

# SPRING LAKE HIGH SCHOOL COURSE SELECTION GUIDE

**2024-2025**

*This handbook is designed to assist you with your high school course selections and four year planning.*



***CONTENTS INCLUDE: Course Descriptions, Prerequisites, Grading System, Graduation Requirements, College Admission Preparation, Dual Enrollment***

**SPRING LAKE HIGH SCHOOL  
16140 148TH AVENUE  
SPRING LAKE, MI 49456**

# TABLE OF CONTENTS

	<b>Page</b>
INTRODUCTION.....	2 - 6
<i>Includes information regarding graduation requirements, early graduation, schedule changes, academic marking system, homework, preparation for college admissions, AP courses, testing out, retaking a class</i>	
HIGH SCHOOL STAFF.....	7
SPRING LAKE HIGH SCHOOL COURSE OFFERINGS 2023-2024.....	8
ART .....	9
BUSINESS EDUCATION .....	10
COMPUTER SCIENCE .....	10
ENGLISH LANGUAGE ARTS.....	11-13
HEALTH.....	13
LIFE SKILLS .....	13-14
MATHEMATICS .....	14-17
MUSIC.....	17-18
PHYSICAL EDUCATION .....	18
SCIENCE .....	19-21
SOCIAL STUDIES.....	21-23
TECHNOLOGY EDUCATION .....	24-25
WORLD LANGUAGES.....	26-28
SPECIALIZED AREAS OF STUDY.....	29
CAREERLINE TECH CENTER.....	30-33
NCAA APPROVED CORE COURSES.....	34-35

# SPRING LAKE PUBLIC SCHOOLS

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### MISSION STATEMENT

Our mission is to challenge all students with educational experiences, which enable them to become literate, responsible, productive citizens and to create an environment which fosters high expectations, a positive self-image, and a belief in the value of learning.

## TO PARENTS AND STUDENTS

Since our courses are designed to help students reach their ultimate vocational or professional goals, the selection of appropriate courses may have a profound effect on career choices. Please read the course requirements and descriptions carefully before selecting courses.

Students should also consider their schoolwork as their job and strive to let nothing interfere with doing it well. Outside work responsibilities may be commendable or necessary; however, infringement upon study time should be minimized.

## GRADUATION REQUIREMENTS

### **CLASS OF 2025, 2026, 2027**

English .....	4.0
Math .....	4.0
Science .....	3.0
Social Studies.....	3.0
Fitness/Health/PE.....	1.0
Visual/Perform/or Applied Arts...	1.0
World Language.....	2.0
Electives.....	9.5

**TOTAL CREDITS.....27.5**

### **CLASS OF 2028**

English.....	4.0
Math.....	4.0
Science.....	3.0
Social Studies.....	3.0
Fitness/Health/PE.....	1.0
Visual/Perform/or App. Arts....	1.0
World Language.....	2.0
Personal Finance.....	0.5
Electives.....	9.0

**TOTAL CREDITS.....27.5**

In making selections from the various courses of study, students will find that, while certain courses are required, there are many elective courses from which to choose. The choice of courses should be based on individual career goals, interests, abilities, aptitudes, and prior grades.

Courses must be chosen from those listed for the grade in which the student is enrolled. Courses of a lower grade may be substituted with approval.

Each student must select 7.5 credits per year, which equals 2.5 credits per term (5 classes per day). Combinations of one, two, and three-term courses may be chosen to meet this requirement. *AP courses, band, choir, and Appl/Eng Comm (School Publishing) must be taken all three terms. The Careerline Tech Center is an option for 11th and/or 12th graders. Tech classes must be taken all three terms and will earn 4.5 credits per year. The Michigan Merit Core of academic courses includes: four credits of English language arts; four credits of Math, a math experience required senior year; three credits of Science; one credit of Physical Education and Health; one credit of Visual Arts, Performing Arts or Applied Arts; two credits of World Language. For the class of 2028, one-half credit of Personal Finance is required.*

Students who wish to receive credits through outside agencies, evening schools, correspondence, etc. must have approval from the principal prior to enrollment in these courses.

### EARLY GRADUATION

Applications are available in the counseling office. Early graduation must be approved by high school principal.

### SCHEDULE CHANGES

Some changes will require parent permission. All schedule changes must be done prior to the start of a term. Exceptions: A request must be made for some changes (within five days) after the start of a term and only for one of the following reasons:

- Inappropriate academic placement
- Approval of Non-Traditional Study
- Improper grade level placement
- Approval of Dual Enrollment
- Tech Center program adjustment

## COURSES SEQUENCE DEVIATION

Students who seek to deviate from a teacher recommendation must meet with the recommending teacher, talk with a counselor, get permission of parent/guardian.

## ACADEMIC MARKING SYSTEM

Academic Marking System - Letter grades are used to signify the following:

- A range**-Excellent achievement. Outstanding accomplishment, showing mastery of subject, ability to apply principles.
- B range**-Very good. Honor work, above average, but not showing mastery or originality characteristic of superior achievement.
- C range**-Average accomplishment. An average working knowledge of the subject, showing ability to apply the material learned.
- D range**-Poor. A low passing mark showing some accomplishment, should be considered unsatisfactory.
- E**- Failure. Very poor accomplishment or failure to do work required.
- I**- A temporary grade given for incomplete work due to illness or excused absence. Two weeks is a reasonable time to make up work unless there has been a long absence.  
It is the responsibility of the student to arrange with his/her teacher for making up missed work.
- CR** - credit
- NC**- no credit

HS Common 4.0 Grading Scale		
Grade	Point	Percentage Range
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	63-66
D-	0.7	60-62
E	0.0	Below 60

HS 5.0 Grading Scale(AP Classes Only)		
Grade	Point	Percentage Range
A	5.0	93-100
A-	4.7	90-92
B+	4.3	87-89
B	4.0	83-86
B-	3.7	80-82
C+	3.3	77-79
C	3.0	73-76
C-	2.7	70-72
D+	2.3	67-69
D	2.0	63-66
D-	1.7	60-62
E	0.0	Below 60

## **HONOR ROLL**

Honor roll is determined after each term. It is based on the term GPA and not the cumulative GPA. Students who earn a 3.00 to 3.499 GPA will be listed on the Dean's Honor Roll. Students with a 3.5 to 3.999 GPA will be on the Principal's Honor Roll, and students with a 4.000 or higher GPA will be on the Superintendent's Honor Roll. Students who received one or more "E", "D-", "D", "D+", "NC", or "I" will not be eligible. Lists will be published in the local newspaper.

## **HONOR GRADUATES**

Students who have met all graduation requirements and have earned a cumulative GPA of 3.5 or higher following the winter term of their graduation year will be designated "Honor Graduates." (The honor graduate GPA is based entirely on cumulative GPA unlike the District Rank which uses three measurements of achievement.) Honor graduates are comprised of Summa Cum Laude (GPA of 3.9 or above) and Magna Cum Laude (GPA of 3.7-3.899) Cum Laude (3.5-3.699). No rounding of GPA or points will be allowed to meet honor graduate status. Honor graduate students will be acknowledged in the graduation program.

## **SENIOR SCHOLARS/DISTRICT RANK**

The class of 2025, 2026, 2027 and 2028 will be ranked on a weighted scale by including Advanced Placement classes which are computed on a 5.0 scale. See above. **Their district ranking will be based solely on their weighted GPA.**

Senior Scholar Award is determined by the following:

Seniors will have their GPAs and SAT composite scores calculated (GPA 75%, SAT 25% - Example: 5.0 GPA X 150 = 750, 1600 SAT X 0.1563 = 250 for a total of 1000). Top 25 scores earn Senior Scholar distinction. A student must be enrolled in SLHS both junior and senior year to earn Senior Scholar honor.

## **HOMEWORK**

It is recommended that each student have regular hours for homework and develop a plan of home study. Such a plan will not only assure better results in school work, but will lead to regular, well-formed study habits. A student needs to spend as much time on homework as is necessary to achieve satisfactory results in his/her school work. If a high quality of school work is to result, part-time employment and other time-consuming outside-of-school activities may have to be sacrificed. One of the greatest contributing factors to failure in high school is insufficient time spent on homework.

## **ACADEMIC DIFFICULTIES**

At times a student may find a course particularly challenging and need extra help. There is a process. The student should first approach his/her teacher and ask for additional explanation or after school help. If this is not satisfactory, the student should then make an appointment in the counseling office with his/her counselor. Various strategies will be discussed. Also available is the tutoring service of the National Honor Society. If tutoring from an NHS member is desired, a counselor will make the arrangement.

## **STUDENT PROGRESS**

Progress reports are sent after a parent account is set up in Power School. If you aren't receiving reports, please be sure to provide the Counseling Office with your current email address (email pzacek@springlakeschools.org). A parent may also access student information via the Spring Lake Web Site by calling the Counseling Office and requesting the required ID and Password.

## **PREPARATION FOR COLLEGE ADMISSIONS**

Applicants to colleges must qualify for admission by a combination of the following: scholastic record, academic rank in class, extracurricular activities, and high school certification. (All students will take the SAT in the spring of their junior year. It will be administered at Spring Lake High School at no cost.) Students should check on-line for specific information concerning admission requirements. Plans should be made as early as possible in their high school career so that everyone concerned will be aware of all necessary requirements for acceptance. Without discounting the importance of such factors as character, personality, and civic responsibility, colleges place great emphasis upon intellectual eagerness, initiative, academic competence, and maturity. Since admission to many colleges is becoming increasingly competitive, students must expect to do intensive work throughout their high school career or they may experience difficulty in gaining admission to the college of their choice. Colleges require a copy of the student's academic record (transcript) from grades nine through twelve. Courses taken each year are the foundation for success in succeeding years.

**The state universities of Michigan have agreed that to be eligible for regular admission to a four-year degree program, a high school student should successfully complete the following courses:**

- **English** - four credits required.
- **Mathematics** - three credits required, including intermediate algebra; four credits are strongly recommended.
- **Biological/Physical Sciences** - two credits required; three credits strongly recommended to include one credit of biological science and one credit of physical science. At least one credit of a laboratory course is also strongly recommended.
- **History and Social Sciences** - three credits required; one credit of American history and one credit of world history strongly recommended.

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

- **Foreign Language** - three credits strongly recommended (*same language*).  
*Some colleges are now REQUIRING 2 credits.*
- **Fine and Performing Arts** - two credits are strongly recommended.

**Liberal Arts:** Colleges prefer three or four credits of a foreign language.

**Engineering:** Colleges require credits of mathematics, physics, and technical drawing-CAD. Technology education courses are recommended because students will learn to use the tools and the processes that are used in the world of work.

