

# Grand Blanc High School

2024-2025

## Course Selection Guide

The Grand Blanc High School Course Guide  
can also be viewed at our website  
<https://tinyurl.com/gbhsscheduling>

"Success for all... whatever it takes!"

High School East  
810-591-6634

High School West  
810-591-6350



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## GRADUATION REQUIREMENTS

<u>SUBJECT</u>	<u>GRAND BLANC REQUIREMENTS</u>	<u>INFORMATION</u>	<u>STATE OF MICHIGAN REQUIREMENTS</u>
ENGLISH	4 CREDITS	<ul style="list-style-type: none"> <li>English 9</li> <li>English 10</li> <li>English 11</li> <li>One full year of Senior English</li> </ul> <b>**See page 17 for Senior year options.</b>	4 CREDITS
MATHEMATICS	4 CREDITS	<ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Algebra II</li> <li>One math related credit senior year</li> </ul>	4 CREDITS
SCIENCE	3 CREDITS	<ul style="list-style-type: none"> <li>Introductory Physical Science</li> <li>Biology</li> <li>Chemistry or Physics</li> </ul>	3 CREDITS
SOCIAL STUDIES	3 CREDITS	<ul style="list-style-type: none"> <li>World History</li> <li>U.S. History</li> <li>Government</li> <li>Economics</li> <li>As part of the Economics class requirement, students must complete a career interview.</li> </ul>	3 CREDITS
PHYSICAL EDUCATION	1/2 CREDIT	<ul style="list-style-type: none"> <li>Course number 0941 is required</li> </ul>	1/2 CREDIT
HEALTH EDUCATION	1/2 CREDIT	<ul style="list-style-type: none"> <li>Course number 0942 is required</li> </ul>	1/2 CREDIT
VISUAL PERFORMING APPLIED ARTS	1 CREDIT		1 CREDIT
WORLD LANGUAGE	2 CREDITS of the same world language <b>-OR-</b> 1 CREDIT of world language AND 1 CREDIT of CTE <b>-OR-</b> 1 CREDIT of world language AND 1 CREDIT of VPAA		
ADDITIONAL CREDIT	5 CREDITS		
<b>TOTAL REQUIRED: 23 CREDITS</b>			

Note: State Online Requirement and district technology requirement to be met through computer and technology standards embedded in all subject areas.

## MULTIPLE GRADUATION REQUIREMENTS

The chart below outlines the courses that a student will be able to use to count for multiple Graduation Requirements.

Name of Course	VPAA	4 <sup>th</sup> Yr. Math	2 <sup>nd</sup> yr. World Lang.
Accounting/Finance I, II – CTE	X	X	X
Advanced Ceramics	X		1/2
Algebra I – AMPED – CTE	X	X	X
AP Computer Science A – CTE	X	X	X
AP Computer Science Principles - CTE	X	X	X
AP Seminar	X		X
AP Research	X	X	X
AP Macro/Micro		X	
Art Fundamentals	X	X	1/2
Auto I, II, Adv. Auto Tech Block - CTE	X	X	X
Band Courses	X		X
Choir Courses	X		X
Construction Trades I, II, Construction & Woodworking – CTE	X	X	X
Computer Science Programming Concepts - CTE	X	X	1/2
Computer Science Gaming – CTE	X	X	1/2
Computer Science Apps – CTE		X	
Competitive Debate	X		1/2
Digital Media Arts: Digital Photography	X		1/2
Digital Media Arts: Advanced Photography	X		1/2
Digital Media Arts: Graphic Arts	X		1/2
Drama I, II, III	X		X
Drawing and Painting	X		X
Early Childhood Education – CTE	X	X	X
Engineering I, II, III – CTE	X	X	X
Entrepreneurship, Adv. Entrepreneurship - CTE	X	X	X
Foods and Nutrition – CTE	X	X	1/2
GBTV I – Advertising & Promotions - CTE	X	X	X
GBTV II – Advanced Advertising & Promotions - CTE			
Intro to Ceramics	X		1/2
Journalistic Writing	X		1/2
Life Management – CTE	X	X	1/2
Marketing I, II, School Store – CTE	X	X	X
Medical Occupations I, II, III – CTE	X	X	X
Modern Business – CTE	X	X	X
Modern Technology I, II	X	X	1/2
Newspaper Lab	X		X
Parenting I, II/Child Psychology - CTE	X		1/2
Personal Living – CTE	X	X	1/2
Speech I	X		1/2
Studio Art I, II, & III	X		X
Teacher Education, Adv. Teacher Education - CTE	X	X	X
Technical Theater	X		X
Textiles	X		1/2
Textiles II	X		1/2
Web Design – CTE	X	X	X
Yearbook Lab	X		X
Yearbook Editor	X		X
<b>ALL GCI Courses</b>	X	X	X

If a student is using the course to fulfill the 2<sup>nd</sup> year World Language requirement, they will be required to take a different course to fulfill their VPAA requirement.

## FOUR-YEAR PLAN WORKSHEET

CLASS	CREDITS	9 <sup>th</sup> GRADE	10 <sup>th</sup> GRADE	11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE
<b>Required Courses</b>					
English	4				
Mathematics	4				
Science	3				
Social Studies	3				
Physical Education	½				
Health	½				
Visual Performing Applied Arts	1				
World Languages	2				
<b>Electives:</b>					

# ARTS, A/V TECHNOLOGY & COMMUNICATIONS

## Visual Arts

**Visual Arts Equity Statement:** *The GBHS Visual Arts Department values diversity, equity, and inclusion and works to integrate artwork and artists from many different backgrounds, races, and cultures to promote inclusivity and represent all students.*

The Visual Art program nurtures the creativity in every student. Classes are offered in a variety of traditional and digital art forms. Students have the opportunity to prepare for college in one of many professional careers including drawing, painting, printmaking, sculpture, fashion and fiber arts, ceramics, graphic design, illustration, photography, digital imaging, and computer animation, multimedia, TV and radio broadcasting, video production, digital design and interactive media applications. Developing skills, understanding concepts, and the exploration of individual creativity are emphasized.

For students interested in earning college credit and taking art courses, we offer a Dual Enrollment program through Kendall College of Art & Design (KCAD) under Ferris State University. Students in grades 9-12 may enroll in KCAD classes based on a portfolio review and interview with Mr. Barker in the art department.

### SUGGESTED COURSE SEQUENCE

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
ART FUNDAMENTALS	✓	✓	✓	✓
GBTV I – ADVERTISING & PROMOTIONS – CTE		✓	✓	
GBVT II – ADVANCED ADVERTISING & PROMOTIONS –CTE		✓	✓	✓
INTRODUCTION TO CERAMICS	✓	✓	✓	✓
ADVANCED CERAMICS		✓	✓	✓
STUDIO CERAMICS		✓	✓	✓
DIGITAL MEDIA ARTS – DIGITAL PHOTOGRAPHY	✓	✓	✓	✓
DIGITAL MEDIA ARTS – ADVANCED PHOTOGRAPHY			✓	✓
DIGITAL MEDIA ARTS – GRAPHIC ARTS	✓	✓	✓	✓
DRAWING, PAINTING & MIXED MEDIA (DPMM)	✓ *	✓	✓	✓
STUDIO ART I		✓	✓	✓
STUDIO ART II			✓	✓
STUDIO ART III			✓	✓
TEXTILES I	✓	✓	✓	✓
TEXTILES II		✓	✓	✓
UNIFIED ARTS		✓	✓	✓
DUAL ENROLLMENT (Through Kendall College of Art & Design) *These courses need to be approved by the instructor	✓ *	✓ *	✓ *	✓ *

### **ALL CTE courses:**

\*Students will gain real-world industry and leadership experiences through the application of hands-on skills and standards, participation in lab exercises and industry guided curriculum. CTE courses provide opportunities for students to attend conferences, gain employability skills, earn scholarships/awards, participate in field trips, and gain real-world experience through opportunities in work-based learning placements and co-op/internship opportunities. CTE courses are aligned with industry standards and post-secondary opportunities, offering free college credit through articulation, apprenticeship, and trades opportunities through state and local partnerships. CTE courses are geared towards industry certifications and require all students to participate in state assessments and industry credentialing requirements. Application Based Courses. CTE course requirements, benefits and expectations are identified within the CTE section of this guide.

### **0601 ART FUNDAMENTALS**

½ CR

**GRADES: 9-12**

Art Fundamentals is an introductory class emphasizing the basic elements and principles of art and design. Students will use a variety of materials to become familiar with techniques and methods. This project-based course establishes foundational knowledge necessary for upper-level art classes. A materials fee is required.

### **6051/6052 DRAWING, PAINTING AND MIXED MEDIA**

1 CR

**GRADES: 9-12**

**Prerequisite:** Any introductory art class with a grade of C+ or better and permission of instructor.

This class is an in-depth exploration of the elements and principles of design, and creating art through visual culture. Various mediums including pencil, charcoal, ink, pastel, watercolor, acrylics, sculpture, and mixed media will be used. Composition, design, and personal reflection is emphasized. This is a project-based course which allows students to further study and perfect their artistic skills. A materials fee is required per semester. **\*Students in 9<sup>th</sup> grade must have signed permission from 8<sup>th</sup> grade art teacher.**

### **0619 INTRODUCTION TO CERAMICS**

½ CR

**GRADES: 9-12**

Introduction to Ceramics provides the beginning foundation in the basic techniques for creative ceramic making. The course covers the three main hand building techniques: pinch, coil and slab. Various glazing and surface decorating techniques will be explored. Emphasis is placed upon functional as well as aesthetic design, good craftsmanship, and the development of skills and exploration of cultural and historical influences. *A materials fee is required.*

### **0620 ADVANCED CERAMICS**

½ CR

**GRADES: 10-12**

**Prerequisite:** Completion of Intro to Ceramics with a grade of 80% or better and permission from Intro to Ceramics instructor.

In this class personal style and direction will be encouraged and emphasized for the self-motivated student. Consistency and proficiency in pottery techniques will continue to develop. Further exploration of hand building techniques will be explored as well as use of the potter's wheel. More advanced methods of glazing will be used. *A materials fee is required.*

### **0622 STUDIO CERAMICS**

½ CR

**GRADES: 10-12**

**Prerequisite:** Intro to Ceramics & Advanced Ceramics. Students taking this course must have received a B or better in both Intro to Ceramics and Advanced Ceramics with an approved application.

Studio Ceramics is a mastery level course that provides students with the opportunity to utilize their previous knowledge from the introductory and advanced ceramic classes. This course will continue to challenge the students with higher level hand building proficiency, provide strong emphasis of throwing on the potter's wheel, and present students with the experimentation of high fire and low fire glazing. A wide range of techniques will be demonstrated as starting points to using the wheel as a tool for creating forms. The design, function, decoration, and presentation of all forms will be emphasized through all course projects. In addition, students will learn about different finishing surfaces, how to do slip inlay, and slip casting. *A materials fee is required.*

### **0625 DIGITAL MEDIA ARTS – Digital Photography**

½ CR

**GRADES: 9-12**

This project-based class explores the history and the evolution of photography; using a Digital Single Lens Reflex (DSLR) and smartphone camera; trends in photography including, visual storytelling, fine art, brand communication, and posting on social media platforms. Topics include perspective, composition, balance, design principles, lighting using traditional and non-traditional methods along with various techniques. Types of photography covered include nature, portrait, fashion, sports, fine art, commercial, and travel photography. Adobe Photoshop and Lightroom will be used to edit images. This course meets the requirements for the VPAA and technology credit. DSLR cameras are provided. *A materials fee is required.*

### **0626 DIGITAL MEDIA ARTS – Graphic Arts**

½ CR

**GRADES: 9-12**

**Prerequisite:** None

This project-based course emphasizes the computer as the tool used to create and communicate the arts. Students will be exposed to digital 3D sculpting, painting, 2D & 3D computer animation, and visual communication including typography and graphic design using Adobe InDesign, Illustrator, Dimension, and Photoshop. Output will include making flyers, posters, logos, and advertisements for the school and community. *A materials fee is required.*

**0627 DIGITAL MEDIA ARTS – ADVANCED DIGITAL PHOTOGRAPHY****½ CR****GRADES: 11-12****Prerequisite:** *Digital Photography grade of B or higher, plus application and instructor approval.*

Advanced Photography will include work in the studio, which consists of working with speedlights, strobes, light modifiers, backdrops, and unique portrait sets. In addition, students will have the time and space to set up softboxes for product and commercial photography shoots. Finally, students will explore the different lenses that we have through photographing sporting events, landscapes, and portraits. A deeper look into creative photography using the computer lab with software like Adobe Photoshop and Lightroom will also be utilized for post-production and special effects.

**6061/6062 STUDIO ART I****1 CR****GRADES: 10-12****Prerequisite:** *Drawing, Painting and Mixed Media with a grade of B or better and application.*

Class projects are featured with great emphasis on personal style and originality. The studio art student begins to develop their personal art portfolio. Fewer but more difficult and time intensive projects are assigned. Students are expected to participate in critiques and art shows. A sketchbook is required for weekly homework drawing assignments. *A materials fee is required per semester.*

**6081/6082 STUDIO ART II****1 CR****GRADE: 11-12****Prerequisite:** *Studio Art I with a grade of B or better and application.*

Students will continue to develop a sketchbook and portfolio of a professional nature and display their work in an art show. Students assist in setting up the art show and critiquing artwork. Fewer assignments are required along with completed independent work each marking period. Independent work is discussed and evaluated. Each student's style and technique should be easily identifiable. Classroom participation plays an important role in evaluation along with completed independent work. *A materials fee is required per semester.*

**6091/6092 STUDIO ART III****1 CR****GRADE: 11-12****Prerequisite:** *Studio Art I & II with a grade of B or better and application.*

This class is for the senior who plans on pursuing art as a career. A personal display of artwork is required. Independent work is emphasized; strong leadership skills are important; and traditional and digital portfolios are required for the student's exit grade. *A materials fee is required per semester.*

**0612 TEXTILES I****½ CR****GRADES: 9-12**

In Textiles I, students will create functional and unique works of art using various fabrics and fiber mediums. Students will have the opportunity to explore new mediums such as; hand sewing, basket coiling, dying fabric, tapestry weaving, knitting, fabric layering and stitching. Students will develop curiosity for art and gain an appreciation for creative and functional design. Textiles 1 will concentrate on form, function, and the multi-cultural heritage of textiles. A materials fee is required.

**0613 TEXTILES II****½ CR****GRADES: 10-12****Prerequisite:** *Completion of Textiles I with a grade of C+ or better and permission of instructor.*

In this course, students will continue to explore the artistic processes and principles learned in Textiles. Students will work with many of the same art techniques that they learned in Textiles I with an emphasis on incorporating mixed media into their designs. Development of individual artistic expression within the medium of fiber arts is encouraged. A materials fee is required.

**7820/7821 GBTV I – ADVERTISING & PROMOTIONS – CTE \*****GRADES: 10 -11****1 CR****Prerequisite:** *None*

This class is intended for students who would like a better understanding of the Television, Film and Digital Content Creation industries, and their relationship to Marketing, Advertising and Promotions. In our classroom we place a strong emphasis on video production and editing in Final Cut Pro on a Mac based platform. Students will learn to effectively communicate original ideas and information through video production relating to Marketing, Advertising and Promotions.

**7830/7831 GBTV II – ADVANCED ADVERTISING & PROMOTIONS - CTE \*****1 CR****GRADES: 11-12****Prerequisite:** *Successful completion of first/previous year/s course/s (minimum grade of B or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.***Prerequisite course options:** GBTV I

Students will gain experience working in the control room/studio, as well as develop more advanced technical editing skills with Motion, Logic, and Adobe Production Suite and their relationship to Marketing, Advertising and Promotions. Students will develop original content, produce events for GBCS staff and students and GBTV, as well as advertising and promotional material for the GBCS Don Batchelor Field Daktronics Board Curriculum. A very limited number of students will have the opportunity to participate in this 2-hour block, advanced CTE class.



# BUSINESS

## BUSINESS MANAGEMENT & ADMINISTRATION

The Business Management & Administration pathway is an appropriate choice for college-bound and employment-bound students. The technical skills learned in this program will assist students in completing their high school and college assignments, help qualify and prepare them for employment and post-secondary education in the areas of business, management and administration, and be of value in their own personal business situations. Business Management and Administration careers use your organizational and leadership skills to prepare for careers where you plan, direct and evaluate operations to run a successful business.

### SUGGESTED COURSE SEQUENCE

CLASS	9th	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
MODERN BUSINESS – CTE		✓	✓	✓
ENTREPRENEURSHIP – CTE		✓	✓	✓
ENTREPRENEURSHIP – ADVANCED – CTE			✓	✓

## FINANCIAL MANAGEMENT SERVICES

This program focuses on the fundamentals of finance and the financial information used in the decision-making process in business operations. Skills acquired in this program include: execution of business accounting, design, maintenance and use of general accounting systems, financial analysis, organization, time management, customer service, communication, decision making, project management, entrepreneurial, and career planning.

### SUGGESTED COURSE SEQUENCE

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
ACCOUNTING I – CTE		✓	✓	✓
ACCOUNTING II – CTE		✓	✓	✓
MODERN BUSINESS		✓	✓	✓
MARKETING	✓	✓	✓	✓

## MARKETING

### Retail Sales & Business Management

Marketing I and II are suggested for students who are interested in Business, Management, Marketing and Sales careers. Students taking Marketing courses qualify to participate in DECA. DECA is a Career and Technology student led organization with a focus on leadership, civic involvement, and competition (based on marketing and business knowledge). Students compete and participate at district, state, and national competitions or leadership conferences in real world business settings.

#### SUGGESTED COURSE SEQUENCE

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
MODERN BUSINESS – CTE		✓	✓	✓
MARKETING I – CTE	✓	✓	✓	✓
MARKETING II (SCHOOL STORE) – CTE		✓	✓	✓
ENTREPRENEURSHIP – CTE		✓	✓	✓
HUMAN RESOURCE MANAGEMENT & BUSINESS LAW – CTE		✓	✓	✓
ENTREPRENEURSHIP-ADVANCED – CTE			✓	✓

## COMPUTER SCIENCE

Dive into the exciting world of Computer Science where you can become a tech wizard! This isn't just about coding; it's a journey through the universe of tech. Imagine designing cool apps, building powerful software, and making virtual worlds come alive. You'll get to unravel tech mysteries, think like a pro gamer to solve complex problems, and manage awesome projects. Ever dreamt of being the go-to tech hero? This is your chance!

In the IT world, you're the backbone of the digital age. You'll set up epic networks, protect secret data like a spy, and be the problem-solving guru for all things tech. Whether it's helping friends with their gadgets or managing big digital projects, your skills will be in hot demand. With endless career paths, you could be shaping the future of technology. Ready to start your tech adventure?

#### SUGGESTED COURSE SEQUENCE

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
WEB DESIGN – CTE	✓	✓	✓	✓
ENTREPRENEURSHIP – CTE		✓	✓	✓
ENTREPRENEURSHIP – ADVANCED – CTE			✓	✓
COMPUTER SCIENCE – PROGRAMMING CONCEPTS – CTE	✓	✓	✓	✓
COMPUTER SCIENCE – APPS – CTE	✓	✓	✓	✓
COMPUTER SCIENCE – GAMING – CTE	✓	✓	✓	✓
AP COMPUTER SCIENCE A – Java – CTE		✓	✓	✓
AP COMPUTER SCIENCE PRINCIPLES - CTE		✓	✓	✓

### **ALL CTE Courses:**

\*Students will gain real-world industry and leadership experiences through the application of hands-on skills and standards, participation in lab exercises and industry guided curriculum. CTE courses provide opportunities for students to attend conferences, gain employability skills, earn scholarships/awards, participate in field trips, and gain real-world experience through opportunities in work-based learning placements and co-op/internship opportunities. CTE courses are aligned with industry standards and post-secondary opportunities, offering free college credit through articulation, apprenticeship, and trades opportunities through state and local partnerships. CTE courses are geared towards industry certifications and require all students to participate in state assessments and industry credentialing requirements. Application Based Courses. CTE course requirements, benefits and expectations are identified within the CTE section of this guide.

#### **7741/7742 MODERN BUSINESS – CTE \***

**1 CR**

**GRADES: 10-12**

**Prerequisite:** None

This course will utilize information technology including Microsoft Office and several other online tools to create, collaborate, manage, organize and optimize business and personal success. Business concepts will be covered from starting a new small business to the basics of International Business. Additional areas of study include communications, business management and entrepreneurship, human resources and personnel administration, operations, financial analysis, law, and project management. Students are encouraged to participate in the DECA (Distributive Education Clubs of America) leadership organization.

#### **7747/7748 ENTREPRENEURSHIP – CTE \***

**1 CR**

**GRADES: 10 - 12**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Modern Business, Entrepreneurship or Marketing I

Entrepreneurship will transform students into business professionals by bringing the workplace into the classroom. Entrepreneurship replicates all the functions of real business in both structure and practice. Under the guidance of a teacher-facilitator and business mentors, students create and manage their business from product development, production and distribution to marketing and sales.

#### **7751/7752 ENTREPRENEURSHIP ADVANCED – CTE \***

**1 CR**

**GRADES: 11 - 12**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Entrepreneurship

This course is designed for qualified high school juniors or seniors who are at least 16 years of age. The program is designed to develop basic occupational competencies for the future employment in business. The student is supervised and trained by the teacher and Work-Based Learning Coordinator.

#### **7631/7632 ACCOUNTING I – CTE \***

**1 CR**

**GRADES: 10-12**

**Prerequisite:** None

Accounting I is a course designed for students who wish to pursue careers in business and finance or for those who wish to develop important skill sets related to financial literacy. Students will learn to analyze, classify, and record business transactions in a manual and computerized setting. Emphasis is on the complete accounting cycle, basic financial statements, bank reconciliations, payroll, and applying financial analysis to business processes. Students are encouraged to participate in the DECA (Distributive Education Clubs of America) leadership organization.

#### **7701/7702 ACCOUNTING II – CTE \***

**1 CR**

**GRADES: 10-12**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Accounting I

Accounting II is an advanced study of concepts, principles, and techniques used by businesses to maintain electronic and manual financial records. This course expands on content explored in Accounting I to cover the accounting processes of a variety of different firms, including merchandising and service-oriented businesses. Upon completion of this course, proficient students will gain in-depth knowledge of business accounting procedures and their applications to business operations. Upon completion of this course, students will be prepared for postsecondary study and advanced training in accounting or business.

