

Grades: 9, 10, 11, 12

01018 English Language and Literature B - .5 Credit

01028 English Language and Literature C - .5 Credit

*Prerequisite: English is not the dominant language at home.
May be repeated for credit.*

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.

INTERDISCIPLINARY

Grade 9	Grade 10	Grade 11	Grade 12
Excel 9 A/B Honors Excel 9 A/B Student Government (GSC) Peer to Peer Support (LINKS)	Excel 10 A/B Honors Excel 10 A/B Student Government (GSC) Natural Resources Peer to Peer Support (LINKS)	Excel 11 A/B/C Honors Excel 11 A/B/C Student Government (GSC) OTC-SE Natural Resources Advanced Natural Resources Peer to Peer Support (LINKS)	Excel 12 A/B Honors Excel 12 A/B Student Government (GSC) Natural Resources OTC-SE Advanced Natural Resources Peer to Peer Support (LINKS)

EXCEL - A PROGRAM IN SOCIAL STUDIES, ENGLISH AND ECONOMICS FOR FRESHMEN, SOPHOMORES AND JUNIORS

Excel is an interdisciplinary program that combines English and Social Studies classes for 9th, 10th, 11th and 12th grade students in a team-taught cross-curricular approach to teaching and learning. Students will have the opportunity to take a 4th year of Excel beginning in the 2023 school year *pending board approval*. Completing all 4 years of Excel will fulfill all of the Social Studies and ELA requirements. The classes are usually taught by two or more teachers who are Highly Qualified in Social Studies and/or English and who work cooperatively to provide a multifaceted, integrated learning environment.

Students meet in a block period, sometimes with all the teachers in large group for lectures, activities, and simulations and at other times with one teacher in small group seminars for discussion, writing instruction, presentations, and projects. Students rotate seminar teachers after each report card. Besides large group and smaller seminars, students also choose two elective courses of a special area of study, which meet periodically throughout the year.

Students who gain the most from the Excel program are individuals who learn better by studying Social Studies and English in combination and in context. Students should enjoy learning through reading, writing, group work, activities, simulations, and projects. Non-traditional instruction is a strong component of the Excel program. Students should welcome learning from a number of guest speakers from around the community as well field trips to museums, art galleries, theatres, refugee houses, and environmental centers as a way to enhance their understanding.

Excel teachers meet on a regular basis to coordinate the curriculums of each department as well as integrate the State benchmarks and assessments into their lessons. Students learn not only the required content of World History (9th grade), US History (10th grade) and Global Issues (11th grade), but also examine the relevant fiction and non-fiction literature of the time period or country.

Excel: Credits*

- I. Participating Disciplines: Social Studies and English.
- II. Credits: 8.0 credits acquired over three years
 - Four credits in English, including English 9, English 10, English 11, English 12 are graduation requirements.
 - Four credits in Social Studies, including World History, U.S. History, Economics, Government and the Global Studies graduation requirements.
 - An honors credit option is available. Students may elect a general program or an honors program of study for English and Social Studies credit.

86290 Excel 9 A:
World History A – .5 Credit English 9A – .5 Credit
86292 Excel 9 B:
World History B – .5 Credit English 9B – .5 Credit

Grade: 9

This 9th grade Excel course in world humanities focuses on the social, political, economic and religious elements of world history, as well as the arts and literature of each region and era. Excel 9 integrates social studies and English, while fostering creativity, adaptability, critical reasoning, and collaboration. The interdisciplinary approach will allow students to develop a broader perspective of the inter-connected nature of our world. This course is available for honors credit.

To meet 9th grade English standards, Excel 9 will provide students with the opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills in the context of exploring world history. A variety of literature and informational texts are used to build reading, discussion, analysis, and writing skills. Students will write in multiple writing genres including: narrative, argumentative, research, impromptu, and journal writing.

To meet 9th grade Social Studies standards, Excel 9 will explore early civilizations and the origins of the world's great belief systems, all the way through the twentieth century, examining how communities coped with stress and change, and how power struggles impacted societies. Students will develop their ability to read and critique texts, using primary source documents and a wealth of contemporary materials. Students will be challenged to think critically and communicate their learning through a variety of assessment tasks.

86295 Honors Excel 9 A:
Honors World History A – .5 Credit English 9A – .5 Credit
86299 Excel 9 B:
Honors World History B – .5 Credit English 9B – .5 Credit

Grade 9

Course description is the same as the Excel description listed above. An honors student will complete additional homework, in-class work, project expectations, writing requirement, and test questions that ask the student to demonstrate cognitive understand and skill development at a deeper level than academic students. Additional, standards and expectations on essays and assignments exceed those of academic level. Furthermore, an honors student will read an additional novel or non-fiction book each trimester and compose an essay that connects this reading to Excel topics and themes. Students may select honors for either or both trimesters. Students must earn a B- final grade to continue honors for the subsequent trimester

86300 Excel 10 A U.S. STUDIES:
U. S. History – .5 Credit American Literature – .5 Credit
86310 Excel 10 B U.S. STUDIES:
U. S. History – .5 Credit American Literature – .5 Credit

Grade: 10

From the era of Reconstruction, Westward expansion and industrialization of the twenty-first century, students will be engaged by those persisting questions which directed American's historical, literary and cultural development. Key areas of study include Post Civil War Reconstruction, Westward expansion, American Imperialism, World War 1, the Progressive Era and women's rights, cultural trends, social phenomena and geographical connections. Students will take an active part in their education by participating in mock trials, recreating Senate debates, conducting oral histories, analyzing artifacts, refashioning constitutional amendments and government policies. Students will react to the literature and social science materials of the American scene by recording their responses in a variety of modes including journal entries, editorials, formal essays, term papers, position papers, critical reviews and literary analyses.

Honors Excel 10th Grade American Studies
US History A/B - 1 Credit
English A/B - 1 Credit

Grade: 10

From the era of Westward Expansion and industrialization of the twenty-first century, students will be engaged by those persisting questions which directed American's historical, literary and cultural development. Key areas of study include westward expansion, immigration, the World Wars, civil rights, American foreign policy, cultural trends, social phenomena and geographical connections. Students will take an active part in their education by participating in mock campaigns, recreating Senate debates, conducting oral histories, analyzing artifacts, refashioning constitutional amendments and government policies. Students will react to the literature and social science materials of the American scene by recording their responses in a variety of expository modes including journal entries, legal briefs, editorials, formal essays, term papers, position papers, letters to congressional representatives, critical reviews and literary analyses.

Course description is the same as the Excel description listed above. An honors student will complete additional homework, in-class work, project expectations, writing requirement, and test questions that ask the student to demonstrate cognitive understand and skill development at a deeper level than academic students. Additional, standards and expectations on essays and assignments exceed those of academic level. Furthermore, an honors student will read an additional novel or non-fiction book each trimester and compose an essay that connects this reading to Excel topics and themes. Students may select honors for either or both trimesters. Students must earn a B- final grade to continue honors for the subsequent trimester

86320 Excel 11 A LITERATURE AND STUDIES:

Grade: 11

Global Issues/Social Studies - .5 Credit

86330 Excel 11 B GLOBAL ECONOMICS:

Economics Issues/Social Studies - .5 Credit

This segment of the Excel program reflects upon the global interdependence of our contemporary world. Universal concerns about just war, nuclear weapons, human rights, the environment, and the news media will be addressed in readings gathered from historians, novelists, poets, playwrights and philosophers from different regions of the world. Geographical issues will also be examined. Through an interdisciplinary approach which integrates social science information with literature and composition, students will examine the problems, challenges and solutions which affect the world's inhabitants and write extensively, with an emphasis on argumentative and expository writing, on a variety of international topics.

The Economics segment of the Excel program focuses on the study of key economic concepts in analyzing domestic and international economic policies. Readings from a variety of sources and different perspectives will be used to compare economic systems, explore labor/management relations, analyze taxes and government spending policies, and investigate the role of financial markets. An interactive approach to learning using activities and simulations is emphasized. Units of study include the market economy (microeconomics), the national economy (macroeconomics), government policy, and international economics.

All through the course, but specifically in the World Literature and Composition components of Excel, writing instruction is heavily emphasized. All end unit assessments are written essay exams, modeling college level writing preparation. Students receive essay prompts, which address several weeks of study and have time at home to organize a detailed outline, a specific number of quotations and examples from all the readings, films, projects, and activities to prepare for in-class impromptu essay. Considerable instruction in teaching students how to integrate a variety of sources and ideas into a single coherent expository or argumentative response is the objective of these essay assessments. The Global Excel class also focuses on the rewriting process; students are encouraged to rewrite three essays per trimester for a better grade. In each Excel class, specific writing lessons are tailored to improved student weaknesses and enhance language skills.

86340 Excel 12A 0.5 Credit

Grade: 12

86350 Excel 12B 0.5 Credit

Contemporary American Studies

The United States of America is an experiment of how a collection of people from a variety of identities and cultures can build safe, healthy, successful, and sustainable communities. However, this experiment is complicated by the inequality and division of our country's past and present.

The first trimester of this course seeks to investigate and understand what – if any – economic and cultural qualities are necessary for all U.S. communities to be successful. In this manner, this class will critically analyze the common challenges that all U.S. communities face in a lack of funding, trust, compromise, and equity. Through a variety of interactive projects, activities, and discussions and the lessons gleaned from both nonfiction and literature, students will assess the complex relationships and factors – given our complicated past – that must be tackled in order to ensure a united future.

The second trimester of this course moves the focus from what makes a successful community to what makes a successful individual within a community. This course will seek to prepare students for both the personal and practical problem-solving that we all must do in the process of becoming productive citizens. Through the analysis of autobiographies and contemporary fiction, students will first assess the factors of mental health, identity, and personal finance. To prepare for the transition of high school to the real-world, each student will apply what they've learned in completing a capstone project where they will develop a realistic plan for their career, performing mock interviews and case analysis. With permission, students may take the second trimester of Excel 12 as a blended course.

Excel 12 will fulfill the credit requirements for English 12A & 12B, Psychology, and Government. Students will have the option to take the class for honors credit. Excel 12 will run *pending board approval*.

86202 Natural Resources - .5 Credit

Grades: 10, 11, 12

Prerequisites: None

“Natural Resources” refers to the development of a student’s own natural skills and talents that are found within themselves. Often mistaken for a science or ecology class, this course is neither. Students are challenged to participate with peers in problem-solving activities, discussions, adventure initiatives and trust activities. Areas that are emphasized are personal goal setting, reflection, responsible decision-making, effective relationships and connecting the activities to life outside the class. A required journal allows students to explore connections, make observations and reflect personal and group growth throughout the term. In this somewhat non-traditional class, active use of indoor and outdoor facilities are used often.

86232 Natural Resources Advanced - .5 Credit

Grades: 11, 12

Prerequisites: 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; 2) Competency with belay skills for the High Ropes Course will be taught. Proficiency will allow students to belay and support each other. Group awareness, trust, cooperation and self-exploration will be emphasized. Take a challenge, have some fun, and serve others – these are the goals of this class.

87206-87216-87217 OTC-SE (A.M.) 1 Credit per term

Grades: 11, 12

87226-87236-87237 OTC-SE (P.M.) 1 Credit per term

The Oakland Technical Center - southeast campus (OTC-SE) offers students from local districts opportunities to: explore career areas; prepare for college and advanced training; or acquire skills used to go directly into the job market. A variety of programs are offered to juniors, seniors and adults. A student may elect to attend OTC-SE for one or two years. The second year of the program is designed to provide advanced work, specialization and a certificate of completion. (*See OTC-SE Program description.* Typically, Groves students attend in the morning and enroll in 3 classes at Groves in the afternoon.

85122 Student Government - .5 Credit

Grades: 9, 10, 11, 12

This course may be repeated for credit

This class is designed for all elected student government officers and class representatives. They will have the responsibility of planning, organizing and implementing a variety of school and community activities for the school year. In the process students will learn about and demonstrate effective leadership skills as they serve as positive role models for Groves. Students will be graded on how well they participate and fulfill clearly defined expectations of individual leadership and work. Enrollment is open only to those elected to office or appointed by the advisors. All students are expected to schedule this class for first term. Once elected, students need to discuss their specific schedule with the advisors. Please contact Kara Mason at KMason@birmingham.k12.mi.us if you are interested in this class.

85130 Leadership - .5 Credit

Grades: 9, 10

This class will focus on having students develop their own personal leadership style. Interpersonal skills and development of cooperative skills are the focal point of this class. Students will work on goal setting, giving and receiving feedback while promoting a realistic attitude toward the members of the group, and develop habits needed for effective problem solving. This class is an activate class with beginning high and low ropes initiatives as well as a service sequence at local elementary schools.

68342 Peer to Peer Support (LINKS) - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None

Fulfills the graduation requirement for personal and career development

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.