**Fine Arts:** Students interested in pursuing a career in the **arts** should enroll in advanced art courses.

### **THE ADVANCED PLACEMENT PROGRAM AND COURSES**

The Advanced Placement (AP) Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board. High school students taking AP exams may earn college credit, ascertain appropriate placement, or both, for satisfactory performance on AP exams depending on which college or university the students will attend.

Currently Spring Lake High School offers AP courses in Art, Biology, Calculus, Economics, English, Psychology, Spanish, Statistics, U.S. History and World History. AP courses are intended to be the equivalent of a college-level freshman course. It is expected that students taking an AP course understand that these courses are far more demanding and rigorous than a regular high school course and are taken for all three terms.

### **DUAL ENROLLMENT**

Eligible students are those who are enrolled in at least 1 high school course. Students must have taken all subject areas of the PLAN, PSAT, or MME. **Students interested in dual enrollment must meet with a counselor to determine eligibility.**

### **TESTING OUT**

Public Act 335, Section 1279B of the State Code, requires that all high school students be allowed to “test out” of any courses offered by their high school. Students may **not** test out **above** or **below** the normal **sequence** of courses. Students must exhibit mastery of course content by attaining C+ or better on a comprehensive final examination. The tested out course will earn credit toward **graduation**, will be recorded as a **CR** on the transcript, but will not be included in the computation of the **GPA**. **Students should begin the process by submitting an application, meeting with a counselor, and receiving permission from the Principal. Once approved, testing out will take place during the exam time prior to taking the class.**

### **RETAKEING A CLASS**

A student who fails a required class must retake that class and earn a passing grade in order to meet graduation requirements. If the class that is retaken earns a passing grade, the new grade will be recorded on the student’s transcript and a NC will be recorded on the student’s transcript for the failed class. If a student retakes the class through our summer online credit recovery program, a CR will be recorded on the transcript and the E will remain on the transcript for the failed class. A student also has the option of retaking a class for better understanding of the subject and/or for a better grade. If the original grade was below a B-, the improved grade will then be on the student’s transcript and be part of the cumulative GPA, and the former grade will be changed to a CR. *If the new grade is lower than the original grade, the original grade will be used and the lower grade changed to a CR*

## HIGH SCHOOL STAFF

Seth Anderson.....Science  
Aaron Andres.....Technology  
Christine Baker.....Special Education  
Jessica Beebe.....English  
Jennifer Boodt.....Special Education  
Jessie Crawford .....English  
Laurie Draeger ..Media Specialist  
Heather Gannon.....Science  
Mark Grevengoed .....Instrumental Music  
Jennifer Gutierrez .....Special Education  
Jennifer Gwinnup .....Art  
Madi Hansen.....English  
Kelli Heavilin .....Business  
Ben Huitema .....Social Studies  
Rich Hyde.....Math  
Kyle Jewett.....Social Studies  
Rebecca Johnson.....Math  
Vickie Marhin.....French  
Bradley Mazure.....Math  
Todd Mitchell.....Math  
Emily Nieboer.....Math  
Amanda Pepin.....Math  
Megan Perrin.....Math/Science  
Sarah Peterson .....Spanish  
Stacey Peterson.....Special Education  
Aaron Polet.....Vocal Music  
Gerald Rabideau .....Physical Education  
Adam Reed.....Science  
Jonathan Reinhard.....Science  
Michael Ryan .....English/Social Studies  
Jessica Sharp.....Life Skills  
Karl Sineath.....English  
Alex Sinn.....English  
Joe Sinn .....English  
Dan Start.....Social Studies  
Lauren Thompson .....Chemistry  
Michael Truskowski .....Instrumental Music  
Erika Valencia.....Spanish  
Naomi Van Singel.....Physical Education  
James Warren .....Social Studies  
Austin Way.....Physical Education  
Laura Westhoff .....Spanish  
Aaron Zuelke.....Art

# 2024-2025 SPRING LAKE HIGH SCHOOL COURSE OFFERINGS

## ART

AP Art and Design  
Ceramics  
Design I  
Advanced Art  
Drawing & Painting  
Digital Photography  
Mixed-Media  
Portfolio\*

## BUSINESS

Accounting  
Introduction to Business  
Employability Skills  
Personal Finance

## COMPUTERS

Computer Graphics

## ENGLISH LANGUAGE ARTS

AP English Lang & Comp [11]  
AP English Lit & Comp [12]  
Creative Writing (even years)  
Drama  
English 9  
English 10  
English 11  
English 12  
Mythology (odd years)  
Speech/Debate

## HEALTH

Health

## LIFE SKILLS

Foods of the World  
Independent Living  
Introduction to Foods  
Nutrition & Wellness  
Parent & Child Development

## MATHEMATICS

Advanced Coding  
Algebra I  
Algebra II  
AP Calculus  
Coding A & B  
College Algebra  
Geometry  
Precalculus  
Statistics  
AP Statistics

## MUSIC

Band  
Bella Voce\*  
Jazz Band\*  
SL Singers

## PHYSICAL EDUCATION

Advanced Strength Training  
Lifetime Fitness  
Team Sports

## SCIENCE

AP Biology (odd years)  
AP Environmental Science  
Anatomy & Physiology (even yrs)  
Astronomy  
Biology  
Chemistry I  
Chemistry II  
Coding A and B  
Earth Science  
Forensic Science  
Foundations of Chemistry/Physics  
Physics

## SOCIAL STUDIES

AP Economics  
AP Psychology  
AP US History  
AP World History  
Contemporary History (*or*)  
Lecture Contemp History  
Current Events (odd years)  
Economics  
Government/Civics  
History of Sports  
Psychology  
US History  
World Cultures (even years)  
World History

## TECHNOLOGY EDUCATION

Architectural Drafting I, II, III  
Drafting Fundamentals  
Engineering Drafting I, II, III  
Manufacturing Technology  
Prototypes and Design

## WORLD LANGUAGE

French II  
Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish II/III Hybrid  
AP Spanish

## SPECIAL STUDY AREAS

Dual Enrollment\*  
SAT Prep  
Applied Eng/Communications\*

## CAREERLINE TECH CENTER

Tech Center (*AM only*)\*

\* Pre-approval required



## ART

### Ceramics (EL)

**Grades 11 - 12**

**Credit (.5)**

This course uses clay as a medium for the exploration of three dimensional design. Projects are sequential – beginning with basic construction methods and developing into more elaborate and complicated techniques. Final pieces will be executed using traditional and alternative glazing methods.

**Prerequisite:** 2 previous high school art courses

### Drawing & Painting (EL)

**Grades 9 - 12**

**Credit (.5)**

This course is designed to explore drawing and painting techniques using a range of media including graphite, charcoal, colored pencil, ink, tempera, watercolor and digital illustration. Students will work to improve observational drawing skills, composition, color theory, personal expression and creative problem solving in a traditional studio space.

### Design I (EL)

**Grades 9 - 12**

**Credit (.5)**

This course explores the design thinking process with the main focus being on creativity and innovation. Projects will concentrate on the process of designing – be it graphic, packaging, interior, etc. A great deal of technology is used in this course to plan, research and execute final designs.

### Advanced Art (EL)

**Grades 11 - 12**

**Credit (.5)**

This course is designed for students interested in developing their individual art aesthetic. The nature of the class will be collaborative – using critiques, research and conversation to advance personal work in art and design. Media choices and projects will be driven by the artist to align with their vision, concepts and voice. The class will be much like AP Art but condensed into a one trimester course.

**Prerequisite:** 1 previous high school art course

### Digital Photography (EL)

**Grades 11 - 12**

**Credit (.5)**

This course explores the field of photography. Time will be spent building skills in shooting, composing and editing original photographs using Adobe Photoshop. The history of photography (19<sup>th</sup> century – present) will be covered to gain a deeper understanding of this popular medium.

### Mixed-Media (EL)

**Grades 9 - 12**

**Credit (.5)**

This course is designed to explore a variety of mediums in the process of making art work. Mediums range from conventional to non-traditional. Emphasis is on using both traditional and technological tools concurrently to create original works. 50% of the work is completed in a traditional studio setting with the other 50% being executed using digital tools in the Design Lab.

### AP Art and Design (2D, 3D and Drawing) (EL)

**Grades 11-12**

**Credit (1.5)**

AP Art and Design is designed for highly motivated students who are interested in a sustained and authentic study of art. This course guides students through the development of an ongoing investigation in preparation for the exam submission in the spring. There will be an emphasis on art making as an ongoing process that involves student investigations, sketchbook work, the execution of concepts and exhibition. Students will be expected to work beyond scheduled periods in order to create a well developed portfolio. Students must declare an exam to submit to: Drawing, 2D, or 3D.

AP Drawing: The Drawing Exam focuses on mark making and can be addressed through a wide range of media that include (but is not limited to) traditional drawing media, painting, printmaking, digital drawing, and mixed media.

AP 2D: The 2D Exam focuses on the elements and principles of design and can be explored through (but not limited to) graphic design, photography, collage, fashion design, illustration, painting and printmaking.

AP 3D: The 3D Exam focuses on work in the round and can include (but is not limited to) ceramics, sculpture, installation, fashion, jewelry, and time-based media. **Prerequisite:** 2 previous high school art courses

## BUSINESS EDUCATION

Courses offered in the Business Department are intended to provide students with a solid foundation of general business knowledge, financial literacy, accounting practices, business law, theories, and applications. At the same time, employability and cooperative skills, attitudes, and business applications will be developed that will enable students to become productive citizens in a global society.

### Accounting (EL)

**Grades 10 - 12**

**Credit (1)**

The accounting curriculum provides students with the foundational skills necessary for entry-level employment in the business world. In addition, this course is valuable for those students seeking to continue studying business and accounting in college. Computer applications are an integral part of the accounting program to prepare students with the skills and knowledge needed for a technology-oriented market.

### Employability Skills (EL)

**Grades 11-12**

**Credit (.5)**

Do you want to grow valuable employability skills and gain real-world work experience? This elective course combines classroom lessons and release time to work in a placement that matches the student's EDP goals. The goal of the course is to guide students to be future ready with career tools such as a resume, cover letter, interview skills and workplace soft skills. Students will be required to submit weekly timesheets, maintain employment, and receive a positive employment evaluation to maintain their place in the program.

### Introduction to Business (EL)

**Grades 9 - 12**

**Credit (.5)**

This course provides students with a solid foundation of general business knowledge, theories, and applications. Material learned in this class will be applied directly to the process of getting and preparing for a job, starting and running a business, and other business related activities. Students will have the opportunity to talk with business professionals in the community as well as prepare for their future by participating in mock interviews.