**7401/7402 MARKETING I – CTE \*****1 CR****GRADES 9-12****Prerequisite:** None

Marketing I introduces students to the basic principles of Business Administration's Marketing Cluster. Course content covers all 12 segments of the marketing curriculum, functions/foundations of marketing, selling, promotion and social media, pricing, financial analysis, channel management, entrepreneurship, risk management, and operations. Marketing Information management, strategic market planning, product service planning, human resources management careers, and economics. Students taking marketing course automatically qualify to participate in DECA. DECA is a Career and Technology student led organization with a focus on leadership, civic involvement, and competition, (based on marketing and business knowledge). Membership is strongly suggested.

**7355/7356 MARKETING II "Student Store" – CTE \* (2 HR BLOCK)****2 CR****GRADES 10-12**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Marketing I

Marketing II follows the National Business Administration – Marketing Cluster Merchandising pathway. The class showcases a retail business simulation. Students will learn retailing theory, communications, and skills in human relations. Students apply customer relations, marketing information management, product planning, and financial skills in the daily school store operations using current technology and economic opportunities. Prerequisites are not required, and the class is available to both juniors and seniors. Seniors are given priority placement. Students enrolled in this course are automatic members of National DECA. DECA is a Career and Technology student led organization with a focus on leadership, civic involvement, and competition. As members they will have the opportunity to earn Student Based Enterprise certification.

**7641/7642 WEB DESIGN – CTE \*****1 CR****GRADES: 10-12****Prerequisite:** None

The web design course teaches essential web page development skills. Students will learn to develop basic page construction using code, file formats (image, audio, and general multimedia), and HTML5/CSS. Students will also work with images, create hyperlinks, and add tables, forms, video, and audio to their web pages. Other topics include validating code, using search engine optimization (SEO), using stylesheets, and implementing design concepts. Upon completion of this course, a student will have experience coding and authoring a website. sources and personnel administration, operations, financial analysis, law, and project management. Students are encouraged to participate in the DECA (Distributive Education Clubs of America) leadership organization.

**3495 COMPUTER SCIENCE – PROGRAMMING CONCEPTS – CTE \*****½ CR****GRADES: 9 - 12****Prerequisite:** None

Get ready for an exciting journey into the world of Python programming in this dynamic course! Dive into the vibrant world of data types, variables, and functions, and unleash your creativity and problem-solving prowess. You'll explore the magic of loops, lists, and algorithms, and conquer the art of troubleshooting, all while building a strong foundation for your future in technology. This course is your ticket to becoming a tech superstar!

**3496 COMPUTER SCIENCE - APPS – CTE \*****½ CR****GRADES: 9 - 12****Prerequisite:** None

Step into the exciting world of app creation in this engaging course, where you'll learn to develop everything from games to animation and informational apps. Master user interface design, programming techniques, all while connecting your creations to the wider web. It's your chance to transform your tech dreams into digital reality!

**3497 COMPUTER SCIENCE – GAMING – CTE \*****½ CR****GRADES: 9 - 12****Prerequisite:** None

Join us on a captivating journey into the world of gaming as a gateway to mastering computer science skills. This course offers an engaging platform to explore essential computer science concepts, using game development as a practical tool. You'll dive into story and character development, and learn about interface design and asset management, all while honing your programming and tech skills.

**3491/3492 [AP COMPUTER SCIENCE A – Java](#) – CTE \***

**1 CR**

**GRADES: 9 - 12**

**Prerequisite:** *Algebra 1, previous programming experience.*

Jump into the action-packed world of computer science with AP Computer Science A! Here, you'll dive into programming, data wrangling, and algorithm design, all through the powerful lens of Java. This course is like a sneak peek into a college-level computer science class, where you'll tackle real-world problems, learn the art of object-oriented programming, and explore the ethical side of computing. Bring your algebra A-game and get ready for 20+ hours of cool, hands-on lab experiences that'll turn you into a Java programming whiz, ready to code your way to awesome solutions and innovations.

**3493/3494 [AP COMPUTER SCIENCE PRINCIPLES](#) – CTE \***

**1 CR**

**GRADES 9-12**

**Prerequisite:** *Algebra I and good work habits.*

Ready to dive into the awesome world of computer science? AP Computer Science Principles is your ticket to mastering algorithms, programming, the impact of computing on society, and the magic of the Internet, with no prior coding experience needed! Just bring your algebra skills and get ready to create, collaborate, and explore tech innovations.

## ENGLISH

Four (4) English credits are required for graduation and should be taken in the following sequence:

### SUGGESTED COURSE SEQUENCE

GRADE	CAREER-TECHNICAL	COLLEGE PREP	ELECTIVES
9	<ul style="list-style-type: none"> <li>General English 9</li> <li>English 9</li> </ul>	<ul style="list-style-type: none"> <li>English 9</li> <li>Honors English 9</li> </ul>	<ul style="list-style-type: none"> <li>Drama I</li> <li>Unified Drama I</li> <li>World Affairs</li> <li>Speech I</li> <li>Competitive Debate</li> </ul>
10	<ul style="list-style-type: none"> <li>General English 10</li> <li>English 10</li> </ul>	<ul style="list-style-type: none"> <li>English 10</li> <li>AP Seminar</li> </ul>	<ul style="list-style-type: none"> <li>Competitive Debate</li> <li>Drama I, II</li> <li>Journalistic Writing</li> <li>Newspaper Lab</li> <li>Speech I</li> <li>Technical Theater</li> <li>Unified Drama I</li> <li>World Affairs</li> <li>Yearbook</li> </ul>
11	<ul style="list-style-type: none"> <li>Literature &amp; Writing Survey</li> <li>English 11</li> </ul>	<ul style="list-style-type: none"> <li>English 11</li> <li>AP Language &amp; Composition</li> </ul>	<ul style="list-style-type: none"> <li>AP Research</li> <li>Competitive Debate</li> <li>Creative Writing</li> <li>Drama I, II, III</li> <li>Humanities</li> <li>Journalistic Writing</li> <li>Newspaper Lab</li> <li>Science Fiction</li> <li>Speech I</li> <li>Unified Drama I</li> <li>World Affairs</li> <li>Yearbook</li> <li>Yearbook Editor</li> </ul>
12	<ul style="list-style-type: none"> <li>Media Literacy &amp; Composition + 1/2 English Elective Credit</li> <li>Academic Research &amp; Composition (ARC) + 1/2 English Elective Credit</li> </ul>	<ul style="list-style-type: none"> <li>Academic Research &amp; Composition (ARC) + 1/2 English Elective</li> <li>Humanities</li> <li>AP Literature &amp; Composition</li> <li>AP Research .5 + .5 English Elective</li> </ul> <p><b>*See exceptions under ARC description</b></p>	<ul style="list-style-type: none"> <li>AP Research</li> <li>Competitive Debate</li> <li>Creative Writing</li> <li>Drama I, II, III</li> <li>English Strategies</li> <li>Humanities</li> <li>Journalistic Writing</li> <li>Newspaper Lab</li> <li>Science Fiction</li> <li>Speech I</li> <li>Unified Drama I</li> <li>World Affairs</li> <li>Yearbook</li> <li>Yearbook Editor</li> </ul>

**English Department Equity Statement:** *The GBHS English Department values diversity, equity, and inclusion and works to integrate a wide range of texts and authors to encourage empathy, critical thinking, and reflection. Specifically, the GBHS English Department operationalizes equity through: **Diverse authors/texts, Purposeful discussions that acknowledge different perspectives and experiences, and meaningful writing opportunities to explore and grow.***

**Drama Department Equity Statement:** *GBHS will strive to meet and exceed what students need to feel successful and adjusted.*

**1061/1062 GENERAL ENGLISH 9**

**1 CR**

**GRADE: 9**

**Prerequisite:** *Placement based on teacher recommendation and qualifying NWEA Reading Scores*

General English 9 is a course designed to improve the reading, writing, listening, and speaking skills of students who are not yet meeting grade level expectations in the English Arts. With targeted instruction, General English 9 students will read a play, short stories, graphic novels, poetry, a historical fiction novel, and a non-fiction memoir. This class is designed to improve students' reading comprehension and fluency with a targeted emphasis on close reading and vocabulary building. In addition, General English 9 students will hone their writing ability with exercises involving grammar, sentence structure, and perfect paragraphs as a foundation for effective essays. There will be a limited number of sections of this course. (NCAA approved core course)

**1001/1002 ENGLISH 9**

**1 CR**

**GRADE: 9**

English 9 is the college preparatory English class for incoming freshman. This English Language Arts survey course focuses on developing a student's reading, writing, listening and speaking skills. During English 9, students will explore short stories, non-fiction articles, poetry, classic novels, a non-fiction memoir, a Greek Epic, and a Shakespearian play. English 9 students will also participate in units on grammar, vocabulary, and informational, persuasive, and narrative writing. (NCAA approved core course)

**1049/1050 HONORS ENGLISH 9**

**1 CR**

**GRADE: 9**

**Prerequisite:** *Reliable "A" level work in 8th grade English, 8th grade English teacher approval, qualifying score on screening test, and consistent scores of at least 11<sup>th</sup> and 12<sup>th</sup> grade level on NWEA (post-high school scores preferred).*

Honors English 9 is a challenging course that feeds into the Advanced Placement English courses offered at the high school. This class is for students who love reading challenging fiction and non-fiction pieces, writing about their learning, and taking part in lively discussions. The Honors English 9 curriculum is similar to the English 9 curriculum; however, the class features many additional reading and writing assignments and moves at a much faster pace than English 9. Honors English 9 students need a strong command of grammatical rules and sentence syntax. Honors English 9 students should expect 30-60 minutes of English homework 4- 5 nights per week. This course requires summer reading and writing. (NCAA approved core course)

**1181/1182 GENERAL ENGLISH 10**

**1 CR**

**GRADE: 10**

**Prerequisite:** *General English 9*

General English 10 is a course designed to improve the reading, writing, listening, and speaking skills of students who are not yet meeting sophomore grade level expectations in the English Arts. Like General English 9, General English 10 is a survey course where students read poetry, short stories, articles, novels, and plays. Like General English 9, this class is designed to improve students' reading comprehension and fluency -- with a targeted focus on close reading and vocabulary building; however, General English 10 may require more independent reading and has an increased emphasis on exercises designed to build reading speed and stamina. Students will continue to hone their writing skills in General English 10, working on organization, evidence, and technical accuracy/clarity. Students are encouraged to demonstrate critical thinking in class discussions and assessments. There will be a limited number of sections of this course. (NCAA approved core course)

**1101/1102 ENGLISH 10**

**1 CR**

**GRADE: 10**

English 10 is the college preparatory English class for sophomores. Like English 9, this English Language Arts survey course focuses on developing a student's reading, writing, listening and speaking skills. During English 10, students will explore various fiction and non-fiction writing. English 10 students will also work on various types of writing. Students are expected to actively participate in classroom discussions. (NCAA approved core course)

**1153/1154 AP SEMINAR/HONORS ENGLISH 10****1 CR****GRADE: 10**

**Prerequisite:** 80% or better between both semesters of Honors English 9 OR 90% or better between both semesters of English 9 + teacher recommendation.

AP Seminar is a foundational, skills-based course that will prepare students for AP Language, AP Literature, and AP classes in other disciplines. AP Seminar is best for students who have strong reading skills, as the independent reading of challenging fiction, non-fiction, and dramatic pieces (at an accelerated pace from that of our traditional English curriculum) is required. Students will be expected to think critically about the world around them and communicate their ideas and opinions to an audience. Students will write multi-draft informational reports, long-form argumentative papers, and timed-essays. Students will be encouraged (but not mandated) to take the AP Seminar exam as College Board required performance tasks are embedded throughout the AP Seminar curriculum. AP Seminar is the first course in an optional two-part "AP Capstone" sequence that concludes with AP Research. Students who complete both AP Capstone courses and successfully pass the AP Seminar exam and the AP Research exam will earn the honorary AP Capstone Certificate. Taking both AP Capstone courses, passing their exams, and passing four or more AP exams qualifies students for the prestigious AP Capstone diploma. This course requires summer reading and writing. *This course replaces Honors English 10 and will fulfill students' English 10 graduation requirement.* (NCAA approved core course)

**0155/0156 LITERATURE & WRITING SURVEY****1 CR****GRADE: 11**

Literature and Writing Survey is a general-level course designed to improve the reading, writing, listening, and speaking skills of students who are not yet meeting junior grade level expectations in the English Arts. This is a survey course where students will read short stories, non-fiction pieces, and multiple high-interest novels, often focusing on teenage protagonists. With SAT preparation in mind, this class is designed to improve students' reading comprehension and fluency with a targeted emphasis of close reading. As a progression from General English 10, Literature and Writing Survey requires more independent reading and writing and increases emphasis on fostering independent readers and writers with stamina. Students will continue to hone their writing and communication skills in Literature and Writing Survey, working on informative pieces, persuasive and SAT-style essays, and narrative writing, as well as presentations. Students are encouraged to demonstrate critical thinking and application of skills and concepts in class discussions and on assessments. There will be a limited number of sections of this course. Required for all juniors not taking American Literature or AP Language in order to prepare for the M-STEP. (NCAA approved core course)

**1207/1208 ENGLISH 11****1 CR****GRADE: 11**

English 11 is the college preparatory English class that should be taken by all college bound juniors to prepare them for the SAT/M-STEP and the rigors of college level English courses. This class is designed to guide students through universal themes in literature, drawing from a range of texts which include both familiar classics to modern masterpieces, alongside contemporary pieces. Students will explore poetry, short stories, novels, and nonfiction memoirs. Students will be expected to demonstrate their understanding of course readings in classroom discussions and written responses. English 11 emphasizes writing skills that will be essential to students' collegiate success – multiple essays and written responses are required each semester. (NCAA approved core course)

**1251/1252 AP LANGUAGE & COMPOSITION****1 CR****GRADE: 11** [Application](#)

**Prerequisite:** 80% or better in both semesters of Honors English 10 OR 90% or better in both semesters of English 10, English teacher recommendation, and a qualifying score on an AP screening essay.

Advanced Placement English Language and Composition is a year-long course requiring college freshman level work in writing and literary analysis. Special emphasis will be placed on the examination of arguments in various forums, critical thinking and analysis, and writing. Enrollment is limited to a select number of students who read widely, have an excellent command of grammar, think logically and analytically, and willingly participate in group discussions. Students are strongly encouraged to take the College Board Advanced Placement exam in May. Students will be required to complete additional readings for the course during the summer. (NCAA approved core course)

**0136 MEDIA LITERACY and COMPOSITION (MEL-COMP)****½ CR****GRADE: 12**

**Prerequisite:** Successful completion of Literature and Writing Survey

\*This class fulfills the ½ credit senior writing course requirement for students not taking AP Literature or Humanities.

Media Literacy and Composition (MeL-Comp) is a one semester senior level class designed to prepare students for the demands of a competitive career marketplace. Instruction will focus on writing that informs, explains, and persuades and on media literacy/research. To build media literacy skills, students will learn how to use modern library/online resources, how to evaluate information for credibility, how to properly give credit when using another's ideas, how to find the information necessary to make informed life decisions, and how to clearly communicate what they have learned. Students will have ample practice composing informational, persuasive and narrative essays and speeches. This class will focus on the literacy skills, written communication skills, and oral communication skills that are essential for success in today's workplace. This course is recommended for incoming seniors currently taking Literature and Writing Survey.



**0135 ACADEMIC RESEARCH & COMPOSITION (ARC)****½ CR****GRADE: 12**

**Prerequisite:** Successful completion of C or better in American Literature and teacher recommendation. \*This class fulfills the ½ credit senior writing course requirement for students not taking AP Literature or Humanities.

Academic Research and Composition (ARC) is a one semester senior level class designed to prepare students for the rigors of college level research and composition. Instruction will focus on elements of quality expository writing such as organization, syntax and clarity, as well as the art of academic inquiry and the construction of research papers. There will be significant emphasis on effective research methods, source evaluation, avoidance of plagiarism, and the use of evidence to support one's opinion. Students will compose on-demand essays, research longer papers, write speeches, and deliver research-supported arguments in a variety of forms. This course is recommended for incoming seniors currently taking American Literature or AP Language who are college-bound. (NCAA approved core course)

\*\*Early College students with a 3.0 or better in ENG 111 may opt out of taking Academic Research & Composition their senior year and may instead take a full year of English electives of their choice.

\*\*AP Language students with an 80% or better may opt out of taking Academic Research & Composition and are strongly encouraged to take AP Literature or Humanities to satisfy their senior English credit.

\*\*AP Capstone students taking AP Research do not need to take Academic Research & Composition, as AP Research fulfills .5 of their senior English credit. They may select one more English elective (.5) of their choice.

**B0135 ACADEMIC RESEARCH & COMPOSITION (ARC) BLENDED****½ CR**

**Blended Class** – This class will run 1st or 6th hour and will be conducted as a semi-independent study/online course. Students will be expected to attend class 2 times per week and complete work on their own on “off” days. Students are encouraged to participate in office hours during their class period each Friday to receive extra support. On “off” days students must be able to provide their own transportation to or from school. Students who do not maintain a C or better will be required to attend class on “off” days. Please watch the linked video for more information.

**GRADE: 12**

**Prerequisite:** Successful completion of C or better in American Literature and teacher recommendation. \*This class fulfills the ½ credit senior writing course requirement for students not taking AP Literature or Humanities.

Academic Research and Composition (ARC) is a one semester senior level class designed to prepare students for the rigors of college level research and composition. Instruction will focus on elements of quality expository writing such as organization, syntax and clarity, as well as the art of academic inquiry and the construction of research papers. There will be significant emphasis on effective research methods, source evaluation, avoidance of plagiarism, and the use of evidence to support one's opinion. Students will compose on-demand essays, research longer papers, write speeches, and deliver research-supported arguments in a variety of forms. This course is recommended for incoming seniors currently taking American Literature or AP Language who are college-bound. (NCAA approved core course)

**1321/1322 HUMANITIES****1 CR****GRADE: 12**

**Prerequisite:** C or better in both semesters in core English class

Designed for the college-bound student, Humanities is the study of Western classical civilizations and their influences in shaping our culture. Such topics as religious belief systems, morals and values, gender, and politics will be examined through literature, writings, theatre, religious texts, art, music, and architecture. In addition to traditional essays and texts, “hands-on” work and participation in in- class discussions, outside readings, and projects will be required of students. (NCAA approved core course)

**1981/1982 AP LITERATURE AND COMPOSITION****1 CR****GRADE: 12** [Application](#)

**Prerequisite:** 80% or better between both semesters of AP Language OR 90% or better between both semesters of American Lit, English teacher recommendation, and a qualifying score on an AP screening essay.

Advanced Placement Literature and Composition is a year-long course requiring college-level work in writing and literary analysis. Enrollment in this AP course is appropriate and encouraged for students who read widely, have an excellent command of the written word, think logically and analytically, and discuss willingly and fruitfully in a whole-class forum. AP Literature students will read, respond to, and deeply analyze classic and contemporary novels, plays, and poetry. AP Literature and Composition is highly encouraged for students who have been successful in AP Language and Composition and/or AP Seminar, but the class can also be highly rewarding for hardworking and ambitious students new to AP English courses. Students should expect to be well-prepared to take the Advanced Placement English Literature and Composition exam in May. This course requires summer reading. (NCAA-approved core course)

**5643/5644 AP RESEARCH****1 CR****GRADE: 11-12****Prerequisite:** Successful completion of AP Seminar.

From the College Board: "AP Research [is a course that] allows students to deeply explore an academic topic, problem or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing and synthesizing information as they address a research question." Submitting the AP Research paper to the College Board as part of the AP Research exam is encouraged but not required. AP Research counts as .5 English credit and .5 math-related credit. Students who take AP Research are not required to take Academic Research and Composition (ARC). Students who complete both AP Capstone courses and successfully pass the AP Seminar exam and the AP Research exam will earn the honorary AP Capstone Certificate. Taking both AP Capstone courses, passing their exams, and passing four or more AP exams qualifies students for the prestigious AP Capstone diploma. This course requires summer reading and writing. (NCAA approved core course)

**0184 COMPETITIVE DEBATE****½ CR****GRADE: 9-12**

Competitive Debate is a college prep course designed for students interested in formal argumentation. This is an excellent course for students interested in pursuing careers in law, politics, education, business or other communication-related fields. This class requires students to articulate their ideas and opinions, to defend their stance with research, to challenge the logic and reasoning of others, and to collaborate with others. Students will become familiar with debate terminology, methods of persuasive delivery, critical thinking strategies, and advanced organizational/research techniques. (NCAA approved core course)

**0130 CREATIVE WRITING****½ CR****GRADE:10-12**

**Prerequisites:** Students MUST have passed ALL previous English courses (English 9, English 10, and/or American Lit) with a C- or higher in both semesters.

This semester-long course focuses on writing for publication in three genres: creative nonfiction, short fiction, and poetry. Additionally, students will publish their writing digitally for an audience. The purpose of this class is to encourage students to cultivate the habits, attitudes, and flexibility of a professional writer within a supportive professional writing community. Students will practice writing like a reader and reading like a writer. Students will be expected to write with an open mind every day. Students will be expected to confer with the instructor, participate in writer response groups, read published authors as models, keep and regularly write in a writer's notebook, create and update a blog, and reflect on and revise their own writing routinely. (NCAA approved core course)

**1801/1802 DRAMA I****1 CR****GRADE: 9-12**

Course content includes work in stage movement, pantomime, theater vocabulary, improvisation, record pantomime, interpretive reading, memorization and short scenes. Drama I demands a willingness to perform, accept and use criticism, and work well with others.

**1811/1812 DRAMA II****1 CR****GRADE: 10-12**

**Prerequisite:** *Drama I with B or better and teacher approval*

This class is for students interested in acting and is designed to guide them through exercises, improvisation, and prepared scenes in various styles of acting. There is a lot of required memorization. Emphasis will be placed on performance as an entertainment medium.

**1851/1852 DRAMA III****1 CR****GRADE: 11-12**

**Prerequisite:** *Drama I & II with teacher approval*

This class is designed for the serious acting student who plans to major or minor in theater. It is a style of acting class that will demand thoughtful performances of literature, beginning with Greek tragedy and continuing through to the present. May be repeated.