LIFE SKILLS DEPARTMENT

As Life Management Educators we strongly believe that our curriculum provides our students with the knowledge and skills necessary for living effectively and responsibly in our complex world. Students will be able to assess the impact of wellness, their role as a consumer, the use of changing technologies and the importance of balancing work and family in their daily life. Departmental courses allow students the opportunity to develop critical thinking, problem solving and academic skills by participating in authentic experiences. Life Management prepares students to successfully transition into adulthood.

Life Skills Program	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Foods and Nutrition	Foods and Nutrition	Foods and Nutrition Multicultural Foods	Foods and Nutrition Multicultural Foods	Foods and Nutrition Multicultural Foods
Personal Development & Life Skills	Career Focus	Career Focus	Career Focus	Career Focus
	Individual Daily Living	Individual Daily Living	Individual Daily Living	Individual Daily Living
		Child Development & Parenting A	Child Development & Parenting A	Child Development & Parenting A
		Child Development & Parenting B	Child Development & Parenting B	Child Development & Parenting B
		Life Skills: High School & Beyond	Life Skills:High School & Beyond	Life Skills:High School & Beyond
		Today's Health	Today's Health Human Sexuality	

68232 Individual Daily Living - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None

This course is designed for students with special needs in grades 9-12. It gives students the opportunity to develop attitudes, skills and work habits essential for success in life. Topics of study will be tailored to individual and class needs and interests. Lessons will be taught in the areas of food and kitchen safety, food preparation, personal and community management and career development. The focus of the course will be helping students with special needs function independently.

72232 Career Focus - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None Course is taught at Groves.

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.

68322 Child Development and Parenting A - .5 Credit

Grades: 10, 11, 12

Prerequisites: None

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.

68322 Child Development and Parenting B - .5 Credit

Grades: 10, 11, 12

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

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. **This course is available pending final approval**

**68333 Life Skills: High School & Beyond - .5 Credit
(formerly called Contemporary Life Issues)**

Grades: 10, 11, 12

Prerequisites: None

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.

68002 Foods and Nutrition - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None

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 good nutrition, kitchen safety, sanitation and healthy life style choices. Course cannot be repeated.

68012 Multicultural Foods - .5 Credit

Grades: 10, 11, 12

Prerequisites: Foods and Nutrition

May repeat the course with department approval

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.

68022BL Human Sexuality - .5 Credit

Grade: 12

*Prerequisites: Today's Health**This class is blended. Taught at Seaholm.*

If you enjoyed Health class and would like to explore 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, explore individual values, sexual development, reproductive health, life long healthy interpersonal relationships, healthy decision making and gender studies

68112 Today's Health - .5 Credit

Grades: 11, 12

Prerequisites: None

Fulfills the graduation requirement for health education

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

MATHEMATICS DEPARTMENT

The Mathematics Department strives to provide opportunities for all students to achieve their full potential in mathematics. It is our goal that students will:

- reason mathematically,
- communicate mathematically,
- problem solve using mathematics,
- make connections within mathematics and between mathematics and other fields,
- value mathematics and use it to make sense of their environment,
- apply current technology to solve mathematical problems, and
- be prepared to continue their study of mathematics beyond high school.

The mathematics program consists of a number of possible course sequences. The sequences listed in this catalog are suggestions. Individual students may move from one sequence to another or change the order in which some classes are taken on the advice of their counselor and with the permission of the department head.

LEVEL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
HONORS	Honors Integrated Math 2	Honors Integrated Math 3	Honors Precalculus AP Statistics	AP Calculus BC AP Calculus AB AP Statistics
ACCELERATED	Integrated Math 2	Integrated Math 3	Precalculus AP Statistics	AP Calculus BC AP Calculus AB AP Statistics
COLLGE PREPRATORY	Integrated Math 1	Integrated Math 2	Integrated Math 3	Precalculus AP Statistics Math Analysis
ESSENTIAL	Pre-Algebra Practical Pre-Algebra	Integrated Math 1	Integrated Math 2	Integrated Math 3

31002 Pre-Algebra A - .5 Credit

Grades: 9

31012 Pre-Algebra B - .5 Credit

Prerequisites: 8th Grade Mathematics with 8th Grade Team recommendation

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 are presented including equations, inequalities, graphing, operations with fractions and percent, and problem solving using variables. Emphasis is placed on real world applications and making connections to other disciplines.

38002 Integrated Math 1 A - .5 Credit

Grades: 9, 10

38012 Integrated Math 1 B - .5 Credit

38013 Integrated Math 1 C - .5 Credit

Prerequisites: 8th grade teacher recommendation

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

38022 Integrated Math 2 A - .5 Credit

Grade: 9, 10

38032 Integrated Math 2 B - .5 Credit

Prerequisites: Integrated Math 1

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.

38062 Honors Integrated Math 2 A - .5 Credit

Grade: 9, 10

38072 Honors Integrated Math 2 B - .5 Credit*Prerequisites: Integrated Math 1 and teacher recommendation*

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

38042 Integrated Math 3 A - .5 Credit

Grade: 10, 11

38052 Integrated Math 3 B - .5 Credit*Prerequisites: Integrated Math 2 and teacher recommendation*

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.

38082 Honors Integrated Math 3 A - .5 Credit

Grade: 10, 11, 12

38092 Honors Integrated Math 3 B - .5Credit*Prerequisites: Honors Integrated Math 2 and teacher recommendation*

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.

33252 Math Analysis A - .5 Credit

Grade: 12

33262 Math Analysis B - .5 Credit*Prerequisites: Integrated Math 3*

Math Analysis is designed for students who have completed Integrated 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 relevant to many college level programs and careers. Students explore methods for interpreting categorical data, modeling change with functions, counting methods, binomial distributions and statistical inference, and mathematics of democratic decision-making. Students who have completed the Integrated Math 1, 2, 3 course sequence but are not pursuing Pre-Calculus course in preparation for Calculus may also benefit from this course.

34332 Operations Research A - .5 Credit

Grade: 12

34342 Operations Research B - .5 Credit*Prerequisites: Integrated Math 3*

Operations Research teaches students how to use advanced mathematics to make complicated decisions. Mathematical models are related to solve meaningful problems and interpretation of results will be thoroughly discussed. Extensive use of computers and graphing calculators will be made to find optimal solutions to these problems. The first trimester will focus on deterministic (algebra-based) modeling while the second trimester will focus on probabilistic modeling.

This class is offered at Seaholm High School only.

33312 Precalculus A - .5 Credit

Grades: 11, 12

33322 Precalculus B - .5 Credit*Prerequisites: Integrated Math 3*

Precalculus is the study of functions, analytical trigonometry, advanced algebra and analytical geometry. Special attention is given to transcendental and trigonometric functions. Topics also include complex numbers, polar coordinates, probability, sequences, series, and parametric equations. The graphing calculator is used to develop an understanding of concepts and to aid in problem solving.

34212 Honors Precalculus A - .5 Credit

Grades: 10, 11

34222 Honors Precalculus B - .5 Credit*Prerequisites: Honors Integrated Math 3 with teacher recommendation*

Honors Precalculus is the study of functions, analytical trigonometry, advanced algebra and analytical geometry. Special attention is given to complex numbers, polar coordinates, vectors, mathematical induction probability, sequences, series and parametric equations. The graphing calculator is used to develop an understanding of concepts and to aid in problem solving. Students should have their own T184 calculator. The course moves more rapidly and studies topics in greater depth than regular Precalculus.

33042 AP Calculus AB A - .5 Credit

Grade: 12

33052 AP Calculus AB B - .5 Credit**33053 AP Calculus AB C - .5 Credit***Prerequisites: Precalculus with a grade of "B" or above.*

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, and students should have their own calculators. Problem solving is developed throughout the course, with practical applications from many disciplines included. The course progresses at a slower pace than Calculus BC. The third term will be devoted to preparing students to take the AB Calculus Advanced Placement examination. This course is not open to students with credit for Calculus BC.

34312 AP Calculus BC A - .5 Credit

Grade: 12

34322 AP Calculus BC B - .5 Credit**34323 AP Calculus BC C - .5 Credit***Prerequisites: Honors Precalculus*

Calculus BC is the study of differentiation and integration of algebraic, transcendental and hyperbolic functions. Topics will include limits, infinite sequences and series, as well as parametric, vector, and polar functions. Problems are explored from multiple viewpoints, including analytical, numerical and graphing. Problem solving is developed throughout the course, with practical applications from many disciplines included. The course prepares students to take the BC Calculus Advanced Placement examination.

35002 AP Statistics A - .5 Credit

Grades: 11, 12

35012 AP Statistics B - .5 Credit*Prerequisites: Integrated Math 3 with teacher recommendation*

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 and 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.

34400DE Calculus 3 A - .5 Credit

Grade: 12

34401DE Calculus 3 B - .5 Credit*Prerequisites: AP Calculus BC*

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 only at Groves High School.

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.

Frequently Asked Questions

How will I know what math course to choose?

If you are coming from Berkshire or BCS, your eighth-grade math teacher will make the recommendation for your math course. These placements have always been accurate. While at Groves 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 strengthening numeracy skills and building a strong foundation in algebraic reasoning prior to beginning the Integrated Math sequence.

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

The Accelerated Sequence 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 more rigorous and in-depth 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.

MUSIC DEPARTMENT

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
BAND	Marching Band A (1 st Term only)	Marching Band A (1 st Term only)	Marching Band A (1 st Term only)	Marching Band A (1 st Term only)
	Concert/Symphony Band B, C	Concert/Symphony Band B, C	Concert/Symphony Band B, C	Concert/Symphony Band B, C
ORCHESTRA	Concert Orchestra A, B, C	Concert Orchestra A, B, C Symphony Orchestra A, B, C	Concert Orchestra A, B, C Symphony Orchestra A, B, C	Concert Orchestra A, B, C Symphony Orchestra A, B, C
CHORAL	Choir A, B, C	Choir A, B, C	Choir A, B, C	Choir A, B, C
MUSIC	Class Piano Music Technology	Class Piano Music Technology	Class Piano Music Technology AP Music Theory	Class Piano Music Technology AP Music Theory

The Groves High School Music Department offers courses in vocal music, orchestra, band, music technology 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.

64242 Choir A - .5 Credit per term

Grades: 9, 10, 11, 12

64252 Choir B - .5 Credit per term

64253 Choir C - .5 Credit per term

Prerequisites: None

This exciting ensemble is designed for all students with a desire to sing and perform. Students will present concerts for the community, and compete at local, state, and national choral festivals which showcase their talents and abilities. A variety of challenging vocal styles are presented including classical, musicals, jazz, pop, and spirituals. Vocal techniques and learning to work as an ensemble will be stressed. If a student is interested in auditioning for the Groves musical, it is highly encouraged that they participate in Choir to gain the daily skills needed to perform successfully. Solos and small ensemble participation is encouraged, and members are required to attend all performances. **The Choir performs throughout the school year. Students are expected to take at least 2 trimesters, but may enroll in a single trimester (Choir A) if scheduling require.**

64072 Class Piano - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None

This course is open to any student at beginner, intermediate, or advanced playing level. Students will progress at their own level and ability. Reading printed music notation is stressed. Electronic keyboards with headsets are used to practice independently while students are monitored by the instructor. Basic music theory skills are included. This course may be repeated for credit.

