



# CEDAR SPRINGS PUBLIC SCHOOLS

## CEDAR SPRINGS HIGH SCHOOL

Pursuing Our Personal Best

# Information and Curriculum Guide

## 2025 – 2026



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# GRADUATION REQUIREMENTS

## Graduation Requirements by Graduating Class

Graduation Requirements: Students must meet all requirements of graduation to receive a diploma and participate in the commencement ceremonies. The personal curriculum options allowed by the State of Michigan for the Michigan Merit Curriculum are the only modifications accepted, without supplement and/or Cedar Springs Board of Education approval.

Subject	2026	2027	2028	2029
<b>English</b>	4 Credits English 9 or Honors English 9, English 10 or American Lit, English 11 or British Lit, English 12, AP Literature, AP Language, or AP Seminar.	4 Credits English 9 or Honors English 9, English 10 or American Lit, English 11 or British Lit, English 12, AP Literature, AP Language, or AP Seminar.	4 Credits English 9 or Honors English 9, English 10 or American Lit, English 11 or British Lit, English 12, AP Literature, AP Language, or AP Seminar.	4 Credits English 9 or Honors English 9, English 10 or American Lit, English 11 or British Lit, English 12, AP Literature, AP Language, or AP Seminar.
<b>Social Sciences</b>	3 Credits 1-World History 0.5-Economics 0.5-Government 1-US History	3 Credits  1-World History 0.5-Economics 0.5-Government 1-US History	3 Credits  1-World History 0.5-Economics 0.5-Government 1-US History	3 Credits  1-World History 0.5-Economics 0.5-Government 1-US History
<b>Mathematics</b>	4 Credits  Algebra, Geometry, Algebra II & math related course senior year	4 Credits  Algebra, Geometry, Algebra II & math related course senior year	4 Credits 1-Algebra 1- Geometry 1- Algebra II 0.5 - Personal Financial Literacy 0.5 - math related course senior year	4 Credits 1-Algebra 1- Geometry 1- Algebra II 0.5 - Personal Financial Literacy 0.5 - math related course senior year
<b>Science</b>	3 Credits  Must include Biology and Chemistry or Physics, and Earth and Conceptual Physics	3 Credits  Must include Biology and Chemistry or Physics, and Earth and Conceptual Physics	3 Credits  Must include Biology and Chemistry or Physics, and Earth and Conceptual Physics	3 Credits  Must include Biology and Chemistry or Physics, and Earth and Conceptual Physics
<b>Physical Education</b>	0.5 Credit  Physical Education or approved waiver	0.5 Credit  Physical Education or approved waiver	0.5 Credit  Physical Education or approved waiver	0.5 Credit  Physical Education or approved waiver
<b>Business &amp; Tech/ Life Skills</b>	0.5 Credit  Modern Business I	0.5 Credit  Modern Business I	0.5 Credit  Adult Life 101	0.5 Credit  Adult Life 101
<b>Health</b>	0.5 Credit  Health	0.5 Credit  Health	0.5 Credit  Health	0.5 Credit  Health
<b>Visual, Performing, or Applied Arts</b>	1 Credit  Music, Industrial Tech, Theatre, & Art courses along with some Communications courses	1 Credit  Music, Industrial Tech, Theatre, & Art courses along with some Communications courses	1 Credit  Music, Industrial Tech, Theatre, & Art courses along with some Communications courses	1 Credit  Music, Industrial Tech, Theatre, & Art courses along with some Communications courses
<b>World Language</b>	2 Credits  In the same Language earned K-12 grade appropriate. 1 Credit may be substituted with enrollment in a CTE or an additional VPA	2 Credits  In the same Language earned K- 12 grade appropriate. 1 Credit may be substituted with enrollment in a CTE or an additional VPA	2 Credits  In the same Language earned K- 12 grade appropriate. 1 Credit may be substituted with enrollment in a CTE or an additional VPA	2 Credits  In the same Language earned K- 12 grade appropriate. 1 Credit may be substituted with enrollment in a CTE or an additional VPA
<b>Total Requirements</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>



# Michigan Merit Curriculum (MMC)

## The Personal Curriculum

### A Tool for Modifying the Michigan Merit Curriculum

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year)
<b>4 English Language Arts (ELA) Credits</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for ELA (4 credits)</li> </ul>	✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
<b>4 Mathematics Credits</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for Mathematics (3 credits)</li> <li>Proficiency in district-approved 4th mathematics credit options (1 credit)</li> <li>Students must have a math experience in their final year of high school.</li> </ul>	✓ 1 credit of the state content standards for Mathematics may be modified to ½ credit so long as the modification continues to provide the state content standards  ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.  • Students must have a math experience in one of their two final years of high school.
<b>3 Science Credits</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for Science (3 credits); Or</li> <li>Proficiency in some State Content Standards for Science (2 credits) and completion of a department-approved formal career and technical education program (1 credit)</li> </ul>	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
<b>3 Social Studies Credits</b> <ul style="list-style-type: none"> <li>✓ Proficiency in State Content Standards for Social Studies (3 credits)</li> </ul>	✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit, or department- approved formal career and technical education program.  ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.
<b>1 Physical Education and Health Credit</b> <ul style="list-style-type: none"> <li>✓ Proficiency in State Content Standards for Physical Education and Health (1 credit); Or</li> <li>✓ Proficiency with State Content Standards for Health (1/2 credit) and district-approved extra-curricular activities involving physical activities (1/2 credit)</li> </ul>	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program.  ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.
<b>1 Visual, Performing, and Applied Arts Credit</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)</li> </ul>	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program.  ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.
<b>1 Visual, Performing, and Applied Arts Credit</b> <ul style="list-style-type: none"> <li>Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)</li> <li>2 World Languages Credits (Effective beginning with students graduating in 2016)</li> <li>Formal course work OR an equivalent learning experience in grades K-12 (2 credits); Or Formal coursework or an equivalent learning experience in grades K-12 (1 credit) and completion of a department-approved formal career and technical education program or an additional visual, performing and applied arts credit (1 credit)</li> </ul>	No modification except for students with an IEP and transfer students who have completed 2 years of high school
<b>Online Learning Experience</b> <ul style="list-style-type: none"> <li>✓ Course, Learning or Integrated Learning Experience</li> </ul>	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school

<https://www.michigan.gov/documents/mde/OES - Michigan Merit Curriculum - Final 659056 7.pdf>

\*Requirements are subject to changes by legislation



## General Curriculum Information

### THE HIGH SCHOOL

Public, four-year, semesters  
Grades 9-12  
Enrollment: 939 (2024-2025)  
Senior Class: 212  
Accredited by the State of Michigan

### GRADING SCALE

A	93-100	C	73-86
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

CR--Credit (used only in limited situations)

NC--Credit (used only in limited situations)

### GUIDANCE DEPARTMENT

Students are encouraged to access the Guidance Department for assistance regarding personal, social, or academic issues. The Guidance Department also helps with course options and post-secondary planning including preparation for the workforce, technical schools, and 2-year or 4-year institutions.