**1861/1862 TECHNICAL THEATER****1 CR**

**GRADE: 10-12 (Does not fulfill required English credit, class does fulfill fine/performing arts credit)**

**Prerequisite:** Students need Drama I and the approval of the instructor

This course is designed for the student who wishes to major or minor in theater in college. Students are expected to design sets, lighting, costumes, makeup and sound, and are required to work backstage for theater productions. This course will require that students are able to make an after school time commitment.

**0120 JOURNALISTIC WRITING****½ CR****GRADE: 10-12**

In Journalistic Writing, students research and investigate current events and ideas in order to write news, feature, opinion, sports, and entertainment articles. Photography and design are taught in accordance with journalistic style. Time is spent learning about and practicing journalistic ethics for communicating in print and online. The class is perfect for strong writers who want to learn how to fine-tune their writing for a student audience. Class may be combined with the Bobcat Banner newspaper group.

**1921/1922 NEWSPAPER LAB (BANNER LAB)****½ CR****GRADE: 10-12**

**Prerequisite:** *C or better in Journalistic Writing.*

Produces monthly print issue of the Bobcat Banner and maintains social media feeds (@the.bobcat.banner on Instagram). On this team, students will earn a “salary” by performing journalistic tasks. Completion of the Journalistic Writing course is a pre-requisite for selecting this course as it relies on all the same writing, editing, and designing techniques, though both groups may be combined in one class. Students may need to sell advertising to cover publication costs. Students can repeat the course. May be taken for an English, Applied Arts, or Computer credit.

**0138 READING EXPLORATIONS****½ CR****GRADE: 9-12**

**Prerequisite:** *C or better in prior year's required English course*

This is a class for people who either love reading or want to love reading. Students will be reading in class every day and most nights. Throughout the course, students will be exploring titles and genres aligned to their personal interests and preferences, while also developing their skills related to literature and analysis. Units will focus on library use, genre explorations, reading strategies, literary analysis and discussion, as well as promoting literacy in the community. Students will be held to rigorous standards in regards to completion of reading and assessments, and therefore, should be self-motivated, disciplined, and well-organized.

**0128 SCIENCE FICTION****½ CR****GRADE: 11-12**

**Prerequisites:** *Passing English 9 and English 10 with a C- or higher*

Science Fiction Literature is a discussion based college-prep class in which students will be expected to read a series of science fiction texts and regularly compose one-page analytic essays as well as lengthier writings of three to five page pieces, and a number of projects. As a class, we will explore several subgenres and topics such as artificial intelligence, space travel, invasion, genetic experimentation, monsters, superheroes, and more. We will also consider the events in history which have given rise to specific works and analyze the impact these works have had on our culture. This class will be most enjoyable for students who are interested in exploring different visions of the future in both classic and modern texts and for those who often find themselves asking the all-important question, “What if?” Please note: nightly independent reading is required; this class is designed to prepare students for the rigors of college level composition, literary analysis, and intellectual discussion. *Science Fiction* students should be prepared to demonstrate their understanding of the course texts in classroom discussions. (NCAA approved core course)

**0187 SPEECH I – INTRODUCTION TO PUBLIC SPEAKING****½ CR****GRADE: 9-12**

Speech I is a fun, “learn-by-doing” English class —because the best way to become a better public speaker is to practice! The course is designed to help nervous students overcome any fear they might have about speaking in front of an audience and confident students improve their delivery and content. Speech I focuses on improving public speaking skills related to delivery (such as eye contact, projection, pacing, control of nervous habits...etc.) and speech writing skills (organization, detail, clarity...etc.). Students will be expected to prepare and present informational, persuasive, tribute, interpretive, and impromptu speeches. This is a great class to help students discover the power of their voice — no one should ever be silenced by fear or held back from success by weak public speaking skills. We will work together to help everyone succeed. (NCAA approved core course)

**0519 WORLD AFFAIRS****½ CR****GRADE: 9-12**

This class will focus on today's world problems. Students will be exposed to current issues and have an opportunity to discuss them and formulate valid opinions about these issues. Emphasis will be placed on the development of critical thinking and writing skills. (NCAA approved core course)

**1931/1932 [YEARBOOK](#) LAB****1 CR****GRADE: 10-12*****Prerequisite:*** Recommendation of current English teacher.

Students enrolled in Yearbook Lab acquire the skills required to transform blank pages into the award-winning school yearbook, the Echo. This is more than just a class; it's a journey where creativity meets history and staff members become the curators of GBHS' legacy. Positions include writer, graphic designer, photographer and business staff. Working as a team, they are responsible for the total production and publication of the Echo. Students are required to sell yearbooks and business ads, learn basic photography and journalistic writing, work with partners on problem solving, and implement organizational techniques for various projects. Students should be good English students. This course requires teacher recommendation, and it may be repeated for credit. (*Does not meet NCAA core requirements*)

**1941/1942 YEARBOOK EDITOR****1 CR****GRADE: 10-12*****Prerequisite:*** Application and teacher approval.

Students electing this class will continue to strengthen their skills and knowledge in the areas of writing, design, desktop publishing and photography. They will be responsible for planning the visual and verbal content of the yearbook and will work with staff members to teach them how to interview, design, photograph, and write copy. They will be assigned an area of specialty based on their strengths and will be responsible for meeting deadlines which will require students to work after school, during the summer, and on weekends. Students will work in a real-life business situation and gain experience in publications by working in teams, marketing their work, and learning to be confident public speakers. Students are required to sell yearbooks and business ads. This course requires an application, and it may be repeated for credit. Click [here](#) to apply for yearbook staff.

## FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences Education curriculum is designed to provide students with the essential life skills that every individual needs in order to develop their full potential, as well as strengthen the family unit. Family and Consumer Sciences encompasses the study of the relationships among people and their personal environments. The department focuses on the impact of the physical, biological, social and economic environments on human behavior and development.

### SUGGESTED COURSE SEQUENCE

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
FOODS & NUTRITION – CTE	✓	✓	✓	✓
LIFE MANAGEMENT – CTE		✓	✓	✓
PERSONAL LIVING – CTE		✓	✓	✓

#### ALL CTE Courses:

\* Students will gain real-world industry and leadership experiences through the application of hands-on skills and standards, participation in lab exercises and industry guided curriculum. CTE courses provide opportunities for students to attend conferences, gain employability skills, earn scholarships/awards, participate in field trips, and gain real-world experience through opportunities in work-based learning placements and co-op/internship opportunities. CTE courses are aligned with industry standards and post-secondary opportunities, offering free college credit through articulation, apprenticeship, and trades opportunities through state and local partnerships. CTE courses are geared towards industry certifications and require all students to participate in state assessments and industry credentialing requirements. Application Based Courses. CTE course requirements, benefits and expectations are identified within the CTE section of this guide.

#### **0851 FOODS & NUTRITION – CTE \***

½ CR

**GRADES: 9-12**

**Prerequisites:** None

Foods and Nutrition will include skills related to the preparation of many different foods. Students will work in teams in the food lab and demonstrate proper food handling, following a recipe, sanitation skills and measuring. Healthy living through nutrition and exercise will be emphasized. Students will study health related diets, eating disorders, and their personal eating habits. Additionally, they will plan and shop for a variety of meals. All students are encouraged to take this class as they prepare for independent living or study careers related to culinary arts.

#### **0850 LIFE MANAGEMENT – CTE \***

½ CR

**GRADES: 10-12**

**Prerequisites:** None

Students will study consumer economics as they apply their math and technology skills to understand budgeting and banking, saving and investing, borrowing and using credit, and choosing types of insurance. Students will demonstrate their understanding of using apps for keeping control of spending, calculating and managing loans, identity theft and credit cards and credit management. Other independent living skills will include SMART goal setting, planning for education and careers after high school, searching for an apartment and purchasing a car. Life Management will assist students in developing effective communication skills, time management, effective group cooperation, and other positive habits. Other topics include consumer skills and employability skills.

#### **0852 PERSONAL LIVING – CTE \***

½ CR

**GRADES: 10-12**

**Prerequisites:** None

Students will study basic elements of personality and relationship development and will gain an understanding of their own strengths. Much emphasis will be on personality and communication development and the functions and values that they will have in an ever-changing society. Students will gain a better understanding of themselves, their relationships with others and character building. They will cover topics and practice areas such as decision making, types of communication, conflict resolution, working effectively as a team and stress management skills as well as healthy and destructive behaviors for life and world of work.

## EDUCATION & TRAINING

This diverse career cluster prepares learners for careers in planning, managing, and providing education and training services, and related learning support services. The Education/Teacher Education class focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education. Possible areas of concentration include teaching and training, professional support services, administration, and administrative support.

### SUGGESTED COURSE SEQUENCE

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
TEACHER EDUCATION – CTE		✓	✓	
ADVANCED TEACHER EDUCATION – CTE			✓	✓
EARLY CHILDHOOD EDUCATION – CTE		✓	✓	✓
CHILD PSYCHOLOGY AND PARENTING I – CTE		✓	✓	✓
CHILD PSYCHOLOGY AND PARENTING II – CTE		✓	✓	✓

#### **ALL CTE Courses:**

\*Students will gain real-world industry and leadership experiences through the application of hands-on skills and standards, participation in lab exercises and industry guided curriculum. CTE courses provide opportunities for students to attend conferences, gain employability skills, earn scholarships/awards, participate in field trips, and gain real-world experience through opportunities in work-based learning placements and co-op/internship opportunities. CTE courses are aligned with industry standards and post-secondary opportunities, offering free college credit through articulation, apprenticeship, and trades opportunities through state and local partnerships. CTE courses are geared towards industry certifications and require all students to participate in state assessments and industry credentialing requirements. Application Based Courses. CTE course requirements, benefits and expectations are identified within the CTE section of this guide.

#### **8595/8596 TEACHER EDUCATION – CTE \***

**1 CR**

**GRADES: 10-11**

**Prerequisites:** None

This class is designed for students who are interested in exploring the field of education as a career. Students will: examine the multiple responsibilities and understand the professional roles of a teacher; explore diverse career options in education; observe, explore, and utilize effective teaching practices; recognize aspects of human growth and development that relate to learning; construct lessons and teach to standards, develop instructional strategies, explore instructional settings, expand their personal portfolio. Students will benefit from hands-on training, placement as a teacher in training. Students will have to provide their own transportation to and from placements. They are allowed to carpool or walk if the placement is close enough.

#### **8597/8598 ADVANCED TEACHER EDUCATION – CTE \***

**1 CR**

**GRADES: 11-12**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Teacher Education

This class allows students who have completed Teacher Education I to apply their knowledge as a teacher in a classroom setting most days of the week. Teacher responsibilities and expectations will be high allowing students to have a real work-based learning experience. Four different placements will be encouraged to achieve a well-rounded teaching experience. Students will spend more time in educational settings and use instructional strategies. Students will have to provide their own transportation to and from placements. They are allowed to carpool or walk if the placement is close enough.

**0862/0863 EARLY CHILDHOOD EDUCATION – CTE \***  
**GRADES 10-12**

**1 CR**

**Prerequisite:** None

**Application/Instructor Recommendation:** Must pass a TB test and fingerprinting if work-based learning placement is at a preschool or childcare center if a student is working more than 5 hours a week in the classroom.

This course provides the student with an introduction to methods and materials to assist preschool and elementary age children in the learning process. Emphasis will be placed on music and movement, art, blocks, sensory activities and transitions, dramatic play and creative media as well as locating, planning, implementing and evaluating creative learning activities using a variety of methods and materials. Students will gain knowledge on the individuality of the child and the adult role in providing a safe and stimulating environment for the development of the child. This is a great "hands-on" course for the students who may be considering a career in childcare and/or elementary education. Students will participate in a work-based learning experience at a preschool, day care or elementary school. In order to be placed in a preschool, students must be 16 years of age by November 1st. If not, they will be placed in an elementary classroom.

**0860 CHILD PSYCHOLOGY AND PARENTING I – CTE \***  
**GRADES 10-12**

**½ CR**

This course is designed to provide students with information and experiences for their future role as a responsible caregiver. It will address the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. This course focuses on pregnancy, birth, the first year of life as well as issues related to raising healthy children, building positive parent-child relationships, and providing children a safe environment.

**0861 CHILD PSYCHOLOGY AND PARENTING II – CTE \***  
**GRADES 10-12**

**½ CR**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Child Psychology and Parenting I

This course studies the child from ages one to adolescence. It includes physical, social, emotional, and intellectual development of the child; examines challenges faced by families; discipline techniques; the impact of play and television, and the importance of reading to children. The course is designed to strengthen parenting and guidance skills, enhance family relationships, and incorporate safety and health practices with young children.

## HEALTH SCIENCES

Health Sciences Education courses are designed for sophomores, juniors and seniors who have a desire for a career in the health care field. In these classes, students will learn human anatomy and physiology, medical terminology, medical ethics and laws, aseptic techniques and universal precautions. Basic clinical skills will be included, as well as first aid and CPR (Cardiopulmonary Resuscitation). Career exploration will be an integrated part of the studies, as well as learning the employability skills that are important to getting and keeping a job.

### SUGGESTED COURSE SEQUENCE

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
MEDICAL OCCUPATIONS I – CTE		✓	✓	✓
MEDICAL OCCUPATIONS II – CTE			✓	✓
MEDICAL OCCUPATIONS III – CTE				✓

#### **ALL CTE Courses:**

\*Students will gain real-world industry and leadership experiences through the application of hands-on skills and standards, participation in lab exercises and industry guided curriculum. CTE courses provide opportunities for students to attend conferences, gain employability skills, earn scholarships/awards, participate in field trips, and gain real-world experience through opportunities in work-based learning placements and co-op/internship opportunities. CTE courses are aligned with industry standards and post-secondary opportunities, offering free college credit through articulation, apprenticeship, and trades opportunities through state and local partnerships. CTE courses are geared towards industry certifications and require all students to participate in state assessments and industry credentialing requirements. Application Based Courses. CTE course requirements, benefits and expectations are identified within the CTE section of this guide.

#### **7901/7902 MEDICAL OCCUPATIONS I – CTE \***

**1 CR**

**GRADES: 10-12**

**Early Entry Prerequisite (9th Grade Only):** Interested 9th graders applying to enter their 10th grade year must have a 3.0 GPA.

This course is designed to provide students with a basic overview of many health care occupations. Throughout this course, students are introduced to many aspects of patient care including Human Anatomy and Physiology, Medical Terminology, Infection Control, Medical Law and Ethics, Cultural Diversity in Health Care, and Occupational Safety. A variety of guest speakers will provide students with the opportunity to thoroughly explore the many different employment opportunities/careers in healthcare. Along with traditional classroom learning, hands-on activities and off-site experiences will also be a part of this class. Certification will be available through the American Heart Association for Adult CPR/AED. Throughout this course, students will gain an in-depth knowledge of human anatomy and physiology, medical terminology, and occupational safety. Students are encouraged to participate in Health Occupation Students of America (HOSA), a student-led organization that involves leadership, competition and travel. This class will consist of traditional classroom learning, independent learning, hands-on activities, off-site experiences and opportunities for advanced CPR, AED, First Aid, bloodborne pathogens, safety training and safe use of medical equipment.

#### **7943/7944 MEDICAL OCCUPATIONS II - CTE \***

**1 CR**

**GRADES: 11-12**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Medical Occupations I

This class is for students who have successfully completed Medical Occupations I. Throughout this course, students will gain an in-depth knowledge of human anatomy and physiology, medical terminology, occupational safety and infection control with a goal of becoming proficient in advanced clinical skills. Career exploration through volunteer opportunities, job shadowing and field trips will be offered. Students are encouraged to participate in Health Occupation Students of America (HOSA), a student-led organization that involves leadership, competition and travel. This class will consist of traditional classroom learning, independent learning, hands-on activities, off-site experiences and opportunities for advanced CPR, AED, First Aid, bloodborne pathogens, safety training and safe use of medical equipment. Articulation is meant to give college credit for college level courses taken at Grand Blanc High School. Currently, this course articulates credits with Mott Community College. At the completion of this course, students will have an opportunity to obtain certification through the National Health Career Association (NHA). NHA Certifications are recognized by employers nationwide. Students are expected to be an active part of appropriate discussions, group work, and activities in and out of the classroom.



**GRADES: 12**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Medical Occupations II

The third-year student will have in-depth education in Medical Terminology and Anatomy and Physiology. Students will focus on specific clinical skills and professional development. Students will research career exploration (job shadowing) opportunities throughout the community. Continued certifications in Basic Life Support and researched certifications within areas students are interested. Student participation in Health Occupation Students of America (HOSA) – a national and state endorsed organization promoting health care careers- is highly encouraged and a portion of the course. Service Learning will also play an important role in the third-year curriculum. Other certifications such as phlebotomy and Veterinary Technician may be offered.

# ENGINEERING / CONSTRUCTION

## Engineering & Industrial Technology

This Career Pathway program prepares individuals for employment in the technological, industrial, and service sectors of the economy. Students learn and apply skills in engineering; research and development; industrial relations; quality assurance and improvement; instrumentation; precision production; and related technologies in the manufacturing. The academic and skill training integrates national and state academic, employability, and occupational standards. Students will benefit from cooperative relationships with secondary education, business, and postsecondary education

### SUGGESTED COURSE SEQUENCE

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
WOODWORKING – CTE	✓	✓	✓	✓
CONSTRUCTION TRADES – WOODWORKING – CTE	✓	✓	✓	✓
CONSTRUCTION TRADES I – CTE		✓	✓	✓
CONSTRUCTION TRADES II – CTE			✓	✓
CONSTRUCTION / WOODWORKING - ADVANCED STUDIES – CTE			✓	✓
CONSTRUCTION IN GEOMETRY – CTE	✓	✓	✓	✓
ENGINEERING I – CTE	✓	✓	✓	✓
ENGINEERING II – CTE		✓	✓	✓
ENGINEERING III – CTE			✓	✓
MODERN TECHNOLOGY I		✓	✓	✓
MODERN TECHNOLOGY II		✓	✓	✓
ALGEBRA I AMPED – CTE	✓	✓	✓	✓

#### **ALL CTE courses:**

\*Students will gain real-world industry and leadership experiences through the application of hands-on skills and standards, participation in lab exercises and industry guided curriculum. CTE courses provide opportunities for students to attend conferences, gain employability skills, earn scholarships/awards, participate in field trips, and gain real-world experience through opportunities in work-based learning placements and co-op/internship opportunities. CTE courses are aligned with industry standards and post-secondary opportunities, offering free college credit through articulation, apprenticeship, and trades opportunities through state and local partnerships. CTE courses are geared towards industry certifications and require all students to participate in state assessments and industry credentialing requirements. Application Based Courses. CTE course requirements, benefits and expectations are identified within the CTE section of this guide.

**8001/8002 WOODWORKING – CTE \***

**1 CR**

**GRADES: 9-12**

**Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course.**

***Prerequisite: None***

In this introductory Construction Trades - Woods class, students learn skills that could lead to a future career or the start of a woodworking hobby. Students will create original woodworking project(s) that will develop their skills and their own personal creativity. Safe and proper use of hand tools, portable power tools, and stationary power tools such as the surface planer, table saws and miter saws etc. will be emphasized, giving the student the knowledge and confidence to operate each tool safely and effectively. Laser engraving and automation is also covered in the Woodworking I class. Project fees may be assessed for materials used.

**8007/8008 FEMALE WOODWORKING – CTE \*****1 CR****GRADES: 9-12****Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course.****Prerequisite:** None

In this introductory Construction Trades - Woodworking class, students learn skills that could lead to a future career or the start of a woodworking hobby. Students will create original woodworking project(s) that will develop their skills and their own personal creativity. Safe and proper use of hand tools, portable power tools, and stationary power tools such as the surface planer, table saws and miter saws etc. will be emphasized, giving the student the knowledge and confidence to operate each tool safely and effectively. Laser engraving and automation is also covered in the Woodworking class. Project fees may be assessed for materials used.

**8031/8032 CONSTRUCTION TRADES I (FINISH CARPENTRY) – CTE \*****1 CR****GRADE: 10 – 12****Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course.****Prerequisite:** None

This course develops skills in advanced finish and rough carpentry. Students will learn about construction tools, equipment, materials, jobsite safety, blueprint reading and career awareness. Additionally, students will be exposed to and gain hands-on experience in the following areas of Construction: safety, framing, roofing, windows, exterior doors, and siding. Emphasis is also given to teamwork, problem-solving, and character-building.

**8061/8062 CONSTRUCTION TRADES II, CONSTRUCTION & BUILDING TECHNOLOGY - CTE \* (2 HR BLOCK)****2 CR****GRADE: 11 – 12****Students will earn an “A”, “B”, “C”, or “E” grade only. A “D” grade cannot be earned in this course.****Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.**Prerequisite course options:** Construction Trades I or Geometry in Construction

The Construction Trades II course provides students with a solid foundation in construction and building technology required for professional career opportunities in the residential, commercial and civic branches of construction trades. Students will gain knowledge about the design, construction, and maintenance of homes, structures and infrastructures that are so important to our everyday lives. Construction skills and techniques taught include: construction materials, design, management, site work, structure construction, framing, siding, roofing, drywall hanging and finishing, masonry, window and door installation, green construction techniques, heavy equipment and civil construction. Students apply these construction skills and techniques in hands-on lab settings and real-world construction projects. Hand and power tool use, safety, teamwork, and employability skills are emphasized. The Construction Trades II class is valuable for students thinking of going into a construction field and for others wanting to learn valuable life skills. Project fees may be assessed for materials used.

**8063/8064 CONSTRUCTION & WOODWORKING III / IV – CTE \* (2 HR BLOCK)****2 CR****GRADE: 12****Students will earn an “A”, “B”, “C”, or “E” grade only. A “D” grade cannot be earned in this course.****Prerequisite:** 12th grade student, successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.**Prerequisite course options:** Construction Trades II

This course allows the student to select the project they wish to accomplish during the school year. Past projects have included advanced residential construction models, curio cabinets, dining room tables, outdoor patio furniture, segmented woodturnings, guitars, entertainment centers and much more. Individual research will be the method that students will use to learn about the techniques and craftsmanship of this trade. Design, business and entrepreneurial skills will also be a major focus. The skills learned will be used to develop a creative construction or woodworking project of the student's choice. The students will be required to showcase their projects in the Michigan Industrial and Technology Education Society (MITES) student woodworking competition. Project fees may be assessed for materials used.