### Personal Finance (EL)

**Grades 10 - 12**

**Credit (.5)**

Personal Finance is intended to provide students with an introduction to the basic principles of saving and investing. This course will help students learn how to responsibly and effectively manage their money for the rest of their lives. Financial planning, taxes, budgeting, banking, debt, consumer credit, investments, and retirement planning are among the course topics.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.



## COMPUTER SCIENCE

### Computer Graphics (EL)

**Grades 9 - 12**

**Credit (.5)**

This course is an introduction to decision-making in the production of visual communication. Computer Graphics will blend technology with creativity to give depth in the understanding of a study in basic elements and principles of design, imaging techniques, and image/color section. Students will be introduced to raster based graphics, 2D design, and 3D design. A variety of computer programs will be used throughout the course.

## ENGLISH LANGUAGE ARTS

The following descriptions of courses offered are intended to indicate the major focus of each class. Library skills and vocabulary work as well as reading, writing, speaking, and listening are all a part of the study called Communication Arts. Therefore, it is expected that each course, while emphasizing its particular phase of English, will include some work in other areas.

### *English Requirements*

1. Four credits of English are required for graduation
2. All students must take English 9, English 10, and then either English 11 or AP Language.
3. Students in the 12th grade will need to take either English 12 or AP English.



### AP Language & Composition [11] (EL)

**Grade 11**

**Credit (1.5)**

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

**Prerequisite:** A or A- in English 10A, English 10B and English 10C, OR recommendation from English 10 teacher.

### AP English Literature & Composition [12] (EL)

**Grade 12**

**Credits (1.5)**

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings. AP English Literature and Composition focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods and geographical locations. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. Students taking this course should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

**Prerequisite:** AP English Language & Composition or teacher recommendation.

### Creative Writing (EL) (even years)

**Grades 10 - 12**

**Credit (.5)**

Creative Writing consists of writing commercials, children's stories, poems, short stories, plays, and keeping a daily journal. Since the class teaches how to artfully create original writings (rather than basic writing skills), a student should have strong fundamental language skills before entering the class. Also, if a student author has a love of reading, a vivid imagination, a willingness to experiment with words, an appreciation of writing styles, and some previous writing experiences, he or she is likely to do well. In short, it is the student's job to play the role of novice author, while the teacher assumes the role of literary critic and provides the writer with instruction in writing techniques and styles.

**English 9 A/B (RQ)****Grade 9****Credit (1)**

This course involves a thematic, literature-based curriculum in which a variety of themes are taught using a range of literature, including short stories, novels, poetry, drama, myth/legend, and nonfiction. Heavy emphasis will be placed on the writing process, as students will write several pieces, including daily journals, creative stories, process analysis, and responses to literature. In addition, a short research project will be assigned. Grammar will be taught as a means to improve student writing. Vocabulary skills will be improved through rigorous study. Finally, speaking and listening will be enhanced through small and large-group discussion, as well as through individual and group presentations.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**English 10 A/B/C (RQ)****Grade 10****Credit (1)**

An extension of English 9, this course involves the study of several types of literature and nonfiction texts. Literary genre such as the short story, novel, poetry, drama, and nonfiction will be explored through thematic units that challenge students to connect their reading and writing to themselves, their communities and the world. Student writing will be improved through frequent application of the writing process, and students write such pieces as journal, poetry, autobiographical sketch, speech, and literature analysis. Finally, speaking and listening skills will be fostered through class activities and assignments.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**Prerequisite:** English 9

**English 11A (RQ)****Grade 11****Credit (.5)**

Intended for juniors, this course provides a chronological survey of American Literature, focusing on major authors, styles, forms, and ideas. The course will begin with Native American literature and span up to the 20th century authors. Students engage in close readings of increasingly complex texts, develop analytical skills and strategies while moving from a variety of literary genres to a variety of nonfiction genres, primarily from the canon of American Literature. Students read literary nonfiction that encompasses a variety of topics, central ideas, and arguments. Students also read multiple texts in the same genre to understand what sets it apart from other genres. Through close analytical reading, students will develop theories about which writers are most effective in conveying intent, purpose, and meaning. As readers and researchers, students also explore a variety of argumentative texts for structure, tone, audience, claim, counterclaim, evidence, and line of reasoning.

**Prerequisite:** English 10

**English 11B (RQ)****Grade 11****Credit (.5)**

This course is intended for juniors. Students in English 11B can expect to intensify their use of the writing process and to write a broad range of pieces. While the analysis essay will be a focus, other writing modes will include a descriptive personal narrative geared to an essay for college applications, an argumentative research paper, a literary analysis, and one of the following types of expository writing: definition, compare/contrast, cause/effect, process analysis, or classification. Through inquiry, students gather information from primary and secondary resources; they analyze and synthesize information to inform and support their claim(s) and counterclaim(s). A weekly vocabulary study and a review of grammar, mechanics, and usage will be used to supplement and improve student writing, and preparation for the SAT essay will be a major goal.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**Prerequisite:** English 10

**English 12 (EL) \*(RQ)****Grade 12****Credit (1)**

Students will read, think about, write about, and discuss a variety of books and essays, ranging from classic to contemporary, from assigned to self-selected. Students will also write essays, do research, and study vocabulary. A student who has not passed the Michigan Merit Exam may petition the English Department for enrollment. **Class is intended for 12th grade students. However, juniors will be permitted to enroll by written teacher recommendation.**

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**Prerequisite:** English 11

**Mythology (odd years)****Grades 10 - 12****Credit (.5)**

This course will provide in-depth exploration of world mythology. Students will examine the origins and development of myths from various cultures and explore their similarities and differences. Heavy emphasis will be placed on the myths emerging from the Middle East, Northern Europe, Greece/Rome, and the British Isles. This course will introduce students to diverse cultural backgrounds and build understanding and respect for people of different backgrounds as well as focus on the symbols, values, and application of myths to students' lives today. Furthermore, this course will develop students' analysis and comprehension of written material and foster critical thinking through research and writing.

**Speech/Debate (EL)****Grades 10 - 12****Credit (.5)**

This course is designed to prepare the student for various types of public speaking, including informative, persuasive, and demonstrative speeches. Students will also explore debate techniques. Feedback will be given to each student by the class and teacher.

**Prerequisite:** At least one trimester of English 10.

**HEALTH****Health (RQ)****Grade 10****Credit (.5)**

This 12-week health education course is designed to provide high school students with essential knowledge and skills to make informed decisions about their health and well-being. The curriculum covers a range of topics that are crucial for personal development and a healthy lifestyle, including reproductive health unit. Through interactive lessons, discussions, and practical activities, students will gain a comprehensive understanding of various aspects of health.

**LIFE SKILLS****Foods of the World (EL)****Grades 10 - 12****Credit (.5)**

This is the sequel to Introduction to Foods. This class is constructed for students interested in a more in-depth look at foods around the world and will need their prior knowledge from Introduction to Foods. Foods of the World will study the proper culinary aspects of cooking from preparation and sanitation to plate presentation. This class will also expose students to different cultural aspects around the world from food preparations and techniques to traditions and a country's way of life. Labs, lectures, journals, videos, and guest speakers make up the core of this class.

**Prerequisite:** Introduction to Foods and Nutrition

**Independent Living (EL)****Grades 9 – 12****Credit (.5)**

The focus of the Independent Living course is to provide students with life skills that will further their successes as they travel from high school to the adult world. Students will have “real life” experiences that will promote their knowledge and independence in future adult roles and responsibilities. Topics discussed are: Self-Management, Income and Career Prep, Consumerism, Communication, Dating and Personal Finance.

**Introduction to Foods/Nutrition (EL)****Grades 9 - 12****Credit (.5)**

Emphasis in this class is placed on nutrition, making healthy food choices, and food preparation in relation to healthy eating and the food pyramid. Students will engage in a variety of cooking techniques, cooking introductory level meals starting from the basics. Labs, lectures, videos and guest speakers make up the core of this class.

**Nutrition & Wellness (EL)****Grades 9 – 12****Credit (.5)**

This one-trimester elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of basic nutrients, weight management, sports and fitness, and life-span nutrition. The Nutrition and Wellness course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. This course also looks at Social and Emotional Health, Alcohol and Drug Awareness, and the importance of sleep with regards to overall health. Michigan Model Health curriculum is used for the majority of content taught.

**Parenting/Child Development (EL)****Grades 10 - 12****Credit (.5)**

Looking into a career in teaching, pediatrics, preschool, child care, or social work? Are you interested in how life was made or what it may be like to take care of another life? If you answered yes to any of these questions, this class will be a great one to take. Parenting will take a look at some of the rewards and challenges of parenting. Learn how to make a positive difference in a child's life. This class is very interactive and made up of informative lectures, guest speakers, field trips, DVDs, and is designed to be very hands on. A requirement, among options, for this class is a two day parenting simulation using the electronic computerized parenting simulator. There are no prerequisites.

**MATHEMATICS****Algebra I (RQ)****Grades 9 - 11****Credit (1.5)**

Basic concepts and properties of algebra are introduced early to prepare students for equation solving. Coverage of this important skill is designed to build on skills students learned in grades 6-8. Concepts and skills are introduced algebraically, graphically, numerically, and verbally, often in the same lesson to help students make the connection and to address diverse learning styles. The program is designed for the students to achieve the following outcomes:

- Use variables and real numbers with all mathematical operations
- Perform order of operations with exponents and real numbers
- Graph data on the coordinate plane
- Relate graphs to events and interpret data
- Write and solve multistep equations and inequalities
- Apply ratios, probabilities, and percents
- Use statistical measures to analyze table and graphs
- Analyze linear equations and their graphs

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

- Solve, graph, and apply systems of linear equations
- Explore and apply the properties of exponents
- Simplify polynomials by factoring
- Explore quadratic equations and functions
- Investigate radical expressions and equations
- Explore right triangles using trigonometric ratios
- Use basic probability and statistics concepts
- Apply algebraic concepts to real world problems

**Algebra II (RQ)****Grades 9 - 12****Credit (1)**

Abundant exercises graded by difficulty allow teachers to meet the needs of an increasingly wide range of Algebra II students. Key Algebra I concepts and skills are reviewed in Chapter 1-3 so that all students can be successful moving on to more advanced content. Throughout the text, key skills are reviewed and reinforced where needed. The program is designed for the students to achieve the following outcomes:

- Write and solve advanced multistep equations
- Apply/solve linear and quadratic systems and models
- Function families
- Evaluate quadratic equations using formulas
- Solve polynomial, radical, rational, exponential, and logarithmic equations
- Complex and imaginary numbers
- Apply theorems about roots and polynomials
- Graph and interpret radical and rational functions
- Explore exponential and logarithmic functions
- Use probability and statistics to analyze data
- Use graphing utilities to graph and analyze

**Prerequisite:** Algebra I and Geometry

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**College Algebra (EL)****Grades 11-12****Credit (1)**

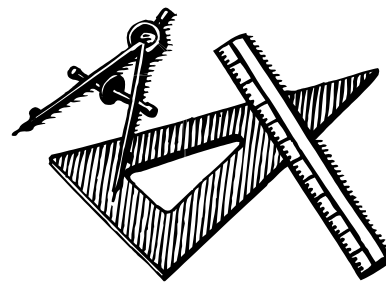
This course is for juniors and seniors who would like to review all of their Algebra skills before they take a mathematics course in college. It is designed with the idea that the students will take and pass the College Level Entrance Proficiency (CLEP) Test in the spring. Passing the College Algebra CLEP Test gives students an opportunity to test out of entry-level math classes in college and possibly earn college credit depending on specific college's math requirements. All colleges require at least one math course.