Students are assigned to a counselor according to the student's last name.

Rebecca Kooi: A-G and all EMC students

Ashley Seabolt: H-M

Nate Silagi: N-Z

### FALL STUDENT ORIENTATION

Important back-to-school information and dates will be emailed to all students in early August. During the week prior to school, students will have the opportunity to attend orientation. Our annual orientation is designed to complete many time-consuming tasks so we can begin the school year without interruptions. Please plan to attend if you are an incoming freshman, new to the district, or would like to hear any updates in person. First (1) semester schedules will be provided to seniors approximately two weeks prior to the start of school. Ninth through eleventh-grade schedules will be available approximately one week prior to the start of school.

### SCHEDULE CHANGE POLICY

The master schedule for each academic year is built based on student course requests informed by your Educational Development Plan (EDP). These EDPs are developed in Naviance during Advisory lessons and reviewed during your scheduling session. Teachers, textbooks, and classroom assignments are determined by these requests.

#### Finalized Schedules

Once the school year begins and students are placed in a course, schedules are considered final. Students cannot request specific teachers, class periods, or lunch assignments. Changes to your EDP typically take effect during scheduling for the following school year. It is essential to select all courses, including alternates, thoughtfully and deliberately.

#### Important Deadlines

Requests for online courses, independent study, work-based learning, or dual enrollment must be submitted by:

- **May 1st** for the upcoming school year
- **December 1st** for second-semester courses

#### Schedule Change Exceptions

Schedule changes are only considered in the following cases:

- Incomplete schedules
- Duplicate classes
- Errors impacting timely graduation
- Placement adjustments for KCTC, Dual Enrollment, or Work-Based Learning

#### Schedule Change Process

All schedule-change requests must be submitted using the Schedule Change Request Google Form. Requests submitted via email, voicemail, or other methods will not be processed.

Schedule changes must be requested by the third day of the semester for semester-long courses and require parent/guardian permission. AP courses require an administrator's permission to drop. Dropped classes after the third day may result in a "W" on the transcript, which carries a 0.0 GPA. Students should review their course selections carefully and consult with their counselor if guidance is needed.



## **POWERSCHOOL**

PowerSchool is the computer program that Cedar Springs Public Schools uses to store student information. One of PowerSchool's greatest strengths is its ability to provide up-to-date student information on the internet for parents and students to view.

Parents and students can use the internet to access the following student information:

- Current overall grade and the percentage being earned in each class
- Detailed score information for each class (a list of assignments, with score, percentage, and grade)
- Detailed attendance for the current term, including the date of each absence or tardy.
- Please keep your demographic information up to date-mailing address, phone number and email address. The main office can assist with this.

## **TESTING OUT POLICY**

Testing Out encourages highly motivated, academically talented students the opportunity to accelerate through the high school curriculum. It is an opportunity for students to demonstrate mastery of course content in a written cumulative exam. Testing Out is an independent option. Students do not receive classroom instruction or experience prior to an examination.

Students must apply in the Guidance Department by the third Monday in May for June testing. Students may pick up a syllabus and textbook from the Guidance Department over the last week of school.

## **CREDIT/NO CREDIT**

Juniors and Seniors, with the approval of their parents and the support of the affected course teacher, may request placement on a credit/no credit basis for any combination of one (1) credit during the school year, limited to one (1) class per semester. Request approval is the sole decision of the building principal. This option is designed to encourage a student's enrollment in advance courses in which he/she might not ordinarily enroll.

- Required courses cannot be taken on the credit/no credit system
- A student must notify the teacher of his/her interest in taking a course by credit/no credit during the first three (3) days of the class. Passing is contingent upon meeting the course requirements.
- Forms for requesting credit/no credit status may be obtained from the guidance counselor. Forms must be signed by the student's parents or legal guardian and course teacher.
- A passing grade will be recorded as a "CR" (credit) and a failing grade will be recorded as an "NC" (no credit) on

the report card and on the transcript. No GPA honor points will be given for either credit/no credit.

## **HIGH SCHOOL COURSES TAKEN PRIOR TO ENTRY INTO NINTH GRADE**

Any Cedar Springs High School course taken prior to a student's entry into ninth grade and passed will be recorded on their high school transcript as "CR" (credit) in the 1st semester of the student's ninth-grade year. No honor points are earned when credit is awarded. The letter grade earned for the course will stay on the middle school academic record. If a student wishes to have a course's letter grade included on his or her high school transcript, he or she will need to make a written request to the high school principal prior to the final, permanent transcript being printed or the second week of June in the student's senior year.

## **CREDITS FROM NONPUBLIC SCHOOLS**

In recognizing its responsibility to uphold the minimum educational standards of the State of Michigan, the Board of Education establishes the following policy and criteria regarding the acceptance of credits from nonpublic schools whether they be State-approved, nonapproved, or home schools.

For credit or course work to be accepted for courses taken in such schools, assurance of compliance with minimum requirements established by the State must be provided. Without clear, convincing evidence of compliance, credit may be earned through the testing out policy offered to all students.

Recognition of credits or coursework shall be granted when the proper assurance and the student's transcript has been received. The District reserves the right to assess such transfer students in order to determine proper placement and to be assured the student can demonstrate the learnings which are prerequisites to a placement.

Although credits from nonpublic schools may be granted and placed on a student's transcript, no grades will be entered on the transcript or considered for class ranking. Only grades awarded for courses taken at the District or at a school approved by a State education agency shall be considered in class ranking and for entering on the transcript.





## Michigan Department of Education National Career Clusters® Model

### Career Clusters

The Michigan Department of Education, Office of Career and Technical Education (MDE-OCTE) requires that educators align program curriculum to the [National Career Clusters® model](#) developed by the United States Department of Education. The knowledge and skills represented within each cluster focus on the holistic blend of technical and academic skills and Career Ready Practices to provide an organizational framework for instruction.