62502 Marching Band A - .5 Credit

Grades: 9, 10, 11,

12

Prerequisites: Enrolled in Band/Marching Band during previous years

Drumline is by audition only (see band director for details) Offered 1st term only

Part of 3-trimester sequence

The Groves Marching Band is made up of Freshman, Sophomores, Juniors, and Seniors. Students within the marching band learn marching and musical techniques. The Groves Marching Band meets within the school and has Monday Night Rehearsals outside of the school day. All students are required to performances and Monday Night Rehearsals. **Students must also be enrolled in Concert/Symphony B and Concert/Symphony C unless given written permission by the band director.**

63012 Concert Band B – .5 Credits

Grades: 9, 10, 11, 12

63013 Concert Band C – .5 Credits

Part of 3-trimester sequence

Prerequisites: Enrolled in Band during previous years

The Groves Concert Band is made up of Freshman, Sophomores, Juniors, and Seniors. Students within the Concert learn and develop the fundamentals of concert band literature. All performances are required and **students must be enrolled in all three trimesters of band unless given written permission by the instructor.**

63212 Symphony Band B - .5 Credits

Grades: 10, 11,12

63213 Symphony Band B - .5 Credits*Part of 3-trimester sequence**Prerequisites: At least one year in Concert Band. Students must also complete AND pass audition. See band director for details*

The Groves Symphony Band is made up of Sophomores, Juniors, and Seniors. Students within the Symphony Band focus on playing an advance level of band literature. All performances are required as well as some evening rehearsals determined by the band director. **Students must be enrolled in all three trimesters of band unless given written permission by the instructor.**

63222 Concert Orchestra A - .5 Credits

Grades: 9, 10, 11, 12

63232 Concert Orchestra B - .5 Credits**63233 Concert Orchestra C - .5 Credits***Prerequisites: 3 - 8 years of training/8th grade orchestra.*

The **Concert Orchestra** will include all incoming freshman, and some sophomores, juniors and seniors. All sophomores, juniors and seniors will play a brief audition in the spring to establish their placement in the proper ensemble. The students will play the finest high school literature as they perform at festivals, in concerts and take musically enriching trips around the nation. Solo and Ensemble 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 perform in the **Full Orchestra, Groves Chamber Ensemble, Electronic String Ensemble**, as well as audition for the **Pit Orchestra** for the musical. *This course is sequential and it is expected that students take 3 terms. If a conflict occurs, the counselor and director will evaluate exceptions.*

63242 Symphony Orchestra A - .5 Credits

Grades: 10, 11, 12

63252 Symphony Orchestra B - .5 Credits**63273 Symphony Orchestra C - .5 Credits***Prerequisites: 4 - 9 years of training/9th grade orchestra.*

The **Symphony Orchestra** is the most musically advanced orchestra at Groves. All sophomores, juniors and seniors will play a brief audition in the spring to establish their place in the proper ensemble. The students will play professional, college and high school literature when they perform at festivals, in concerts and as they take musically enriching trips around the nation. Solo and Ensemble performance is highly encouraged. Instruction includes advanced string techniques to improve musical performance skills. Students enrolled in the orchestra program might also have the opportunity to perform in the **Full Orchestra, Groves Chamber Ensemble, Electronic String Ensemble**, as well as audition for the **Pit Orchestra** for the musical. *This course is sequential and it is expected that students take all 3 terms. If a conflict occurs, the counselor or director will evaluate exceptions.*

64032 Music Technology - .5 Credit

Grades: 9, 10, 11, 12

*No Prerequisites, although basic skills in music theory and keyboard playing are helpful.**May not be repeated*

Learn to use computer software and hardware to generate ideas for your own music! Compose, record, create, modify, mash-up, notate, and transform music in digital audio, midi, .wav and .mp3 formats. Music theory concepts, connections to cultural studies, and application to real-world careers are integrated into the curriculum with technology and creative experiences as the unifying thread.

64042 AP Music Theory A - .5 Credit

Grades: 11, 12

64052 AP Music Theory B - .5 Credit*May not be repeated**Prerequisites: Two years of either participation in musical group or private instrumental/vocal study and permission of instructor.*

This two trimester course for the motivated student musician culminates in taking the Advanced Placement examination in Music Theory for possible college credit. This course is especially useful for students thinking about becoming music majors in college, as well as those students involved in their own bands. 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. Students will learn how to compose their own music, while studying music artists and styles from the past.

PHYSICAL EDUCATION DEPARTMENT

Physical Education is that group of experiences which promote total fitness and encourage lifelong physical activity, wellbeing and fitness for living. It develops the individual’s physical skill, provides mental stimulation and satisfaction, promotes emotional adjustment, develops thinking skills to make healthy decisions and contributions to the development of positive attitudes, democratic ideas and practices. The purposes are synonymous with those of the total educational program and include the development of the “total” individual.

It is our goal that Groves’ students will:

- Demonstrate competence in selected fundamental motor skills.
- Demonstrate the ability to assess, achieve and maintain health-related levels of physical fitness.
- Demonstrate the ability to apply cognitive concepts in making wise lifestyle choices.
- Demonstrate the ability to design a personal activity program that will result in achieving and maintaining health-related standards of fitness.
- Exhibit appropriate personal-social-attitudinal character traits while participating in physical activity
- Utilize and interact with community resources to maintain and promote fitness.
- Develop an appreciation for health-related fitness and a desire to continue to participate in lifelong physical activities.

PROGRAM SEQUENCE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
REGULAR	Personal Fitness Aerobics Basketball Net Sports Team Sports Total Fitness Scuba Diving (Seaholm)	Personal Fitness Aerobics Basketball Lifeguard Training Net Sports Team Sports Total Fitness Scuba Diving (Seaholm)	Personal Fitness Aerobics Basketball Lifeguard Training Lifetime Sports Net Sports Team Sports Total Fitness Scuba Diving (Seaholm)	Personal Fitness Aerobics Basketball Lifeguard Training Lifetime Sports Net Sports Team Sports Total Fitness Scuba Diving (Seaholm)
SPORTS	Football Tech 3 rd Term Soccer Swimming Volleyball	Football Tech 3 rd Term Soccer Swimming Volleyball	Football Tech 3 rd Term Soccer Swimming Volleyball	Football Tech 3 rd Term Soccer Swimming Volleyball
MODIFIED	Adjusted P.E.	Adjusted P.E.	Adjusted P.E.	Adjusted P.E.

90002 Personal Fitness - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites:

None

Personal Fitness is the physical education foundations course which focuses on those concepts and experiences designed to help students establish a habit of lifelong physical activity and a healthy lifestyle. Through health and fitness self-assessments, students learn how to design their own personal fitness programs. Personal safety and a cardiopulmonary resuscitation certification unit are integral components of this program. Daily classroom experiences emphasize positive decision-making related to reducing cardiovascular risk factors. Students are required to work with a portfolio that includes written material and worksheets. Heart rate monitors are used to help students understand the physiological effects of exercising. Activity units include cardiovascular fitness, muscular strength and endurance, flexibility and swimming. All students must successfully complete this course to fulfill graduation requirements.

TERM ELECTIVES

90062 Aerobics - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Personal Fitness

This course is for students who wish to attain optimal fitness levels through fun and challenging experiences. Fitness activities may include, but are not limited to, power walking through the neighborhood and around the track, teacher led Step classes, circuit training, fitball workouts, kickboxing, field trips to community fitness centers and guest instructors. The class meets in the Fitness center which features a wood floor, mirrors, and offers a variety of free weights and resistance machines to choose from. This course involves the use of individual assessments, personalized goal setting and progressive self-improvement activities in the areas of personal conditioning. Students should expect daily activities and/or lessons pertaining to our philosophy of being A.B.L.E. We will explore topics dealing with **Attitude** (character development), **Body** (fitness components), **Life-Saver** (CPR), and **Energy** (Nutrition). This course may be repeated for credit.

91012 Basketball - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Personal Fitness

This course is for students wishing to pursue the comprehensive development of basketball fundamentals including strategies, techniques, execution of progressive developmental skills and competitive play. Students should expect daily activities and/or lessons pertaining to our philosophy of being A.B.L.E. We will explore topics dealing with **Attitude** (character development), **Body** (fitness components), **Life-Saver** (CPR), and **Energy** (Nutrition). This course may be repeated for credit.

91032 Football Tech - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Personal Fitness.

Offered 3rd term only

This advanced course is designed for students wishing to pursue a more rigorous study of football techniques and strategies. Students should expect daily activities and/or lessons pertaining to our philosophy of being A.B.L.E. We will explore topics dealing with **Attitude** (character development), **Body** (fitness components), **Life-Saver** (CPR), and **Energy** (Nutrition). Contemporary issues related to football will be explored. Contemporary issues related to football will be explored. This course may be repeated for credit.

91102 Lifeguard Training - .5 Credit

Grades: 10, 11, 12

Prerequisites: Personal Fitness, Advanced swimming ability

This course is a complete lifeguard training program in which the following American Red Cross certifications may be earned: Lifeguard Training (pool and beach), Professional Rescuer CPR, First Aid, Automatic External Defibrillation (AED) and Level Seven Swimming. This course is not only designed to develop the student's swimming skills and endurance, but will also provide the knowledge and skills necessary to save his/her own life or the life of another in the event of an emergency. Additional job related skills taught. A course fee will be charged to cover personal Red Cross materials.

90022 Lifetime Sports - .5 Credit

Grades: 11, 12

Prerequisites: Personal Fitness

Lifetime Sports offers instruction in lifelong activities with emphasis on off-campus community-based activities. The experiences in this course will focus on instruction and enjoyment of a variety of activities and stress the need for lifetime participation. The following activity units are taught depending on the availability of facilities: ice skating, bowling, kickboxing, archery, golf, group fitness and yoga. **A fee (at least \$275.00) payable at the beginning of the term is required to cover facility fees and transportation costs.** Students should expect daily activities and/or lessons pertaining to our philosophy of being A.B.L.E. We will explore topics dealing with **Attitude** (character development), **Body** (fitness components), **Life-Saver** (CPR), and **Energy** (Nutrition). This course may be repeated for credit.

90072 Net Sports - .5 Credit

Grades: 9, 10, 11,12

Prerequisites: Personal Fitness

Net/Racquet Sports activity units may include tennis, volleyball, badminton and pickleball. This course is designed to assist students in developing skills and game strategies to successfully play each of the sports with carryover value for lifelong participation. Students may participate in their class competitions at individual skill levels. Students should expect daily activities and/or lessons pertaining to our philosophy of being A.B.L.E. We will explore topics dealing with **Attitude** (character development), **Body** (fitness components), **Life-Saver** (CPR), and **Energy** (Nutrition). This course may be repeated for credit.

90032 Physical Education Adjusted - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: By placement only

Adapted physical education is a highly individualized program designed to meet the needs of students with special consideration and provide activities intended to enhance traditional therapy. Program objectives include: fitness improvement/maintenance, motor development, sports skill development, self-care skills and appropriate decision making strategies. This course may be repeated for credit.

91072 Scuba Diving - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Personal Fitness

Offered at Seaholm only

Upon 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 above average swimming skills. **A course fee will be charged for this class.**

92012 Soccer - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Personal Fitness

This **advanced course** is designed for students wishing to pursue a more rigorous study of soccer techniques and strategies. Students should expect daily activities and/or lessons pertaining to our philosophy of being A.B.L.E. We will explore topics dealing with **A**ttitude (character development), **B**ody (fitness components), **L**ife-Saver (CPR), and **E**nergy (Nutrition). This course may be repeated for credit.

99082 Swimming - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Personal Fitness

For anyone, from non-swimmers to competitive swimmers wishing to pursue a more intensive swim development program are encouraged to enroll in this course which emphasizes swimming biomechanics, fundamentals and individual technique development. Athletic training, weight training, sports nutrition, sports psychology, leadership development, sportsmanship and sports safety are integral components of this course. This course may be repeated for credit.

91052 Team Sports- .5 credit

Grades: 9, 10, 11, 12

Prerequisites: Personal Fitness

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 may include but are not limited to... touch football, team handball, basketball, floor hockey, soccer and ultimate frisbee. Emphasis will be placed on the development of fitness through participation in these vigorous activities. We will explore topics dealing with **A**ttitude (character development), **B**ody (fitness components), **L**ife-Saver (CPR), and **E**nergy (nutrition). This course may be repeated for credit.

91122 Total Fitness - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Personal Fitness

This course gives students an opportunity to actively engage in an accelerated twelve week program to promote total fitness. Students will participate in the use of personal health risk appraisals, nutritional analysis and fitness assessments to develop individual program prescriptions. Resistance machines, free weights, core exercises, aerobic conditioning including the use of cardio machines, and plyometric circuit workouts will be utilized to accommodate and individualize interest and developmental differences. Students should also expect to create and conduct workouts for the class. Students should expect daily activities and/or lessons pertaining to our philosophy of being A.B.L.E. We will explore topics dealing with **A**ttitude (character development), **B**ody (fitness components), **L**ife-Saver (CPR), and **E**nergy (Nutrition). This course may be repeated for credit.

91112 Volleyball - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: Personal Fitness

This **advanced course** is designed for students wishing to pursue a more rigorous study of volleyball techniques and strategies. Students should expect daily activities and/or lessons pertaining to our philosophy of being A.B.L.E. We will explore topics dealing with **A**ttitude (character development), **B**ody (fitness components), **L**ife-Saver (CPR), and **E**nergy (Nutrition). **“Net Sports” is the recommended course for beginning volleyball players.** This course may be repeated for credit.

SCIENCE DEPARTMENT

Science is a central facet of the educational process through which students gain the knowledge, concepts, skills and attitudes necessary to become scientifically and technologically literate citizens. All members of twenty-first century societies are greatly affected by the methods, theories, and products of science. The achievement of scientific literacy involves the nurturing and encouragement of curiosity, and of critical and innovative thinking. Students learn through the development of inquiry and process skills.

A science education is based on experiences gained through experimentation and the use and manipulation of materials. Applications of these skills should focus on enabling the learners to improve their ability in problem solving, to develop a greater understanding of scientific processes, to develop scientific attitudes and to formulate techniques appropriate to dealing with our changing environmental and societal demands.

Science influences every aspect of our lives. It is central to our welfare as individuals and to the welfare of our society. The aim of a science education is, therefore, to develop scientific literacy for all students.