**Prerequisite:** Algebra II.

**Geometry (RQ)****Grades 9 - 10****Credit (1)**

Students improve logical reasoning skills, learn problem solving methods, and how to present ideas logically and relatedly. Algebra I skills are reviewed at point-of-use ensuring students maintain these skills. Algebra integration within coordinate geometry topics are found throughout. Traditional geometry concepts and logical reasoning are emphasized throughout while measurement and applications are integrated to motivate students via real-world connections. The program is designed for the students to achieve the following outcomes:

- Explore different types of reasoning skills in geometry and algebra
- Apply properties of parallel and perpendicular lines
- Use algebra skills to solve various types of triangles
- Classify and prove properties of quadrilaterals, triangles, and circles
- Solve area and perimeter problems with various geometric shapes
- Apply trigonometric ratios involved in right triangle problems
- Calculate areas and volumes with two and three dimensional shapes
- Perform all types of transformations on geometric functions
- Apply geometric concepts to real world situations



**Prerequisite:** Algebra I

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**Precalculus (EL)****Grades 11 - 12****Credit (1)**

This course provides a background for calculus and other college courses in mathematics. Its aim is to broaden the student's grasp of mathematics and to unify and clarify math concepts. The course is designed to have students achieve the following outcomes:

- review of Algebra II concepts
- understand and apply advanced algebra rules and formulas
- use technology to develop conceptual understanding
- graph and solve polynomial functions of degree greater than one
- understand translations, dilations and reflections of standard function graphs
- understand a variety of conic sections and graphs
- understand and use trigonometric functions and graphs in radians and degrees
- use trigonometric identities and solve trigonometric equations
- use inverse functions and graphs
- solve right and oblique triangles and work problems involving these
- use trigonometric applications in solving real-world problems
- understand limits and basic differentiation

**Prerequisite:** B- or better in Geometry and Algebra II

**AP Calculus (EL)****Grades 11 - 12****Credit (1.5)**

Students in AP Calculus should be aware that this is a college level course culminating with the AP Exam in May. A satisfactory score on the AP Exam will, in most cases, result in college credit for the first semester of Calculus.

AP Calculus A (Term 1) will provide the mathematical background needed for AP Calculus B and C. Concepts are presented and explored from algebraic, graphical, and numerical perspectives. Students are expected to actively participate in the development of all concepts. Basic concepts covered include numerical patterns, polynomial and rational functions, complex numbers, analytic geometry, systems of equations, statistics and probability, limits and continuity, and trigonometry.

AP Calculus B and C (Terms 2 and 3) will be primarily concerned with developing an understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed in multiple ways: geometrically, numerically, analytically, and verbally. The connections among these representations are also important. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

Students and teacher use technology regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Each student should have a graphing calculator. In class we will practice with the TI-*n*spire CX. This is an approved calculator for SAT, ACT and AP exams.

**Prerequisite:** B or better in Precalculus.

**Statistics (EL)****Grades 11 - 12****Credit (.5)**

This is a one-term statistics course. Most business, math, psychology, sociology, engineering, and science majors require a statistics class. This course will prepare you to take such a class in college. The purpose will be to introduce the students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

**Prerequisite:** Algebra II.

**AP Statistics (EL)****Grades 11-12****Credit (1.5)**

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Students will be required to purchase a TI-nspire Graphing Calculator for use in the classroom and at home.

**Units of Study:**

- Exploring One-Variable Data
- Exploring Two-Variable Data
- Collecting Data
- Probability, Random Variables, and Probability Distributions
- Sampling Distributions
- Inference For Categorical Data: Proportions
- Inference for Categorical Data: Chi-Square
- Inference for Quantitative Data: Slopes

**Prerequisite:** B or higher in Algebra II**Advanced Coding (EL)****Grades 10 – 12****Credit (0.5)**

This course is a Java based course that uses some of the structure of the AP Computer Science A course: although this is not the complete course. This course provides opportunities for students to collaborate to solve problems while building the following computer science skills. Program Design and Algorithm Development – Determine required code segments to produce a given output. Code Logic – Determine the output, value, or result of given program code given initial values. Code Implementation – Write and implement program code. Code Testing – Analyze program code for correctness, equivalence, and errors. Documentation – Describe the behavior and conditions that produce identified results in a program. This course will serve as a good introduction to computer science courses in college.

**Prerequisite:** Coding A or teacher permission.**MUSIC****VOCAL**

Participation in all choirs in the Vocal Music Department is expected to be a full year commitment for all students. Students should also be aware, that due to the co-curricular nature of these classes, there will occasionally be performances, community programs, and choral festivals during the school day, after school, and on weekends. It is a requirement of all choir members to attend these activities as announced during the year. A concert schedule is available on the first day of school and may be supplemented as needed.

**Spring Lake Singers (EL)****Grades 9 - 12****Credit (1.5)**

Spring Lake Singers is an un-auditioned vocal music course open to ALL high school students who desire to learn to sing in a choir. The class can be taken all year long or by single trimester. Emphasis is placed on learning to read music, producing a free and vibrant vocal tone, employing correct rehearsal etiquette, and performing a final concert at the conclusion of each trimester.

**NOTE:** It is recommended that two (2) trimesters of “Singers” be completed prior to auditioning for Bella Voce.**NOTE:** Participation in MSVMA events such as Honors Choir or Solo & Ensemble is possible ONLY with a three (3) trimester commitment.

**Bella Voce (EL)****Grades 10 – 12****Credit (1.5)**

Bella Voce is an advanced SSAA choir of 16-20 auditioned singers. Students are selected on the basis of musicianship and vocal ability. This ensemble is intended for women who wish to excel in the study of vocal music and who feel confident singing independently or with others, accompanied or a cappella. A wide variety of challenging literature is studied. Advanced music theory/music history is taught as a part of the class. MSVMA adjudicated festivals are attended.

**Students must take all three terms.**

**Prerequisite:** Audition and/or Director recommendation

**INSTRUMENTAL****Senior High Band (EL)****Grades 9 – 12****Credit (1.5)**

During the first marking period, the senior high band functions as the Laker Marching Band. The band will perform at all home varsity football games, marching band competitions, and several parades during the year. Band members are required to attend band camp in the summer. After football season concludes, the marching band will be split into two bands—concert band and symphonic band.

Auditions will determine placement in the bands. Students new to the district or that have never been in band will be required to pass an audition in order to join the band. The audition will be comprised of

major and minor scales, an etude and sight reading. Audition music will be provided prior to the audition date. It is a requirement of the class to attend all performances. **Students must take all three trimesters.**

**Prerequisite:** Participation in intermediate and middle school band

**Jazz Band (EL)****Grades 9 - 12****Credit (1)**

Students enrolled in this class will be part of the Spring Lake High School Jazz Band. Since this band has limited required instrumentation, students must audition for the band before being accepted. The band's repertoire will focus on classic jazz literature as well as some contemporary pieces. Students will have the opportunity to develop improvisational skills. Performances will include school concerts and statewide jazz festivals.

**Prerequisite:** Permission of instructor

**PHYSICAL EDUCATION****Advanced Strength Training (EL)****Grades 9 - 12****Credit (.5)**

This class is a **high level** physical education class designed for the **student athlete or students** that want to take their personal fitness to the next level. The class will consist of a combination of functional weight lifting, Olympic weight lifting, yoga and mobility work, speed and agility work, as well as aerobic and anaerobic conditioning. The goal of this class is not only to improve students' overall fitness but to introduce and teach healthy habits that students can take with them for a lifetime of wellness.

**Lifetime Fitness (EL)****Grades 10 – 12****Credit (.5)**

This course is designed for students who may not necessarily be student athletes but are still looking to improve their overall health, fitness and well-being through an understanding of the benefits of living a physically active lifestyle. In this class, students will have a more individualized approach to their own personal fitness goals. Rather than a workout routine the entire class does together daily, students will take the time to understand goal setting as well as how to achieve these goals related to their personal fitness and they will put them to work throughout the duration of the class.

**Team Sports (EL)****Grades 9-12****Credit (.5)**

This is an elective course for students that have had at least one prior physical education course. Units will include but are not limited to: pickleball, volleyball, tennis, basketball, football, soccer, spikeball, speedball, team handball, floor hockey and other various games to keep students physically active, and improve their aerobic fitness levels.

## SCIENCE

**Biology (RQ)****Grades 9 - 12****Credit (1)**

This course is designed to give students a deeper understanding of the living world. Students will learn to problem solve by using the scientific method in laboratory investigations and daily class work. Students will develop an awareness of science by studying basic biological principles and how they are applicable in their lives and in society. The course will be inquiry-based, with hands-on activities and labs, as well as student-led discussions and investigations.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**AP Biology (EL) (odd years)****Grades 11 - 12****Credit (1.5)**

Advanced Placement (AP) Biology is an introductory college-level biology course. The curriculum is established by the College Board, and students are encouraged to take the College Board's Advanced Placement biology examination in May, thereby earning possible college credit.

Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. The intent of the course is to expose students to higher-level biological principles, concepts, and skills, and allow them the opportunity to apply their knowledge to real-life applications.

**Prerequisite:** B or better in Biology A and B is required. Students must have completed Chemistry IA and IB.

**AP Environmental Science (EL)****Grades 10-12****Credit (1.5)**

The Advanced Placement (AP) Environmental Science curriculum is established by the College Board. The AP Environmental Science course has been developed to study both scientific principles as well as the environmental issues for a sociological perspective. It is intended to enable students to undertake a more advanced study of topics in environmental science or, alternatively, to fulfill a basic requirement for a laboratory science. Students are encouraged to take the College Board's Advanced Placement Environmental Science exam in May, thereby earning possible college credit. Course will be offered every year with available seats.