OCTE provides several resources for educators related to the 17 Michigan Career Clusters specific to the Classification of Instructional Program (CIP), including:

### Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products or resources.

### Architecture & Construction

Designing, planning, managing, building and maintaining the built environment.

### Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.

### Business Management & Administration

Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

### Education & Training

Planning, managing and providing education and training services, and related learning support services.

### Finance

Planning, services for financial and investment planning, banking, insurance, and business financial management.

### Government & Public Administration

Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

### Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

### Hospitality & Tourism

Management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

### Human Services

Preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.

### Information Technology

Building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

### Law, Public Safety, Corrections & Security

Planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.

### Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.

### Marketing

Planning, managing and performing marketing activities to reach organizational objectives.

### Science, Technology, Engineering & Mathematics

Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

### Transportation, Distribution & Logistics

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.



# COURSE OFFERINGS AND DESCRIPTIONS

## BUSINESS AND TECHNOLOGY EDUCATION

Business education is essential for all students whether they enter the workforce immediately after high school, college, or advanced technical training. All jobs require the use of business skills and knowledge.

Students have the option of taking a variety of business classes. The business education options are meant to give students who are interested in certain business careers an opportunity to explore those areas and interests.

### MODERN BUSINESS I (9-12)

#### Modern Business Credit

1 Semester

This course is designed to prepare students for employment in today's ever-changing workforce. This course emphasizes basic business skills and behavior along with computer concepts and the use of technology. It is taught using current business equipment and software. Business skills include computer and technology use, improved keyboarding skills, business communications and presentations, document formatting, career knowledge, job preparation and application, and foundations of business such as forms of ownership and basic finance. Behavioral skills include business etiquette, meetings, copyright and ethics, transferable skills, and human relations.

### MODERN BUSINESS II

#### Elective Credit

1 Semester

The second semester lets students explore different aspects of business classes offered here at Cedar. Modern Business II will allow students to get an introduction to Accounting, Advertising, Marketing, Management, Business Law, Personal Finance, and elements of Senior Projects. Students will also present different ideas and projects throughout the class. With a taste of these different topics students should have a better idea of what business classes they may want to further pursue in the future.

### ACCOUNTING/FINANCE I (10-12)

#### (Introductory Accounting)

#### Math or Elective Credit

1 Year

Accounting is for any student who has any interest in a business, technical, or professional career. A basic understanding of how businesses account for their sales, expenses and profits is necessary for business success. Concepts taught using computerized accounting software include accounting for a service business, sole proprietorship accounting principles, partnership accounting for a merchandising business and the accounting cycle for a merchandising corporation.

### ACCOUNTING/FINANCE II (11-12)

#### (Advanced Accounting)

#### Math or Elective Credit

1 Year

**Prerequisite:** *C minimum in Accounting/Finance I*

Advanced accounting continues from Accounting I with accounting for assets, liabilities and equity, understanding business information, accounting for different forms of organizations, special accounting systems and accounting for business decisions. All accounting will be done using computerized systems.

### BUSINESS MANAGEMENT AND MARKETING (10-12)

#### Elective Credit

1 Year

Management topics covered in this class will include basic concepts of starting and organizing a business, including organizational structure, the tasks of organizing, planning, leading, and decision-making, as well as personnel and financing. The marketing concepts covered will include the free enterprise system, distribution of products from seller to consumer, interpersonal skills in business, and the sales process including receiving and shipping, merchandise, wholesalers, promotion and stock control.

### PERSONAL FINANCE - Dave Ramsey Based (11-12)

#### Math or Elective Credit

1 Semester

*Required for 2028 senior class*

**Pre-requisite:** Algebra I

The Personal Finance resources for this course come from Dave Ramsey's Personal Finance Curriculum. Mr. Ramsey is a nationally known money management expert.

- Save money and build wealth
- Negotiate great deals
- Establish a budget that works
- Identify and understand different types of investments
- Set and achieve financial and career goals
- Describe the many dangers of debt
- Recognize the advantages of renting and owning a home
- Become an aware consumer
- Understand different types of insurance & what's best for you





## **BUSINESS MATH (11-12)**

### **Math or Elective Credit**

**1 Semester**

**Prerequisite:** *Algebra I*

Mathematics is used every day whether from the business point of view or the personal side of life. This course provides students with the math skills needed for business and “real-life” applications. Students will use mathematical concepts and procedures to learn personal financial management as well as to analyze and solve business problems. Opportunities in payroll, stocks and investments, loans, financial management, time/ value of money, sales and marketing, vehicle transportation and housing costs, checking/saving accounts, and insurance costs are covered.

## **SENIOR PROJECT**

### **Elective or VPA Credit**

**1 Semester**

Students will reflect on their experiences during their time here at Cedar Springs. Each student will then incorporate numerous multimedia pieces to sum up their education, experience, and time while attending Cedar Springs Public Schools and how they will utilize these skills in the future. Project pieces will include:

1. Student Made Videos (Video Camera will be provided)
2. Digital Pictures (Digital Camera will be provided)
3. Teacher or Peer interviews
4. PowerPoint Creations
5. Multi-Media Presentation

At the end of the semester each student will present his/her Sr. Project. Each student will take with them a DVD that will contain their most memorable moments and successes throughout their time here at Cedar Springs High School.

**This class will be made available to seniors only.** Students who enroll in this course must be responsible and dependable due to the time spent independently out of the classroom during the class period and the equipment that will be signed out.

## **ADULT LIFE 101**

*Required for 2028 senior class*

### **Business Tech/Life Skills Credit**

**1 Semester**

**Exempt Students:** *Students enrolled in KCTC their junior year; Class of 2028 students who successfully passed Career Life Skills in 2025-2026*

This course is designed to prepare students for life after high school. There are three units to this course. Unit 1 will cover career exploration, getting and paying for an education, and getting a job and maintaining professionalism. Unit 2 will cover money management and learn about taxes, budgeting, and banking. Unit 3 will cover purchasing power and learn about credit, housing, and transportation.

## **LEADERSHIP, STUDENT LEADERS IN ACTION (9-12)**

### **STUDENT LEADERS (11-12)**

#### **Elective Credit**

**1 Semester**

See the Science Department for the course description.