**3338/3339 ALGEBRA I AMPED – CTE \* (2 HR BLOCK)****2 CR****GRADES: 9-12****For the Algebra credit students will earn an “A”, “B”, “C”, or “E” grade only. A “D” grade cannot be earned in this course.****Prerequisite:** Successful completion of 8<sup>th</sup> grade math with at least a “C” or better.

Algebra in Manufacturing (AMPED) is an interdisciplinary course that integrates Algebra I and the Manufacturing Process. The purpose of the course is to provide students with a better understanding of both the Algebra I and the manufacturing process through a project-based manufacturing curriculum blend. The Algebra content matches that of the other Algebra courses taught in the Math Department and prepares students for the subsequent Geometry courses. Students will be exposed to and gain hands on experience in the following areas: small/large batch manufacturing, quality control through production projects. Additional emphasis is given to teamwork, problem-solving and the connection between the disciplines. **This is a double-period course in which students earn credit both for Algebra I and Construction I.**

**8036/8037 CONSTRUCTION IN GEOMETRY- CTE \*****2 CR****GRADE: 9-11****Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course.****Prerequisite course options:** *Algebra I*

Construction in Geometry is an interdisciplinary course that integrates Geometry and Construction topics through the building of a significant construction project. The purpose of the course is to provide students with a better understanding of both the Geometry and the Construction content through the combination of the academic and work-world contexts. The Geometry content matches that of the other Geometry courses taught in the Math Department and prepares students for the subsequent Algebra 2 courses. Students will be exposed to and gain hands-on experience in the following areas of Construction: safety, framing, HVAC, plumbing, roofing, windows, exterior doors, and siding. Additional emphasis is given to teamwork, problem-solving, and the connection between the disciplines. This is a double-period course in which students earn credit both for Geometry and for Construction. Students with Woodworking I or Algebra I Amped will be given 1st priority.

**8010/8011 ENGINEERING I – CTE \*****1 CR****GRADES: 9-12****Students will earn an “A”, “B”, “C”, or “E” grade only. A “D” grade cannot be earned in this course.****Prerequisite:** *None*

Engineering I will teach students the fundamental skills necessary to pursue a career in any engineering related field. Students will gain skills in sketching, engineering design, CAD, 3D design, 3D printing, manufacturing and robotics. Students learn to solve real world design problems by brainstorming and developing solutions using 3-D CAD software. Engineering I is a prerequisite for other engineering design classes; therefore, it is highly recommended that students interested in engineering and technology take this course in the 9th or 10th grade.

**8012/8013 ENGINEERING II – CTE \*****1 CR****GRADES: 10-12****Students will earn an “A”, “B”, “C”, or “E” grade only. A “D” grade cannot be earned in this course.****Prerequisite:** *Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.***Prerequisite course options:** *Engineering I*

Engineering II is an advanced and challenging class designed to introduce future engineers to real skills used in the workplace. Students will explore a wide array of technical careers and solve real-world engineering problems. The students will also gain extensive experience in the manufacturing lab. Skills such as lathe work, welding, CNC programming, and automation programming will be covered. Students will discover how actual products are designed and manufactured. This class, with an emphasis on quality and leadership, will help to ensure that students can compete in a world economy. This is a “Don’t miss” opportunity for students considering a career in engineering or technology.

**8014/8015 ENGINEERING III, ADVANCED STUDY – CTE \*****1 CR****GRADES: 11-12****Students will earn an “A”, “B”, “C”, or “E” grade only. A “D” grade cannot be earned in this course.****Prerequisite:** *Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.***Prerequisite course options:** *Engineering II*

This is a capstone experience for students to further their education in engineering design, and to apply what they have learned in previous engineering courses. This course allows the student to define a project and what they wish to accomplish during the school year. Past projects have included the design and manufacturing of mechanical, electrical, or electro-mechanical products. See instructor for details.

**0821 MODERN TECHNOLOGY I****½ CR****GRADES: 10-12****Students will earn an “A”, “B”, “C”, or “E” grade only. A “D” grade cannot be earned in this course.****Prerequisite:** *None*

This project-based course is an introduction to the world of design and manufacturing. Students follow a sequential problem-solving method to plan, sketch, refine, build and analyze their projects. Working on real world problems, students get hands-on experience using various technologies. Students are challenged to develop critical thinking skills to solve various design problems. Students will also be instructed and tested on the safe use of power equipment used in the project building phase of each unit.

**0828 MODERN TECHNOLOGY II**

**½ CR**

**GRADES: 10-12**

**Students will earn an “A”, “B”, “C”, or “E” grade only. A “D” grade cannot be earned in this course.**

***Prerequisite:*** *Modern Technology I*

This course allows the student to continue to explore the many different avenues of technology and engineering in depth. Units such as aeronautics, electricity, automotive restraints and aerodynamics, structure design, and rocketry may be covered in this lab-based classroom. Working on real world problems students continue to get hands-on experience using these modern technologies. Students are also given many opportunities to use and develop critical thinking skills to solve the various design problems. Students will also be instructed and tested on the safe use of power equipment used in the project building phase of each unit.

## AUTOMOTIVE – INDUSTRIAL TECHNOLOGY/TRANSPORTATION

This program prepares individuals to engage in the servicing, maintenance, adjustment, and repair of automotive components and systems. Students will have a sequence of learning experiences related to the ASE education foundation standards and repair categories requiring certification. Learning activities in the classroom, laboratory, shop, and actual work setting are combined to provide students with the opportunity to become knowledgeable of safety principles and practices, and entry level skills in disassembling, assembling, inspecting, repairing, and replacing automotive components or systems.

### SUGGESTED COURSE SEQUENCE

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
AUTOMOTIVE TECHNOLOGY I BLOCK – CTE		✓	✓	
AUTOMOTIVE TECHNOLOGY II BLOCK – CTE		✓	✓	✓
AUTOMOTIVE TECHNOLOGY III BLOCK – CTE			✓	✓
ADVANCED AUTOMOTIVE TECHNOLOGY BLOCK – CTE				✓

#### ALL CTE courses:

\*Students will gain real-world industry and leadership experiences through the application of hands-on skills and standards, participation in lab exercises and industry guided curriculum. CTE courses provide opportunities for students to attend conferences, gain employability skills, earn scholarships/awards, participate in field trips, and gain real-world experience through opportunities in work- based learning placements and co-op/internship opportunities. CTE courses are aligned with industry standards and post-secondary opportunities, offering free college credit through articulation, apprenticeship, and trades opportunities through state and local partnerships. CTE courses are geared towards industry certifications and require all students to participate in state assessments and industry credentialing requirements. Application Based Courses. CTE course requirements, benefits and expectations are identified within the CTE section of this guide.

#### **8229/8230 AUTOMOTIVE TECHNOLOGY I – CTE \***

**1 CR**

**GRADES: 10-12**

**Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course.**

**Prerequisites:** None

This is part one of a three-year comprehensive study of automotive systems. This course is a one-hour course that includes safety, introduction to automotive technology, tools and equipment, vehicle inspections, and brakes. The program is ASE certified and is up to speed with today's technologically advanced automobiles. This course is a great choice for all students who are interested in owning and operating their own automobile, those who are considering a career in the automotive industry, and those interested in automotive technology and engineering. This course offers a generous amount of hands-on lab time along with classroom instruction. The material covered in this class will benefit a driver as well as an auto technician.

#### **8225/8226 AUTOMOTIVE TECHNOLOGY II BLOCK – CTE \* (2 HR BLOCK)**

**2 CR**

**GRADES: 11-12**

**Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course.**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Automotive Technology I

This two-hour block focuses on Automotive Theory and Principal through a comprehensive study of automotive systems. This includes internal combustion theory, engine disassembly and re-assembly, fuel injection, electrical systems, suspension, steering, and alignments. The program is ASE certified and is up to speed with today's technologically advanced automobiles. This course is a great choice for all students who wish to expand their automotive knowledge and skills, are interested in exploring the automotive industry as well as those interested in engineering. This course offers a generous amount of hands-on lab time along with classroom instruction. 30% classroom instruction, 70% hands-on. This class prepares students to student-level ASE certifications and state automotive certification/exams.

**GRADES: 12**

**Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course.**

**Prerequisite:** Successful completion of first/previous year/s course/s (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, and instructor approval.

**Prerequisite course options:** Automotive Technology II

This two-hour block focuses on Practical Application of Automotive Theory, Principal and Skill through a comprehensive study of automotive systems combined with automotive shop/lab experience. This includes engines, brakes, suspension, steering, alignment, electrical/electronics. The program is ASE certified and is up to speed with today's technologically advanced automobiles. This course is intended for students interested in applying their automotive knowledge in practical hands-on applications. This course is also for students interested in pursuing a career in the automotive industry as well as those interested in engineering. This course is 100% hands-on where students are expected to carry out repair and maintenance on live customer vehicles.

# MATHEMATICS

**Math Department Equity Statement:** *In the Math Department at GBHS, we are committed to providing an equitable learning environment for all students. In our math classes, we value diversity and strive to create inclusive classrooms where every student feels welcomed, respected, and supported. We recognize that every student has unique strengths, experiences, and challenges that affect their learning. We are committed to providing multiple pathways for students to engage with and demonstrate their understanding of math concepts. To achieve this, we will strive to: **provide support and accommodations for students who need them, such as differentiated instruction and individualized support, encourage and facilitate open and respectful dialogue among students to promote learning and understanding, and continuously reflect on our teaching practices and seek feedback from students to improve our instruction and create a more equitable learning environment.***

Four (4) math credits are required for graduation. Students must take Algebra, Geometry, Algebra II and one math related course during senior year in the following sequence:

## Mathematics Course Sequence

Successful completion of one course in each of the following levels:

Level 1	Level 2	Level 3
• Algebra I	• Principles of Geometry	• Algebra II A&B
• Algebra I AMPED - CTE	• Geometry	• Algebra II
• Algebra I A&B	• Honors Geometry	• Honors Algebra II
	• Geometry in Construction - CTE	

**The fourth required credit may be earned by completing one of the following:**

CLASS	
• AP Statistics – One year	• Computer Science II – One Semester
• AP Calculus AB – One year	• Computer Science III – One Semester
• AP Calculus BC – One year	• College Algebra – One Semester
• AP Pre-calculus – One year	• Introduction to Calculus – One Semester *12 <sup>th</sup> Grade Only
• AP Computer Science A – One year	• Probability & Statistics – One Semester
• AP Computer Science Principles – One year	• Sports Statistics – One Semester
• Computer Science I – One Semester	• Trigonometry – One Semester



### **ALL CTE courses:**

\*Students will gain real-world industry and leadership experiences through the application of hands-on skills and standards, participation in lab exercises and industry guided curriculum. CTE courses provide opportunities for students to attend conferences, gain employability skills, earn scholarships/awards, participate in field trips, and gain real-world experience through opportunities in work- based learning placements and co-op/internship opportunities. CTE courses are aligned with industry standards and post-secondary opportunities, offering free college credit through articulation, apprenticeship, and trades opportunities through state and local partnerships. CTE courses are geared towards industry certifications and require all students to participate in state assessments and industry credentialing requirements. Application Based Courses. CTE course requirements, benefits and expectations are identified within the CTE section of this guide.

#### **3351/3352 ALGEBRA I A**

**1 CR**

**Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.**

**Prerequisite:** *Recommendation from 8<sup>th</sup> grade teacher/counselor*

Algebra IA/IB is a two-year course which will cover all topics in a traditional one-year Algebra I course. The slower pace will allow time for intervention as needed. Upon successfully completing Algebra IB, the students will receive credit for Algebra I. Algebra IA covers solving and graphing linear equations and inequalities, reading and interpreting word problems, and understanding functional relationships using graphs, charts and tables.

#### **3353/3354 ALGEBRA I B**

**1 CR**

**Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.**

**Prerequisite:** *Successful completion of Algebra I A or successful completion of the first semester of Algebra I by teacher recommendation.*

Algebra IA/IB is a two-year course which will cover all topics in a traditional one-year Algebra I course. The slower pace will allow time for intervention as needed. Upon successfully completing Algebra IB, the students will receive credit for Algebra I. Algebra IB covers solving quadratic equations by graphing, by factoring, by completing the square, by the quadratic equation, understanding functional relationships using graphs and charts and working with rational and irrational expressions to solve simple rational and radical equations.

#### **3338/3339 ALGEBRA I AMPED – CTE \* (2HR BLOCK)**

**2 CR**

**GRADE: 9**

**For Algebra and Construction I credits, students will earn an "A", "B", "C", or "E" grade only. A "D" grade cannot be earned in either course.**

**Prerequisite:** *Successful completion of 8<sup>th</sup> grade math with at least a "C" or better.*

Algebra in Manufacturing (AMPED) is an interdisciplinary course that integrates Algebra I and the Manufacturing Process. The purpose of the course is to provide students with a better understanding of both the Algebra I and the manufacturing process through a project-based manufacturing curriculum blend. The Algebra content matches that of the other Algebra courses taught in the Math Department and prepares students for the subsequent Geometry courses. The woodworking content matches that of a traditional standalone Woods I construction class. Students will be exposed to and gain hands on experience in the following areas: small/large batch manufacturing, quality control, lean advanced manufacturing, one off production, additive and subtractive manufacturing through production projects. The safe use and handling of power tools and woodworking equipment will also be covered. Additional emphasis is given to teamwork, problem-solving and the connection between the disciplines. **This is a double- period course in which students earn credit both for Algebra I and for Construction I.**

#### **3121/3122 ALGEBRA I**

**1 CR**

**Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.**

In this course, students receive a solid foundation in high school mathematics as they learn algebraic skills and apply problem solving strategies to real-world scenarios. The main topics include linear functions, inequalities systems, quadratic functions, and data analysis. (NCAA approved core course)

#### **3271/3272 GEOMETRY**

**1 CR**

**Students will earn an "A", "B", "C", or "E" grade only. A "D" grade cannot be earned in this course.**

**Prerequisite:** *One credit of Algebra I with a B- or better and recommendation of current mathematics teacher.*

This course is for the student who excelled in Algebra I. Its focus will be a more in-depth and thorough understanding of the principles of Geometry, which will include the study and proof of plane Geometry, coordinate Geometry and 3-dimensional figures. (NCAA approved core course)

**3336/3337 GEOMETRY IN CONSTRUCTION – CTE \* (2HR BLOCK)****2 CR****GRADE: 9-12****Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course.*****Prerequisite course options: Algebra I***

Geometry in Construction is an interdisciplinary course that integrates Geometry and Construction topics through the building of a significant construction project. The purpose of the course is to provide students with a better understanding of both the Geometry and the Construction content through the combination of the academic and work-world contexts. The Geometry content matches that of the other Geometry courses taught in the Math Department and prepares students for the subsequent Algebra 2 courses. Students will be exposed to and gain hands-on experience in the following areas of Construction: safety, framing, HVAC, plumbing, roofing, windows, exterior doors, and siding. Additional emphasis is given to teamwork, problem-solving, and the connection between the disciplines. This is a double-period course in which students earn credit both for Geometry and for Construction. Students with Woods I or Algebra I Amped will be given 1<sup>st</sup> priority.

**3340/3341 PRINCIPLES OF GEOMETRY****1 CR****Students can earn “A”, “B”, “C” or “E” grades only. A “D” grade cannot be earned.*****Prerequisite:*** One credit of Algebra I or 2 credits of Algebra IA & Algebra IB with a C- or better and recommendation of current math teacher.

This course teaches Geometry topics and principles that include definitions, postulates, theorems and informal proof. Areas of study include the building blocks of Geometry as well as angle relationships, triangle properties and congruence, parallel and perpendicular lines, transformations, similar figures, coordinate geometry, quadrilateral properties, circle properties, 3-dimensional geometry, introductory trigonometry and special right triangles. Students will also focus on reviewing Algebra skills and continue to develop critical thinking skills through various problem-solving and real-world situations. (NCAA approved core course)

**3301/3302 HONORS GEOMETRY****1 CR****Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course.*****Prerequisite:*** Grade of B- or better in Algebra I and recommendation of current mathematics teacher. Co-requisite for sophomores who plan to take AP Calculus & Honors Algebra II

This course is designed for students who have shown particular interest, understanding, and ability in mathematics. It is a study of two- and three-dimensional Euclidean Geometry, emphasizing logic, proof, and construction. Students will be expected to think critically and expand upon the concepts taught in class. (NCAA Approved Core Course)

**3251/3252 ALGEBRA II A****1 CR*****Prerequisite:*** Grade of C- or better in Algebra I, successful completion of Geometry, and recommendation of current mathematics teacher.

This is the first year of a two-year Algebra II program. Students taking Algebra II A must take Algebra II B to complete the sequence. This course expands on the topics of Algebra I and provides further development of the concept of a function. Topics include: relations, functions, equations and inequalities, polynomials, and algebraic functions. (NCAA Approved Core Course = ½ credit)

**3261/3262 ALGEBRA II B****1 CR*****Prerequisite:*** C- or higher in Algebra IIA

This is the second year of a two-year program consisting of Algebra IIA and Algebra IIB. This course provides instruction in logarithmic and exponential functions, sequences, series, counting principles, binomial theorem, rational functions, trigonometric graphs, trigonometric identities, and trigonometric operations. (NCAA Approved Core Course = ½ credit)

**3181/3182 ALGEBRA II****1 CR*****Prerequisite:*** Grade of B- or better in Algebra I and Geometry and recommendation of current mathematics teacher

This course emphasizes second-degree equations, exponential functions, systems of equations, logarithmic and exponential functions, sequences, series, counting principles, binomial theorem, rational functions, trigonometric graphs, trigonometric identities, and trigonometric operations. This course is primarily for college-bound students who will study some mathematics in college (NCAA Approved Core Course).

**3211/3212 HONORS ALGEBRA II****1 CR*****Prerequisite:*** Grade of B- or better in Honors Algebra I and Honors Geometry and recommendation of current mathematics teacher

This course is for the highly motivated and talented math student. Algebra II course content is covered in greater depth. (NCAA approved core course)

**0338 PROBABILITY AND STATISTICS****½ CR**

**Prerequisite:** Grade of C- or better in Algebra I, Geometry, and Algebra II and recommendation of current mathematics teacher

This course studies the mathematics of uncertainty with application to the theory of statistics and statistical inference. This course is designed for the student who will study mathematics, business, psychology, engineering or other fields where statistics is a tool. (NCAA approved core course)

**0340 SPORTS STATISTICS****½ CR**

**Prerequisite:** Grade of C- or better in Algebra I, Geometry, and Algebra II and recommendation of current mathematics teacher. *MUST* have sports knowledge to take this class.

Sports Statistics is attuned to students' interest in college and professional level athletics. It involves the study of four main areas exploratory analysis, experimental design, probability, and statistical inference – within a context of real-life examples from the world of sports. Sports Statistics is an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistics using real-world sports data. The purpose of this course is to familiarize students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data collected throughout the sports world. Upon entering this course, students are expected to have mathematical maturity and quantitative reasoning ability. This course is reading- and writing- intensive. (NCAA approved core course)

**0332 TRIGONOMETRY****½ CR**

**Prerequisite:** Grade of B- or better in Algebra I, Geometry, and Algebra II and recommendation of current mathematics teacher

Trigonometry is the study of functions described by angles and distances, as well as of triangles and the relationships of their sides and angles, vectors, and applications. This course is a prerequisite for calculus and many college math courses. It is intended for the college bound student. (NCAA approved core course)

**0309 COLLEGE ALGEBRA****½ CR**

**Prerequisite:** Grade of C- or better in Algebra I & II

College Algebra is a one semester course for students who successfully completed Algebra II. The emphasis is on the mathematical modeling of real-life problems using quadratic, polynomial, exponential, logarithmic and rational functions. With successful completion of this course, students should place into Pre-Calculus in college. (NCAA approved core course)

**0351 INTRODUCTORY CALCULUS****GRADES: 11-12****½ CR**

**Students will earn an “A”, “B”, “C”, or “E” grade ONLY. A “D” grade cannot be earned in this course. Prerequisite:**

Grade of B- or better in Algebra I, Geometry, Algebra II, and Trigonometry and recommendation of current mathematics teacher (12<sup>th</sup> grade class ONLY).

This is a one-semester course covering the beginning concepts of Calculus. This course includes limits, derivatives, integrals, and applications. (NCAA approved core course)

**3321/3322 AP PRECALCULUS****1 CR**

**Prerequisite:** Grade of B- or better in Algebra II or Honors Algebra II and recommendation of current mathematics teacher.

This course is for those students who will require mathematical knowledge beyond Algebra II for their intended topic of study in college, and for students planning to take AP Calculus AB or BC. It is intended to be a rigorous third or fourth-year math class following Algebra II. Students will model real-world data, explore multiple representations, master symbolic manipulation, and prepare for a dynamic world. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices. We will use the course framework provided by the College Board. (NCAA approved core course)

**3481/3482 AP CALCULUS AB****1 CR**

**Prerequisite:** Grade of B- or better in Algebra I, Geometry, Algebra II, AP Pre-Calculus and recommendation of current mathematics teacher.

This is a full year study of calculus that may lead the student to advanced placement credit at the college level. (NCAA approved core course)

**3521/3522 AP CALCULUS BC****1 CR**

**Prerequisite:** Grade of A- or better in Algebra I, Geometry, Algebra II, AP Pre-Calculus and recommendation of current mathematics teacher.

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus approximately 40% more additional topics. This course represents college-level mathematics for which most colleges grant advanced placement and credit. Whereas Calculus AB is roughly equivalent to one semester of college calculus, Calculus BC is roughly equivalent to two semesters of college calculus. Thus, the pace of this course is very demanding. (NCAA approved core course)

**3391/3392 AP STATISTICS****1 CR**

***Prerequisite: Grade of B- or better in Algebra II or Honors Algebra II, and recommendation of current mathematics teacher.***

AP Statistics involves the study of four main areas: exploratory analysis, planning a study, probability, and statistical inference. An introductory statistics course, similar to this AP Statistics course, is typically required for most college majors. There are many activities involved so students can actively construct their own understanding of the concepts and techniques used in statistics. (NCAA approved core course)

# MUSIC

**Music Department Equity Statement:** *The music department is committed to creating an inclusive and respectful learning environment for all students. We value diversity and aim to present materials and activities that are sensitive to various backgrounds and perspectives, such as gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.*

The Music Department, both instrumental and vocal, offers an opportunity for students at all levels of musical ability, to advance their musical understanding, appreciation, and performance. This department has classes for every high school student, from the serious music student to the student who wishes to investigate the opportunities available. All students will be encouraged to pursue the study of music theory and music performance, while receiving the enjoyment and personal satisfaction of rehearsing and performing in large and/or small ensembles. Emphasis is placed on good rehearsal techniques, basic musicianship, and quality performances. Serious music students are encouraged to be involved in both vocal and instrumental music during at least two of their four years at the high school.