A science education at Groves strives to:

- develop scientific and inquiry skills; provide scientific knowledge;
- integrate science, technology, engineering and mathematics practices (STEM);
- use the skills and knowledge of science as they apply to personal and social decisions;
- enhance the development of attitudes, values and appreciation of science; and
- study the interaction between science and society in the context of science related societal issues.

The Groves Science Department provides students with the opportunity to study life, physical, earth and applied sciences at a level consistent with their goals, interests and abilities.

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 AP 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 both A&B sections in order to fulfill the graduation requirement for this core disciplinary area

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. Honors-level courses are available in place of Core Biology A/B, Chemistry A/B, and Physics A/B, shown in the sequence below. Students should work with their science teachers and counselors to pick science courses that best fit their needs.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Liberal Arts Focus	<u>Core Chemistry and Core Physics</u>	<u>Core Biology A/B</u>	<u>Core Global Systems A and Science elective</u>	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 and Core Global Systems A</u>	Honors Anatomy & Physiology A/B AP Biology A/B/C
Earth/ Environmental Science Focus	<u>Core Chemistry and Core Physics or Core Biology A/B</u>	<u>Core Biology A/B Or Core Chemistry A/B</u>	<u>Core Global Systems A and Global Systems B or AP Environmental Science A/B/C</u>	AP Environmental Science A/B/C Astronomy
Interdisciplinary Science Focus	<u>Core Chemistry and Core Physics</u>	<u>Core Biology A/B and Core Global Systems A</u>	<u>Chemistry A/B</u>	AP Physics 1 A/B AP Chemistry A/B/C, AP Biology A/B/C, or AP Environmental Science A/B/C
Engineering Focus	<u>Chemistry A/B</u>	AP Chemistry A/B/C and <u>Core Global Systems A</u>	<u>Core Biology A/B and 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	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/C (Seaholm)	STEM Physics A/B (Seaholm) STEM Engineering C (Seaholm) STEM Research & Design 1 (Seaholm) STEM Research & Design 2 (Seaholm)	

*Denotes AP Course taught at Groves

Underlined courses satisfy the graduation requirement.

41102 Core Biology A - .5 Credit

Grades: 9, 10, 11

41112 Core Biology B - .5 Credit*Prerequisites: Biology A*

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

Credit in Biology is required for graduation.

41162 Honors Core Biology A - .5 Credit

Grades: 9, 10, 11

*Prerequisites: 8th grade science teacher recommendation if taken in 9th grade***41172 Honors Core Biology B - .5 Credit***Prerequisites: Honors Core Biology A*

Honors Core Biology is an accelerated two-trimester inquiry 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, 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.

45262 Core Chemistry - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None.

Students who have completed Chemistry are not eligible for Core Chemistry.

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.

44142 Core Physics - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None.

Students who have completed Physics or AP Physics 1 are not eligible for Core Physics.

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.

45062 Core Global Systems A - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None.

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.

45072 Global Systems B - .5 Credit

Grades: 9, 10, 11, 12

Prerequisites: None.

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 course.

42022 Chemistry A - .5 Credit

Grades: 9, 10, 11, 12

*Prerequisites: Integrated Math 1**8th grade teacher recommendation if taken in 9th grade.***42032 Chemistry B - .5 Credit***Prerequisites: Chemistry A*

Chemistry is a laboratory-oriented program for students bound for college or 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.

42122 Honors Chemistry A - .5 Credit

Grades: 10, 11, 12

*Prerequisites: Integrated Math 1, Integrated Math 2 must be taken concurrently or previously.***42132 Honors Chemistry B - .5 Credit***Prerequisites: Honors Chemistry A*

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, 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.

44022 Physics A - .5 Credit

Grades: 10, 11, 12

*Prerequisites: Integrated Math 1***44032 Physics B - .5 Credit***Prerequisites: Physics A*

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.

44002 AP Physics 1A - .5 Credit

Grades: 10, 11, 12

*Prerequisites: Integrated Math 2, Precalculus or Honors Precalculus must be taken previously or concurrently***44012 AP Physics 1B - .5 Credit***Prerequisites: AP Physics 1A*

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.

ELECTIVES

41042 AP Biology A - .5 Credit

Grades: 11, 12

*Prerequisites: Honors Core Biology A & B or Biology A & B with a grade of B or better and/or Honors Chemistry or Chemistry A & B with a grade of B or better***41052 AP Biology B - .5 Credit** *Prerequisites: AP Biology A***42053 AP Biology C - .5 Credit** *Prerequisites: AP Biology A & B*

The AP 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 be provided with the conceptual framework, factual 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, evolution, classification, ecology, and anatomy and physiology of organisms. Students will complete the 12 required AP biology laboratories, and will be prepared to take the AP Biology Examination in May, for which they may gain college credit or placement. The completion of a summer assignment is required for this course. This course will be three terms.

42042 AP Chemistry A - .5 Credit

Grades: 11, 12

*Prerequisites: Honors Chemistry A&B or, Chemistry & Integrated Math 2***42052 AP Chemistry B - .5 Credit** *Prerequisites: AP Chemistry A***42053 AP Chemistry C - .5 Credit** *Prerequisites: AP Chemistry A & B*

Advanced Placement Chemistry is a 3 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 of the concepts. 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 tests offered in May of each year.

45042 AP Environmental Science A - .5 Credit

Grades: 11, 12

Prerequisites: Honors Core Biology A&B or Core Biology A & B, Honors Chemistry or Chemistry A & B and/or Integrated Math 1

45052 AP Environmental Science B - .5 Credit *Prerequisites: AP Environmental Science A***45053 AP Environmental Science C - .5 Credit** *Prerequisites: AP Environmental Science A&B*

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.

44062 AP Physics Calculus-Based A - .5 Credit

Grades: 11, 12

Prerequisites: AP Physics 1A & 1B; Calculus must be taken previously or concurrently.

44072 AP Physics Calculus-Based B - .5 Credit

Prerequisites: AP Physics Calculus-Based A

44073 AP Physics Calculus-Based C - .5 Credit *Prerequisites: AP Physics Calculus-Based B*

Advanced Placement Physics Calculus-Based is a three-trimester college course that explores areas of physics not studied in depth in Honors Physics 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.

44082BL AP Physics 2 Algebra-Based A - .5 credit

Grades: 10, 11, 12

Prerequisites: AP Physics 1A & 1B OR Physics A & B; Precalculus must be taken previously or concurrently.

44092BL AP Physics 2 Algebra-Based B - .5 Credit

Prerequisites: AP Physics 2 Algebra-Based A

Advanced Placement Physics2: Algebra-Based is a two-trimester college level course that explores topics in classical mechanics, electricity and magnetism, thermodynamics, waves and optics, atomic and nuclear physics, and fluids. Students will investigate these topics in the laboratory as they design experiments, observe and measure real phenomena, analyze data, analyze errors, and communicate results. An emphasis is placed on using algebra and trigonometry to solve problems. Students who are interested in life science, business, law or not sure of their college major should consider taking this course as it offers a broad range of topics. Successful completion of this course may enable students to earn credit through the Advanced Placement Test offered in the spring.

45002 Anatomy and Physiology A - .5 Credit

Grades: 11, 12

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

45012 Anatomy and Physiology B - .5 Credit

Prerequisites: Anatomy and Physiology A

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

40622 STEM Physics A

Grades: 10, 11, 12

40632 STEM Physics B**40633 STEM Engineering C**

(1 credit physics, ½ unit of credit engineering elective, 3 trimesters)

Prerequisites: Core Biology, Chemistry; Physics and Pre-calculus must be taken previously or concurrently.

STEM Physics is a college preparatory course which offers enhanced opportunities in science, technology, engineering, and mathematics within the study of physics. This collaborative course between the Science and Engineering Technology Departments offers students an opportunity to learn via demonstrations, hands-on activities, and design projects. Topics include mechanics, electricity, magnetism, optics, projectiles, the engineering design process, and robotics. This class is a good foundation for life in an increasingly technical world. Students will also have the opportunity to participate in FIRST Robotics.

40042BL –STEMx Research and Design - .5 Credit

Grades: 11, 12

Prerequisites: Core Biology, Chemistry; Physics and Pre-calculus must be taken previously or concurrently.

STEMx Research and Design course provides opportunities for students to develop a STEM related project while embedding authentic data internships 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.

Students must agree to District Policy for off campus exploration. Students must complete the STEMx R&D application.

40062 Astronomy - .5 Credit

Grades: 11, 12

Prerequisites: None

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.

44052 Forensic Science - .5 Credit

Grades: 11, 12

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

Forensic science is a one trimester laboratory based investigative class which will cover a wide range of 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 spatter, DNA fingerprinting, hair and fiber analysis, document analysis, toxicology, the history of forensic science, and careers in forensic science.

SOCIAL STUDIES DEPARTMENT

OUR PHILOSOPHY

The Groves High School Social Studies Department is dedicated to the preparation of our students as reasoned and active participants in our democratic society. Our catalog of courses is designed to promote critical thinking skills, civil discourse, improved oral and written expression, and the technical skills of gathering and analyzing of data. There are principles and components that our students will confront, including:

- The essential knowledge base of human social development
- The understanding of rights and responsibilities
- The multicultural heritage of our American society

We are excited to share with all students the full range of our required and elective classes.

Our foundational focus includes a commitment to democratic values, active participation, challenging injustice, and respecting the rule of law. We are motivated to work with our students as they complete course work in the fields of Economics, History, Political Science, Psychology, Geography, Philosophy, Sociology, and The Law. Understanding the complexity of human society, and our individual responsibility within our greater world, is the goal of our students and teachers.

OUR PROGRAM:

Study in the Social Studies Disciplines is essential to individual’s growth in a democratic society. We have included the table below of the Requirements (State Law, and Birmingham Board of Education) as well as the Electives that can be used for completion of the Social Studies Require Program of Study. The courses provide many opportunities in a wide range of skill and development levels.

Graduation Requirement	Course Options
1.0 credit World History	World History A and World History B Excel 9A and 9B Excel 9A Honors and Excel 9B Honors
1.0 credit U.S. History	U.S. History A and U.S. History B AP U.S. History A, AP U.S. History B, and AP U.S. History C (would provide 1.5 credits) Excel 10A and Excel 10B Excel 10A Honors and excel 10B Honors
0.5 credit Economics	Macroeconomics Microeconomics AP Economics A (Microeconomics) AP Economics B (Macroeconomics) Excel 11A and Excel 11B Excel 11A Honors and Excel 11B Honors
0.5 credit Government	U.S. Government AP U.S. Government and Politics A and AP U.S. Government and Politics B (must complete both to fulfill graduation requirement) Excel 12A and Excel 12B
0.5 credit elective	AP European History A, B, C AP PsychologyA, B African American History Anthropology (Seaholm) Court Cases – Constitutional History and Law Critical Issues (Seaholm) Family History (Seaholm) Global Issues History of America’s Women Holocaust Honors Philosophy Law and You (Seaholm) Psychology Psychology and the Individual Topics in Psychology World Geography World War II(Seaholm)

9TH GRADE REQUIRED

20042 World History A - .5 Credit

Grades: 9

(10, 11, 12 may elect this course)

World History A students will explore the development of regional organizational systems while introducing the study of history and its elements. In the class, students will focus on the methods of organization of societies, development of cultures, and the growth and collapse of trade, religious, and governmental systems. These themes will be applied through the study of societies from early history to the Middle Ages, with units of focus on: Historical Thinking and Analysis, World Religions, Systems of Government, Trade and Exchange, and Movement.

20052 World History B - .5 Credit

Grades: 9

(10, 11, 12 may elect this course)

World History B students will investigate what happens when the systems developed in World History A collide and compete, and their impact on the modern world. Units of study will focus on: Development of a Global Age, Global Political and Economic Revolutions, 20th and 21st Century global conflict, and globalization.

86290 Excel 9 A: World History A – .5 Credit English 9A – .5 Credit

Grade: 9

86292 Excel 9 B: World History B – .5 Credit English 9B – .5 Credit

This Excel ninth grade college prep course encompasses the study of the social, political and economic elements of world history, as well as the arts and literature of the era. By using a thematic focus appropriate for the transitional year to high school that integrates social studies and English, Excel fosters creativity, adaptability, critical reasoning, and collaboration. The interdisciplinary approach will allow students to develop a greater perspective of the interconnected nature of our world.

To meet 9th grade English standards, Excel 9th grade provide students with the opportunities for study of literary forms, development of a reading habit, and improvement of language and composition skills in the context of exploring world history. A variety of literature and informational texts are used as vehicles for discussion. Students will write in multiple writing genres including: narrative, argumentative, research, impromptu, and journal writing. Emphasis is placed on reading, writing, research, and discussion skills.