## PERFORMING/MEDIA ARTS

### COMMUNICATIONS (9-12)

#### VPA or Elective Credit

**1 Semester**

This course provides a variety of communication activities that deal directly with career and employability skills. Techniques for good oral communication will be developed and a variety of speaking situations will be explored. Students will be expected to utilize class and group discussion practice in order to develop good listening and audience participation skills. Topics that will be covered include: intrapersonal communication, interpersonal communication, non-verbal communication, verbal communication, speeches, how to research, organize, and prepare. Students will be expected to perform their speeches in front of the class.

### INTRODUCTION TO THEATRE (9-12)

#### VPA Credit

**1 Semester**

The first in a series of theatre courses. Students will be introduced to performance skills as actors with an emphasis on becoming comfortable in front of an audience. Students will perform in groups and individually in front of their classmates. The course is designed to introduce students to theatre while incorporating communication skills, and fundamentals of play production, and to foster a lifelong appreciation of the subject area. Such topics to be covered are improvisation, pantomime, character/script analysis, and script writing. Students must realize that this is a performance-based class and their active participation is integral to their success. No public performance is required.

### THEATRE II (9-12)

#### VPA Credit

**1 Semester**

**Prerequisite:** *Introduction to Theatre or Drama I*

This is the second class in the series of theatre classes. The major focus of this class is to introduce students to performance and acting techniques in order to better their performance skills. Students will develop responsibility and maturity in relation to all aspects of theatrical production. The topics that are covered will be similar to those in the Introduction to Theatre course; however, the depth and breadth of the students' direct acting style will be explored and built upon. Students will be responsible for learning from observation, application, and exploration while pushing themselves as actors. Students must realize that this is a performance-based class and their active.

### THEATRE III (10, 11, 12)

#### VPA Credit

**1 Semester**

**Prerequisite:** *Theatre II or Drama II*

This is the third in a series of drama classes. This class will delve deeper into all facets of theatrical production and acting. Students are expected to be a positive contributor to all assignments, lessons, and exercises. Topics of instruction will include (but not limited to): large group work, directorial skills, acting methodology, script writing, and monologue performance. No public performance will be required; however outside of class work may be.

### ADVANCED THEATRE (11-12)

#### VPA Credit

**1 Year**

**Prerequisite:** *Instructor permission*

Students will learn directing techniques and all responsibilities that fall under directing. These skills will be demonstrated by the performance of a variety of shows (i.e.: children's play, improvisational show, showcase, etc.). Performance skills will be continually practiced and refined. Other subjects that will be covered include technical design, acting as a career, and full play production. Students must realize that this is a performance-based class and their active and positive participation is crucial to the climate of the class. Public performances are required and some outside of class work will be as well.

### WRITING FOR PUBLICATIONS YEARBOOK (10-12)

#### VPA Credit

**1 Year**

**Prerequisite:** *Apply through application and two teacher recommendations.*

In this course, students will be responsible for creating Cedar Springs High School's yearbook, The Hawk. Students will be responsible for the entire process from start to finish. Students will advertise, market, develop theme, design layouts, take photos, interview, write copy, and edit spreads. Students MUST be willing to spend time outside of school covering photos for school and community events.

### MEDIA PRODUCTION I (9-12)

#### VPA Credit

**1 Semester**

Students will have the opportunity to learn and work in a variety of fields in media production which includes areas like media literacy, video production, pre-production work, storyboard, collaboration, non-linear and linear editing, news features, hard news, and more. Students will work independently and collaboratively in every aspect of the production process while learning life skills such as responsibility, professionalism, commitment, and persistence.



## **MEDIA PRODUCTION II (10-12)**

**VPA Credit**

**1 Semester**

**Prerequisite:** *Media Production I*

In the second progression of Media Production, students will build upon the learnings of Media Production I. Added in with this course will be a focus on creation and production of new forms of media that will allow them the opportunity to work on real-world projects that will go out for the world to see. Students will also work on marketing and public relation projects as part of the career exploration section. Students must understand that they need to be proactive, able to meet deadlines, and willing to assume responsibility. Some outside of class work will be required.

## **C.S.T.V PRODUCTION (11-12)**

**1 Year**

**VPA Credit**

**Prerequisite:** *Instructor permission*

This class will build upon the basics learned in Television Production. Students will be exposed to advanced levels of instruction in all facets of production. Topics of instruction are very similar to the introductory class; however, content and execution will be emphasized much more. Live video production will be performed throughout the school year, both inside and outside of class. All students must be responsible, productive, and willing to do work outside of the normal class period.

## **SOCIETY AND CULTURE THROUGH FILM & MEDIA (10-12)**

**VPA Credit**

**1 Semester**

The aim of this course is to introduce students to a variety of American cultures, through the lens of the popular medium of film while incorporating new, and ever-changing, mediums as well. Throughout the semester we will study the roles of culture and society as represented in those mediums. We will explore the diverse perspectives of films by, for, and about the vast variety of cultures that exist in the world today. In addition, the course will explore how culture and society is represented, shaped, molded, and transformed within new mediums such as social media. Throughout the course, media literacy will be refined and reflected as well.

## **FAMILY AND CONSUMER SCIENCE COURSES**

### **CAREER LIFE SKILLS (10-12)**

**Elective Credit**

**1 Semester**

This course will allow students to examine their aptitude and interest in career areas and then explore a variety of careers. Students will learn to use resources necessary for a job search, how to write a cover letter, how to write a resume, fill out an application, and write follow-up letters. Students will also prepare and practice personal interviews. A plan for continuing education will also be presented. A variety of guest speakers are available on various topics, such as colleges, financial aid, the cost of continuing education, and the military.

### **CHILD DEVELOPMENT (9-12)**

**Elective Credit**

**1 Year**

***Term A must be taken before Term B***

This course has a two-fold purpose: first, it enables the student to better understand the responsibilities of parenthood, and secondly, it is of benefit to those students who are interested in finding employment in the area of child care. The development of a child from conception through the early childhood years will be studied. Areas covered will be preparing for parenthood, examining human reproduction, caring for the emotional, social, intellectual and physical needs of children and exploring supportive child care services.

### **FAMILY LIVING (9-12)**

**Elective Credit**

**1 Semester**

We will spend most of our lives living in a family unit. The skills students develop in this course will help them understand and improve family relationships, as well as establish how they want to live in the family they form in the next few years. Areas of study will cover understanding ourselves and others, family relationships, communication, coping with stress, teen relationships and dating, lifestyles before marriage, preparation for marriage, marital relationships, and divorce crisis.