**Units of Study:** The Living World, Populations, Earth Systems and Resources, Land and Water Use, Energy Resources and Consumption, Atmospheric Pollution, Aquatic and Terrestrial Pollution, and Global Changes.

**Prerequisite:** Students in 11<sup>th</sup> or 12<sup>th</sup> grade must have an A- or better in Earth Science. To take the course as a 10<sup>th</sup> grader, student must have teacher recommendation and a B or better in Biology.

**Coding A (EL)****Grades 10-12****Credit (.5)**

This introductory computer science course covers Programming and Algorithms. This course empowers students to explore how computers can be used for creativity, communication and problem solving. Students will be introduced to the foundational concepts of computer science and coding and challenged to explore how computing and technology can impact the world. Inquiry, group work, and class discussions are emphasized.

**Prerequisite:** Algebra I

**Coding B (EL)****Grades 10-12****Credit (.5)**

This introductory computer science course covers the Internet, Big Data and Privacy. This course empowers students to explore how computers and AI can be used for creativity, communication and problem solving as well as the related ethical issues and current events. Students will be introduced to the foundational concepts of computer science and challenged to explore how computing and technology can impact the world. Inquiry, group work and class discussions are emphasized.

**Prerequisite:** Algebra I

**Earth Science (RQ)****Grade 10****Credit (.5)**

This course covers the areas of historical geology, the atmosphere, oceanography, weather, severe weather, and climate. The goal of the course is to provide students with the knowledge to understand how the oceans and atmosphere interact causing weather and how that changes over time.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**Foundations of Chemistry/Physics (RQ)****Grades 9-10****Credit (.5)**

This course is designed to explore concepts in chemistry and physics. Topics include data analysis and mathematical modeling, topics in energy for physics and chemistry, waves, and ionic and molecular compounds. Students will conduct laboratory experiments using classroom technology as they learn both science concepts and laboratory skills. Basic skills in mathematics are stressed and students will build on their Algebra I math background.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**Human Anatomy and Physiology (EL) (even years)****Grades 11 – 12****Credit (1)**

This is an advanced biology course studying the structure and function of the human body. Causes and treatments of diseases are emphasized. A cat dissection is required. Students considering a career in the health sciences are strongly encouraged to take this course. *Course will be offered in even numbered years.* **Prerequisite:** Completion of Biology, Foundations of Chemistry/Physics with a C average or permission of the instructor.

**Chemistry I (EL)****Grades 10 - 12****Credit (1)**

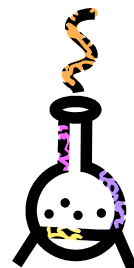
First year chemistry is presented as a tool to help students describe, explain, predict, and control their environment. Students will understand the nature of matter and energy and the interaction between them. Considerable time is spent learning the language and mathematics of chemistry in addition to specific systems such as chemical reactions, acids and bases, and environmental applications. Inquiry, group work, and class discussions are emphasized. (District Rank point applies if Physics A/B are taken as well.)

**Prerequisite:** Completion of Biology, Foundations of Chemistry/Physics. To take as a 10<sup>th</sup> grader, need a B- or better in Algebra I

**Chemistry II (EL)****Grades 11 - 12****Credit (1)**

This is an advanced chemistry course and uses a college text. Some of the topics covered are equilibrium, thermodynamics, electrochemistry, and organic chemistry. Significant time is spent in the lab learning lab procedures and techniques.

**Prerequisite:** Completion of Chemistry I with a B- or better average and completion of, or concurrent enrollment in Algebra II, or permission of instructor.

**Forensic Science (EL)****Grades 10-12****Credit (.5)**

Forensic science is the application of scientific methods to matters involving the public. Crime scene investigation will be taught to provide students with a general knowledge on collection techniques used in the field. Students will also be exposed to basic understanding of common forensic science concepts and learn how specific types of evidence are analyzed in a forensic science laboratory. Topics will include but are not limited to crime scene, serology, DNA, toxicology, fingerprints, fibers, questioned documents, insect activity, and blood spatter.

**Physics (EL)****Grades 10 - 12****Credit (1.5)**

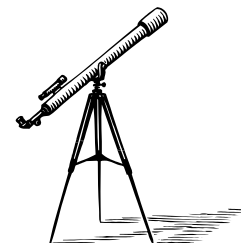
This physics course will prepare students for a beginning level of college physics. Content includes motion, Newton's Laws, momentum, energy, circular motion, gravitation, waves and sound and topics from electricity and magnetism. Students develop skills in the use of classroom technology to engage in numerous laboratory investigations and lab practicals. Inquiry, group work, and class discussions are emphasized. This course may be used toward the science graduation requirement

**Prerequisite:** Completion of Biology, Foundations of Chemistry/Physics, Geometry

**Astronomy (EL)****Grades 11 - 12****Credit (.5)**

This twelve-week course will introduce students to the major concepts of astronomy. Topics included are constellations and the basics of star gazing, cosmic distances, telescopes, relativity, origins of the universe, suns, and life cycle of stars. Star gazing is a major component of the class, students are required to attend one mandatory star gazing session.

**Prerequisite:** Earth Science with a C+ or better or instructor permission

**SOCIAL STUDIES****U.S. History (RQ)****Grade 9****Credit (1)**

This course is required for graduation. It is a study of major themes in American history from the end of the 19th Century to the present. Emphasis is placed on the topics: American expansion, economic developments, reform, 20th century involvement in world affairs, the changing role of government, and 20th century social movements.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**AP U.S. History (EL)****Grades 10 - 12****Credit (1.5)**

Advanced Placement (AP) U.S. History is a comprehensive survey of the themes, events, characters, and ideas which have shaped the development of the United States 1600 - present. AP History is a college level course that demands rigorous intellectual effort. Classroom discussion and collaboration are of major importance. This course is intended to develop mature, critical thinking, and analytic skills in the areas of reading, writing, and verbal expression. Near the conclusion of the course, students are encouraged to take the College Board's Advanced Placement U.S. History examination in May.

**Prerequisite:** Students in 11th and 12th grades must have received a B or better in U.S. History and English or teacher recommendation. 10<sup>th</sup> grade students must have teacher recommendation and an A in both 9th grade U.S. History and English.

**Economics (RQ)****Grades 10 - 12****Credit (.5)**

This course is designed to be a basic introduction to the concepts and theories behind how individuals, groups, and nations use and dispose of their resources. It will involve analyzing the decisions people and societies make with their money and other scarce resources to design a budget. We will look at the building blocks of an economy along with various economic systems. The material will be presented in a variety of projects, simulations, and traditional forms. This is not specifically geared toward macro or microeconomics. Instead, it will be an overview of economics in the individual home and on a national level.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**AP Economics - Principles and Practices (EL)****Grades 10 - 12****Credit (1.5)**

Advanced Placement Economics will thoroughly investigate all economic concepts for the basics such as scarcity of products, necessity of money and trade—to the more complex concepts of investments and economic decision making—personally, nationally, and globally. Students will investigate the different market systems around the globe and how they affect, interact, and collide. The course is intended to prepare students for the National Advanced Placement Economics Test, thus making it a faster paced class. The principal teaching approach will be through simulations, activities, and student participation.

**Prerequisite:** B or better in Algebra I, C or better in English 10, or teacher recommendation. 10<sup>th</sup> graders must have earned an A in Geometry and an A in English 9.

**World History (RQ)**

**Grade 11**

**Credit (.5)**

Students in this class will study specific periods in World History and seek to identify how they relate to the world that they live in today. The following units are covered: World History Timeline Overview, 5 Themes of Geography and US and World Geography, Ancient Greeks/Macedonians/Romans, Middle Ages, Renaissance, Reformation. Current events will be woven into class discussion to draw the lessons of history into the situations of the present.

**AP World History: Modern (EL)**

**Grades 10-12**

**Credit (1.5)**

This course traces the development of world history from the emergence of cities to the present - focusing on the period after 1200 CE - and emphasizes the analytical and writing skills necessary for success in a college-level history course. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, short essays, free response outlines, research, and the development of document-based questions (DBQ). To be successful, students should possess the discipline to put forth serious intellectual effort, the ability to read and analyze college level text, and the skills to express their thoughts maturely in both written assignments and class discussions. The A.P. World History: Modern course offers motivated students an opportunity to immerse themselves in the historical developments and processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course offers balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented. The course culminates with the national A.P. World History: Modern examination, which will be administered in May. This class may be taken in place of the World History requirement.

**Prerequisite:** Students in 11th and 12th grades must have received a B or better in U.S. History and English or teacher recommendation. 10th grade students must have teacher recommendation and an A in both 9th grade U.S. History and English. \*Students taking this course are not required to also take World History.

**World Cultures (EL)**

**(even years)**

**Grades 11 – 12**

**Credit (.5)**

Students will study various elements of culture both historical and current by analyzing Government/Economics/Religion/Science/Philosophy/Art/Geography. Units of study: 5 Major World Religions (Islam, Hinduism, Christianity, Buddhism, Judaism); Foreign Country Research Project; Contemporary Northern Ireland; Modern Science/Bioethics; Classical Music. Current events will be woven into class discussion to identify culture in action. Students will be encouraged to share opinions in a professional and respectful manner and learn how to support their positions with evidence and information.

*Course will be offered in even numbered years.*

**Contemporary History (RQ)**

**Grade 12**

**Credit (.5)**

This class will cover United States history from 1960 to the present. Current events will also be woven into class discussion.

**OR**

**Lecture Contemporary History (RQ)**

**Grade 12**

**Credit (.5)**

This class has been designed for the college bound students. It introduces them to the experience of attending a college lecture class. The history of the United States will be covered from 1960 to the present. Current events will also be part of class discussion.



**Government/Civics (RQ)**

**Grade 10**

**Credit (.5)**

This one semester course is designed to strengthen students' knowledge of national, state, and local government in America. Students review philosophical foundations, structure, and functions of democratic government in the United States. They broaden their knowledge in legal rights, civic responsibility, political behavior, and practice making reasoned decisions about public policy.

\*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

**Current Events (EL) (odd years)****Grades 11 - 12****Credit (.5)**

Students will study and track current international, national, state, and local news events in the economy, government, religion, crime, art, etc. Media news organizations will also be analyzed for their style and effectiveness. Students will choose several specific news stories to follow during the trimester as well as having assigned research, reports, and opinion writing.