## SUGGESTED COURSE SEQUENCE

CLASS (VOCAL)	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Mixed Chorus	✓	✓	✓	✓
Girls' Glee Club		✓	✓	✓
Chorale		✓	✓	✓

CLASS (INSTRUMENTAL)	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Concert Band	✓	✓	✓	✓
Symphonic Band		✓	✓	✓
Wind Ensemble			✓	✓
Marching Band/Color Guard	✓	✓	✓	✓
String Orchestra	✓	✓	✓	✓
Concert Orchestra	✓	✓	✓	✓
Advanced Orchestra	✓	✓	✓	✓

### 9061/9062 MIXED CHORUS

**GRADES: 9-12**

**Prerequisite:** None

This class is both a beginning training group for incoming male and female students of any age, as well as an intermediate level performing group for music students enrolled in other music classes. This class is open to all students regardless of previous music experience, level, or ability. Music reading, sight singing, and the rudiments of music will be studied, as well as techniques for three- and four-part singing, good tone production, and other aspects of good choral singing. Students can expect a variety of music and performance opportunities.

**1 CR**

### 9001/9002 GIRLS' GLEE CLUB

**GRADES: 10-12**

**Prerequisite:** Instructor approval

This class is both an intermediate level performing group for female music students enrolled in other music classes or as a student's only music class. This class is open to all female students who have passed a brief placement audition with the instructor. Music reading, sight singing, and the rudiments of music will be studied, as well as techniques for three- and four-part singing, good tone production, and other aspects of good choral singing. Students can expect a variety of music and performance opportunities.

**1 CR**

- 9091/9092 [CHORALE](#)** **1 CR**  
**GRADES: 10-12**  
*Prerequisite: Instructor approval*  
 Chorale is for the serious choral music student, both male and female, who wishes to strive for a greater mastery of all aspects of choral music. This class is open to all students who have passed a brief placement audition with the instructor. Chorale students can expect to improve their music reading, sight singing, tone production, and other aspects of good choral singing while studying the music of the masters. Students can expect a variety of music and performance opportunities.
- 9261/9262 [CONCERT BAND – WOODWINDS](#)** **1 CR**  
**GRADES: 9-12**  
*Prerequisite: 8<sup>th</sup> grade band*  
 This is the first-level band class and is open to all band students. Emphasis is placed on refining performance skills and the study of standard band literature. The members of this band will perform several concerts throughout the school year and in the District Solo & Ensemble Festival.
- 9271/9272 [CONCERT BAND – BRASS/PERCUSSION](#)** **1 CR**  
**GRADES: 9-12**  
*Prerequisite: 8<sup>th</sup> grade band*  
 This is the first-level band class and is open to all band students. Emphasis is placed on refining performance skills and the study of standard band literature. The members of this band will perform several concerts throughout the school year and in the District Solo & Ensemble Festival.
- 9321/9322 [SYMPHONIC BAND – WOODWINDS](#)** **1 CR**  
**GRADES: 10-12**  
*Prerequisite: Instructor approval*  
 The Symphonic Band is the second level band at the high school. While the emphasis is on the development of scales, music fundamentals, and the performance of standard band literature, there is great opportunity for a variety of musical performances outside the school setting to include District Solo & Ensemble Festival.
- 9331/9332 [SYMPHONIC BAND – BRASS/PERCUSSION](#)** **1 CR**  
**GRADES: 10-12**  
*Prerequisite: Instructor approval*  
 The Symphonic Band is the second level band at the high school. While the emphasis is on the development of scales, music fundamentals, and the performance of standard band literature, there is great opportunity for a variety of musical performances outside the school setting to include District Solo & Ensemble Festival.
- 9359/9360 [WIND ENSEMBLE– WOODWINDS](#)** **1 CR**  
**GRADES: 11-12**  
*Prerequisite: Audition*  
 The Wind Ensemble is the most advanced band at the high school. The class offers the highest level of musical challenge and is designed for the serious instrumental music student. The membership will be selected to keep a balanced instrumentation as well as a high-performance level. The members of this band will be expected to perform several times throughout the school year to include concerts for the All-School Musical, Band Festival and Solo & Ensemble Festival. Furthermore, the members of this band will be encouraged to participate in extracurricular bands, study privately, and participate in Flint Institute of Music ensembles.
- 9361/9362 [WIND ENSEMBLE– BRASS/PERCUSSION](#)** **1 CR**  
**GRADES: 11-12**  
*Prerequisite: Audition*
- 9355/9356 [CONCERT ORCHESTRA](#)** **1 CR**  
**GRADES: 9-12**  
*Prerequisite: Completion of middle school orchestra classes and/or instructor approval*  
 This course is for string players. This class meets daily, and a wide range of music is selected during the year. Students will focus on developing and refining technical aspects of string instrument performance as well as basic music theory. Several performances are required and will be listed in the orchestra handbook.

**9357/9358 ADVANCED ORCHESTRA****1 CR****GRADES: 9-12****Prerequisite:** *Audition and/or instructor approval*

The Advanced Orchestra is intended to offer a high level of musical challenge and is for serious string players. The class meets every day, and an intermediate/advanced level of music is selected during the year. Students will focus on developing advanced techniques of string instrument performance and music theory. Several performances are required and will be listed in the orchestra handbook. Members of the class are also expected to purchase their own tuner to use during class.

**MARCHING BAND/COLOR GUARD****½ CR****GRADES: 9-12****Prerequisite:** *Freshman students who wish to take marching band must also be a member of an in-school band. Instructor approval or audition*

The Bobcat Marching Band is a class for dedicated and hardworking students! The class meets daily, beginning after 6<sup>th</sup> hour on some days, in combination with scheduled evening practices on the other days. The season runs for approximately ten weeks. The band is scheduled to perform at all home varsity football games and the homecoming parade. The marching band is a member of the Michigan Competitive Band Association and may also travel and participate in several Saturday competitions. All members are required to attend a one-week band camp, held prior to the start of school.

## PEER SUPPORT

### 0834/0835 [LINK PROGRAM](#) – Peer to Peer Support

½ CR

Grades 10- 12

**Prerequisite:** *Must complete an application and receive approval of program directors.*

The LINK program is designed to provide peer mentors to students with unique needs in the areas of socialization and independence. LINKS are to act as a mentor to a peer and guide them daily during a class period. Students who choose to be LINKS must be compassionate and consistent. They need to think and react quickly and kindly. Most importantly, they must be able to communicate effectively with these peers who need help understanding what appropriate behavior is for teens. Students must be open to diversity and be willing to help their fellow human beings. Preparation for this class will involve training prior to the start of the school year. Ongoing training will be provided throughout the semester.

#### [TEACHER RECOMMENDATION](#)

Scan the QR code for the application  
Or click this [link](#)



### 0973 [UNIFIED ARTS](#)

½ CR

GRADES: 10-12

**Prerequisite:** *Any introductory art class (Art Fundamentals, Textiles, Introduction to Ceramics, or Drawing, Painting & Mixed Media) and an application is required for the class.*

This course is an introductory art course that combines students with intellectual disabilities (artists) and students without disabilities (partners) for experiences related to visual arts. This is an extension of our Unified Champions Program through Special Olympics. Unified Arts creates a unique artistic experience through the use of modified art opportunities. These experiences create a culture of inclusion and foster understanding among students of all abilities. Projects and units are designed to embody the character traits learned through the Positivity Project. Students will have an opportunity to explore art units including, but not limited to, painting, drawing, community service projects, 3-D design, 2-D design and mixed media projects.

### 0972 [UNIFIED SPORTS®+++](#)

½ CR

**Prerequisite:** *All students must complete an application and have earned Physical Education credit.*

This course is based the Special Olympics Unified Sports® Program. Unified Sports® combines students with Intellectual disabilities (athletics) and students without disabilities (partners) for sports training and competition. Unified Sports® creates unique teammate bonds through sports experiences. These experiences create a culture of inclusion and foster understanding among students of all abilities. The sports include track & field, basketball, bocce, bowling, golf, flag football, floor hockey, soccer, softball, tennis, and volleyball. Students will have the opportunity to compete in Special Olympics State Games.

+++This class may be repeated each semester and/or year; however, it may not be taken twice in the same semester. This class may be combined with another elective gym class during the same semester.



## PHYSICAL & HEALTH EDUCATION

**PE/Health Department Equity Statement:** *The GBHS PE/Health Department values diversity, equity, and inclusion and works to integrate a wide range of activities and skill sets to encourage empathy, self-awareness, and respect for self and others, no matter what their differences and abilities may be.*

Courses 0941 (Physical Education) and 0942 (Health Education) are required and must be completed prior to selecting any other physical education course offerings. These courses are usually completed in the ninth grade.

### COURSE OFFERINGS

CLASS	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Physical Education – <b>0941</b> (Required)	✓	✓		
Health Education– <b>0942</b> (Required)	✓	✓		
Advanced Sports Skills – <b>0966</b>		✓	✓	✓
Physical Conditioning (Male) – <b>0967</b>		✓	✓	✓
Physical Conditioning (Female) – <b>0968</b>		✓	✓	✓
Advanced Physical Conditioning – <b>V0967</b>		✓	✓	✓
Lifelong Fitness - <b>0969</b>		✓	✓	✓
Unified Sports - <b>0972</b>		✓	✓	✓

#### **0941 PHYSICAL EDUCATION – REQUIRED**

**½ CR**

##### **GRADES: 9-10**

This is a comprehensive physical education class that will help develop the skills necessary for physical conditioning and basic sports skills. Students will learn lifelong physical fitness skills to maintain a healthy body. The goal of this class is to develop the individual to be the best he/she can be. Units may include, but are not limited to, swimming, basketball, volleyball, weight training, soccer, softball, football, tennis and floor hockey. *This class along with 0942 must be completed prior to taking any other physical education classes.*

#### **0942 HEALTH EDUCATION – REQUIRED**

**½ CR**

##### **GRADES: 9-10**

This class is a comprehensive course in health as it relates to today's teens. Content includes physical fitness, mental health, hygiene, nutrition, and personal relationships. Focus is on communication skills, decision-making skills, and the roles of friends and family in identity formation. Units include smoking, alcohol, drugs, and sex education. *This class along with 0941 must be completed prior to taking any other physical education classes.*

#### **0966 ADVANCED SPORTS SKILLS+++**

**½ CR**

##### **GRADES: 10-12**

**Prerequisite:** *Must have passed 0941 Physical Education and 0942 Health Education*

This class is targeted toward the intermediate physical education student. The student will participate in various sports that are offered at Grand Blanc High School along with other life-long fitness activities. Students will use the basic skills they learned in Physical Education 0941 and build on them. They will learn different strategies and concepts for sport related game.

**0967 PHYSICAL CONDITIONING +++****½ CR****GRADES: 10-12 (MALE)**

**Prerequisite:** *Must have passed 0941 Physical Education and 0942 Health Education with a C- or higher grade or teacher approval*

This class has been designed for students who are **serious** about physical fitness and conditioning. The student will be able to participate in weight training and exercises to condition themselves and to develop an understanding of the muscle groups of the human body and their function. This course targets students who want to get physically fit through exercise, weight training, and extensive conditioning activities.

**0968 PHYSICAL CONDITIONING +++****½ CR****GRADES: 10-12 (FEMALE)**

**Prerequisite:** *Must have passed 0941 Physical Education and 0942 Health Education with a C- or higher grade or teacher approval*

This class has been designed for students who are **serious** about physical fitness and conditioning. The student will be able to participate in weight training and exercises to condition themselves and to develop an understanding of the muscle groups of the human body and their function. This course targets students who want to get physically fit through exercise, weight training, and extensive conditioning activities.

**0969 LIFELONG FITNESS+++****½ CR****GRADES: 10-12**

**Prerequisite:** *Must have passed Physical Education 0941*

This course is designed to enhance a student's ability to achieve fitness and an active lifestyle for years to come. This is a semester course that will teach you multiple fitness activities within several different environments (gym, pool, outdoor, classroom) that you can do lifelong to maintain a healthy body and mind. The student will participate in physical and academic appropriate activities. On a regular basis the focus will be on functional movements that are used in day to day life. This is an exciting and beneficial class for your body and mind to get the most out of life by staying healthy and happy

**V0967 ADVANCED PHYSICAL CONDITIONING****½ CR****GRADES: 10-12**

**Prerequisite:** *All students must complete application and have earned Physical Education credit.*

This course is for Varsity athletes who have the desire and dedication to strength train and condition their bodies year-round in order to attain a high achieving goal. There is a mandatory workout EVERY day with emphasis on continued growth throughout the year. The intent of this type of training is to increase productivity and help to create and enhance athletes that are able to compete at the next level.

# SCIENCE

**Science Department Equity Statement:** *The GBHS Science Department supports student centered classrooms that encourage all students to oversee their own achievements.*

Three science credits are required for graduation. Students must take Introductory Physical Science, Biology, and Chemistry or Physics in the following sequence:

## SUGGESTED COURSE SEQUENCE

GRADE	CAREER-TECHNICAL	COLLEGE PREP
9	<ul style="list-style-type: none"> <li>Introductory Physical Science</li> </ul>	<ul style="list-style-type: none"> <li>Introductory Physical Science</li> <li>Honors Introductory Physical Science</li> <li>Honors Biology</li> </ul>
10	<ul style="list-style-type: none"> <li>Biology</li> <li>Forensic Science</li> <li>Honors Biology</li> <li>Oceanography</li> </ul>	<ul style="list-style-type: none"> <li>Honors Biology</li> <li>Honors Chemistry <i>(Must also be enrolled in Honors Biology if taking in the same year)</i></li> <li>Oceanography</li> <li>Physics</li> </ul>
11	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Earth Science</li> <li>Forensic Science</li> <li>Oceanography</li> <li>Principles of Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Earth Science</li> <li>Honors Chemistry</li> <li>Oceanography</li> <li>Physics</li> <li>AP Physics I &amp; II</li> <li>AP Environmental Science</li> </ul>
12	<ul style="list-style-type: none"> <li>Electives</li> <li>Forensic Science</li> <li>Oceanography</li> <li>Physics</li> </ul>	<ul style="list-style-type: none"> <li>Oceanography</li> <li>Physics</li> <li>AP Biology</li> <li>AP Environmental Science</li> <li>AP Chemistry</li> <li>AP Physics I &amp; II</li> </ul>

**4061/4062 INTRODUCTORY PHYSICAL SCIENCE (IPS)****1 CR****GRADE: 9****Prerequisite:** *Currently taking Algebra I*

This course is a laboratory approach to the study of the nature of matter. Students perform experiments designed to enhance their understanding of characteristic properties, elements and compounds. Additionally, fundamental concepts of thermal energy, forces and vectors are studied. (NCAA approved core course)

**4071/4072 HONORS INTRODUCTORY PHYSICAL SCIENCE****1 CR****GRADE: 9****Prerequisite:** *Students need to be in 8th grade to enroll in Honors Introductory Physical Science, and take along with the Honors Geometry as a pre or co-requisite. Students can double up with Honors Biology in 9<sup>th</sup> grade.*

This course provides a lab approach to the study of the nature of matter. Students perform experiments designed to enhance their understanding of characteristic properties, compounds, and elements. The course content is similar to that of Introductory Physical Science but covers the topics mentioned in greater depth. The honors course also covers thermal energy, kinetic and potential energy, forces and vectors. (NCAA approved core course)

**4091/4092 BIOLOGY****1 CR****GRADE: 10****Prerequisite:** *Completion or Co-requisite of Introductory Physical Science. Must be enrolled in English 10 or general English 10 or teacher recommendation.*

Biology is designed to provide students with an understanding of biological concepts and ideas in relation to human needs and societal issues. Areas of emphasis include sustainability, ecology, cellular biology, microbiology, disease, molecular biology, genetics and evolution. Laboratory work is essential to enhance the student's understanding of life forms and their relationships. Reading and writing skills are essential for success in this course. (NCAA approved core course)

**4083/4084 HONORS BIOLOGY****1 CR****GRADES: 10-12****Prerequisite:** *Honors Introductory Physical Science completion with a B or higher or Introductory Physical Science completion with a B+ or higher. Must be enrolled in English 10 or higher (not General English 10). Must be enrolled in Geometry or higher (not Tech Geometry).*

This is a College Prep Biology course designed for the student who plans on taking Advanced Science Content in high school or interested in a Science related career. This course content is similar to that of Biology but covers the topics in greater depth and at a faster pace. (NCAA approved core course)

**4221/4222 PRINCIPLES OF CHEMISTRY****1 CR****GRADES: 11-12****Prerequisite:** *Biology. Co-requisite of Tech Geometry or Geometry*

The course focuses on chemistry concepts using the Modeling Chemistry Framework based on Next Generation Science Standards. It is designed to emphasize critical thinking, analyzing, decision-making, and problem solving, and to examine real world situations using diverse hands-on activities and classroom discussions. **Students who earned credit in principles of biology may take this course regardless of what math they are currently enrolled.** (NCAA approved core course)

**4231/4232 CHEMISTRY****1 CR****GRADES: 10-12****Prerequisite:** *Credit in any Geometry and any Biology*

The course focuses on chemistry concepts using the Modeling Chemistry Framework based on Next Generation Science Standards. It is designed to emphasize critical thinking, analyzing, decision-making, and problem solving, and to examine real world situations using diverse hands-on activities and classroom discussions. (NCAA approved core course)

**4261/4262 HONORS CHEMISTRY****1 CR****GRADES: 10-11**

**Prerequisite/Co-requisite:** *Biology, Honors Biology and Algebra II. Students also must have an overall GPA of 3.50 or higher or earning a score of 80% or higher on Honors Chemistry entrance exam.*

The course focuses on chemistry concepts using the Modeling Chemistry Framework based on Next Generation Science Standards. It is designed to emphasize critical thinking, analyzing, decision-making, and problem solving, and to examine real world situations using diverse hands on activities and classroom discussion. The course is targeted especially for those college-bound students interested in a science-related career and/or attending a highly competitive university. The content is similar to that of 0423 Chemistry, but the concepts are covered in greater depth and at a faster pace. Grades earned in this course do not contribute any additional weight to a student's GPA (unlike an AP course). After successfully completing Honors Chemistry, students will be prepared for an AP science course. (NCAA approved core course)

**4321/4322 PHYSICS****1 CR****GRADE: 11-12**

**Prerequisite:** *Algebra II concurrent and Geometry re-requisite (grade of B- or better).*

This class employs an inquiry-based curriculum to explore topics in Newtonian Mechanics. Specifically, kinematics, dynamics, energy, and momentum in mechanical systems are studied. Problem solving, experimentation, and learning via classroom discussions is emphasized. This course uses the physics modeling curriculum. Physics will count for your third credit of required science at GBHS. (NCAA approved core course)

**4443 FORENSIC SCIENCE I****½ CR****GRADES: 10-12**

**Prerequisite:** *IPS and Biology. With approval, the student could take concurrently with Biology.*

In this course, students will learn to apply scientific principles and techniques learned in their previous science coursework to the field of forensic science. Emphasis is placed on critical thinking and problem-solving skills as they relate to crime scene analysis. Students will foster these skills within a cooperative framework, as there will be extensive group work. Topics include crime scene processing, analysis of trace/physical evidence (hair/fiber/blood/DNA), fingerprinting, blood typing and introduction to blood spatter analysis. Additional topics may be included at the instructor's discretion. Please be advised that students will work with blood substitutes, human and animal hair, and cover sensitive matters as they relate to violent crimes in this course. Alternate work will not be assigned for students who may be uncomfortable with these topics.

**4444 FORENSIC SCIENCE II****½ CR****GRADES: 10-12**

**Prerequisite:** *Forensic Science I*

In this course, students will continue the application of scientific principles and techniques learned in Forensic Science I and their science coursework to the field of forensic science. Students enrolled in Forensic Science II should have completed Forensic Science I prior to enrollment. Emphasis is placed on critical thinking and problem-solving skills as they relate to crime scene analysis. Students will foster these skills within a cooperative framework, as there will be extensive group work. Topics include analysis of documents and forgery, toxicology, glass analysis, advanced blood spatter analysis, psychology, anthropology, death and the human body (autopsy), and entomology. Additional topics may be included at the instructor's discretion. Please be advised that students will cover sensitive matters and they relate to violent crimes and related evidence in this course. Alternate work will not be assigned for students who may be uncomfortable with these topics.

**0442 EARTH SCIENCE****½ CR****GRADES: 11-12**

This one semester course investigates Earth and its unique placement in the solar system. In this course, take an in-depth look at Earth's materials, changes of Earth's surface and interior, and the forces that cause these changes. As well as explore the changes of Earth's surface through the theory of plate tectonics, interaction between Earth's weather and climate, and Earth's unique placement in the solar system and the surrounding galaxies. (NCAA approved core course)

**0440 OCEANOGRAPHY****½ CR****GRADES: 10-12**

**Prerequisite:** *Biology or concurrently taking Biology*

This one semester course presents the physical and biological aspects of the ocean. Work is often individualized to a student's interests and ability. (This is an interdisciplinary course.) Students should be enrolled in a biology class or should have completed one. (NCAA approved core course)

**4121/4122 AP BIOLOGY****1 CR****GRADE: 11 - 12**

**Prerequisite:** *Chemistry or Honors Chemistry with a grade of A or B and recommendation of both the biology and chemistry instructors.*

This course is structured around the four big ideas: The process of evolution drives the diversity and unity of life; Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; Living systems store, retrieve, transmit and respond to information essential to life processes; Biological systems interact, and these systems and their interactions possess complex properties. At least 25% of class time will be spent in lab.