### **FOOD AND NUTRITION (9-12)**

**Elective Credit**

**1 Semester**

This course covers food in relation to overall nutritional value. Areas to be covered will include healthy eating, habits, The Food Guide Pyramid, nutritional labeling, the 6 nutrients the body needs, and exercise for weight control. Another aspect to this course is safety in the kitchen. We will discuss food and cooking terms as well as creating healthy food preparations. The student will also be able to practice appropriate food etiquette and manners.



## FINE ARTS COURSES

### BAND

#### MARCHING BAND (9-12) 1<sup>st</sup> Semester

##### VPA Credit

1 Semester

**Prerequisite:** *Previous band experience or teacher recommendation. Attendance at Pre-Band and Band Camp at end of July/early August is required.*

The Marching Band is a musical marching unit that meets during the first semester of the school year. The ensemble consists of woodwinds, brass, percussion, and a color guard. Membership requires total dedication and maximum effort in marching, playing, rehearsal, and performance. Failure to meet these requirements can result in a dismissal from the ensemble.

The Marching Band performs at all home football games, the Red Flannel Festival Invitational and Grand Parade, and the Michigan Competing Bands Association (MCBA) competitions on select Saturdays. The class meets from early August through early November in daily and weekly evening rehearsals. The color guard and percussion sections may be expected to rehearse once every week in addition to the scheduled class meetings. Participation in the Marching Band will result in mandatory attendance at all rehearsals and performances. Band fees apply.

#### PERCUSSION ENSEMBLE (9-12) 2<sup>nd</sup> Semester

##### VPA Credit

1 Semester

**Prerequisite:** *Middle school band experience or teacher recommendation.*

Percussion Ensemble is a semester course designed for high school percussion students. This ensemble rehearses and performs a wide variety of music and styles in the percussion activity, specifically for the percussionist. Students in this ensemble will also perform with Symphonic Band and Wind Ensemble at band concerts. Participation in the Percussion Ensemble will result in mandatory performances and rehearsals, including Holiday, Winter, and Spring concerts, MSBOA District 7 Band and Festival, and Percussion Ensemble Showcase.

#### JAZZ BAND (9-12) 2<sup>nd</sup> Semester

##### VPA Credit

1 Semester

**Prerequisite:** *A successful audition or teacher recommendation.*

The Jazz Band centers around trumpets, trombones, saxophones, and a rhythm section (guitar, piano, bass, and drum set) but is open to other instruments. The band focuses on rehearsing and performing the various styles of jazz, R&B, swing, rock, fusion, etc. Time is also spent developing and implementing improvisation skills, along with the basic knowledge of music theory. The Jazz Band performs in the community and at the holiday, winter, and spring concerts. Obligations to this class include after-school performances and rehearsals.

#### WIND ENSEMBLE (9-12) 2<sup>nd</sup> Semester

##### VPA Credit

1 Semester

**Prerequisite:** *Previous band experience with a successful audition.*

The Wind Ensemble is an advanced ensemble that meets following the Marching Band season. Comprised of woodwinds, brass, and percussion, members of the Wind Ensemble are selected through a successful audition. This band rehearses and performs various styles of music, such as classical, pop, marches, jazz, contemporary, etc. The music that is rehearsed and performed is at a greater difficulty level and, thus, requires that its members be more dedicated while displaying a higher level of technical ability. Participation in Wind Ensemble will result in mandatory performances and rehearsals, including holiday, winter, spring concerts, graduation, and participation at the District 7 MSBOA Band Festival.

#### SYMPHONIC BAND (9-12) 2<sup>nd</sup> Semester

##### VPA Credit

1 Semester

**Prerequisite:** *Previous band experience or teacher recommendation.*

The Symphonic Band is an intermediate ensemble that meets following the Marching Band season. Comprised of woodwinds, brass, and percussion, Symphonic Band members perform a wide variety of music and styles. Participation in the Symphonic Band will result in mandatory performances and rehearsals, including holiday, winter, spring concerts, and participation at the District 7 MSBOA Band Festival.

### CHOIR

#### BELLA VOCE (9-12)

##### VPA Credit

1 Year

This choir is for all high school students with soprano and alto vocal ranges. Vocal skills, music reading, music theory, 4-part repertoire, and performance skills are the basic areas of the curriculum. Students also have the opportunity to perform as soloist or in small ensembles. This choir performs at concerts, and various community/sporting events, and competes in festivals. Attendance at all performances is required.

#### RED HAWK SINGERS (9-12)

##### VPA Credit

1 Year

This choir is for all high school students with tenor and bass vocal ranges. Vocal skills, music reading, music theory, 2 or 3-part repertoire, and performance skills are the basic areas of the curriculum. Students also have the opportunity to perform as soloists or in small ensembles. This choir performs at concerts, and various community/sporting events, and competes in festivals. Attendance at all performances is required.



## VISUAL ARTS

### INTRODUCTION TO DRAWING AND DESIGN

#### VPA Credit

1 Semester

Do you want to learn how to draw? Learning how to see differently is the key! You can learn the skills. You don't need to know how to draw before you take this class. Bring an open mind with a positive attitude, and let the teacher guide you. This course explores a variety of drawing techniques and a variety of different two-dimensional mediums such as pencil, charcoal, oil pastels, colored pencils, tempera paint, and watercolor. There is an emphasis on the understanding and use of the elements and principles of design. The course incorporates aesthetics, art criticism, and art history. Grading will be based on self-evaluations, clear rubrics, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Homework will include a weekly sketch that should take approximately one hour to complete. This course includes a traditional final written exam. Materials will be supplied.

### INTERMEDIATE DRAWING AND DESIGN

#### VPA Credit

1 Semester

**Prerequisite:** *Introduction to Drawing and Design*

This class is an in-depth continuation of the drawing skills explored in Introduction to Drawing and Design. Some projects will include the reproduction of visual images from still life, the human figure, and original ideas. Intermediate Drawing and Design lays the groundwork for a successful transition into many of the other art courses offered. Grading will be based on self-evaluations, clear rubrics, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Homework will include a weekly sketch that should take approximately one hour to complete. This course includes a traditional final written exam. Materials will be supplied.