**Psychology (EL)****Grades 11 - 12****Credit (.5)**

The purpose of this psychology course is to learn to view human thoughts and behaviors through three lenses:

- Biological lens: understanding how genes, chemicals, and hormones impact thoughts and behavior
- Cognitive lens: understanding how patterns of thinking and ways of processing information influence thoughts and behavior
- Sociocultural lens: understanding how interacting with people and situations affect thoughts and behavior

Students will learn to take a biopsychosocial approach to the world around them (and even to themselves)! To do this, they will engage in a series of activities that will help them take a hands on approach to learning about psychology.

**AP Psychology (EL)****Grades 11-12****Credit (1.5)**

Advanced Placement Psychology is a yearlong comprehensive study of psychology that covers the same material as many college-level introductory psychology courses. The course is designed to maximize student understanding of a broad range of topics in psychology, including the following:

- History of psychology
- Research methods
- Biological bases of behavior
- States of consciousness
- Sensation & perception
- Learning
- Developmental psychology
- Motivation, emotion, & stress
- Personality
- Psychological disorders and their treatment
- Social psychology

Deep understanding of the course content will allow students to perform well on the AP Psychology Exam, which many colleges accept for credit. For all students, the course requires focused attention in class and thorough completion of nightly homework, including months of studying prior to the exam. You will learn how to study effectively for a comprehensive exam. Modern psychology is a science, so it is recommended that you have taken biology and received at least a B. Good companion courses are Anatomy & Physiology, AP Biology, or AP Statistics, as these courses reinforce some of the challenging content you learn in psychology.

**Prerequisite:** A- or better in student's last science course or instructor permission.

**History of Sports (EL)****Grades 9 – 12****Credit (.5)**

The History of Sports is a study of the history of friendly, human athletic competition. The class teaches about the Ancient Greeks' original Olympic games; the Medieval Tournaments of Knights; Lacrosse among Native Americans, the development of the 5 Major Sports – Soccer, Baseball, Hockey, Football and Basketball; Sports Beyond the 5 Majors; Emergence of Women in Sports; the Modern Olympic Games; and U.S and World Great Cultural Moments in Sports.

**AP Human Geography (EL)****Grade 9****Credit (1.5)**

Students will explore how humans have understood, used and changed the surface of the earth. They will use the tools and thinking processes of geographers to examine patterns of human population, migration and land use. This is a full year course which has the potential for college credit upon completion of the exam.

**Prerequisite:** A in 8<sup>th</sup> grade English, PSAT 8 score.

## TECHNOLOGY EDUCATION

Technology is the systematic application of applied human knowledge, materials, tools, and skills to extend human capabilities. Technology education is the study of technology and its affects on individuals, society, and civilization.

**Note: To all students wanting to become engineers. Courses in this department are a must because they are at the heart of what you will be doing.**

Learning with and about technology prepares learners to live responsibly in a democratic, technically driven society. Learners will use technology for knowledge and skill acquisition, communication, and information management, problem solving, creative expression, research, design, and production development.

A technology literate learner:

- explores, evaluates, and uses technology to independently and cooperatively accomplish real world tasks;
- develops knowledge, ability, and responsibility in the use of resources, processes, and systems of technology
- acquires, organizes, analyzes, and presents information;
- expands the range and effectiveness of communication skills;
- solves problems, accomplishes tasks, and expresses individual creativity; and
- applies legal and ethical standards.

### **Drafting Fundamentals (DRFT 1) (EL)**

**Grades 9 - 12****Credit (.5)**

Fundamental techniques in drafting and design fundamentals are stressed in this course. Drawing layout, geometric construction, visualization with orthographic projection, descriptive geometry, sectioning, auxiliary views, and pictorial drawing with sketching is required. National standards and drafting applications will be an integral part of the activity. The course will also introduce students to the operation of a CAD system and reinforce drafting and design standards. Students will demonstrate a thorough understanding of CAD option, setup and command structure. Two-dimensional geometry creation reinforcing drawing standards will be required. Students will manage, manipulate and edit geometry. The course also includes application in geometric construction, projection skills, and standards. Dimensioning and 3D modeling techniques will be introduced.

### **Engineering Drafting Fundamentals (ENG 1) (EL)**

**Grades 9 - 12****Credit (.5)**

A lecture/CAD lab course designed to develop technical skills in solid modeling with parametric technology. Students are taught the skills needed for solid modeling, part detailing and assemblies. Industrial applications are provided for students to evaluate functional relationships, processes and assemblies. Students are given the opportunity to use rapid prototyping to create prototyped models.

**Prerequisite:** Drafting Fundamentals 1

### **Engineering Drafting Fundamentals (ENG 2) (EL)**

**Grades 9 - 12****Credit (.5)**

This course is designed to build on what the students learned in Drafting Fundamentals and Engineering Drafting Fundamentals ENG1. The students will cover advanced topics in surface developments and intersections, descriptive geometry, and working drawings. Students will continue with product development and product design.

**Prerequisite:** C or better in ENG 1 and permission of the instructor.

### **Engineering Drafting Fundamentals (ENG 3) (EL)**

**Grades 9 - 12****Credit (.5)**

This course is designed to build on what the students learned in Drafting Fundamentals and Engineering Drafting Fundamentals ENG 2. The students will cover advanced topics in fasteners, welding drafting, cams and gears, as they relate to working drawings along with map drafting and other related topics. Students will continue with product development and product design.

**Prerequisite:** C or better in ENG 2 and permission of the instructor.

**Architectural Drafting Fundamentals I (ARCH1) (EL)****Grades 9 – 12****Credit (.5)**

A foundation in the graphic methods used to plan and present buildings. Hard line and sketching techniques will be used to develop orthographic, axonometric, pictorial, and modeled representations of buildings. Emphasis will be placed on drawing layout, graphic communication, and visual enhancements.

**Prerequisite:** Drafting I

**Architectural CAD(Computer Aided Drafting) Fundamentals (ARCH 2) (EL) Grades 9 - 12 Credit (.5)**

Introduction to the use of digital graphic media as tools of architectural design, representation and documentation. Includes 2-D documentation and 3-D modeling and rendering techniques.

**Prerequisite:** Arch I

**Architectural CAD III (Computer Aided Drafting) Fundamentals (ARCH 3)(EL)Grades 9 – 12 Credit (.5)**

This course is designed to continue on fundamentals learned in ARCH 2. Students will continue with topics such as career opportunities in the architecture field, site planning, floor plans, dimensioning, elevations, sections and details, and pictorial drawings. Model making will also be introduced. Students will be using several subjects in creating their drawings, including their own home, apartment or condominium.

**Prerequisite:** C or better in ARCH 2 and permission of instructor

**Manufacturing Technology (EL)****Grades 9 – 12****Credit (.5)**

An investigation in Manufacturing technology is designed to instill in students an affective desire to investigate and discover technology and its use in problem solving. Activities in this lab help students gain experience and skill in applications and use of the tools and systems of technology. Students develop competencies such as critical thinking, decision-making, problem solving, technical reading and writing, listening and speaking. This class will revolve around several criteria throughout the trimester. Students will be introduced to many conceptual ideas in form of class lecture, class discussion, group discussion and individual work. The class will be introduced to the design process and project-based performance. Students will create 4-7 products following this process. Projects will be given throughout the trimester. Deadlines will be given for each product.

**Prototypes and Design (EL)****Grades 9 – 12****Credit (.5)**

Students develop the language and toolset to transform design concepts into tangible models/prototypes that cultivate the emergence of mechanical aptitude. Visual communication tools such as sketching, orthographic projection, and 2D/3D design software are introduced in the context of design and prototyping assignments. Instruction and practice with hand, powered, and digital prototyping tools support student's implementation and iteration of physical project work. Project documentation, reflection, and in-class presentations are opportunities for students to find their design voice and practice sharing it with others. During the course, students will develop a point of view around a product or object of their own design that is meaningful to them in some way. Students will evolve their ideas through a series of prototypes of increasing fidelity: storyboards, sketches, CAD models, rough prototypes, 3D printed models, etc. The final project will be a high-fidelity product or object made with manufacturing resources, giving students a sound foundation in fabrication processes, design guidelines, tolerancing, and material choices. The student's body of work will be presented through a professional grade portfolio that shares and reflects on the student's product realization adventure.

**WORLD LANGUAGES**

Do you know that the study of world languages may:

- improve ACT/SAT scores?
- increase your employment/college opportunities?
- develop your understanding and appreciation of other cultures in a global society?
- help enhance your English skills?
- give you a new perspective on your own culture?

Since 2001, Spring Lake World Language students have been acquiring Spanish or French in a very innovative program through the delivery of **comprehensible input (CI)** and a methodology called **Teaching Proficiency Through Reading and Storytelling (TPRS)**. We’ve learned that CI/TPRS is much more effective than “learning” through the study of grammar of a world language. CI/TPRS was designed from best teaching practices, the latest brain research, and decades of research from second language acquisition experts like Stephen Krashen, Bill VanPatten, Blaine Ray and world language teachers around the world. The curriculum is taught with the goal of mastery learning for the long term. Krashen has stated that TPRS is 30 times better than anything else out there.

- Through CI/TPRS and student effort, students will become more sophisticated language users. CI/TPRS students are able to understand, read, write and speak in the target language much more quickly and accurately than students have via traditional means.
- The acquisition of a foreign language occurs through comprehensible input (listening to and reading). Production of a language is considered output (such as letter writing, essays, speaking, etc). Comprehensible Input is most important for language acquisition and the goal of fluency.
- A CI/TPRS class is a participatory class. Students are expected to actively participate daily. Passive participation and excessive absences typically affect student performance and the overall grade.
- Throughout the second language program, the emphasis is on acquisition of language rather than learning about the language. Research has shown that acquiring a language is acoustical, rather than intellectual.

**French II (EL)**

**Grades 9 - 12**

**Credit (1)**

French II continues to expose students to constantly listening and reading in the target language in multiple tenses. Students at this level will also continue to develop writing and speaking proficiencies in multiple tenses. Emphasis is on comprehensible input as a means of developing fluency. Students will read at least two short novels per trimester which are created for their evolving reading abilities. French II students will be asked to accurately recognize and produce more language.

Required reading: Brandon Brown Dit La Vérité, Le Voyage de Sa Vie, Le Voyage de Sa Vie, Le Nouvel Houdini (past tense version), Les Nuit Mystérieusas à Lyon

Prerequisite: French I

**Spanish I (EL)**

**Grades 9 - 12**

**Credit (1)**

Beginning Spanish students will acquire Spanish through comprehensible language on a daily basis via interactive stories, directed conversation and reading. Students will learn the language using TPRS method, Teaching Proficiency through Reading and Storytelling, which was developed by Blaine Ray. This method uses vocabulary along with stories and reading for comprehensible input in the target language. Students will learn vocabulary and grammar by example and usage in the context of stories. Spanish I students will develop listening and reading skills at the start of the course. Writing and speaking abilities will develop throughout the course with continued comprehensible input and increasing student proficiency. Student participation is a key ingredient to success in the course. Language and culture will be experienced through Power Point presentations, music, food, cultural experiences and video clips.