To meet 9th grade Social Studies standards, Excel begins with an exploration of early civilizations and the origins of the world's great belief systems, and continues through the twentieth century, examining how communities cope with stress and change, and how power struggles impact societies. Students develop their ability to read and critique texts, using primary source documents, as well as drawing from a wealth of contemporary materials. Students will be challenged to think critically, and to be able to communicate their learning through a variety of assessment tasks.

This course is available for honors credit.

10TH GRADE REQUIRED

21102 U. S. History A - .5 Credit

Grades: 10

21112 U. S. History B - .5 Credit *Prerequisite: U.S. History A*

U.S. History A: In this course, students will study the history of the United States from Reconstruction through the Great Depression and New Deal (1865 – 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, World War I, and America's movement from isolationism to world leadership. Students will analyze the factors that led to the boom and bust of the 1920s and '30s and America's response to the struggling economy.

U.S. History B: 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 from 1939 through the present day. In addition to World War II; major topics covered include the Cold War, Civil Rights movements, our involvement in Korea and Vietnam, and the increasing role America assumes as a world superpower.

28002 AP U. S. History A (1492-1845) - .5 Credit
28012 AP U. S. History B (1845-1900) - .5 Credit
28022 AP U. S. History C (1900-present) - .5 credit

Grades: 10

Prerequisites: Grade of B or above in prior Social Studies courses or teacher recommendation.

These Advanced Placement courses are designed to provide an in-depth overview of United States History starting with colonial times through the modern era. They provide extensive historical content, the development of critical thinking skills and the assessment of selected primary and secondary sources. Since students taking the 3 courses will do substantial reading and essay writing, a genuine interest in history is important. It is also recommended that AP students take the honors level English course. All three terms will satisfy the American studies requirement for graduation. It will also begin the process of preparing students for the Advanced Placement exam. Students choosing to take the Advanced Placement exam are strongly recommended to take all three trimesters. The AP exam covers the full scope of American history from colonial to modern times. **There is a required summer assignment.*

86300 Excel 10 American Studies

Grades: 10

US History A/B - 1 Credit
English A/B – 1 Credit

From the era of Westward Expansion and industrialization of the twenty-first century, students will be engaged by those persisting questions which directed American's historical, literary and cultural development. Key areas of study include westward expansion, immigration, the World Wars, civil rights, American foreign policy, cultural trends, social phenomena and geographical connections. Students will take an active part in their education by participating in mock trials, recreating Senate debates, conducting oral histories, analyzing artifacts, refashioning constitutional amendments and government policies. Students will react to the literature and social science materials of the American scene by recording their responses in a variety of expository modes including journal entries, legal briefs, editorials, formal essays, term papers, position papers, letters to congressional representatives, critical reviews and literary analyses.

11TH AND 12TH GRADE REQUIRED

23020 Macroeconomics - .5 Credit

Grades: 11, 12

Macroeconomics is intended for juniors and seniors. Macroeconomics is designed as a one-trimester 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.

23021 Microeconomics - .5 Credit

Grades: 11, 12

Microeconomics is intended for juniors and seniors. Microeconomics is designed as a one-trimester 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 Product Markets, Factor Markets, Efficiency, Equity, and the Role of Government, and Personal Finance/Consumer Credit

23102 AP Economics A (Microeconomics) - .5 Credit

Grades: 11, 12

23112 AP Economics B (Macroeconomics) - .5 Credit

Prerequisites: Grade of "B" or better in prior Social Studies courses or teacher recommendation. Both terms of AP Economics are strongly recommended for those students who choose to take the Advanced Placement Microeconomics and Macroeconomics exams.

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. Enrollment in both terms is recommended, but students may choose to enroll in only one term.

Term 1: Basic Economic Concepts (Microeconomics), The Nature and Functions of Product Markets, Factor Markets, Efficiency, Equity, and the Role of Government.

Term 2: Basic Economic Concepts (Macroeconomics), Measurements of Economic Performance, National Income and Price Determination, Economic Growth, International Finance, Exchange Rates, and Balance of Payments

23002 U.S. Government - .5 Credit

Grades: 11, 12

The U.S. Government course provides students with an overview of constitutional foundations, the legislative, executive and judicial functions of the government, the rights and responsibilities of citizens, US foreign policy and the political system of the United States.

23082 AP U.S. Government and Politics A - .5 Credit

Grades: 11, 12

Prerequisites: Grades of B or above in prior Social Studies courses or teacher recommendation.

23092 AP U.S. Government and Politics B - .5 Credit

Prerequisites: AP U.S. Government A and grades of B or above in prior Social Studies courses or teacher recommendation.

(Students must complete both AP U.S. Government A and B to complete the US Government requirement.)

Advanced Placement U.S. Government and Politics is designed to give the student a broad understanding of the American governmental and political system. Students will study the following areas: Constitutional underpinnings of the United States Government, political beliefs and behaviors, political parties, interest groups, institutions of the national government, public policy making and civil rights and civil liberties. The course is designed to fulfill the U.S. Government requirement and to prepare students for the Advanced Placement Government and Politics examination given in the spring of each year.

Term 1: Introduction to U.S. Government, The Constitution, Federalism, Public Opinion, Political Participation, Political Parties, Campaigns and Elections.

Term 2: Interests Groups, Congress, The Presidency, The Bureaucracy, The Judiciary, Civil Liberties and Civil Rights.

86320 Excel 11 Global Studies

Grades: 11

Global Current Events/World Literature A – 1 Credit**Global Economics/Composition B – 1 Credit**

This Global Issues segment of the Excel program reflects upon the global interdependence of our contemporary world. Universal concerns about just war, nuclear weapons, human rights, the environment, and the ethics of technology, will be addressed in readings gathered from historians, novelists, poets, playwrights and philosophers from different regions of the world. Geographical issues will also be examined. Through an interdisciplinary approach which integrates social science information with literature and composition, students will examine the problems, challenges and solutions which affect the world's inhabitants and write extensively, with an emphasis, on argumentative and expository writing, on a variety of international topics.

The Economics segment of the Excel program focuses on the study of key economic concepts in analyzing domestic and international economic policies. Readings from a variety of sources and different perspectives will be used to compare economic systems, explore labor/management relations, analyze taxes and government spending policies, and investigate the role of financial markets. Units of study include the national economy (macroeconomics), government policy, environmental issues, and international economics.

In the 11th grade World Literature and Composition course, writing instruction is heavily emphasized. All end unit assessments are written essay exams, modeling college level writing preparation. Students receive essay prompts, which address five weeks of study and have some time at home to organize a detailed outline, a specific number of quotations and examples from all the readings, films, projects, and activities to prepare for in-class impromptu essay. Considerable instruction in teaching students how to integrate a variety of sources and ideas into a single coherent argumentative response is the objective of these essay assessments. The 11th grade Excel class also focuses on the rewriting process; students are encouraged to rewrite three essays per trimester for a better grade. Finally, in each Excel class, specific writing lessons are tailored to improved student weaknesses and enhance language skills. One seminar teacher is assignment to grade and follow the student's writing throughout the course.

In both courses, an interactive approach to learning will include debates, student presentations, Socratic seminars, authentic activities, field trips, guest speakers, and simulations.

86340 Excel 12A 0.5 Credit

Grade: 12

86350 Excel 12B 0.5 Credit

Contemporary American Studies

The United States of America is an experiment of how a collection of people from a variety of identities and cultures can build safe, healthy, successful, and sustainable communities. However, this experiment is complicated by the inequality and division of our country's past and present.

The first trimester of this course seeks to investigate and understand what – if any – economic and cultural qualities are necessary for all U.S. communities to be successful. In this manner, this class will critically analyze the common challenges that all U.S. communities face in a lack of funding, trust, compromise, and equity. Through a variety of interactive projects, activities, and discussions and the lessons gleaned from both nonfiction and literature, students will assess the complex relationships and factors – given our complicated past – that must be tackled in order to ensure a united future.

The second trimester of this course moves the focus from what makes a successful community to what makes a successful individual within a community. This course will seek to prepare students for both the personal and practical problem-solving that we all must do in the process of becoming productive citizens. Through the analysis of autobiographies and contemporary fiction, students will first assess the factors of mental health, identity, and personal finance. To prepare for the transition of high school to the real-world, each student will apply what they've learned in completing a capstone project where they will develop a realistic plan for their career, performing mock interviews and case analysis. With permission, students may take the second trimester of Excel 12 as a blended course.

Excel 12 will fulfill the credit requirements for English 12A & 12B, Psychology, and Government. Students will have the option to take the class for honors credit. *This course is available pending final approval.*

9th, 10th, 11th AND 12th GRADE ELECTIVES

28122BL AP European History A - .5 Credit

Grades: 11, 12

Prerequisites: Grades of B or above in prior Social Studies courses or teacher recommendation.

28132BL AP European History B - .5 Credit

Prerequisites: AP European History A

28133BL AP European History C - .5 Credit

Prerequisites: AP European History A

This course is a three trimester blended class in which students explore in-depth political, social, economic and artistic growth in Europe from 1450 to the end of the 29th century. Specific attention is given to time periods, individuals, ideas and events that shaped the character of the modern age.

Trimester 1: The Medieval World, The Renaissance and Reformation, The Rise of Nation-States, the Age of Exploration, the Scientific Revolution and Enlightenment.

Trimester 2: The French Revolution and the Rise of Napoleon, The Age of Revolution, and European Colonialism.

Trimester 3: World War One and Two, Post War Europe, The Cold War, Contemporary European Issues, and Test-taking skills.

21082 African American History - .5 Credit

Grades: 10, 11, 12

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."

24202 Fundamentals of Law - .5 Credit

Grades: 11, 12

Prerequisites: Consent of department chair and reading significantly below grade level.

This course is designed to teach the application of both civil and criminal law and specifically how it pertains to the lives of young people. This class is especially geared to the legal situations of teenagers. The class will give a basic understanding of the terms of law such as misdemeanors, felonies, prosecution, defense, juries, and how these terms are used in law. Students will have the opportunity to listen to attorneys, police officers and judges to gain an understanding of how these people work in the legal system. They will also have the opportunity to conduct a trial and either be part of the prosecution or defense team. Students will have the opportunity to write reaction papers describing their experiences and will have opportunities to debate concepts of law.

11392 Holocaust - .5 Credit

Grade: 11, 12

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."

22112 Honors Philosophy - .5 Credit

Grades: 10, 11, 12

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

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.

22282 Psychology - .5 Credit

Grades: 10, 11, 12

23032 Psychology and the Individual - .5 Credit

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

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.

24200 History of America's Women - .5 Credit

Grades: 11, 12

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.

23162BL Topics in Psychology - .5 Credit

Grades: 11, 12

Prerequisites: Psychology and the Individual, Psychology OR AP Psychology

Students will investigate various topics in psychology in an in-depth manner using films and documentaries, other forms or media, books, research journals and documents, as well as interviews with psychology professionals. 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.

22292 AP Psychology A - .5 Credit

Grades: 11, 12

*Prerequisites: Grades of B or better in prior Social Studies courses or teacher recommendation.***22302 AP Psychology B - .5 Credit***Prerequisites: AP Psychology A and grades of B or above in prior Social Studies courses or teacher recommendation.*

The purpose of the AP course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and 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 the AP Psychology course 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.

Term 1: History and Approaches, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Cognition, Social Psychology.

Term 2: Development, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, Research, Learning, Motivation and Emotion.

25100 World Geography - .5 Credit

Grades: 9, 10, 11, 12

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.

22242 Anthropology - .5Credit

Grades: 10, 11, 12

Prerequisites: None – This class is taught at Seaholm

Anthropology is the study of human development: physical, social, political and cultural. Anthropology answers the big questions of:

- What does it mean to be human?
- What is culture?
- How does culture affect human behavior?

We will look at both so-called primitive culture along with modern society. Students in this course will examine issues such as gender roles, Cultural adaptation, Cultural clashes and ethnocide, Alienation, Sexual and marriage variations, World religions, Life, Death, marriage and coming of age, globalization of culture.

22262BL Critical Issues - .5 Credit

Grades: 10, 11, 12

Prerequisites: None – This class is taught at Seaholm

Detroit v. The Suburbs. Detroit was once called “The City of Tomorrow”, with thriving neighborhoods, excellent schools and a solid middle class. What has caused the decline of Detroit? Why have the suburbs thrived, while Detroit struggles? What role did race play in the development of metro Detroit?

This is largely a research project based class, where teams of students will investigate and develop a compare/contrast of Detroit and to its suburbs. Students will have days where they leave the building to investigate, interview, and research. The city and suburbs will be your lab. Some of the issues that we will explore include; Crime and drug problems, White flight and urban depopulation, the impact of the 1967 riots, revival of Midtown and other Detroit pockets, the Detroit bankruptcy, the role of political corruption. **This is a blended class.**

22222 Family History - .5 Credit

Grades: 11, 12

Prerequisites: None – This class is taught at Seaholm

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.