### PAINTING & PRINTMAKING

#### VPA Credit

1 Semester

**Prerequisite:** *Introduction to Drawing and Design*

Students will study different styles and techniques of painting and printmaking. Students will use many new materials to explore figure drawing, portraiture, advanced color theory, and composition. Pastels, acrylic paints, charcoal, colored pencils, watercolor, and ink washes are among the many materials being used. Students will also explore both additive and subtractive printmaking techniques. Grading will be based on self-evaluations, clear rubrics, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Homework will include a weekly sketch that should take approximately one hour to complete. This course includes a traditional final written exam. Materials will be supplied.

## SCULPTURE & CERAMICS

#### VPA Credit

1 Semester

Students will practice working with a variety of different three-dimensional mediums such as clay, wood, plaster, wire, paper, and found objects. In this class, students will learn the additive, subtractive, modeling, and casting techniques while creating functional and decorative sculptures. Grading will be based on self-evaluations, clear rubrics, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Homework will include a weekly sketch that should take approximately one hour to complete. This course includes a traditional final written exam. Materials will be supplied.

## CRAFTS- ARTS & CULTURES

#### VPA Credit

1 Semester

Crafts is a hands-on course in which students will explore a variety of both traditional and contemporary crafts from around the world. Projects may include jewelry making, sand art, weaving, ceramics, fiber arts such as crochet, knitting, and fabric dyeing. There is no prerequisite to this course and students do not need a drawing background to be successful in this course. There will be research required of various cultures. Grading will be based on self-evaluation assessments, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Materials will be supplied.

## FASHION DESIGN

#### VPA Credit

1 Semester

This course is designed to introduce students to the world of fashion. This class will focus on all aspects of fashion design, from illustrating designs, choosing fabrics and textiles, basic accessorizing, and simple sewing techniques. The class will also place emphasis on the wide variety of careers offered in the world of fashion and how to begin pursuing them with some job shadowing and resume-building opportunities. Grading will be based on self-evaluation assessments, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Materials will be supplied.

## DIGITAL PHOTOGRAPHY AND GRAPHIC DESIGN

#### VPA Credit

1 Semester

This course will explore the basics of photography and graphic design. Students will examine aspects of photography as an art form, including history, composition and design. Graphics projects will be executed both by hand and digitally through Adobe Photoshop. Topics will include the history of graphic design, advertising strategies, organizing visual space, typography, logo, and package design. Grading will be based on self-evaluation assessments, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Materials will be supplied.

\*It is helpful if students have a phone or device to take photos at home. Students will be sharing DSLR cameras in the classroom and should be prepared to work closely with other artists in a collaborative environment. Students may also bring in their own personal DSLR camera if they prefer to work more independently.





## LANGUAGE ARTS

### ENGLISH 9

#### English Credit

1 Year

The goal for English Language Arts Grade 9 is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English 9, students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Ninth graders will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments, and economies. In addition, students will deepen and expand their understanding of how written language functions rhetorically to communicate writer's intentions and elicit readers' responses in particular situations. Through the development of core character traits, they will analyze how they build relationships, how their relationships impact others, and their responsibility to society.

### HONORS ENGLISH 9

#### English Credit

1 Year

**Prerequisite:** *Successful completion of English 8 with 90% or higher, strong habits of mind, and teacher recommendation.* This course is designed for those students possessing a high degree of skill and interest in reading and writing. The basic content areas covered include those of the regular English 9 curriculum; however, students will also analyze additional literature, be required to write more in-depth responses and write with accuracy and precision within narrative, informative, argumentative, and rhetorical structures.

### ENGLISH 10

#### English Credit

1 Year

**Prerequisite:** *English 9*

The goal for English Language Arts Grade 10 is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English 10, students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. In addition, students will deepen and expand their understanding of how written language functions rhetorically to communicate writer's intentions and elicit readers' responses in particular situations. Tenth graders will connect with and respond to texts through critical responses. They will learn to evaluate for validity and quality, to balance and expand their perspectives and to promote empathy, social actions and appropriate use of power. Critical response offers students the lens to assess and modify their beliefs, views of the world, and how they have the power to impact them.

## AMERICAN LITERATURE

### English Credit

1 Year

**Prerequisite:** *Successful completion of Honors English 9 or English 10 or completion of English 9 and/or teacher recommendation.*

This class will study American literature in depth from the Indigenous Americans to today. Students will read a variety of fictional and nonfictional selections, both prose and verse. Continual connections will be made between the content covered in U.S. History and the similar time periods in American Literature. Writing genres will include literary/rhetorical analysis, argumentative, and synthesis essays. Both their writing and their reading should make students aware of the interactions between a writer's subject, purpose, and audience, as well as the way conventions and command of language contribute to effectiveness in writing. The intensity of reading, writing, and thinking requirements will exceed that of regular English.

### ENGLISH 11

#### English Credit

1 Year

**Prerequisite:** *English 10*

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will read various selections of classic and contemporary literature. Students will also read informational and argumentative texts. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically to communicate writers' intentions and elicit readers' responses in particular situations. Genres covered include fictional and nonfictional prose, the novel, and satire.

## BRITISH LITERATURE

### English Credit

1 Year

**Prerequisite:** *Successful completion of American Literature or AP Language and Composition OR English 11 and teacher recommendation.*

This course is designed for college-bound students as a survey of the literature of Great Britain from the Anglo-Saxon Era to Modernism, including the historical and cultural background necessary to an understanding of this literature utilizing the British literature textbook, novels, and non-fiction articles. Literacy comprehension, application, and analysis are emphasized. Composition and research skills are studied as students write analytical essays and a research paper. By the end of the course, students will be expected to demonstrate competency in the following areas: cooperative learning, literary analysis and appreciation, rhetorical analysis, and essay writing.





## ENGLISH 12

### English Credit

1 Year

**Prerequisite:** *English 11*

The study of literature is a combination of teacher and self-selected narrative text, informational text, poetry, and fiction. Students write in response to a variety of genres, study grammar, and vocabulary to develop their own writing and improve their critical thinking skills. The writing process is emphasized as a tool for advancing comprehension and composition proficiency. Students will use skills of questioning, synthesizing, determining importance, and defending thinking with text evidence. The study of composition is a combination of creative, formal, and timed writings, including the research process. Reading, writing, communication, and grammar will be emphasized as students mature in their command of language.