Spanish I A novels: Las Aventuras de Isabel, Isabela Captura un Congo

Spanish I A independent novel: Carl no quiere ir a Mexico

Spanish I B novels: Robo en la Noche, Daniel el detective

Spanish I B independent novel: Bart quiere un gato

**Spanish II / III Hybrid (EL)****Grade 9-10****Credit (1.5)**

This year-long *accelerated course* is designed for highly *motivated students* who wish to proceed to AP Spanish Language and Culture in their senior year of high school after taking Spanish 1 as a freshman. A student enrolled in this accelerated course may satisfy Spanish II and Spanish III requirements upon demonstrating mastery of skills based on proficiency outcomes. It is recommended that Spanish 2-3 Hybrid students remain with the cohort all three trimesters. Spanish Hybrid students must participate while keeping up with the accelerated pace of the course. Students not giving effort or performing as expected will be transferred to an appropriate regular level Spanish course. Students who successfully complete the three trimester cohort and demonstrate appropriate proficiencies will be permitted to advance to Spanish IV. Through this process a student will be on track to participate in the Advanced Placement program as a senior. Spanish 2-3 Hybrid students will immediately begin acquiring Spanish through comprehensible language on a daily basis through interactive stories, directed conversation, and reading. Spanish 2-3 Hybrid students will develop listening and reading skills and begin learning multiple tenses and language complexities. Writing and speaking abilities will improve as student proficiency and confidence builds. Language proficiency will be developed through reading, conversation, picture and movie talks, and discussion, among other activities. The Spanish 2-3 Hybrid course will follow the TPRS “Look I Can Talk More” and “Look I’m Still Talking” curriculum as developed by Blaine Ray.

Spanish 2-3 Hybrid novels: Viaje Perdido, El nuevo Houdini, Los Baker van a Peru, Viva el toro, La calaca alegre, Vida y muerte en la Mara Salvatrucha.

**Prerequisite:** B or better in Spanish I to advance to Spanish 2-3 Hybrid (or approval from the teacher). Also, a strong desire to advance to AP Spanish Language and Culture which is offered senior year.

**Spanish II (EL)****Grades 9 - 12****Credit (1)**

Spanish II students will continue to acquire comprehensible language via interactive stories and reading. Students at this level will continue to develop listening, reading, writing and speaking proficiencies in multiple tenses. Culture will be introduced through reading, Power Point presentations, video, music, PictureTalk and MovieTalk, among other activities.

Spanish II A novels: El viaje de su vida, Noches misteriosas en Granada.

Spanish II B novels: El nuevo Houdini, Los Baker van a Peru

Some teachers may require some independent reading to be completed at home followed by weekly quizzes.

**Prerequisite:** Spanish I

**Spanish III (EL)****Grades 10 - 12****Credit (1)**

Spanish III (intermediate) students continue to acquire language like in earlier levels, through interactive stories, comprehensible listening activities and reading the target language. In level III, students continue to develop and improve their listening, reading, writing and speaking proficiencies using multiple tenses and a variety of language complexities. Students will read at least two short novels per trimester which are created for their evolving reading abilities. Spanish III student abilities will continue to evolve and students will produce more language in writing and speaking. Culture will be introduced through reading, slideshow presentations, video, music, PictureTalk and MovieTalk, among other activities.

Spanish III A novels: Viva el toro, Vida y muerte en la Mala Salvatrucha

Spanish III A independent novel: La calaca alegre

Spanish III B novels: Hasta la Sepultura, Libertad

Spanish III B independent novel: Noche de oro

**Prerequisite:** B or better in Spanish II or approval from Spanish III instructor

**Spanish IV (EL)****Grades 11 - 12****Credit (1)**

Spanish IV students will continue to acquire language through comprehensible listening activities, conversation, discussion and reading. Spanish IV is a participatory course where students are expected to communicate in the Spanish language. At this level, students will engage in conversation and continue to develop and improve their skills. Students will continue to acquire more complex language structures via classroom listening situations, reading and discussion. Intermediate Advanced students will begin reading selected short stories from around the Spanish speaking world. Students will also learn in the target language about historical events, current issues, art, families and communities as well as immigration. Culture will be introduced through reading, Power Point presentations, video, music, and pictures, among other activities. Spanish is spoken almost exclusively in this course. The coursework in Spanish IV is designed to prepare the student for AP Spanish Language and Culture if so desired. Pre AP Theme such as “Personal and Public Identities”, “Families and Communities”, and “Beauty and Aesthetics” are all covered in this course.

Spanish IV A novels: Hija del sastre, short stories, selected articles

Spanish IV A independent novels: Vidas Impactantes

Spanish IV B novels: Guerra sucia, Casa Dividida, short stories, selected articles

Spanish IV B independent novels: Todo lo que brilla

**Prerequisite:** B or better in Spanish III or II / III Hybrid course or approval from Spanish IV instructor

**AP Spanish (EL)****Grade 12****Credit (1.5)**

AP Spanish students will continue to refine and polish their skills in the areas of listening, reading, speaking, and writing. Spanish language will continue to be acquired through comprehensible reading and interactive listening activities, and developed through presentational writing and speaking. In this AP course, it is expected that students appropriately communicate in the target language. In the second trimester, AP Spanish students begin to practice and improve presentational writing and speaking skills needed to perform on the AP Spanish exam in May. Therefore, the pace of instruction picks up, and a more intensive AP study is required during the second and third trimesters. AP Spanish students are expected to perform at a college level. Students who are committed to the coursework typically place at the 4<sup>th</sup> and 5<sup>th</sup> semester of college Spanish (sophomore/junior level) as college freshman.

AP Spanish students will focus on the six AP themes and their sub themes throughout three trimesters of Spanish. All parts of the AP exam will be assessed and practiced in class including presentational writing and speaking, interpretive communication both in print and audio texts, as well as interpersonal writing and speaking.

AP course preparatory texts used: “Temas” textbook (by Vista Higher Learning), “Preparing for the AP Spanish Language and Culture Examination” (by Diaz), “The Princeton Review Guidebook for AP Spanish Language and Culture”, various selected articles and short stories.

AP students will set personal goals that they will be working towards completing during the summer. While required work will not be given over the summer, it is the expectation that the AP student will continue to refine his or her language skill with comprehensible input over the summer. Failure to do so will result in being behind in both comprehension and output at the beginning of the year.

**Prerequisite:** B+ or better in Spanish IV and/or instructor approval.

**SPECIALIZED AREAS OF STUDY****SAT Prep (EL)****Grade 11****Credit (.5)**

This class is designed to make students aware of and comfortable with the features and format of the SAT college entrance exam. Students will split time with two teachers to focus on the math and reading and writing sections of the test. Students will learn time-management skills, take practice tests, and review commonly assessed material. In the math portion of this course, students will gain experience using the TI-Nspire graphing calculator and review many Algebra I, Algebra II, and Geometry concepts. The English portion of the SAT course includes practice in taking the SAT test, as well as strategies for the question types (sentence completion, vocabulary, critical reading, and writing – finding errors/revision). It will review the concepts taught in English 9, 10, and 11. Students will be graded on attendance, participation, completion of exams, and practice material.

**Applied Eng/Comm (School Publications) (EL)****Grades 10 - 12****Credit (1.5)**

School Publications is a class which produces the yearbook, Avanti. The following content will be covered: theme, organization, design, layouts, sales, cost factors, photography, and copy. Homework assignments will be given involving sales, photography, layouts, copy, and computer work. Grade assessment will be based on the homework assignments, class work, and ad sales contacts. Due to the nature of this class, a student will not be allowed to drop the course at any time during the year or after the first trimester without teacher/principal/counselor permission.

**Prerequisite:** Must be computer literate. By application only.

**Dual Enrollment (EL)****Credit (.5 to 1.5)**

Eligible students must have a qualifying score from the SAT, ACT or Accuplacer (MCC placement test) and are enrolled in at least 1 high school course. **Students interested in dual enrollment must meet with a counselor to determine eligibility.** In addition, not all college courses are accepted for credit by other institutions. It is the responsibility of the student to meet with a college representative to determine the transferability of a course. Students who wish to be dual enrolled in the first semester must have all paperwork completed by May 17. Deadline for completed paperwork for second semester is November 15. *Please note: An eligible pupil is responsible for payment of the remainder of the costs associated with his or her postsecondary enrollment in excess of the amount that the school district is required to pay.*

**Prerequisite:** Counselor/Principal approval

**Non-Traditional Study (EL)****Credit (.5 to 1.5)**

One option of nontraditional study is **Michigan Virtual High School**, an on-line resource that enables Michigan high schools to provide courses not otherwise available to students. Students select a class/es (limit 2) from a large number of courses in a variety of subject areas. Space in the virtual classroom is limited. The enrollment deadline is May 17 for the next academic year. Before making an appointment with the counseling office, interested students should check [www.mivhs.org](http://www.mivhs.org) for a list of classes either trimester paced or AP classes. Letter grades will be issued by Michigan Virtual High School and will become part of a student's permanent transcript. Any courses taken online must be taken for a grade. On-line classes via other institutions follow the same guidelines as Michigan Virtual classes. Another non-traditional area of study is **Independent Study**. This program is designed to offer students a chance to study a subject area through self-motivation and self-direction. The subject must tie into an actual course that exists in the curriculum. Students will receive a CR or NC for this class. See counselor for additional information. Guidelines are subject to change as a result of possible updates from the Michigan Department of Education.

**Prerequisite:** Counselor/Principal approval

**Guided Academics (EL)****Grades 9 - 12****Credit (.5)**

Guided Academics is a course designed to provide students with support in their classes. This class will reinforce habits to help students be successful in and out of school. Students will be graded on these habits which include homework completion, organization, planning and preparing, and productivity.

All students are entitled to a Personal Curriculum (PC).

## **Careerline Tech Center**

Careerline Tech Center (CTC) provides career education to juniors and seniors in high school and offers the opportunity for students to gain skills and/or prepare for post-secondary education in one of 27 programs. Tech Center classes are free. Programs are offered Monday through Friday and students attend for a half day either in the morning or the afternoon. Interested students and parents can get more information on Careerline Tech Center by visiting the website at [www.careerlinetech.org](http://www.careerlinetech.org) or “like” us on Facebook.