22252BL – Law and You - .5 Credit

Grades 11, 12

Prerequisites: None – This class is taught at Seaholm

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.**

22232BL – World War II - .5 Credit

Grades 11, 12

Prerequisites: None – This class is taught at Seaholm

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.**

11TH AND 12TH GRADE ELECTIVES – GLOBAL STUDIES**24052 Global Issues - .5 Credit**

Grades: 11, 12

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.

11TH AND 12TH GRADE ELECTIVES – AMERICAN STUDIES**22192 Court Cases – Constitutional History and Law - .5 Credit**

Grades: 11, 12

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.

SPECIALIZED INSTRUCTION AND STUDENT SERVICES

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Learning Center	Learning Strategies A/B/C	Learning Strategies A/B/C	Learning Strategies A/B/C	Learning Strategies A/B/C
Content Specific Classes	Individualized Pre-Algebra A/B	Individualized Pre-Algebra A/B	Individualized Pre-Algebra A/B	Individualized Pre-Algebra A/B
	Individualized English A/B Lit & Comp A/B	Individualized English A/B Lit & Comp A/B	Individualized English A/B Lit & Comp A/B	Individualized English A/B Lit & Comp A/B
Career and Vocational Training		Community Based Vocational Instruction A/B/C	Community Based Vocational Instruction A/B/C	Community Based Vocational Instruction A/B/C
			Work Study A/B/C	Work Study A/B/C

The Specialized Instruction and Student Services provides a supportive environment in which students develop intellectual, academic, social, emotional and vocational life skills. The department strives to assist each student to successfully access the rich and varied learning opportunities provided by the curriculum offerings and extracurricular activities of Groves High School. The goal of the Specialized Instruction and Student Services is to support each student's efforts to become a self-aware, self-advocating and self-directed learner.

99122 Community Based Vocational Instruction A - .5 Credit

Grades: 10, 11, 12

99132 Community Based Vocational Instruction B - .5 Credit

99133 Community Based Vocational Instruction C - .5 Credit

The fundamental goal of the Community Based Vocational Instruction for Birmingham Public Schools is to assist students in their preparation for vocational employment. This course helps individuals to master the skills required for the world of work through integrating school-based education and job-based training. As our students plan for career development and work toward career goals, they need to address issues related to upgrading their skills, acquiring knowledge of job opportunities, gaining ability to network for information and assistance, and developing employability skills. Our students need to identify their own vocational interests, strengths, and limitations in order to determine their compatibility with specific job requirements and decide on a course of action. The Community Based Vocational Instruction program helps identify vocational preferences and aptitudes, uses community resources to observe and try out jobs, and helps students learn the skills they need to enter competitive or supported work when they leave school.

98002 Individualized English A - .5 Credit

Grades: 9, 10, 11, 12

98012 Individualized English B - .5 Credit

16122 Individualized Lit & Comp A

16123 Individualized Lit & Comp B

Individualized English is designed to meet the individual needs of students who are recommended for this class. Instruction includes explicit instruction for reading and written language skills. The course uses research based methodologies to improve reading and composition. Course objectives align with Birmingham Public Schools approved English curriculum materials and standards. Additional materials may be used to address individual needs. This course may be repeated for credit.

36122 Individualized Pre-Algebra A - .5 Credit

Grades 9, 10, 11, 12

36132 Individualized pre-Algebra B - .5 Credit

Individualized Math is designed to meet the individual needs of students recommended for this class. Basic computation skills are practiced in preparation for students' future participation in the Groves mathematics course sequence. Course objectives align with State standards. This course may be repeated for credit.

Learning Strategies A - .5 Credit
Learning Strategies B - .5 Credit
Learning Strategies C - .5 Credit

Grades: 9, 10, 11, 12

This course is designed to aid students in becoming independent learners. Individual student goals will be addressed and curriculum support will be offered. With these objectives in mind, a student may earn one half unit of credit toward high school graduation each term that he/she is in the course. This credit will be noted as pass or fail on the report card and transcript.

99102 Work Study A - .5 Credit
99112 Work Study B - .5 Credit
99113 Work Study C - .5 Credit

Grades: 11, 12

This course provides students the opportunity to obtain credit for paid or unpaid job experiences. The work-study coordinator, the employer, the student and the parents determine the hours the students work but a minimum number of hours will apply based on State guidelines. A student is limited to a total of 48 hours a week combining his or her daily classes and time on the job. Job criteria, specific objectives, evaluation schedule and expectations, as well as credit toward graduation, are established on an individual basis.

WORLD LANGUAGE DEPARTMENT COURSE SEQUENCE

ASL	French	Spanish
American Sign Language 1 A/B	French 1 A/B	Spanish 1 A/B
American Sign Language 2 A/B	French 2 A/B	Spanish 2 A/B
American Sign Language 3 A/B	French 3 A/B	Spanish 3 A/B
Chinese	French 4 A/B <i>or</i> Honors French 4 A/B	Spanish 4 A/B <i>or</i> Honors Spanish 4 A/B
Chinese 1 A/B	AP French A/B/C	AP Spanish A/B/C
Chinese 2 A/B	Honors French Perspectives A/B	Honors Hispanic Perspectives A/B
Chinese 3 A/B		
Chinese 4 A/B		
AP Chinese A/B/C		
Honors Chinese Perspectives A/B		

Program Level	Benefits	Course Selection
Graduation Requirement	Fulfills the High School Graduation Requirement	French 1 & 2 ASL 1 & 2 Spanish 1 & 2 Chinese 1 & 2
Honors	Expected by Selective Universities	French 3 & 4 Spanish 3 & 4 Chinese 3 & 4
Advanced Placement	Possible College Credit	AP French AP Spanish AP Chinese
Perspectives	Literature & Culture Immersion	Honors French Perspectives Honors Hispanic Perspectives Honors Chinese Perspectives

The mission of the World Language Department at Groves 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, speak and sign in the target language, while also gaining relevant cultural insight and experience. Our staff is committed to teaching the 5 Cs of Foreign Language Learning, as outlined by the National Standards in Foreign Language Education and the State of Michigan: Communication, Connections, Communities, Cultures, and Comparisons. We do this by engaging our students in a multitude of activities, where they are asked to interpret spoken and written language, conduct back and forth spoken and written discourse, and present original spoken and written projects. Students are instructed and evaluated according to the Proficiency and Performance Guidelines set by the American Council on the Teaching of Foreign Languages.

Birmingham Public Schools requires that students graduate with two credits of a world language. 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 the level 1 of the language of their choice. Students who have one year or more of a language prior to enrollment at Groves 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 highly selective universities expect three to four years.

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 Birmingham Public Schools 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 year typically enrolls in level two of the same language, while a student who comes with 2 years typically enrolls in level three of the same language.

Chinese classes are currently held at Seaholm High School

LEVEL ONE

(1/2 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 (at Seaholm High School)
56012 Chinese 1B (at Seaholm High School)
50002 French 1A
50012 French 1B
51002 Spanish 1A
51012 Spanish 1B

Prerequisites: None

Grades: 9, 10, 11, 12

LEVEL TWO

(1/2 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 (at Seaholm High School)
56032 Chinese 2B (at Seaholm High School)
50022 French 2A
50032 French 2B
51022 Spanish 2A
51032 Spanish 2B

Prerequisites: First year of the language and teacher recommendation

Grades: 9, 10, 11, 12

LEVEL THREE

(1/2 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. 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 (at Seaholm High School)
56052 Chinese 3B (at Seaholm High School)
50042 French 3A
50052 French 3B
51042 Spanish 3A
51052 Spanish 3B

Prerequisites: Second year of language and teacher recommendation

Grades: 9, 10, 11, 12

LEVEL FOUR

(1/2 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 the target language, are required. Literature selections, which represent the varied facets of the culture, are read. This class is not designed to lead to the AP course.

50062 French 4A
50072 French 4B
51062 Spanish 4A
51072 Spanish 4B

Prerequisites: Third year of language and teacher recommendation

Grades: 10, 11, 12

LEVEL FOUR HONORS

(1/2 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 (at Seaholm High School)
56072 Honors Chinese 4B (at Seaholm High School)
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: 10, 11, 12

AP LEVEL

(1/2 unit of credit, each) (Please note that Advanced-Placement courses are three trimesters in length.)

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 are encouraged to take the Advanced Placement Test, but it is not a requirement. Note: This course is three trimesters in length.

56082 AP Chinese Language and Culture A (at Seaholm High School)
56092 AP Chinese Language and Culture B (at Seaholm High School)
57002 AP Chinese Language and Culture C (at Seaholm High School)
50242 AP French Language and Culture A
50252 AP French Language and Culture B
52053 AP French Language and Culture C
51242 AP Spanish Language and Culture A
51252 AP Spanish Language and Culture B
51253 AP Spanish Language and Culture C

Prerequisites: Honors fourth year of language and teacher recommendation

Grades: 11, 12

PERSPECTIVES

(1/2 unit of credit each)

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 the target language. The course emphasizes speaking and writing with a focus on current events, culture, and historical development of the countries and communities in which the language is spoken. Through the use of film, literature, and art, students will develop conversational and presentational skills at the advanced level of fluency and accuracy.

56094 Honors Chinese Perspectives A (at Seaholm High School)

56095 Honors Chinese Perspectives B (at Seaholm High School)

50264 Honors French Perspectives A

50265 Honors French Perspectives B

51262 Honors Hispanic Perspectives A

51272 Honors Hispanic Perspectives B

Prerequisite: Fourth year of language and teacher recommendation

Grades: 11, 12

AMERICAN SIGN LANGUAGE

Level One

(1/2 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 gestural 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 provides a survey of 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: 9, 10, 11, 12

Level Two

(1/2 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, basic vocabulary and grammatical structures, and the development of visual receptive and gestural expressive skills. The course provides students with additional basic 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 Sign Language structure, history, and usage, as well as contributions of Deaf persons to American society.

57112 American Sign Language 2A

57113 American Sign Language 2B

Prerequisites: First year of the language and teacher recommendation

Grades: 10, 11, 12

Level Three (PILOT – This new course is pending board approval)

(1/2 unit of credit, each)

This class continues to develop basic American Sign Language (ASL) skills, focusing on communication in a cultural context and the steady enhancement of language proficiency. The class goes beyond fingerspelling and basic vocabulary, and continues to focus on grammatical structures, and the development of visual receptive and gestural 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 Sign Language structure, history, and usage, as well as contributions of Deaf persons to American society.

57212 American Sign Language 3A

57122 American Sign Language 3B

Prerequisites: First year of the language and teacher recommendation

Grades: 11, 12

OAKLAND TECHNICAL CAMPUS SOUTHEAST (OTC-SE)

The Oakland Technical Campus Southeast (OTC-SE) offers students from local districts opportunities to:

- explore career areas
- prepare for college and advanced training
- or acquire skills used to go directly into the job market.

A variety of programs are offered to juniors, seniors and adults. Students attending OTC-SE may earn 1.0 high school credit and a grade each term. A student may elect to attend OTC-SE for one or two years. The second year of the program is designed to provide advanced work, specialization and a certificate of completion.

Groves students who might be interested in attending OTC-SE next year are encouraged to take advantage of the informational sessions at OTC-SE. Watch for flyers advertising the dates, and sign up in the Career Center to visit.

OTC-SE is located at 5055 Delemere Avenue in Royal Oak (north of 14 Mile Road and east of Coolidge Road). Groves students may choose the bus service provided by Birmingham Public Schools or their own transportation. All Groves students who attend OTC-SE sign up for Session 1(a.m.) will have “A” lunch.

WWW.OSTCONLINE.COM

Your one stop to career and college readiness!!

Birmingham Public Schools Bylaws & Policies

5460 - GRADUATION REQUIREMENTS

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District mission as well as personal proficiency by the awarding of a diploma at graduation ceremonies.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the minimum requirements of graduation established by this Board and as provided by State law and the Michigan Merit Curriculum (MMC).

Credit may be earned by traditional and non-traditional course work including but not limited to:

- A. demonstrating mastery of subject area content expectations or guidelines for the credit;
- B. related course work in which content standards are embedded;
- C. advanced placement courses;
- D. international baccalaureate or other "early college" programs;
- E. Career Technical Education (CTE) course work;
- F. independent teacher-guided study;
- G. blended/virtual/online class;
- H. testing out; or
- I. dual enrollment.

The Superintendent or designee shall prepare operational procedures necessary to implement this policy.

M.C.L. 380.166, 380.1278a(4)(c), 380.1278b, 380.1279, 380.1282
20 U.S.C. 1400 et seq. (Individuals with Disabilities Act)
29 U.S.C. 794 (Section 504 of Title V of the Rehabilitation Act of 1973)
42 U.S.C. 12131 et seq.

Revised 1/09
Revised 3/3/15
Revised 11/17/15

GRADUATION REQUIREMENTS

In order for a student to qualify for a diploma in this District, s/he must have satisfactorily completed the following courses and earned at least 28 credits in grades nine through twelve including requirements listed below.