## AP ENGLISH LITERATURE AND COMPOSITION

### English Credit

1 Year

**Prerequisites:** *American Literature or AP Language.*

Advanced Placement English Literature and Composition emphasizes the skills necessary in the critical reading of different genre of literature and in writing about literature and related ideas. It is for students capable of doing college/university level work while they are in high school, who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses. Students are engaged in the careful reading of literary works. Through such study, they sharpen their awareness of language and their understanding of the writer's craft. They develop critical standards for the independent appreciation of any literary work, and they increase their sensitivity to literature as a shared experience. To achieve these goals, students study the individual work, its language, characters, action, and themes. They consider its structure, meaning, and value, and its relationship to contemporary experiences as well as to the times in which it was written. Students are involved in both the study and practice of writing and the study of literature. Through listening, speaking, and reading, but chiefly through the experience of their own writing, students become aware of the resources of language. Writing assignments focus on the critical analysis of literature and include essays in exposition and argumentation. The desired goals are the honest and effective use of language and the organization of ideas in a clear, coherent, and persuasive way. Students study intensely several representative works from various genres and periods. They concentrate on works of recognized literary merit, worthy of scrutiny because their richness of thought and language challenges readers. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

## AP ENGLISH LANGUAGE AND COMPOSITION

### English Credit

1 Year

**Prerequisites:** *American Literature and teacher recommendation.*

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports). Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; and that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse. The exam and completion of the course are required to receive the full 5.0 honor points.

## AP SEMINAR (10-12)

### English Credit

1 Year

**Prerequisite:** *Students may take AP Seminar beginning in their sophomore year, concurrently with, or after successfully completing, American Literature and/or AP Language.*

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The exam and completion of the course are required to receive the full 5.0 honor points.



## **AP RESEARCH (11-12)**

**1 Year**

**Course may be taken for departmental elective credit (science, social studies or math) assigned to align with research subject area, pending permission from the department chair. Students are encouraged to take this in conjunction with another AP course related to their topic.**

**Prerequisite:** *AP Seminar*

AP Research allows students to deeply explore an academic topic, problem or issue of individual interest. Through this exploration, students design, plan and conduct a yearlong research-based investigation to address a research question. In the AP Research course, students further develop the 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. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4,000–5,000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. Completion of the course and all of its requirements are required to receive the full 5.0 honor points.

## **MCC Dual Enrollment College Literature (taught at Cedar Springs High School)**

**1 Year**

**English Credit**

**Prerequisites:** *A three or better on the AP Language Exam or C or better for freshman college composition or for seniors with specific teacher recommendation.*

This course in composition and literature emphasizes the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. It is for students capable of doing college-level work in English while they are in high school, who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses. Students are engaged in the careful reading of literary works that help them to sharpen their awareness of language and their understanding of the writer's craft. They develop critical standards for the independent appreciation of any literary work, and they increase their sensitivity to literature as shared experience. Students are involved in both the study and practice of writing and the study of literature. Through listening, speaking, reading, and through the experience of their own writing, students become aware of the resources of language and the organization of ideas in a clear, coherent, and persuasive way. Students study intensively several representative works from various genres and periods. They concentrate on works of recognized literary merit, worthy of scrutiny because their richness of thought and language challenges readers. With the successful completion of this course, students will earn 3 credits per semester (6 credits per

school year) that fall under the Michigan Transfer Agreement and will transfer either as literature or humanities credits. The AP exam and completion of the course are required to receive the full 5.0 honor points.

## **ENGLISH EXTENSION (11)**

**Elective Credit**

**1 Semester**

This course provides eleventh-grade students with supplementary reading and writing instruction designed to support students in their required English courses and to prepare them for state-level assessments. Over the course of the semester, students will learn how to actively read and respond to texts. They will also be introduced to the foundations of rhetoric and will use their knowledge to analyze the choices that writers make when crafting a piece of writing. Specifically, students will study strategies for reading actively, determining context, and annotating text. In addition, students will learn how to effectively proofread and edit their work and the work of classmates. Instruction will focus on punctuation rules, appropriate usage, and writing with clarity (i.e. avoiding awkward constructions, parallel structure, etc.). Students will also receive help editing and drafting essays for their English class.

## **CREATIVE WRITING: FICTION (11-12)**

**Elective Credit**

**1 Semester**

Creative Writing: Fiction is a workshop class for students who enjoy writing stories, who desire more time for writing, and who want to improve their skills. The purpose of the course is to deepen knowledge of the elements of fiction and to increase skills in creating them. Students will generate a substantial amount of raw writing in fiction and will polish several fiction projects. They will practice constructively responding to pieces of fiction, developing feedback skills through readings and activities. Students will be required to share some of their writings with partners, small groups, and the whole class.

## **CREATIVE WRITING: POETRY (11-12)**

**Elective Credit**

**1 Semester**

Creative Writing: Poetry is a workshop class for students who enjoy writing poems, who desire more time for writing, and who want to improve their skills. The purpose of the course is to deepen knowledge of the elements of poetry and to increase skills in creating them. Students will generate a substantial amount of raw writing in poetry and will polish several poems. They will practice constructively responding to poetry, and developing feedback skills through readings and activities. Students will be required to share some of their writings with partners, small groups, and the whole class.



## **MYTHOLOGY (10-12)**

### **Elective Credit**

### **1 Semester**

#### **Prerequisite:** *English 9*

This is an elective course designed for the student who loves adventures and likes to read. Its purpose is to expose students to a variety of mythological and legendary allusions common in world literature. There are two objectives. One is to read a variety of myths and legends focusing on the content and the literary elements. The other is to see the influence of Greek and Roman mythology, as well as sample of world legends, on the literary world. A variety of film, music, and art will be used to enhance student understanding and appreciation of mythology and its influence.



## MATHEMATICS

### PRE-ALGEBRA

1 Year

**Admissions requirement:** *Approval by math teacher and/or placement test*

This course is designed to help students who need to work on the basic math skills necessary to be successful in future math courses. The course is intended for students who do not yet have mastery of the concepts and skills required to be successful in Algebra 1. Topics for this course include: working with numbers (including integers and fractions), writing and solving equations, working with exponents, analyzing patterns using multiple representations, proportional thinking, and linear functions. Some note-taking and test-taking strategies will be discussed to build the confidence and essential skills to achieve success in this and future math courses.