**4361/4362 AP CHEMISTRY****1 CR****GRADE: 12**

**Prerequisite:** *Chemistry 0423 or Honors Chemistry with a grade of A or B and recommendation of chemistry instructor.*

This second year of chemistry is designed for students who plan to continue their study of chemistry in college. The content is equivalent to a first-year college chemistry course. A summer homework packet will be mandatory and tested over in the first week of class. Upon completion of the course, students are encouraged to take the advanced placement exam for college credit. (NCAA approved core course)

**4441/4442 AP ENVIRONMENTAL SCIENCE****1 CR****GRADES 11-12**

**Prerequisite:** *Completion of Introductory Physical Science and Biology with a grade of B or better. Past or concurrent enrollment in Chemistry or Honors Chemistry is also required.*

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study, yet there are several major unifying constructs, or themes, that cut across the many topics included. Upon completion of the course, students are encouraged to take the advanced placement exam for college credit. (NCAA approved course)

**4341/4342 [AP PHYSICS 1](#)****1 CR**

**Prerequisite:** *Completion of Algebra II with a B+ or better. Past or concurrent enrollment in Chemistry or Honors Chemistry. Co-requisite of Trigonometry or higher.*

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course is designed to be a part of a two-year program which would include AP Physics 2 the following year. This course is recommended for students with a strong background in mathematics and mathematical reasoning; calculus is recommended but not required. Upon completion of the course, students are encouraged to take the advanced placement exam for college credit. (NCAA approved core course)

**4343/4344 AP PHYSICS 2****1 CR**

**Prerequisite:** *Completion of AP Physics 1.*

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Upon completion of the course, students are encouraged to take the advanced placement exam for college credit. (NCAA approved core course)

# SOCIAL STUDIES

Three social studies credits are required for graduation. Students must take World History, U.S. History, American Government, and Economics in the following sequence:

## SUGGESTED COURSE SEQUENCE

GRADE	CAREER-TECHNICAL	COLLEGE PREP
<b>9</b>	<ul style="list-style-type: none"> <li>• General World History</li> <li>• The Grand Tour of Europe Study Abroad Program</li> <li>• World History</li> </ul>	<ul style="list-style-type: none"> <li>• World History</li> <li>• World Religions</li> <li>• Ancient Civilizations</li> <li>• The Grand Tour of Europe Study Abroad Program</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>• African American History</li> <li>• General United States History</li> <li>• The Grand Tour of Europe Study Abroad Program</li> <li>• United States History</li> </ul>	<ul style="list-style-type: none"> <li>• African American History</li> <li>• United States History</li> <li>• AP United States History</li> <li>• AP African American Studies</li> <li>• Women in American History</li> <li>• World Religions</li> <li>• Ancient Civilizations</li> <li>• The Grand Tour of Europe Study Abroad Program</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>• General American Government</li> <li>• African American History</li> <li>• American Government</li> <li>• General Economics</li> <li>• Economics</li> <li>• Law and Society</li> <li>• Leadership Exploration and Development</li> <li>• Psychology</li> <li>• Sociology</li> <li>• The Grand Tour of Europe Study Abroad Program</li> </ul>	<ul style="list-style-type: none"> <li>• African American History</li> <li>• American Government</li> <li>• AP American Government &amp; Politics: United States</li> <li>• AP United States History</li> <li>• AP Macroeconomics</li> <li>• AP Psychology</li> <li>• AP Microeconomics</li> <li>• AP African American Studies</li> <li>• Economics</li> <li>• Law and Society</li> <li>• Leadership Exploration and Development</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Women in American History</li> <li>• World Religions</li> <li>• Ancient Civilizations</li> <li>• The Grand Tour of Europe Study Abroad Program</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>• African American History</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Law &amp; Society</li> <li>• Leadership Exploration and Development</li> <li>• The Grand Tour of Europe Study Abroad Program</li> </ul>	<ul style="list-style-type: none"> <li>• African American History</li> <li>• Law &amp; Society</li> <li>• Leadership Exploration and Development</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Women in American History</li> <li>• AP United States History</li> <li>• AP American Government &amp; Politics: United States</li> <li>• AP Macroeconomics</li> <li>• AP Psychology</li> <li>• AP Microeconomics</li> <li>• AP African American Studies</li> <li>• World Religions</li> <li>• Ancient Civilization</li> <li>• The Grand Tour of Europe Study Abroad Program</li> </ul>

**Social Studies Department Equity Statement:** *The GBHS Social Studies Department is committed to promoting equity and inclusion in all aspects of our teaching and learning. We believe that every student has the right to a high-quality education that prepares them for a diverse and ever-changing world. To create an equitable and inclusive learning environment, we strive to: **provide culturally responsive instruction that honors the diverse backgrounds and experiences of our students, incorporate diverse perspectives and voices into our curriculum and instructional materials/strategies, and foster a classroom community that values diversity and respects student differences.***

**1073/1074 GENERAL WORLD HISTORY**

**1 CR**

**GRADE: 9**

This one-year required course for 9<sup>th</sup> graders is for students who have demonstrated reading and comprehension difficulties. The course will survey human history thematically concentrating on World Religions, Governments, Imperialism, and Revolutions as they affected Europe, Africa, China and the Middle East. Students must be concurrently enrolled in General English 9. (NCAA approved core course)

**2713/2714 WORLD HISTORY**

**1 CR**

**GRADE: 9**

World History is a one-year required course for 9<sup>th</sup> grade students. The course will survey human history thematically concentrating on World Religions, Governments, Imperialism, and Revolutions as they affected Europe, Africa, China and the Middle East. (NCAA approved core course)

**5074/5075 GENERAL UNITED STATES HISTORY**

**1 CR**

**GRADE: 10**

**Prerequisite:** *Recommendation of World History or English 9 teacher*

This required class is for students who have demonstrated difficulties with previous social studies classes and/or experienced difficulty with reading main ideas and taking tests. Students must be enrolled in General English 10 concurrently. The course begins with a review of the U.S. Constitution; however, the major emphasis is the 20<sup>th</sup> century. (NCAA approved core course)

**2813/2814 UNITED STATES HISTORY**

**1 CR**

**GRADE: 10**

This required course begins with a review of the U.S. Constitution; however, the major emphasis is the 20<sup>th</sup> century. (NCAA approved core course)

**5501/5502 AP UNITED STATES HISTORY**

**1 CR**

**GRADES: 10-12**

**Prerequisite:** *In order to take this course as a sophomore: World History and English 9 with a grade of an A, World History and English 9 teacher recommendations and completion of the A.P. United States History application. Any freshmen not meeting the prerequisites and still interested in taking the course must complete the Freshmen A.P. Entrance Essay, along with the A.P. United States History application. In order to take this course as a junior or senior: an A- or higher in United States History and teacher recommendation. Summer reading packets and activities are required for all grades.*

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History from exploration to the 21<sup>st</sup> century. This course is designed to either be a first year of United States history for sophomores or a second year for juniors and seniors. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course will help develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. (NCAA approved core course)

**0508 GENERAL AMERICAN GOVERNMENT**

**½ CR**

**GRADE: 11**

**Prerequisite:** *Recommendation of U.S. History or English 10 teacher*

This required class is for students who have demonstrated difficulties with previous social studies classes and/or experience difficulty with reading, main ideas, and taking tests. Students must be enrolled in Literature Survey, Writing Survey or General English Strategies concurrently. This course is a study of the principles, practices and problems of the American government. Content covers comparisons with other forms of government organization at all levels, important documents related to government, rights of citizens, and current events related to governmental functions. (NCAA approved core course)

**0507 AMERICAN GOVERNMENT**

**½ CR**

**GRADE: 11**

This required course is a study of principles, practices, and problems of the American government. Comparisons will be made with other systems of government. American Government is required for graduation. (NCAA approved core course)



**0555 AP AMERICAN GOVERNMENT & POLITICS: UNITED STATES****½ CR****GRADE: 11-12**

**Prerequisite:** *United States History with a grade of A- or better/English 10 grade of A- or better and teacher recommendations from each course. Or A- or better in American Government and current English course teacher recommendations from each course. Students will be accepted through the application process.*

Advanced Placement Government is equivalent to a first-year college political science course and will replace the high school government course for those students looking for a challenge. Students are expected to take standardized exams, timed essays, and debate current events and specific topics studied. Students are encouraged to take the advanced placement exam for college credit.

**0512 GENERAL ECONOMICS****½ CR****GRADE: 11**

**Prerequisite:** *Recommendation of U.S. History or English 10 teacher*

Must be enrolled concurrently in Literature Survey or Writing Survey or General English Strategies. General Economics is a study and analysis of the fundamentals of macroeconomics. Topics will include a broad survey of economics in the public and private sector, national income accounting, employment, fiscal and monetary policy, economic stability, current economic problems, and international economic relations, business cycles, and the stock market. Students will be involved in a variety of computer simulations. Economics and the junior interview are graduation requirements. (NCAA approved core course)

**0517 ECONOMICS****½ CR****GRADE: 11**

Economics is a study and analysis of the American economic system. Topics will include a broad survey of economics in the public and private sector, national income accounting, employment, fiscal and monetary policy, economic stability, current economic problems, and international economic relations, business cycles, and the stock market. Students will be involved in a variety of computer simulations. Economics and an exit Interview are graduation requirements. (NCAA approved core course)

**0556 AP MACROECONOMICS****½ CR****Grade: 11-12**

**Prerequisite:** *Grade of B or better in BOTH Algebra I and US History.*

Advanced Placement Macroeconomics is designed to be equivalent to a first-year college economics course and will replace the high school economics course for those students electing this more challenging option. Students will gain a thorough understanding of the principles of economics that apply to an economic system as a whole. Advanced Placement Macroeconomics will place a heavy emphasis on macroeconomics which includes the study of national income and price-level determination, and develop students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. The course content and guidelines will be closely aligned to the Advanced Placement Economics course curriculum developed by The College Board. Students will be trained to analyze and interpret primary and secondary sources including documentary materials, statistical tables, and graphic evidence of the principles of economics. They will be proficient at reading and creating graphs and tables directly related to the core principles of economics. Students will write in a variety of formats. They will gain proficiency in notetaking from printed material, lecture, and/or discussions. They will learn to create and analyze economic models and use these models to answer various economic problems. Students are encouraged to take the advanced placement exam for college credit.

**0557 AP MICROECONOMICS****½ CR****GRADES: 11-12**

**Prerequisites:** *Grade of B or better in AP Macroeconomics*

Advanced Placement Microeconomics is designed to be equivalent to a first-year college economics course. Students will gain a thorough understanding of the principles of microeconomics. Advanced Placement Microeconomics will place a heavy emphasis on the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. AP Microeconomics will be centered on understanding basic microeconomic concepts, the product market, the factor market, market failure, and the role of government in the economy. The course content and guidelines will be closely aligned to the AP Microeconomics course curriculum developed by The College Board. Students will be trained to analyze and interpret primary and secondary sources including documentary materials, statistical tables, and graphic evidence of the principles of microeconomics. They will be proficient at reading and creating graphs and tables directly related to the core principles of microeconomics. Students will write in a variety of formats. They will gain proficiency in notetaking from printed material, lecture, and/or discussions. They will learn to create and analyze economic models and use these models to answer various economic problems. Students are encouraged to take the advanced placement exam for college credit.

**5321 AFRICAN AMERICAN HISTORY****½ CR****GRADE: 10-12**

African American History is a course that looks the important role of African Americans shaping our history and culture in the U.S. Important individuals along with important time periods of the African American experience are the focus of study. The time periods covered will be the origins of Africa to present day in a project-based approach. These topics will be covered with an engaging curriculum including films, projects, guest speakers, poetry of Tupac Shakur, music, and current events. (NCAA Approved Course)

**5326/5327 AP AFRICAN AMERICAN STUDIES****1 CR****GRADE: 10-12**

AP African American Studies reaches into a variety of fields – literature, the arts and humanities, political science, geography, and science – to explore the vital contributions and experiences of African Americans. Students will prepare for the AP exam by taking tests, writing essays, and creating a portfolio of work. Students are encouraged to take the AP Exam for college credit.

**5324 WOMEN IN AMERICAN HISTORY****½ CR****GRADE: 10-12**

This semester course will cover the role of American women from early colonial years into the 21<sup>st</sup> century. We will explore what has not changed for women since the creation of our nation. Through a series of projects, students will examine the roles that women are asked to play in American society. But they will also investigate what causes society to ask women to abandon those roles at different times throughout our nation's history. Under this lens, students will also be able to learn about the stories of women of different races, ethnicities, and socioeconomic levels and the contributions they have made in moving American society forward.

**5335/5336 LEADERSHIP EXPLORATION AND DEVELOPMENT (L.E.A.D)****1 CR****GRADE: 11-12**

This course, taught by Mr. Babiasz, is designed to introduce students to the idea of leadership and how they can apply that to developing their own leadership skills. The course will inform students about the different styles of leadership, famous examples of leadership from the world and the application of leadership skills through activities and projects. The class revolves around a year long, Positive Impact Project, that allows students to showcase and demonstrate leadership principles learned in class. Please scan the QR code to see an example of a Positive Impact Project from a previous class.



**0525 PSYCHOLOGY****½ CR****GRADES: 11-12**

Psychology is a course where students learn about themselves, who they are, and why people behave the way they do. Besides covering the theories of psychology, the brain and how it works, students learn how to improve their self-esteem, manage anger, and control their stress levels. Assertive training, goal setting, listening skills as well as study skills are taught. In addition, the course covers the psychology of motivation and learning, psychological disorders, childhood experiences and development. The class also invites several guest speakers to discuss a variety of psychological concepts. (NCAA approved core course)

**5261/5262 AP PSYCHOLOGY****1 CR****GRADES 11-12**

***Prerequisite: Biology with a B+ or better, and a B+ or better in most recent Social Studies course. If students do not meet the B+ grade pre-requisites, they may still qualify for the course based on their teachers' recommendations. This course requires summer reading.***

AP Psychology is designed to be the equivalent of a first-year college course. Enrollment is limited to a select number of students who enjoy science and social studies, have a strong work ethic, and are interested in learning about psychological concepts and the ethics and methods psychologists use in their science and practice. Upon completion of this intensive course, students are strongly encouraged to take the Advanced Placement exam in May for college credit. (NCAA approved core course)

**0510 LAW AND SOCIETY****½ CR****GRADES: 11-12**

This course will focus on an examination of the purpose of law and the criminal justice system including fundamental principles and values underlying the U.S. Constitution. The topics investigated will include crime (both property crimes and crimes against persons), infamous cases, criminal behavior, police functions, courts, the role of the attorney, landmark Supreme Court cases, corrections (punishment and rehabilitation), current legal issues and the rights of the accused. (NCAA approved core course)

**0515 SOCIOLOGY****½ CR****GRADES: 11-12**

Sociology is the study of human behavior in group situations. In this class, students will examine how other people influence the development of their attitudes, beliefs, and personalities. Emphasis is on American social behavior. (NCAA approved core course)

**5322 WORLD RELIGIONS****½ CR****GRADES: 9-12**

The religions of the world have tremendous influence on the world's communities and cultures. Religions shape every aspect of life including political and economic policies, human rights, literature, art, and the environment. This class will explore the past, present and political influences of religions and their texts on today's world. It will examine what people believe and why they believe it. By deepening your understanding of spirituality and religions, this class will promote tolerance and acceptance. The course will focus on the major world religions: Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism and Sikhism

**5323 ANCIENT CIVILIZATIONS****½ CR****GRADES: 9-12**

Understanding the peoples and events of past millennia is critical to understanding the modern world. When we think of the major innovations that have propelled society forward: writing, the wheel, fire, brass, bronze, iron, electricity, indoor plumbing, and so forth, it is important to remember that each of these was a significant technological innovation, discovered hundreds or even thousands of years ago. Likewise, the indelible influence of certain ancient civilizations on modern art, architecture, religion and politics can also be felt today,

Studying ancient civilizations is one of the most fascinating areas of all human history. As we learn more about those who have come before us, we understand more about ourselves in this modern age. From empires to city-states, the historical civilizations from around the world have each contributed to the development of mankind. The course will focus on the first four River Valley Civilizations: Egypt, Indus, Mesopotamia, Huang He (China), ancient Greece and Rome. (NCAA approved core course)

**5325 THE GRAND TOUR OF EUROPE STUDY ABROAD PROGRAM (OFFERED DURING SUMMER)**

**½ CR**

**GRADES: 9-12**

***Prerequisite:* None**

This class is the ultimate hands-on learning experience which emphasizes and encourages the acceptance and understanding of culture and cultural diversity. You will experience culture you've only dreamed about. Eat foods you've only seen on the Travel Channel. See art and architecture you've only studied in books. Experience an adventure that will change your life forever.

Spend 18 days exploring the history, art, architecture, and culture of Europe in depth. Each year the itinerary may change, but the major focus will always be 3-4 of the following countries: England, France, Germany, Italy and Spain.

The cost of this program will vary each year and will be the sole responsibility of the student.

Credit will be awarded after the successful completion of the tour and a "guiding question" project which has met the rubric criteria.

For more information visit: <https://sites.google.com/gbcs.org/summerabroad2022/home>

# WORLD LANGUAGES

**World Language Department Equity Statement:** *At GB, our mission is to bring individuals together, improve mutual understanding, and competence in world languages by developing an appreciation of different cultures.*

Two (2) credits of the same world language -OR- One (1) credit of world language **AND** 1 CREDIT of CTE - OR- One (1) credit of world language **AND** 1 CREDIT of VPAA are required for graduation.

**Grand Blanc High School offers:**

- Four-year program in Chinese
- Five-year program in French
- Four-year program in Spanish
- Two-year program in ASL

The intent of our World Languages program is to reach as many students as possible. A good background in a world language provides students with broadened knowledge in many other areas and prepares them for life and higher education. There are many career advantages to knowing a world language. American industry, business, and governmental interests reach into every part of the globe where having knowledge of French, or Spanish would be beneficial.

Almost anyone can learn a world language. This learning experience will include all cultural, social, and historical aspects of the language.

## SUGGESTED COURSE SEQUENCE

LANGUAGE	COURSE OFFERINGS
Chinese	Levels I, II, III, IV
French	Levels I, II, III, IV, V
Spanish	Levels I, II, III, IV,
ASL	Levels I, II

### Chinese

**2361/2362** [CHINESE I](#)

**1 CR**

**GRADE: 9-12**

This class provides students with immediate useful language skills in Chinese. Students will be able to communicate in basic sentences. The tasks are based on functioning in real situations. Assignments and assessments will address all communication skills: listening, speaking, reading, writing, and culture. (NCAA approved core course)

**2363/2364** [CHINESE II](#)

**1 CR**

**GRADE: 10-12**

**Prerequisite:** Chinese I

This class is a continuation of Chinese I. Advances will be made in grammar and communicative structures in order to improve communication. Students will be able to communicate in short paragraphs. Students are encouraged to interact with others in Chinese. Assignments and assessments will address all communication skills: reading, writing, speaking, listening and culture. (NCAA approved core course)

**2365/2366 [CHINESE III](#)****1 CR****Grades: 10-12****Prerequisite:** *C- or better in Chinese I and II or teacher recommendation*

This class provides students with skills to effectively communicate about topics beyond everyday social and survival situations. Students will be able to communicate in paragraph form using complex sentence structures and increasing vocabulary. Students will use authentic materials to develop their language skills. Students will work toward oral fluency through conversation, discussion, and oral presentations. Assignments and assessments will address all communication skills: reading, writing, speaking, listening and culture. *Summer reading packets and activities are required for all grades.* (NCAA approved core course)

**2367/2368 [CHINESE IV](#)****1 CR****Grades: 12****Prerequisite:** *C- or better in Chinese II and III or teacher recommendation*

This class provides students with skills to effectively communicate about topics beyond everyday social and survival situations. Students will continue to develop their communicative skills both in spoken and written Chinese and to establish a solid base for more advanced language learning. They will also build fluency in formulating and creatively expressing their ideas in Chinese on a variety of topics. Students will use authentic materials to develop their language skills throughout the year. Assignments and assessments will address all communication skills: reading, writing, speaking, listening and culture. (NCAA approved core course)

**French****2011/2012 [FRENCH I](#)****1 CR****Grades: 9-12**

This class provides students with basic language skills to carry out every day social and survival tasks. Students will be able to communicate about present and near future events in basic sentences. Assignments and assessments will address all communication skills: reading, writing, speaking, listening and culture. (NCAA approved core course)

**2021/2022 [FRENCH II](#)****1 CR****Grades: 9-12****Prerequisite:** *C- or better in French I or teacher recommendation*

This class is a continuation of French I. Advances will be made in grammar and communicative structures in order to improve communication. Students will be able to communicate in present, near future and the past tense in short paragraphs. Students are encouraged to interact with others in French. Assignments and assessments will address all communication skills: reading, writing, speaking, listening and culture. (NCAA approved core course)

**2031/2032 [FRENCH III](#)****1 CR****Grades 10-12****Prerequisite:** *C- or better in French I and II or teacher recommendation*

This class provides students with skills to effectively communicate about topics beyond everyday social and survival situations. Students will be able to communicate in a variety of verb tenses, such as: imperfect, subjunctive, future and conditional in paragraph form. Students will use authentic materials to develop their language skills. In this level, there will be an introduction to Francophone literature. Assignments and assessments will address all communication skills: reading, writing, speaking, listening and culture. (NCAA approved core course)

**2041/2042 [FRENCH IV](#)****1 CR****Grades: 11-12****Prerequisite:** *C- or better in French I, II and III or teacher recommendation*

This class is generally taught in conjunction with French V as a 2-year loop of curriculum. Students continue to make progress toward a greater proficiency in a variety of contexts and structures using French civilization as a basis. Students will be expected to write essays and discuss topics in French. Literature selections and authentic materials supplement the text and develop the students' abilities in the language. Assignments and assessments will address all communication skills: reading, writing, speaking, listening and culture. (NCAA approved core course)

**2051/2052 FRENCH V****1 CR****Grades: 12****Prerequisite:** *C- or better in French I, II, III and IV or teacher recommendation*

This class is generally taught in conjunction with French IV as a 2-year loop of curriculum. Students continue to make progress toward a greater proficiency in a variety of contexts and structures using French civilization as a basis. Students will be expected to write essays and discuss topics in French. Literature selections and authentic materials supplement the text and develop the students' abilities in the language. Assignments and assessments will address all communication skills: reading, writing, speaking, listening and culture. Students are strongly encouraged to listen to and watch Francophone programs outside of class. (NCAA approved core course)

## **Spanish**

### **2311/2312 SPANISH I**

**1 CR**

**GRADES: 9 – 12**

Spanish I is a **Novice-Mid** level course (per ACTFL proficiency guidelines). This class provides students with basic skills and vocabulary to carry out every day social and survival tasks. Students will be able to communicate about present and near future events in basic sentences. Assignments and assessments will address all communication skills: reading, writing, speaking, listening, and intercultural. (NCAA approved core course)

### **2321/2322 SPANISH II**

**1 CR**

**GRADES: 9 – 12**

**Prerequisite:** *Successful completion of Spanish I with at least a B average or instructor's approval with a C.*

Spanish II is a **Novice-High** level course (per ACTFL proficiency guidelines). This class is a continuation of Spanish I and provides students with basic skills and vocabulary to carry out every social and survival tasks. Advances will be made in grammar, vocabulary, and communicative structures. Students will be able to communicate in the present and past tenses. Students are encouraged to interact in Spanish. Assignments and assessments will address all communication skills: reading, writing, speaking, listening, and intercultural. (NCAA approved core course)

### **2333/2334 SPANISH III**

**1 CR**

**GRADES: 9 – 12**

**Prerequisite:** *Successful completion of Spanish II with at least a B average or instructor's approval with a C.*

Spanish III is an **Intermediate-Low** level course (per ACTFL proficiency guidelines). This class provides students with more advanced communication skills to carry out everyday social tasks. Students are expected to use the language in sentences and short/basic paragraphs. Students will be assessed on their ability to communicate in a series of connected sentences. The emphasis of this class is spoken communication and the content is taught primarily in Spanish. (NCAA approved core course)

### **2343/2344 SPANISH IV**

**1 CR**

**GRADES: 10 - 12**

**Prerequisite:** *Successful completion of Spanish III with at least a B average or instructor's approval with a C.*

Spanish IV is an **Intermediate-Med** level course (per ACTFL proficiency guidelines). This class provides students with more advanced communication skills to carry out tasks in everyday social settings and some unfamiliar settings. Students will be assessed on their ability to communicate in a series of connected sentences and short paragraphs. The emphasis of this class is written communication and the content is taught primarily in Spanish. (NCAA approved core course)

## **ASL**

### **2428/2429 AMERICAN SIGN LANGUAGE I**

**1 CR**

**GRADES: 9 – 12**

**Prerequisite:** *None*

This class provides students with basic skills, vocabulary and cultural awareness to carry out everyday social and survival tasks. Students will be introduced to American Deaf culture. They will be able to communicate about present and near future events in basic sentences. Assignments and assessments will address expressive and receptive skills. (NCAA approved core course)

### **2433/2434 AMERICAN SIGN LANGUAGE II**

**1 CR**

**GRADES: 10 – 12**

**Prerequisite:** *ASL I and a C- or better on previous course or instructor's approval.*

This class is a continuation of ASL I. Advances will be made in grammar and communicative structures in order to improve communication. Students are encouraged to interact with others in ASL. Assignments and assessments will address expressive and receptive skills. (NCAA approved core course)

# SPECIAL EDUCATION

(Only Available with an IEP)

## Course Offerings

**Special Education Department Equity Statement:** *In order to prepare students and recognize their unique genius for an ever-changing world, we believe in diversity, equity, inclusion, and justice.*

The following courses are self-contained classes available only to students with a current Individualized Education Plan (IEP). Placement in these courses is determined by the IEP team. None of these courses are NCAA approved courses.