Begins 2014-15 School Year with 2015 Graduates

A. English Language Arts	4.5	Including 0.5 in Public Speaking, 0.5 in Composition and at least 2.5 in Writing, Literature, and/or Grammar.
B. Mathematics	4.0	Including a course sequence that meets Michigan Merit Curriculum requirements for Algebra I, Geometry, Algebra II*. A math-related course must be taken in the senior year.
C. Science	3.0	Including Michigan Merit Curriculum requirement for Biology, Chemistry, Physics and Earth Science
D. Social Studies	3.5	Including at least 0.5 in American Government, 1.0 in American Studies, 1.0 in World History and Geography, and 0.5 in Economics. These courses meet the Michigan Merit Curriculum (MMC) requirements.
E. World Languages	2.0	*
F. Physical Education	1.0	Including 0.5 in Personal Fitness.*
G. Health	0.5	
H. Additional Requirements	1.5	At least 0.5 in Fine Arts, 0.5 in Personal Career Development, plus an additional 0.5 in either of the two. These courses meet the MMC requirements for Visual Performing, Applied Arts.*
I. Computer Technology	0.5	Meets MMC Online Learning Experience requirement.
J. Open Electives	7.5	

Total **28 Credits**

* Additional course options are available per the Michigan Merit Curriculum and Personal Curriculum Legislation (June 2014).

Students shall successfully complete an on-line course or learning experience or shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

For students graduating in 2016 and thereafter (entering 3rd grade in 2006 and after), students shall complete two (2) credits of a language other than English in grades 9-12 or an equivalent learning experience in grades K-12 prior to graduation.

Graduation must be earned by passing all mandated subjects, a major sequence, and earning total units required for a diploma.

Students in special education shall receive a diploma or a certificate of completion if certified they have properly completed the requirements of their IEP. They shall participate in all graduation activities.

*A student under an Individual Education Plan (IEP) may receive a diploma if s/he meets the requirements of his/her IEP or Educational Development Plan (EDP) and receives the recommendation of the I.E.P.C.

A high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ or by demonstrating mastery of the subject matter as determined by the District assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement. Such credit will not be counted toward the required number of credits needed for graduation and will not be used to determine the student's GPA.

A student may be granted credit by earning a qualifying score, as determined by the Michigan Department of Education (MDE) on assessments developed or selected for the subject area by the MDE or the student earns a qualifying score, as determined by the District on one (1) or more assessments developed or selected by the District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

The student may not receive credit for a course in the same area but lower in the course sequence.

A high school student shall be granted credit in any foreign language not offered by the District, providing s/he meets the competency criteria established by the Superintendent.

Special education students who properly complete the program specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

The Michigan Merit Curriculum requires sixteen (16) credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work in humanities course sequences, career and technology courses, industrial technology or vocational education, or through a combination of these programs. In addition, students entering the 3rd grade in 2006 (class of 2016) will need to complete two (2) credits of a language other than English in grades 9-12; OR an equivalent learning experience in grades K-12 prior to graduation.

Course Work from which credits may be earned includes:

4 Credits - Mathematics; including algebra I, geometry, algebra II, including one (1) credit in senior year. At least four (4) credits in mathematics that are aligned with subject area content expectations developed by MDE including completion of at least algebra I, geometry, and algebra II, or an integrated sequence of this course content that consists of three (3) credits, and an additional mathematics credit, such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, or financial literacy (as developed or approved by the Michigan Department of Education as a model program).

A student may complete algebra II over two (2) years with a credit awarded for each of those years. Each student must successfully complete at least one (1) mathematics course during his/her final year of high school enrollment. This does not require completion of mathematics courses in any particular sequence.

4 Credits - (4.5 credits required by BPS) English Language Arts aligned with subject area content expectations developed by MDE.

3 Credits - Science, including biology; physics or chemistry; one (1) additional science credit. In addition to completion of at least biology and either chemistry, physics, anatomy, or agricultural science, or successfully completing a program or curriculum that provides the same content as the chemistry or physics benchmarks, a student may fulfill the requirement for the third science credit by completing a state-approved computer science program or curriculum or formal career and technical education program or curriculum. A fourth credit in science, such as forensics, astronomy, earth science, agricultural science, environmental science, geology, physics, chemistry, physiology, or microbiology is encouraged.

3 Credits (3.5 credits required by BPS) - Social Studies, including .5 credit in civics; .5 credit in economics; one (1) credit in U.S. history and geography; one (1) credit in world history and geography.

1 Credit (1.0 credits required by BPS) - Physical education/health, .5 credit physical education; .5 credit health. May substitute .5 credit extra-curricular or related physical activity.

1 Credit (1.5 credits required by BPS) - Visual, performing, applied art, State-approved CTE Program.

2 Credits - World Language, (other than English) course content grade appropriate K-12, approved formal CTE program/curriculum.

0.5 Credit - Computer Technology

7.5 Credits - In addition to the credits outlined above, credit hours in electives, or career and technology education programs must be completed and awarded.

Students shall successfully complete an on-line course or learning experience or shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

Educational Development Plan

Each student shall have the opportunity to develop an Educational Development Plan (EDP) during the 7th grade and is required to review his/her educational development plan during grade 8 and revise it as appropriate before s/he begins high school. An educational development plan shall be developed, reviewed, and revised by the student under the supervision of the student's school counselor or another designee qualified to act in a counseling role selected by the school Principal and shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist students to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a student's educational development plan, the student shall be advised that many of the curricular requirements may be fulfilled through career and technical education. The plan must be based on a career exploration program and high school readiness scores, to assist the student in identifying career development goals as they relate to academic requirements.

Personal Curriculum

The District shall not limit or discourage the number of students with a personal curriculum on any basis other than the best interests of each individual student.

A parent or legal guardian of a student in grades 9-12 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 course requirements of the Michigan Merit Standard. If the request for a personal curriculum is made by the student's parent or legal guardian or, if the student is at least age eighteen (18) or is an emancipated minor, by the student, the school District shall develop a personal curriculum for the student.

The District annually shall notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, The District will evaluate that request. The District shall provide this annual notice to parents and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and also shall post the notice on the school District's website.

During the process of developing and reviewing a student's educational development plan, the student shall be advised that many of the curricular requirements may be fulfilled through career and technical education.

All of the following apply to a personal curriculum:

- A. The personal curriculum shall be developed by a group that includes the student, at least one (1) of the student's parents or the student's legal guardian, and a teacher who is currently teaching the student, or student's high school counselor or another designee (selected by the high school) qualified to act in a counseling role. An in-person meeting of the group is not required.
- B. The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standard as is practicable for the student; shall establish measurable goals that the student must achieve while enrolled in high school; shall provide a method to evaluate whether the student has achieved these goals; and shall be aligned with the student's educational development plan.
- C. Before it takes effect, the personal curriculum must be agreed to by the student's parent or legal guardian and by the Superintendent of the District or his/her designee.
- D. The student's parent or legal guardian shall be in communication with each of the student's teachers to monitor the student's progress toward the goals contained in the student's personal curriculum.
- E. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
- F. The English language arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum.

- G. Except as otherwise provided, the mathematics credit requirements may be modified as part of a personal curriculum only after the student has successfully completed at least three and one-half (3.5) credits of mathematics credits required and only if the student successfully completes at least three and one-half (3.5) total credits of the mathematics.

A student on a personal curriculum is required to complete one (1) credit of mathematics during his/her final two (2) years of high school.

1. the student successfully completes the same content as one (1) semester of algebra II, as determined by the department; or
2. the student elects to complete the same content as algebra II over two (2) years, with a credit awarded for each of those two (2) years; or
3. the student enrolls in a formal career and technical education program or curriculum and in that program or curriculum successfully completes the same content as the algebra II, benchmarks assessed on MDE prescribed State high school assessments determined by the department; or
4. Effective July 1, 2011, the student successfully completes one (1) semester of statistics or functions and data analysis, or technical mathematics.

The above items establish conditions that must be in place to bring about modification of the personal curriculum. They do not reduce the requirement that a student must successfully complete four (4) credits of math including a full year of math during the senior year of high school. Additional math or math-related courses should address high school content as defined by the District and may include trigonometry, statistics, pre-calculus, financial literacy, pre-algebra, applied mathematics, accounting, business mathematics and others.

- H. The social studies credit requirements may be modified as part of a personal curriculum only if all of the following requirements are met:
1. the student has successfully completed two (2) credits of the social studies credits required including the civics course; and
 2. the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.
- I. The health and physical education credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.
- J. The visual arts, performing arts, or applied arts credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.

Students with a Disability

If the parent or legal guardian of a student requests, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed and demonstrates that the modification is necessary because the student is a child with a disability, the District may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's educational development plan and the student's individualized education program. If the Superintendent of Public Instruction has reason to believe that a District is allowing modifications inconsistent with the requirements of the State school code, the Superintendent of Public Instruction shall monitor the District to ensure that the District's policies, procedures, and practices are in compliance with the requirements for additional modifications, under this subdivision. As used in this policy "child with a disability" is defined in 20 U.S.C. 1401.

A student receiving special education services shall have an Individual Education Plan (IEP) that identifies the supports, accommodations, and modifications necessary to allow the student to progress in the Michigan Merit Curriculum requirements or a personal curriculum, and meet the requirements for a high school diploma.

Transfer Students

If a student transfers to the District from out-of-state or from a nonpublic school, the student's parent or legal guardian may request, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed under this section. The District may allow this additional modification for a transfer student if all of the following requirements are met:

- A. The transfer student has successfully completed at least the equivalent of two (2) years of high school credit out-of-state or at a nonpublic school.
- B. The District may use appropriate assessment examinations to determine what credits, if any, the student has earned out-of-state or at a nonpublic school that may be used to satisfy the curriculum requirements of the Michigan Merit Standard, District policy and the State Board of Education.
- C. The transfer student's personal curriculum incorporates as much of the subject area content of the Michigan Merit standard as practicable.
- D. The transfer of a student's personal curriculum requires the student to successfully complete at least one (1) mathematics course during his/her final year of high school enrollment. In addition, if the transfer student is enrolled in the District for at least one (1) full school year, both of the following apply:
 - 1. the transfer student's personal curriculum shall require that this mathematics course is at least algebra I.
 - 2. if the transfer student demonstrates that s/he has mastered the content of algebra I, the transfer student's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I.
- E. The transfer student's personal curriculum must include the state required civics course.

Assessment

The District shall administer the Michigan Merit Examination to students in grade 11 and to students in grade 12 who did not take the complete Michigan Merit Examination in grade 11, in accordance with State law and the assessment provisions of the Michigan Department of Education (MDE). Each principal is to determine, based on results on the required tests, which students are in need of special assistance in order to have a fair opportunity to achieve credit toward graduation.

A student who chooses to repeat the college entrance examination component of the Michigan Merit Exam may do so only in accordance with the provisions of State law and the MDE.

A number of new and revised guidance documents and tools are available at the MDE Office of School Improvement website (<http://www.michigan.gov/mde>).