Each year, CTC has an open house in October and again in February for parents and potential students to visit the programs and talk with instructors. In February, 10th and 11th grade students have the opportunity to visit programs at the Tech Center before selecting a program for the following year. CTC has articulation agreements with 21 area colleges and universities. Those agreements give students the chance to earn college credit while still in high school. Direct college credit may be an option for some students. Early college options allow students to enroll, while at the Tech Center, as a college student. All work is completed at CTC and is part of the standard curriculum. College credit is earned and placed on a transcript to follow students to the college of their choice upon high school graduation.

In addition, Careerline Tech Center will offer students in Engineering Design, Electrical, Mechatronics/Robotics and Welding the opportunity to enroll in an early college program in partnership with Herman Miller and Grand Rapids Community College. More information on the early college program is provided on our website.

While Tech Center credit is earned as electives, Tech Center students have the opportunity to receive academic credit (4th Year Math, 3rd Year Science, Visual/Performing Arts and an on-line learning experience). All academic credits may not be available in all programs. Check with your high school counselor.

Careerline Tech Center’s programs are organized by pathways, broad groupings of careers that share similar characteristics and whose employment/education requirements call for many common interests, strengths, and competencies.

### **Natural Resources and Agriscience Pathway**

**Environmental & Agricultural Sciences** – This program is designed for students to gain an awareness of environmental, horticultural, and animal sciences. They study ecosystems, water quality, plant identification, landscape design, and animal anatomy and nutrition. The concept of “going green” will be discussed as well as renewable/sustainable energy resources. Students will work with animals in a lab setting.  
(Open to juniors and seniors, this is a two year program.)

### **Arts and Communications Pathway**

**Graphic Design** – The fundamentals of drawing and design are combined with computer software skills to produce original graphic design work and illustrations. Computers are used to produce high quality projects that are assembled into a portfolio.  
(Open to juniors and seniors, this is a one year program.)

**Media Communications** – The focus of this program is production as students learn video production, editing, and broadcasting. Students learn to operate video cameras, sound and mixing boards, and lighting in a production studio and in remote locations.  
(Open to juniors and seniors, this is a one year program.)

**Printing & Imaging Technology** – Students learn the three major printing processes from graphic design to digital imaging to final printed product. Operating a print shop, students produce t-shirts, brochures, newsletters, business cards, etc.  
(Open to juniors and seniors, this is a one year program.)

## **Business, Management, Marketing & Technology Pathway**

**Culinary Arts** – Students learn about the hospitality field focusing on culinary and arts. They learn food and beverage production, nutritional values, proper cooking methods, sanitation.  
(Open to juniors and seniors, this is a one year program.)

**Business Management** – Students learn the functions of marketing, economics, promotion, distribution, finances, hospitality, running the school store, Port 31. Students collaborate on all areas of the business as a staff.  
(Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Entrepreneurship & Global Business** – Students develop a business plan for their own businesses as well as manage a virtual, global business as a class.  
(Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Pastry Arts & Baking** - Students learn to prepare cakes, cookies, breads, pies and other baked goods. In addition, there is a focus on customer service, business math and finance. (Open to juniors and seniors, this is a one year program.)

**PC & Network Technologies** – In PC & Network Technologies, our goal is to expose students to a well-rounded information technology curriculum which will allow them to make educated career and life decisions. Students learn skills in PC hardware and operating systems; network topologies, protocols, and operating systems; and Internet technologies. Successful completion of the program will result in opportunities for program and industry certifications.  
(Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Web & Game Development** – Students can expect a fast, project-based environment for learning web, mobile, PC, and Xbox game development. Emphasis is placed on IT Core Fundamentals during year one. Second year students will choose a focus from Jr. Game Developer, Jr. Web Developer or Server Administration.  
(Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

## **Engineering/Manufacturing and Industrial Pathway**

**Auto Body Repair** – Students gain skills needed to repair damaged vehicles by learning dent removal, welding techniques, body and frame alignment, panel replacement, surface preparation, estimating skills, and painting.  
(Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Automotive Technology** – Students put classroom knowledge and training into action by applying their training to production work in the automotive lab. Among the services learned are tire service, tune-ups, electrical circuits, suspensions, brakes, and electronics. State of Michigan certifications are available to those who qualify.  
(Open to juniors and seniors, this is a two year program.)

**Building Tech & Construction Management** – Students study all aspects of the construction industry including blueprint reading, framing, roofing, siding, masonry, and basic carpentry skills. Students gain experience by building the Tech Center project house. “Green” technology in building/construction is taught.  
(Open to juniors and seniors, this is a two year program.)

**Diesel/Heavy Equipment Mechanics** – The operation, maintenance, and overhaul of diesel-powered equipment is learned, specializing in heavy equipment, trucking, and automotive applications. Second year students expand their knowledge of diesel-powered engines by working on actual customer equipment.  
(Open to juniors and seniors, this is a two year program.)

**Electrical/Alternative Energy** – Students learn residential, commercial, and industrial electricity. Electrical theory, blueprint reading, conduit bending, wiring and lighting are included. Students also learn about renewable/sustainable energy sources.(Open to juniors and seniors, this is a one year program.)

**Engineering Design & Machine Technologies** – Students obtain technology skills in engineering and machining. They build and test prototype parts and assemblies of products, tools, and machines used in the automotive, manufacturing, and construction industries. In addition to using the latest engineering and design software, students gain practical experience working with lathes, mills, and surface grinders.  
(Open to juniors and seniors, this is a one year program.)

**Mechatronics/Robotics** – Students learn electronics, robotics, equipment controls and sensors, and programming used in electro-mechanical systems. Students design and build vex robotic systems and an electric race car.  
(Open to juniors and seniors, this is a one year program.)

**Plumbing & Water Systems** – Residential and basic commercial plumbing, layout, and the design of plumbing systems are covered in this program. Students learn soldering and brazing of copper tubing and cutting, threading and grooving of steel pipe for gas and fire protection. Students gain actual experience at the CTC project house.  
(Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Welding** – Students learn the basics of welding including the design, layout and fabrication of metals, the identification of metal and alloy properties, and fluxcore and plasma arc cutting. (Open to juniors and seniors, this is a two year program.)

## **Health Sciences Pathway**

**Advanced Healthcare** – In the Advanced Healthcare program, students build on health foundations learned in the first year. Advanced skills include: EKG (pulse points, EKG rhythms), dressing changes (sterile dressing changes, irrigating a wound), catheters, colostomy, pre/post operative care (pulse oximeter, breathing treatments), injection techniques (types of injections, injection sites), intravenous fluids (IV pump), tracheotomy care, and phlebotomy (blood testing, drawing blood).  
(Open to seniors only, this is a one year program.)

**Certified Nurse Aide (CNA)** – This class will prepare students to become a certified nurse aide. Students learn to document and report on patients, check vital signs, administer medications and/or treatments, apply dressings and bandages, and help keep patients clean.  
(Open to juniors and seniors, this is a one year program.)

**Dental Careers** – This class will prepare students to become a chairside dental assistant. Students also have the opportunity to explore other careers in the dental field including dental hygienists, dental laboratory technicians, registered dental assistants, and dentists.  
(Open to juniors and seniors, this is a one year program.)

**Emergency Medical Services** – Students are trained to become emergency medical technicians. Students assess patients involved in different types of medical emergencies and trauma, and study treatment procedures.  
(Open to seniors only, this is a one year program.)

**Healthcare Foundations** – Students learn basic patient care such as temperature, blood pressure, pulse and breathing rates, and the use of computers in healthcare. Students have the opportunity to become certified in Phlebotomy (drawing blood).  
(Open to juniors and seniors, this is a one year program.)

## Human Services Pathway

**Cosmetology** – In this program, students learn services offered in a salon including hair shaping and styling, manicures, facials, and waxing. There is a fee for students, which covers a mannequin, textbook, hair sheers, razor, and uniform. Classes are taught at Tulip City Beauty College in Holland, Michigan.

(Open to seniors only, this is a one year program.)

**Teacher Academy** – This class is for students who are preparing for a career in education. Students explore human growth and development, diversity, ethics and professional responsibility, and health and safety. Students apply knowledge of teaching while delivering instruction through various field placements.

(Open to juniors and seniors, this is a one year program.)

**Public Safety & Security Services** – This class trains students in the protection of people. Students are introduced to the role of law enforcement, public safety, and security services in our community. Areas of study include Michigan law, the court system, corrections, emergency procedures (including CPR and first aid), and investigative procedures.

(Open to juniors and seniors, this is a one year program.)

## Continuing an athletic career after high school

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org).

Plan to register as early as possible during high school years.

Academic Requirements - Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

### Division I

1. Earn 16 NCAA-approved core-course credits in the following areas:
  - English – 4 years
  - Math – 3 years (Algebra I or higher)
  - Science – 2 years (including one year of lab, if offered)
  - Extra – 1 year (English, Math or Science)
  - Social Science – 2 years
  - Other – 4 years
2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

### Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:
  - English – 3 years
  - Math – 3 years (Algebra I or higher)
  - Science – 2 years (including one year of lab, if offered)
  - Extra – 3 years (English, Math or Science)
  - Social Science – 2 years
  - Other – 4 years
2. Earn a minimum 2.2 core-course GPA.
3. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

### Division III

While Division III schools set their own admissions and academic requirements, international student-athletes (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

# SPRING LAKE HIGH SCHOOL NCAA APPROVED CLASSES

ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	ADDITIONAL CORE
English 9	Algebra I	AP Biology	AP Economics	AP Spanish
English 9 1	Algebra I 1	AP Environmental Science	AP Psychology	French I
English 10	Algebra II	Astronomy	AP US History	French II
English 10 1	Algebra II 1	Biology	AP World History	French III
English 11	AP Calculus	Chemistry	Contemporary World History	French IV
English 11 1	AP Statistics	Chemistry II	Economics	Spanish I
English 12	College Algebra	Coding A	Government/Civics	Spanish II
English 12 1	Geometry	Coding B	Lecture Contemporary World History	Spanish III
AP English Language	Precalculus	Earth Science	Psychology	Spanish IV
AP English Literature	Statistics	Forensic Science	World Cultures	
Creative Writing		Human Anatomy & Physiology	World History	
Mythology		Physics		
Speech and Debate				

**STATEMENT OF COMPLIANCE WITH FEDERAL LAW**

Spring Lake Public Schools does not discriminate on the basis of race, color, religion, gender, national origin, age, height, weight, marital status, handicap, disability, or limited English proficiency in any of its programs or activities. The following office has been designated to handle inquiries regarding the nondiscrimination policies:

Spring Lake Public Schools  
Director of Curriculum  
345 Hammond Street  
Spring Lake, MI 49456