**Basic English:** Students read below 4<sup>th</sup> grade level. Students write at sentence and paragraph level. This is a functional curriculum, not college preparatory in nature.

**Basic Math:** Fundamental math skills (number sense, adding, subtracting, multiplying, and dividing) taught and practiced. Skills like time, measuring, and budgeting addressed. This is a functional curriculum, not college preparatory in nature.

**Basic Science:** Curriculum varies yearly to address aspects of MI-Access test. Hands-on and activity based. This is a functional curriculum, not college preparatory in nature.

**Basic Social Studies:** Curriculum varies yearly to address aspects of MI-Access test. Hands-on and activity based. This is a functional curriculum, not college preparatory in nature.

**Literature through Media:** Students range in ability. Designed for the non-university bound student or the student reading below grade level. This class is designed to promote reading and writing through the use of film. This course is for senior students only.

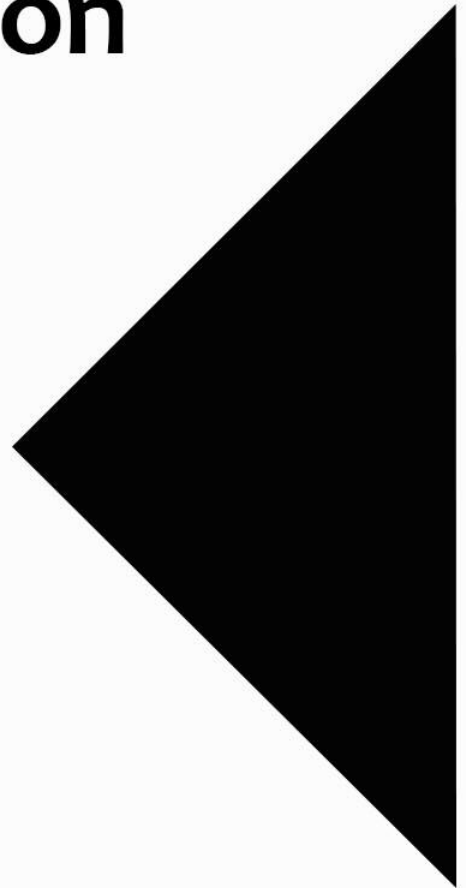
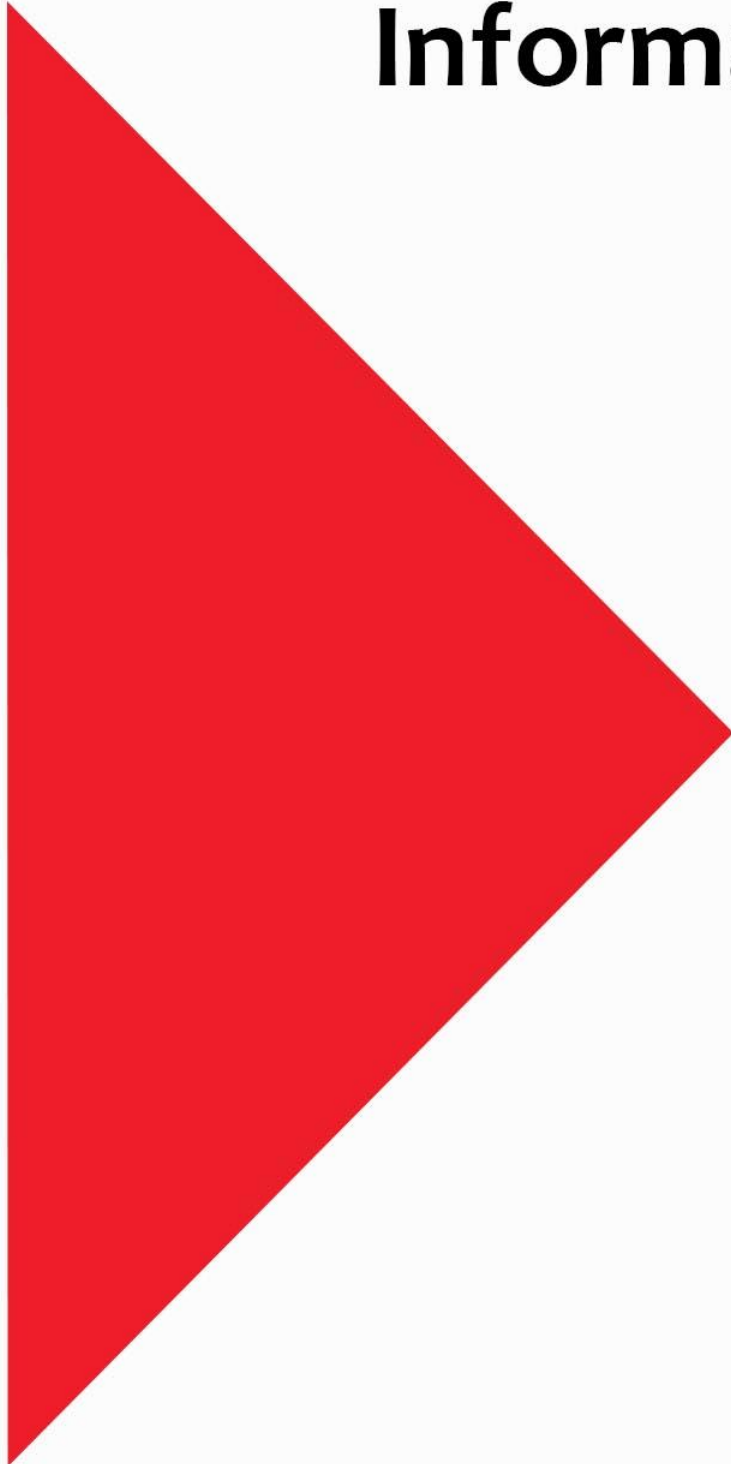
**Algebra Skills:** This is a self-contained special education math course that prepares students for Tech Geometry. The curriculum and content of the course focuses on the algebra skills needed to be successful in Tech Geometry. Students taking this class would expect to then take Tech or Geometry in Construction, then move to Algebra 2A or Personal Finance – depending on their post-secondary goals.

**Personal Finance:** Students will learn that understanding and managing personal finances are key to one's future financial success. This course presents essential knowledge and skills to assist students in making informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. This course is for senior students only.

**Work Experience:** This course focuses on preparing young people for the work environment. Students receive instruction in self-understanding, employment skills, independent living, communication, job obtainment and maintenance. Experienced students go out into the community for job shadowing placements.



# Additional Information



## GRAND BLANC BOARD OF EDUCATION

### PHILOSOPHY OF EDUCATION

The Grand Blanc Board of Education, an elected policy-making group, has the responsibility for the operation of the public schools of the district. This responsibility includes the selection of administrative leadership, the establishment of philosophy and goals, budget approval, and the determination of the curriculum. The Grand Blanc Board of Education recognizes the responsibility to prepare all students for full and free participation in a democratic society. The attainment of basic skills, self-discipline, citizenship, career preparation, and a basic understanding of cultural awareness are fundamental to adult success and happiness.



#### ***Our Mission***

*The mission of Grand Blanc Community Schools, the hallmark of academic and personal excellence, is to ensure students actualize their own unique genius, freely and without fear, through a system distinguished by dedication to the discovery of profound learning, exemplary models of character and judgment, global experiences in life and living, emphasis on individual autonomy and self-direction, and unrelenting pursuit of the highest human ideals.*

### **HIGH SCHOOL**

The Grand Blanc Board of Education is desirous of maintaining a comprehensive, quality high school program designed to meet the needs of all students within our community. There shall be ample educational opportunities for the college preparatory student and the career-technical student dedicated to exploration or preparing for the role of homemaker and parent.

The Grand Blanc Board of Education recognizes that student involvement is a high priority in high school. Student organizations and teams provide opportunities for success and service not offered in an academic program. A rich program of inter-scholastic athletics, intramural activities, drama, music, speech, and social organizations shall be supported and encouraged by the Grand Blanc Board of Education and Administration.

A typical youngster with serious learning difficulties will be served in a series of individual programs developed by the Special Education Department. Provisions for special education students will exist from the age of identification to age twenty-six or until the student has attained a career-technical skill. The Grand Blanc Board of Education's efforts to serve students will be consistent with state and federal legislation.

The Grand Blanc Board of Education is committed to the community education concept recognizing that education is a life-long process that does not stop at age sixteen or graduation. School facilities exist for the use of all residents and shall be programmed accordingly to provide for the instructional enrichment and recreational needs of pre-kindergarten, adolescent, adult, and senior residents of the district.

It is imperative that an academic atmosphere prevails in our schools that provides for and encourages maximum instructional opportunities for all students. The importance of academic excellence and a common goal at all instructional levels cannot be over emphasized. To this end, the Grand Blanc Board of Education is dedicated to the firm enforcement of the student discipline code in a uniform and consistent manner.

The ultimate goal of the Grand Blanc Board of Education is the wise expenditure of tax dollars for the maximum educational use of facilities, services, and programs for the children and citizens of our community.

The Grand Blanc Board of Education is committed to a policy of Nondiscrimination in relation to race, color, sex, age, religion, height, weight, marital status, disability and national origin. **The Board appointed coordinator for all concerns and complaints for issues relating to Title IX, Section 504, the Age Discrimination Act and Title II is: Director of Personnel, Administration Building, 19920 S. Saginaw Street, Grand Blanc, Michigan 48439. 810-591-6001.**

# **ADDITIONAL REQUIREMENTS**

## **PROMOTION, RETENTION, AND GRADUATION REQUIREMENTS**

Placement, promotion, or retention shall be made in the best interests of the student after a careful evaluation of all alternatives. The decision on student placement rests with the building principal.

High school students must accumulate a specified number of credits during the four years of high school by meeting the requirements of the specific courses in which they are enrolled. The number and type of courses may differ from year to year due to the varying opportunities available to the individual graduating classes.

## **HIGH SCHOOL GRADUATION REQUIREMENTS**

### **I. CREDITS FOR ALL CLASSES**

All freshmen, sophomores, juniors, and seniors are required to take six [6] credits per year. Credit will be earned for classes completed with a grade of D- or higher, ½ credit for each semester long class and 1 credit for each year long class. Students will need twenty-three [23] credits to graduate.

### **II. RETAKE POLICY**

A student who has earned a D or E in a course can retake the course in summer school, credit recovery or during the school day. The student will receive credit for both classes. Both classes and grades will show on the student's transcript. Grades will be averaged into the student's cumulative grade point average. Students who earn an A, B or C are not permitted to retake a course for credit.

### **III. EARLY GRADUATION POLICY**

Application for early graduation will be submitted to the high school principal in accordance with the Board of Education policy of Grand Blanc Community Schools. Early graduation is only considered for 7<sup>th</sup> semester seniors.

The principal may honor this request if the following conditions and requirements have been completed:

1. All high school graduation requirements have been met by the student.
2. A written request for early graduation has been received by May 1 of the student's junior year. This request must also include the rationale for requesting early graduation (i.e. family hardship, military, etc.)
3. The student and parent have acknowledged that all senior year privileges, such as prom, are forfeited; however, commencement and senior honors are not forfeited.
4. A conference between the student, parent, counselor and principal must take place prior to the end of the student's junior year to review the request for early graduation.

## ADDITIONAL REQUIREMENTS

- To graduate, students must meet the College Readiness Benchmark in SAT subject tests and score proficient or higher on MSTEP subject tests, or pass an alternative test approved by the Board of Education and the High School Principal, to receive a high school diploma from Grand Blanc High School.
- As part of the Economics class requirement, students must complete a career interview.
- College requirements vary and it is important for students to check with the college they plan to attend for additional requirements.
- NCAA requirements for athletic participation in college are very specific and should be checked regularly for changes in their eligibility.

STATE STANDARDIZED TEST TIMELINE	
<b>Grade 9</b>	PSAT Test
<b>Grade 10</b>	PSAT Test
<b>Grade 11</b>	State Standardized Test (MME: SAT/WorkKeys/Michigan Tests)
<b>Grade 12</b>	Students who do not meet College Readiness Benchmarks on the SAT subject tests and score proficient on the MSTEP subject tests with take and pass a tests approved by the Board of Education and the High School principal in the area(s) where a there is less than a proficient endorsement.

# SCHEDULING & TRANSCRIPT INFORMATION

## I. WAIVER

A student may choose to override a teacher's recommendation only if the student has met all the course prerequisites for that class and a waiver is completed. The student must obtain a waiver form from his/her counselor. This form must be signed by the student and parent then returned to the counselor. Either the student or parent may change this course request no later than the first day of school, however, after the first day of school a change may no longer be made.

## II. WITHDRAWALS

After the class change period ends each semester, only misplaced students will have their class schedule altered. These schedule changes will only be done if room is available and all teachers involved agree to the change. Students must take six hours and schedules cannot be reduced below the required six hours.

## III. TRANSFERRING GRADES AND/OR CREDIT TO GRAND BLANC HIGH SCHOOL

Classes transferred from other sources will receive credit and grades if the issuing organization is authorized by a state or regional accrediting\* agency. This group includes, but is not limited to, summer school, dual enrolled college classes, GenNET, Online/Virtual classes, and courses transferred from other United States high schools.

Students who were attending another high school and transfer to Grand Blanc High School after the start of a semester will be enrolled with full credit and grade opportunity. Students not previously attending another high school who enroll at GBHS within the first four weeks of the semester will have the opportunity to earn a ½ credit for each class. If the student enrolls after the fourth week of the semester, and before the second week of the second or fourth marking periods, he/she can earn up to a ¼ credit for each class. If the student enrolls after the first week of the second or fourth marking periods, he/she can attend school and participate in academic and extracurricular activities but will not receive course credit.

- As explained in the Grand Blanc Board of Education Policy 6152.5

## IV. TRANSCRIPT GUIDELINES FOR INCOMING HOME-SCHOOLED STUDENTS

1. If the incoming transcript is generated by an accredited\* testing or educational institution, the classes and grades will be listed on the transcript as reported.
2. If the parent (as teacher) or another individual created the incoming transcript, the classes will be transferred but letter grades will not be listed. In lieu of the reported grades, a "CR" will be listed for satisfactory completion of each course and will not be calculated into the GPA.
3. If the student receives a grade lower than a C- at GBHS in subsequent classes which are follow-ups to previous home-schooled classes, the student will be required to "test out" of the earlier classes to prove competence. A grade of 75% on the tests will be necessary to receive credit for the class in question.
4. A home-schooled student who transfers to GBHS will have a cumulative GPA and class rank based only on the classes he/she takes at GBHS (unless the student meets the requirement of #1 above). Also, all students, home-schooled or otherwise, must be enrolled at GBHS on a full-time basis for at least the 7<sup>th</sup> and 8<sup>th</sup> semesters to be considered for placement in the top ten graduating seniors.
5. Students transferring to GBHS will be able to use a maximum of 6 credits per year (3 credits per semester) from their home-school transcript.

-As explained in the Grand Blanc Board of Education Policy 6152.4

## V. TRANSFER OF GRADES AND CREDITS FROM FOREIGN SCHOOLS

When a Grand Blanc High School student participates in an approved foreign study program or when a foreign student enrolls in Grand Blanc High School, full-time study at the foreign school will be granted credits equivalent to those given for a similar period of study at Grand Blanc High School. A semester of study will be awarded 2.5 – 3 credits; a year of study will be awarded 5 – 6 credits. The student should present an official transcript or document to Grand Blanc High School that lists the successful completion of classes and the grades received at the foreign institution. The grades or percentages awarded in the course work at the foreign school will *not* be used in determining the student's cumulative grade point average at Grand Blanc High School. The student will be required to complete all Grand Blanc High School graduation requirements for credits and subjects. The student with foreign study who applies to a college or university or other post-secondary institutions will have a copy of their foreign study transcript included with the application.

\*Accrediting Organization must be a state (Board of Ed or State Dept. of Ed) or a regional agency (e.g. North Central)

## ADVANCED PLACEMENT PROGRAM

Grand Blanc High School is pleased to offer a series of Advanced Placement classes to its students. These classes are designed for students who desire an unusually rigorous curriculum to reach their full potential. These classes may require advanced research, reading, and writing. They also prepare students during their high school years to do college-level work. Potential college credit can be earned based on test scores and individual college policy.

Registration in Advanced Placement courses should be carefully considered because the work in these courses and the pace at which the courses are taught will be advanced and commensurate to college-level work. Classes for next year will be sectioned based on the number of student requests. If the number of requests for AP classes is too small to run a section, the course will not be offered, and the student will be asked to select a different class.

***Students must understand that, upon registering for an Advanced Placement course, they are committed to that decision and understand that they will not be allowed to drop the course(s).***

MATH	SCIENCE	ENGLISH	SOCIAL STUDIES	INTERDISCIPLINARY
AP Calculus AB*	AP Chemistry*	AP Seminar (Honors English 10)	AP American Government & Politics+	AP Research
AP Calculus BC	AP Biology*	AP English Literature & Composition*+	AP Macroeconomics	
AP Precalculus	AP Physics*	AP English Language & Composition*+	AP Microeconomics	
AP Computer Science A	AP Environmental Science		AP Psychology*+	
AP Computer Science Principles			AP U.S. History*+	
AP Statistics			AP African American Studies	

\*Summer reading required

+Application required

## WEIGHTED GRADE POLICY

All students participating in Advanced Placement courses will receive weighted grades. The formula for determining the students grade point average will be as follows: a semester grade of an A will be worth 5 points, a B will be worth 4 points, a C will be worth 3 points, a D will be worth 1 point (no additional points), and an E will be worth 0 points (no additional points).

### Traditional Point Scale:

A	4.0
A-	3.8
B+	3.5
B	3.0
B-	2.8
C+	2.5
C	2.0
C-	1.8
D+	1.5
D	1.0
D-	0.8
E	0.0

### Advanced Placement Point Scale:

A	5.0
A-	4.8
B+	4.5
B	4.0
B-	3.8
C+	3.5
C	3.0
C-	2.8
D+	1.5
D	1.0
D-	0.8
E	0.0

## GENERAL GRADING POLICY

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	Below 59

### **Rounding:**

For consistency in use of the common grading scale, rounding will be done according to traditional mathematical practice (example: 5 or higher will round up to the next highest whole number).

*Example:* 86.5% will round to 87% and equal a grade of “B+”  
79.5% will round to 80% and equal a grade of “B-”

### **Alternate Scale:**

A course may use an alternate grading scale in which a student earning a grade below 70% would receive a NY (3<sup>rd</sup> grade) or an E (high school courses – this exemption must be included with the course description in the annual course catalog).

### **Common Weighting:**

In accordance with best practices, summative assessment will be weighted as a percentage greater than that of formative assessment. In order to best avoid inconsistencies between common course grading scales, teachers within each course and grade level will collaborate to develop and utilize common and appropriate weighting with a minimum of 60% weight on summative assessments at the elementary level and a minimum of 70% weight on summative assessments at the secondary level.

(NOTE: Summative assessments are assessments “of” learning – they “summarize” the learning that has occurred. Formative assessments are assessments “for” learning – they take place as learning is “formed” and help determine adjustments in instruction).

**Extra Credit:** Grades are not an effective communication tool when credit is given for activities which do not demonstrate achievement of learning standards. Therefore, extra credit due to non-academic factors (example: Kleenex, supplies, busy work, etc.) is not an acceptable grading practice.