M.C.L. 380.1165, 380.1166, 380.1278a, 380.1278b, as amended

M.C.L. 380.1279

20 U.S.C. 1400 et seq., 20 U.S.C. 1401 et seq.

29 U.S.C. 794 Section 504 of Title V of the Rehabilitation Act of 1973

42 U.S.C. 12131 et seq.

Personal Curriculum Guidelines, (MDE, May 2009)

GROVES HIGH SCHOOL - COURSE NUMBERS 2023-2024

ART

60012 Art Foundations
 60032 Ceramics
 60042 Advanced Ceramics
 60052 Drawing
 60152 Digital Art and Design
 60102 Metals & Jewelry
 60112 Advanced Metals
 60122 Painting
 60132 Photography
 60142BL Advanced Photography
 62062 Art Portfolio Prep (Seaholm)
 62072 AP Studio Art A (Seaholm)
 62082 AP Studio Art B (Seaholm)

CAREER & TECHNICAL EDUCATION (CTE)

80172 Architectural Design A
 80182 Architectural Design B
 80192 Advanced Architectural Design A
 80200 Advanced Architectural Design B
 68222 Interior Design
 72052 Business Foundations
 72062 Business Law
 81000 Engineering Foundations
 80134 CAD & Design Studio A
 80144 CAD & Design Studio B
 80154BL Adv. CAD & Design Studio A
 80164BL Adv. CAD & Design Studio B
 80213 Renewable Energy Technology A
 80223 Renewable Energy Technology B
 80152 Engineering Systems A
 80162 Engineering Systems B
 82222 Robotics/Automation A
 82232 Robotics/Automation B
 82242 Advanced Robotics/Automation A
 82252 Advanced Robotics/Automation B
 82122 Engineering Personal Contract Learning
 74002 Accounting A
 74012 Accounting B
 72182 Investments
 72082 Personal Finance
 85010 Future Educators
 85012 Education Careers: Field Experience
 70101 Programming A in Python
 70102BL Programming B in Python
 72147 AP Comp Sci Principles JavaScript 1
 72157 AP Comp Sci Principles JavaScript 2
 70113 AP Computer Science in Java A
 70123 AP Computer Science in Java B
 70052 Computer Technology
 71003 Web Design A HTML & CSS
 71013 Web Design B HTML, CSS & Bootstrap
 71023 Game Design in Unity
 72202 Advertising
 72102 Entrepreneurship
 72022 Fashion Merchandising
 76022 Marketing & Sales
 76002 Retail Marketing
 76012BL Retail Management
 72212 Social Media & Marketing
 72042 Sports & Entertainment Marketing
 77040 Business Internship
 77016 CTE Internship
 77020 CTE In district Internships
 77030 CTE Internships, Unpaid

ENGLISH LANGUAGE ARTS

10202 English 9A
 10212 English 9B
 10302 Honors English 9A
 10312 Honors English 9B
 10222 English10A
 10232 English10B
 10322 Honors English10A
 10332 Honors English10B
 10142 Reading Comprehension Lab
 10242 English 11A
 10252 English 11B
 10500 AP Language & Composition A
 10502 AP Language & Composition B
 10342 English 12A: Future Studies
 10343 English 12A: Social Justice
 10352 English 12A: Heroes & Humanities
 10342BL English 12 Senior Seminar B
 10353 English 12B
 11042BL AP Literature & Composition A
 11052BL AP Literature & Composition B
 15002 ELD 1A
 15012 ELD 1B
 15013 ELD 1C
 15022 ELD 2A
 15032 ELD 2B
 15033 ELD 2C
 15042 ELD 3A
 15052 ELD 3B
 15053 ELD 3C
 85142 ELD Tutorial
 01008 English Language & Literature A
 01018 English Language & Literature B
 01028 English Language & Literature C

ENGLISH ELECTIVES

11422 Creative Writing
 11352BL Honors Creative Writing
 12022 Debate
 12062 Advanced Debate
 11022 Film Studies
 12032 Forensic
 12072 Advanced Forensic
 11392 Holocaust Literature
 11412 Readings in Literature
 14022NW Journalism - Newspaper
 14042YR Journalism - Yearbook
 12002 Speech
 13012 Theatre 1
 13022 Theatre 2
 13032 Theatre 3 (Advanced Acting)
 13042 Theatre 4 (Directing)
 13052 Theatre 5A
 13062 Theatre 5B
 13072 Advanced Theatre Research
 12082 Video Production
 12092 Advanced Video Production
 12122 Grammar & Vocabulary (Seaholm)
 12042 Radio Speech (Seaholm)
 10032 Honors Humanities (Seaholm)

INTERDISCIPLINARY

85232 Academic Lab
 85002 Experiential Education – Teaching
 86290 Excel – 9A
 86292 Excel – 9B
 86300 Excel - 10A
 86310 Excel - 10B

INTERDISCIPLINARY (continued)

86320 Excel - 11A
 86330 Excel - 11B
 86340 Excel - 12A
 86350 Excel - 12B
 85522 GT French A
 85532 GT French B
 85533 GT French C
 86202 Natural Resources
 86232 Natural Resources Advanced
 85122 Student Government
 85130 Leadership
 68342 Peer to Peer Support (LINKS)
 87020 Alternative High School AM A
 87030 Alternative High School AM B
 87033 Alternative High School AM C
 87040 Alternative High School PM A
 87050 Alternative High School PM B
 87053 Alternative High School PM C
 87206 OTC AM A
 87216 OTC AM B
 87217 OTC AM C
 87226 OTC PM A
 87236 OTC PM B
 87237 OTC PM C

LIFE SKILLS

68232 Individual Daily Living
 72232 Career Focus
 68322 Child Development & Parenting A
 68322 Child Development & Parenting B
 68333 Life Skills: High School & Beyond
 68002 Foods and Nutrition
 68012 Multicultural Foods
 68022BL Human Sexuality
 68112 Today's Health

MATHEMATICS

31002 Pre-Algebra A
 31012 Pre-Algebra B
 38002 Integrated Math 1A
 38012 Integrated Math 1B
 38013 Integrated Math 1C
 38022 Integrated Math 2A
 38032 Integrated Math 2B
 38062 Honors Integrated Math 2A
 38072 Honors Integrated Math 2B
 38042 Integrated Math 3A
 38052 Integrated Math 3B
 38082 Honors Integrated Math 3A
 38092 Honors Integrated Math 3B
 33252 Math Analysis A
 33262 Math Analysis B
 34332 Operations Research A – Seaholm
 34342 Operations Research B - Seaholm
 33312 Precalculus A
 33322 Precalculus B
 34212 Honors Precalculus A
 34222 Honors Precalculus B
 33042 AP Calculus AB A
 33052 AP Calculus AB B
 33053 AP Calculus AB C
 34312 AP Calculus BC A
 34322 AP Calculus BC B
 34323 AP Calculus BC C
 35002 AP Statistics A
 35012 AP Statistics B
 34400DE Calculus 3A
 34401DE Calculus 3B

MUSIC

64242 Choir A
 64252 Choir B
 64253 Choir C
 64072 Class Piano
 63222 Concert Orchestra A
 63232 Concert Orchestra B
 63233 Concert Orchestra C
 64032 Music Technology
 64042 AP Music Theory A
 64052 AP Music Theory B
 62502 Marching Band A
 63012 Concert Band B
 63013 Concert Band C
 63212 Symphony Band B
 63213 Symphony Band C
 63262 Symphony Orchestra A
 63272 Symphony Orchestra B
 63273 Symphony Orchestra C

PHYSICAL EDUCATION

90062 Aerobics
 91012 Basketball
 91032 Football Tech
 91102 Lifeguard Training
 90022 Lifetime Sports
 90072 Net Sports
 90002 Personal Fitness
 90032 Physical Education Adjusted
 91072 Scuba Diving - Seaholm
 92012 Soccer
 91082 Swim
 91052 Team Sports
 91122 Total Fitness
 92002 Volleyball

SCIENCE*(All classes include a lab component)*

41102 Core Biology A
 41112 Core Biology B
 41162 Honors Core Biology A
 41172 Honors Core Biology B
 45062 Core Global Systems A
 45072 Global Systems B
 41042 AP Biology A
 41052 AP Biology B
 41053 AP Biology C
 45262 Core Chemistry
 42022 Chemistry A
 42032 Chemistry B
 42122 Honors Chemistry A
 42132 Honors Chemistry B
 42042 AP Chemistry A
 42052 AP Chemistry B
 42053 AP Chemistry C
 44142 Core Physics
 44022 Physics A
 44032 Physics B
 44002 AP Physics 1A
 44012 AP Physics 1B
 44062 AP Physics Calculus Based A
 44072 AP Physics Calculus Based B
 44073 AP Physics Calculus Based C
 44082 AP Physics 2 Algebra-Based A
 (Seaholm)
 44092 AP Physics 2 Algebra-Based B
 (Seaholm)

SCIENCE ELECTIVES*(All classes include a lab component)*

45002BL Anatomy & Physiology A
 45012BL Anatomy & Physiology B
 40042BL STEMx Research &
 Design II (Seaholm)

SCIENCE ELECTIVES (continued)

40062 Astronomy
 40052 Forensic Science
 45042 AP Environmental Science A
 45052 AP Environmental Science B
 45053 AP Environmental Science C
 40622 STEM Physics A (Seaholm)
 40632 STEM Physics B (Seaholm)
 40633 STEM Engineering C (Seaholm)

SOCIAL STUDIES

21082 African American History
 22192 Court Cases – Constitutional Law
 23020 Macroeconomics
 23021 Microeconomics
 23102 AP Economics A
 23112 AP Economics B
 28122BL AP European History A
 28132BL AP European History B
 28133BL AP European History C
 24202 Fundamentals of Law
 24052 Global Issues
 24200 History of American's Women
 23002 U.S. Government
 23082 AP U.S. Government A
 23092 AP U.S. Government B
 21102 U. S. History A
 21112 U. S. History B
 28002 AP U S. History A
 28012 AP U.S. History B
 28022 AP U.S. History C
 22112 Honors Philosophy
 22282 Psychology
 23032 Psychology and the Individual
 23162BL Topics in Psychology
 22292 AP Psychology A
 22302 AP Psychology B
 25100 World Geography
 20042 World History A
 20052 World History B
 22242 Anthropology (Seaholm)
 22262BL Critical Issues (Seaholm)
 22222 Family History (Seaholm)
 22252BL Law and You (Seaholm)
 22232BL World War II (Seaholm)

SPECIALIZED INSTRUCTION

98002 Individualized English A
 98012 Individualized English B
 16122 Individualized Lit t& Comp A
 16123 Individualized Lit & Comp B
 36122 Individualized Pre-Algebra A
 36132 Individualized Pre-Algebra B
 95020 CI A (Phillips)
 95030 CI B (Phillips)
 95033 CI C (Phillips)
 95021 LRC A (Gezon)
 95031 LRC B (Gezon)
 95034 LRC C (Gezon)
 96372 LRC A (Jones)
 96382 LRC B (Jones)
 96383 LRC C (Jones)
 96142 LRC A (Rivera)
 96152 LRC B (Rivera)
 96153 LRC C (Rivera)
 96002 LRC A (Bojanic)
 96012 LRC B (Bojanic)
 96013 LRC C (Bojanic)
 96062 LRC A (Passage)
 96072 LRC B (Passage)
 96073 LRC C (Passage)

SPECIALIZED INSTRUCTION*(continued)*

96134 LRC A (Lang)
 96135 LRC B (Lang)
 96136 LRC C (Lang)
 96352 LRC A (Roberts)
 96362 LRC B (Roberts)
 96363 LRC C (Roberts)
 99102 Work Study A
 99112 Work Study B
 99113 Work Study C
 99122 Community Based Voc. Instruction A
 99132 Community Based Voc. Instruction B
 99133 Community Based Voc. Instruction C

WORLD LANGUAGE

50002 French 1A
 50012 French 1B
 50022 French 2A
 50032 French 2B
 50042 French 3A
 50052 French 3B
 50062 French 4A
 50072 French 4B
 50222 Honors French 4A
 50232 Honors French 4B
 50242 AP French Language A
 50252 AP French Language B
 50253 AP French Language C
 51002 Spanish 1A
 51012 Spanish 1B
 51022 Spanish 2A
 51032 Spanish 2B
 51042 Spanish 3A
 51052 Spanish 3B
 51062 Spanish 4A
 51072 Spanish 4B
 51222 Honors Spanish 4A
 51232 Honors Spanish 4B
 51242 AP Spanish Language A
 51252 AP Spanish Language B
 51253 AP Spanish Language C
 51262 Honors Hispanic Perspectives A
 51272 Honors Hispanic Perspectives B
 56002 Chinese 1A (Seaholm)
 56012 Chinese 1B (Seaholm)
 56022 Chinese 2A (Seaholm)
 56032 Chinese 2B (Seaholm)
 56042 Chinese 3A (Seaholm)
 56052 Chinese 3B (Seaholm)
 56062 Honors Chinese 4A (Seaholm)
 56072 Honors Chinese 4B (Seaholm)
 56082 AP Chinese A (Seaholm)
 56092 AP Chinese B (Seaholm)
 57002 AP Chinese C (Seaholm)
 56094 Hon. Chinese Pers. A (Seaholm)
 56095 Hon. Chinese Pers. B (Seaholm)
 50264 Hon. French Perspectives A
 50265 Hon. French Perspectives B
 57102 American Sign Language 1A
 57202 American Sign Language 1B
 57112 American Sign Language 2A
 57113 American Sign Language 2B
 57212 American Sign Language 3A
 57122 American Sign Language 3B

NONDISCRIMINATION ASSURANCE

NOTICE OF NONDISCRIMINATION:

The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, genetic information, disability or age. The District prohibits harassment and other forms of discrimination whether occurring at school, on District property, in a District vehicle, or at any District related activity or event. The Superintendent will designate compliance officers and develop and implement regulations for the reporting, investigation and resolution of complaints of discrimination or harassment.

The following people have been designated to handle inquiries regarding the nondiscrimination policies.

Students - Inquiries related to discrimination on the basis of disability should be directed to:

Laura Mahler
Interim Executive Director for Specialized Instruction
Birmingham Public Schools
31301 Evergreen Road
Beverly Hills, Michigan 48025
248-203-3014

Direct all other inquiries related to discrimination to:

Dean Niforos
Assistant Superintendent for Human Resources
Birmingham Public Schools
31301 Evergreen Road
Beverly Hills, Michigan 48025
248-203-3032

NOTES

THANK YOU

Groves High School Guidance and Counseling Staff