**Retakes/Redos:** Students will have opportunities to demonstrate proficiency of the learning standards. Each department/grade level will create a retake/redo policy that is supportive of the student learning and responsibility yet addresses the unique needs for the grade level/course. This policy will be and is consistent within the grade level/course.

## INNOVATIVE CLASS OPTIONS

### **Grand Blanc Early College - GBEC** *(In partnership with the University of Michigan-Flint)*

Grand Blanc Early College is a program that allows current sophomores with a 3.0 or higher GPA, to commit to one additional year of high school and participate in a combination of high school and college courses during their 11<sup>th</sup>, 12<sup>th</sup>, and 13<sup>th</sup> year of school. Upon completion of the 13<sup>th</sup> year, students will graduate with their high school diploma and 48 college credits. College courses during the 11<sup>th</sup> and 12<sup>th</sup> year will be held on the GB campus and taught by U of M-Flint professors. During the 13<sup>th</sup> year, students will take their remaining graduation requirements online and attend their remaining courses on the U of M-Flint campus. Additional program qualifications, application process and fees can be found on the Grand Blanc High School website.

Please visit: <https://www.gbcs.org/Page/1177>

### **Blended Courses**

Blended Courses give students a semi-independent learning experience. In these college-like courses, students will be expected to attend class 2-3 days a week and will also complete some elements of the course from home. Due to the unique nature of the course, students are expected to be responsible and self-directed. Students who are not maintaining a C or better in the class will be expected to come into the classroom on “non-class” days to get extra help from the teacher. Because these courses are offered either 1<sup>st</sup> or 6<sup>th</sup> hour so that students can work from home on “non-class” days, all students enrolling in these courses must have independent transportation for the days they do not report during their scheduled blended hour.

### **Online Course Options**

According to the State of Michigan, any student in grades 6 through 12 can enroll in up to two online courses per semester.

Any student who is approved for online coursework and is experiencing an online class for the first time will be required to take the course at Grand Blanc High School where all attendance policies apply. Students and parents must understand that online classes will not be dropped once the student is enrolled. The grade earned in the course will be entered on the student’s transcript.

Students can be denied their request if any of the following conditions applies:

- The student has previously gained the credits provided from the completion of the online course;
- The online course is not capable of generating academic credit;
- The online course is inconsistent with the remaining graduation requirements or career interests of the student;
- The student does not possess the prerequisite knowledge and skills to be successful in the online course or has demonstrated failure in previous online coursework in the same subject.

It is important to note that taking an online course takes diligence, commitment and focus. Many students find online coursework difficult and do not complete the course.



# DUAL ENROLLMENT

## Dual Enrollment Parent and Student Guide

### What is Dual Enrollment?

Dual enrollment is a process by which high school students may enroll in college courses for high school and college credit. The Postsecondary Enrollment Option Act (PA 160 of 1996) establishes the opportunity for Michigan high school students to dual enroll in college courses at Michigan postsecondary institutions when certain criteria are met. High School students need to be continually challenged to maintain their academic interests and such challenges must include rigorous academic pursuits.

To assist parents and students in understanding this educational opportunity, this guide has been created to outline eligibility for dual enrollment, what type of courses are covered under dual enrollment, and responsibility for costs and fees applicable to dual enrollment classes.

### Eligible Students

Schools are required to support dual enrollment for students who have met the following criteria:

- Student must be enrolled in at least one high school class at Grand Blanc High School.
- Student must meet the college course prerequisite.
- Students can qualify for English and Math college courses by taking one of the following assessments found here [Minimum Dual Enrollment Qualifying Scores \(michigan.gov\)](http://michigan.gov)

### Eligible Courses

Eligible courses include:

- **Any course that is NOT offered at Grand Blanc High School**
- Any course that is academically or career oriented
- Excluded courses: Divinity/Theology, Hobby/Craft, Recreation/Physical Activity
- Courses for which you are qualified (complete pre-requisites)

### How Many Dual Enrollment Courses Can a Student Take?

The law caps the total number of dual enrollment classes to 10 during high school. The law also caps the number of courses students can take in any one year depending on what grade they are in when they first dual enroll. See the chart below for details:

Maximum Number of Courses Per Year				
	Starts in 9th Grade	Starts in 10th Grade	Starts in 11th Grade	Starts in 12th Grade
Grade 9	2	--	--	--
Grade 10	2	2	--	--
Grade 11	2	4	6*	--
Grade 12	4	4	6*	6

***\*Cannot exceed a total of 10 courses over years 11 and 12 combined***

### What will my schedule look like?

Students must be enrolled in a minimum of one class per semester and a maximum of five total classes at Grand Blanc High School. In other words, to be dual enrolled, you must drop at least one of your H.S. classes. You will be asked to drop either your **1st** or **6th** period class. You may not be on campus during your dropped hour. **You are responsible for your own transportation.** You will not be permitted to drop 2nd through 5th hour if it requires that you come, leave, and return to your high school campus. All students must meet with the Dual Enrollment coordinator to discuss which hour they are electing to drop. The deadline to submit paperwork to the Dual Enrollment coordinator is:

- June 1st for Fall Semester
- December 1st for Winter Semester

**What is the cost associated with Dual Enrollment?**

School districts are required to cover the tuition, mandatory course fees, registration fees and books up to the state portion of the students' foundational allowance, adjusted to the proportion of the school year they attend the postsecondary institution.

Based on State per pupil funding, in 2023-2024, Grand Blanc Community Schools paid \$762.50 per college course. This may change from year to year. ***If the tuition/fees for your class is more costly than this amount, the student is responsible for paying the difference.***

## CAREER AND TECHNICAL EDUCATION (CTE)

**CTE Department Equity Statement:** *We understand that each and every student comes to our department with unique backgrounds and abilities. GBHS's CTE department strives to offer a variety of assignments, experiences, and projects to engage all students in learning the skills that are essential for success in each of our respective industries.*

Grand Blanc High School is proud to offer quality Career and Technical Education Programs designed to prepare students for college, career, and trades career pathways. This exciting department features:

- Connections to real-world experiences through field trips, service learning, job shadowing, co-op and internships.
- Opportunity to earn high school and college credit FREE, through articulation with colleges and universities
- Industry and employability skills needed for post-secondary education and/or employment
- High-tech, high-skills and high-wage training
- Access to scholarships and the opportunity to participate in the competitive events
- Option to earn valuable industry recognized certifications
- Academic credit to meet graduation requirements: 4<sup>th</sup> year Math related, VPAA-Visual Performing and Applied Arts, World Language and/or elective credits

### FREE COLLEGE CREDIT BY ARTICULATION

Articulated credits are free college credits that high school students can earn through successful completion of Career & Technical Education (CTE) programs. This is possible through curriculum alignments with Michigan colleges and universities. By reviewing the curriculum, instructional materials, equipment and course assessments, the college instructor(s) have certified that these high school classes are equivalent to the college course(s). An agreement between the college and high school is written stating the number of credits each college will award. The free college credit is held in escrow for high school students until they enroll in partnered institutions and meet the agreement requirements. Students should see a CTE teacher, counselor and/or Career Resource personnel with questions on articulated credits.

Michigan Statewide Articulation Agreements

[https://www.michigan.gov/mde/0,4615,7-140-2629\\_68426---.00.html#articulation\\_agreements](https://www.michigan.gov/mde/0,4615,7-140-2629_68426---.00.html#articulation_agreements)

*Articulation Agreements are subject to change. Articulation details and requirements can be found on the HS CTE webpage: <https://sites.google.com/gbcs.org/gbhscte/home>*

Students can take the following CTE programs at Grand Blanc High School. Programs include traditional classroom curriculum, hands-on labs, work-based learning and community involvement. Students must pass 1<sup>st</sup> year CTE programs with a "C" or higher in both semesters, participate in end of year assessments/credentials and obtain instructor recommendations to qualify for the 2<sup>nd</sup> and 3<sup>rd</sup> year course options. Students will be required to participate in industry certifications/credentials. Worked Based Learning is a required component of CTE programs. Student transportation is required for industry placements.

### GBHS Career & Technical Education (CTE) Programs

#### Arts, Audio/Video Technology & Communications

GBTV I & II

#### Business Administration Management & Operations

Modern Business

Entrepreneurship I & II

#### Construction

AMPED

Construction Trades I, II & III

Engineering I, II, III & IV

Geometry in Construction

Woods

Woodworking

#### Education

Child Psychology & Parenting I, II

Early Childhood Education

Teacher Education I & II

#### Marketing

Marketing I & II

#### Family Consumer Sciences

Foods & Nutrition

Life Management

Personal Living

#### Finance

Accounting I & II

#### Health Science

Medical Occupations I, II & III

#### Computer Science

AP Computer Science A

AP Computer Science Principles

Computer Science – Python

Computer Science – Apps

Computer Science – Gaming

Web Design

#### Transportation

Automotive Technology I, II & III

## **Work-Based Learning Education**

Work-Based learning experiences are learning experiences that develop from students engaging in activities on site with employers and designed to increase the knowledge and skills of the student. The work experience is supplemented with instruction and activities that apply, reinforce, refine, or extend the learning that occurs during work, so that learners develop attitudes, knowledge, skills, and habits that might not develop from work experience alone. Work-based learning opportunities allow students to build transferable skills that lead to success in college and future careers.

### **Internship: (HS credit)**

Working in a paid or unpaid job in the community, minimum of five hours per week.

### **Co-op: (HS credit)**

Apply skills from your CTE class by working in a paid or unpaid position in the school or community, a minimum 10 hours per week.

## **7739 WORK-BASED LEARNING EDUCATION**

**½ CR**

**Prerequisite:** *Students may not register for this course without prior approval from the Work-based Learning Coordinator.*

The Work-based Learning Coordinator will confer with students to determine the student's eligibility based on the Co-op contract and requirements. The Work-based Learning Coordinator will also determine the enrollment eligibility for the Co-op related class. Students must have selected an EDP career pathway, and their job must be in the occupational area of the pathway.

This course is designed for qualified high school juniors and seniors who are at least 16 years of age. Students accepted into the program attend school a minimum of five class periods per day and work on the job for part of the day. The program is designed to develop basic occupational competencies for future employment. The student is supervised and trained by the employer in cooperation with the school Work-based Learning Coordinator. The employer is considered a partner in the program by providing required documentation, training, work experience, and the possibility of employment upon graduation.

## **7739-Unpaid Learner Education**

**½ CR**

### **In-District or Out of District Placement**

**Prerequisite:** Students may not register without prior approval from the Work-based Learning Coordinator. The Work-based Learning Coordinator will confer with students to determine the student's eligibility based on the Unpaid Learner contract and requirements to pass. The Work-based Learning Coordinator will also determine the enrollment eligibility for the Co-op related class. NOTE: Students must have successfully completed one CTE program in order to apply for In-District Unpaid Learner. Students must have selected an EDP career pathway aligned with this position.

This course is designed for qualified high school juniors and seniors who are at least 16 years of age. Students accepted into the program attend school a minimum of five class periods per day and work on the job for one class period of the day. The program is designed to develop basic occupational competencies for future employment. The student is supervised and trained by the employer in cooperation with the school Work-based Learning Coordinator. The employer is considered a partner in the program by providing required documentation, training, and work experience.

# NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

## Steps to Achieving Your Eligibility

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

The NCAA Eligibility Center has designed a website with you, the student-athlete, in mind. This is where you will find the tools and information you need to begin your college experience as a student-athlete.

*See your school counselor early on for help with this process.*

### Freshmen and Sophomores

- Start planning now!
- Work hard to get the best grades possible.
- Take classes that match your high school's list of NCAA courses. The NCAA Eligibility Center will use only approved core courses to certify your initial eligibility. (See below on how to access this list.)
- If you fall behind, use summer school sessions before graduation to catch up.

### Juniors

- At the beginning of your junior year, complete your online registration at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- When you register to take the ACT, use the NCAA Eligibility Center code "9999" as a score recipient. Doing this sends your official score directly to the NCAA Eligibility Center.
- Double check to make sure the courses you have taken match your school's list of NCAA courses.
- Through Parchment Transcript Service on the GBHS website under Resources: Students, send an official transcript to the NCAA Eligibility Center after completing your junior year. If you have attended more than one high school, the NCAA Eligibility Center will need official transcripts from all high schools attended. **(The NCAA Eligibility Center does NOT accept faxed transcripts or test scores.)**
- Before registering for classes for your senior year, check with your high school counselor to determine the amount of core courses that you need to complete your senior year.

### Seniors

- Take the ACT and/or SAT again, if necessary. The NCAA Eligibility Center will use the best scores from each section of the ACT or SAT to determine your best cumulative score.
- Continue to take college-prep courses.
- Check the courses you have taken to match your school's list of NCAA courses.
- Review your amateurism responses and request final amateurism certification on or after April 1 (for fall enrollees) or October 1 (for spring enrollees).
- Continue to work hard to get the best grades possible.
- Graduate on time (in eight academic semesters).
- After graduation, request your final transcript through Parchment Transcript Service on the GBHS website under the Quicklinks tab. There you can request it be sent to the NCAA Eligibility Center with proof of graduation.

## NCAA Eligibility Center Registration

### Online Registration

To register with the NCAA Eligibility Center:

- Go online to [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- Click the link to enter at an NCAA College-Bound Student-Athlete.
- To create an account, either click on the "New Account" button at the top right of the screen or the cell phone on the left side of the screen.

### For a list of NCAA courses and Division I and II Eligibility Requirements go to:

- [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- Click the NCAA College-Bound Student-Athlete link to enter and then
- Click on the "Resources" tab at the top
- Select "U.S. Students" where you will find the link for the "Eligibility Quick Reference Sheet", "Division I and II Worksheets" and the GBHS "List of NCAA Courses" plus much more!

### Michigan College and Universities

**Division I:** Central Michigan University, Eastern Michigan University, Michigan State University, Oakland University, University of Detroit Mercy, University of Michigan, and Western Michigan University

**Division II:** Ferris State University, Grand Valley State University, Hillsdale College, Lake Superior State University, Michigan Tech University, Northern Michigan University, Northwood University, Saginaw Valley State University, and Wayne State University

# NCAA APPROVED CORE CLASSES

## Grand Blanc High School

### English

- Academic Research & Composition
- American Literature
- AP Language & Composition
- AP Literature & Composition
- AP Research
- AP Seminar
- Bible as Literature
- Blended Academic Research & Composition
- Competitive Debate
- Creative Writing
- English 9
- General English 9\*
- Honors English 9
- English 10
- General English 10\*
- AP Seminar/Honors English 10
- Humanities
- Journalistic Writing
- Lit Writing and Survey\*
- Science Fiction
- Speech I
- Speech II (1 speech course only)
- World Affairs

### Social Science

- African American History
- American Government
- General Government\*
- Government in Action
- Ancient Civilizations
- AP American Government & Politics
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP United States History
- AP World History
- Economics
- General Economics\*
- Law & Society
- Psychology
- Sociology
- US History
- General US History\*
- Women in American History
- World History
- General World History\*
- World Religion

### Mathematics

- Algebra I A (.5 credit)
- Algebra I B (.5 credit)
- Algebra I
- Algebra II A (.5 credit)
- Algebra II B (.5 credit)
- Algebra II Block (1 credit max)
- Algebra II
- Algebra II Honors
- Analytic Geometry
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Computer Science Principles
- AP Statistics
- College Algebra
- Principals of Geometry
- Geometry
- Geometry Honors
- Honors Pre-Calculus
- Intro to Calculus
- Probability & Statistics
- Sports Statistics
- Trigonometry

### Natural/Physical Science

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics
- Biology
- Honors Biology
- Chemistry
- Chemistry Honors
- Earth Science
- Forensic Science
- Introductory Physical Science
- Introductory Physical Science Honors
- Oceanography
- Principles of Chemistry
- Principles of Physics

### Additional Core Courses

- American Sign Language I, II, III
- Chinese I, II, III, IV
- French I, II, III, IV, V
- Spanish I, II, III, IV, V

# GENESEE CAREER INSTITUTE

The Genesee Career Institute provides career-technical training for **11th and 12th** graders who wish to explore career opportunities and develop specific job skills. Approximately 40 different career-technical courses are taught at the GCI (see listing below). Detailed course descriptions are available in the Grand Blanc High School Counseling Office or by visiting [www.geneaseecareer institute.org](http://www.geneaseecareer institute.org) for more information.

Enrollment in Genesee Career Institute courses is limited; therefore, students interested in attending are asked to complete an application during the second semester of their sophomore and/or junior year(s). Please note that many similar course opportunities are available through Grand Blanc High School. Visit the Career and Technical Education section for additional information and course offerings.

Students accepted into Genesee Career Institute programs will spend approximately 2 hours per day at the center receiving instruction and hands-on experience for which they will earn two and a half (2.5) credits per year. The time spent at the Genesee Career Institute is part of the student's regular school day (see session schedule below). Discipline and suspensions will be universally applicable at both institutions. Bus transportation is provided for all sessions. First session students must provide their own transportation to the high school to ride the GCI bus that leaves at 6:35 am. **Due to schedule conflicts, students enrolled in second or third session will NOT have a lunch period scheduled at GCI or GBHS.**

## Genesee Career Institute Programs

### Agriscience

Agriculture, Food, and Natural Resources  
Agriculture, Food, and Natural Resources-ADV Studies  
Veterinary Medicine  
Veterinary Medicine-ADV Studies

### Marketing/Finance

Risk Management & Insurance  
Risk Management & Insurance-ADV Studies  
Building Wealth

### Information Technology

App Development & Web Design  
Computer Hardware Technician  
Computer Hardware Technician-Networking & Support  
Cyber Security  
Introduction to 3-D Game Programming

### Health Science

Allied Health Professional-ADV Studies  
CNA-ADV Studies  
EMC (Emergency Medical Concepts)  
EMT (Emergency Medical Technician)  
Forensic Science  
Forensic Science-ADV Studies  
MCF (Medical Career Foundations)  
Medical Assistant I & II  
Nursing-ADV Studies  
Sports Medicine  
Sports Medicine-ADV Studies

### Hospitality & Tourism

Culinary Essentials I & II

### Education & Training

Early Childhood Education  
Early Childhood Education-ADV Studies

### Law, Public Safety, Corrections & Security

Public Safety/Homeland Security

### Government & Public Administration

Army JROTC Basic and Advanced

### Science, Technology, Engineering & Math

Discover-E (Engineering)  
Discover-E ADV Studies  
Computer Aided Design-ADV Studies

### Manufacturing

CNC Machining  
Welding  
Welding-ADV Studies

### Human Services

Cosmetology I & II

### Transportation, Distribution & Logistics

Automotive Technology  
Automotive Technology-ADV Studies  
Medium/Heavy Duty Technician  
Medium/Heavy Duty Technician-ADV Studies  
Aviation

### Architecture & Construction

Construction Trades I & II  
Electrical Wiring

### Arts, Audio/Video Technology & Communications

Digital Media Arts  
Digital Media Arts-ADV Studies  
Visual Design Communications  
Visual Design Communications-ADV Studies

GCI Daily Schedule	
Session	Time
I	7:00 AM – 8:45 AM
II	8:50 AM – 10:35 AM
III	12:05 PM – 1:50 PM

GCI Class Schedule by Hour		
Session I	Session II	Session III
1 <sup>st</sup> Hour - GCI	1 <sup>st</sup> Hour – GBHS	1 <sup>st</sup> Hour – GBHS
2 <sup>nd</sup> Hour - GCI	2 <sup>nd</sup> Hour – GCI	2 <sup>nd</sup> Hour – GBHS
3 <sup>rd</sup> Hour – GBHS	3 <sup>rd</sup> Hour – GCI	3 <sup>rd</sup> Hour – GBHS
4 <sup>th</sup> Hour – GBHS	4 <sup>th</sup> Hour – GBHS	4 <sup>th</sup> Hour – GBHS
5 <sup>th</sup> Hour – GBHS	5 <sup>th</sup> Hour – GBHS	5 <sup>th</sup> Hour – GCI
6 <sup>th</sup> Hour – GBHS	6 <sup>th</sup> Hour – GBHS	6 <sup>th</sup> Hour – GCI

# CENTER FOR STUDENT SUCCESS

**CSS Department Equity Statement:** *The CSS program is committed to giving equitable care and opportunity to all students in our diverse student body. Our students come from a wide range of unique socioeconomic, family, racial, mental health, and personal identity perspectives. We will provide group and individual programs and activities that support the wellbeing, acceptance, and success of all students.*

## **What is CSS?**

The Center for Student Success (CSS) is an alternative option within Grand Blanc High School. Its purpose is to offer a different learning environment where students who have had difficulty being successful in a traditional setting may earn credit in order to be able to graduate from high school in a timely manner.

## **What is the process to apply for CSS?**

You need to speak with your counselor about your graduation requirements and credits. Visit the CSS website and fill out the [application](#) with help from your counselor, student advisor, administrator, and/or parent.

## **What is the process for entering the CSS program?**

Fill out the CSS application online. The application is reviewed by CSS admin, student advisor, and counselor. Students will attend a group information meeting (2-3 meetings per year: June, August, January). Parent must attend one of the offered parent informational meetings (zoom/Google meet). Entry is at semester or start/end of school year only.

## **What does a CSS schedule look like?**

CSS students will be scheduled for a minimum of three CSS classes, including lab hours. Students will be scheduled for 1-2 CBL hours, depending on need. Juniors will typically have one, whereas seniors will have two.

## **What are student expectations when in CSS?**

**Attendance:** Students should have less than 10 absences in any class per semester. Any more than 10 will result in student being placed on an attendance contract.

**Behavior:** Students are expected to uphold the rules and requirements of the GBHS student handbook. Students with repeated offenses that are a disruption to the learning environment will be placed on behavioral probation.

**Academics:** Students are expected to pass at least 75% of their teacher-led classes. (Ex: 3 out of 4; 4 out of 5) If students are not meeting this requirement at marking period, the student will be placed on academic probation.

**Credit Recovery:** Students must complete a minimum of 10% of APEX classes weekly for every hour of CBL they have. If students are not meeting this requirement at the marking period, the student will be placed on CBL probation.

At the end of the first and third marking period, students will be assessed for progress in these four areas. If a student is on probation in two or more areas, they will be placed on a CSS Student Performance Contract. A letter will also be mailed home to the parent. At the end of the semester, the student is subject to a review of these four areas by the CSS Admin, Student Advisor, and counselor. If a student has not shown marked improvement, the student will be removed from the CSS program.