### ALGEBRA I (8-12)

1 Year

#### Math Credit

The Algebra I course explores the language of Algebra in verbal, tabular, graphical, and symbolic forms. Problem-solving activities and applications encourage students to model patterns and relationships with variables and functions. This class will prepare students for education beyond the high school level.

### GEOMETRY (9-12)

#### Math Credit

1 Year

**Prerequisites:** *Successful completion of Algebra 1*

This is the first course of formal logical reasoning. Students will use this ability to apply facts and relationships concerning plane figures in problem-solving. This class will prepare students for education beyond the high school level.

### ALGEBRA II (10-12)

#### Math Credit

1 Year

**Prerequisite:** *Successful completion of Algebra I*

This course is designed to help students continue to build their algebraic knowledge and skills. The course will focus on using numerous representations including tables, graphs, and equations. Topics of study will include quadratic, exponential, polynomial, and trigonometric functions. Algebra II is a graduation requirement.

### HONORS ALGEBRA II (10-12)

#### Math Credit

1 Year

**Prerequisite:** *Successful completion of Algebra I*

Like Algebra II, this course is designed to help students continue to build their algebraic knowledge and skills. The course will focus on using numerous representations including tables, graphs, and equations. Topics of study will include quadratic, exponential, and polynomial functions and a more advanced exploration of trigonometric functions. This course will encourage students to think more deeply about the concepts and explore the Algebra II curriculum in greater depth. Students planning to pursue a four-year college degree should consider taking this course. Honors Algebra II fulfills the Algebra II graduation requirement. In addition, Honors Algebra II is required for Precalculus.

### PRE-CALCULUS (11-12)

#### Math Credit

1 Year

**Prerequisite:** *Successful completion of Honors Algebra II*

Pre-calculus is designed to explore advanced mathematical topics that have not been previously explored or have only been briefly introduced in previous courses. Students taking Precalculus will actively build upon previous knowledge to gain an understanding of previously learned content while constructing new knowledge. Topics of study will include functions, logarithms, trigonometry, vectors, polar coordinates, complex numbers, matrices, combinatorics, and limits. The content of this course may be useful when fulfilling basic math and science requirements at the collegiate level. Additionally, this course is essential for anyone planning to study Calculus.

### STATISTICS AND PROBABILITY (10-12)

#### Math Credit

1 Semester

**Prerequisite:** *Successful completion of Algebra I*

The focus of this course is to develop an understanding of probability, and statistics, and how these two subjects apply to the students' lives. Students will learn how to obtain and analyze data in order to make inferences about daily life. Topics that will be included in this course are the role of statistics, graphical representations, numerical summaries, and probability.

### AP CALCULUS (12)

#### Math Credit

1 Year

**Prerequisite:** *Successful completion of Pre-Calculus*

The focus of this course is to develop an understanding of calculus. The advanced placement course description will be followed. Differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions will be covered with an emphasis on application. Students can receive college credit by taking the AP Exam and meeting their college requirements. The AP Exam and completion of the course are required to receive the full 5.0 honor points.



## **EXTENSION MATH (9-12)**

**Elective Credit**

**1 Semester or 1 Year**

**Prerequisite:** *Math teacher-recommended course.*

This course is designed to work in conjunction with the student's current Algebra I and Algebra II courses. It is designed to help enhance students' current math skills necessary to be successful in their current Algebra I and Algebra II courses. Over the duration of the semester, students will have access daily to help with their current math assignments in this course.

## **AP STATISTICS (11–12)**

**Math Credit**

**1 Year**

**Prerequisite:** *Successful completion of Algebra II or math teacher approval.*

This course covers descriptive and inferential statistical techniques. This includes the fundamentals of data collection, data organization, and prediction based on data analysis. Students can receive college credit by taking the AP Exam and earning a qualifying score. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

## **BUSINESS MATH (11-12)**

**Elective or Math Credit**

**1 Semester**

**Prerequisite:** *Algebra I*

See the Business and Technology Education Department for course descriptions.

## **REAL-WORLD MATHEMATICS/PROBLEM SOLVING (11-12)**

**Math Credit**

**1 Semester**

**Prerequisite:** *Successful completion of Geometry*

This course is designed to improve critical thinking, metacognition, and math literacy (both reading and writing) and equip students with a variety of problem-solving strategies. Through the exploration of a variety of real-world problems, students will learn how to approach unfamiliar problems and see how mathematics can be used to solve a variety of problems that arise in real life. Coursework will include a variety of concepts from Algebra and Geometry as well as introduce new concepts such as discrete mathematics. In-class work will primarily be done in groups. Throughout the course, students will be given some freedom to explore and present problems that are of interest to them. There is a requirement to present ideas in front of the class as part of each project that is done.

## **AP COMPUTER SCIENCE PRINCIPLES (9-12)**

**Math or Science Credit**

**1 Year**

AP Computer Science Principles (CSP) is a full-year, rigorous, entry-level course that introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Students can receive college credit by taking the AP Exam and earning a qualifying score. The AP Exam and completion of the course are required to receive the full 5.0 honor points.



## PHYSICAL EDUCATION AND FITNESS

The primary purpose of physical education is to assist the learner in developing:

1. An understanding of fitness and a desire to achieve and maintain it.
2. A sense of self-worth and dignity.
3. An understanding of the importance of flexibility.
4. An appreciation and understanding of specific activities and sports.

### STRENGTH AND CONDITIONING (9-12)

#### P.E. Credit

**1 Semester**

This is an intense class designed to meet the needs of the serious athlete. This course will provide each individual with programs that will foster improvement in the areas of strength, power, flexibility, mobility, speed, agility, and muscular/cardiovascular endurance. Proper nutrition and sleep habits will be addressed. Pre and post-testing in the areas of upper and lower body strength, power, speed, and agility will be recorded and evaluated. Form running and advanced running techniques will be taught as part of the speed development unit. Student-athletes will benefit from the opportunity to improve strength and conditioning during school hours while having additional time for enhancing academic responsibility and accountability outside of school. This course may be taken more than once.

### LIFE TIME FITNESS (9-12)

#### P.E. Credit

**1 Semester**

This course will develop skills and knowledge of games, recreational and leisure sports and activities. Students will acquire skills and knowledge that can be used in their recreational and leisure activities that will assist in the development of their fitness plans. Team, dual, and individual sports/activities are emphasized while developing sound physical, mental and emotional fitness habits. A variety of sports/activities will be available.

### TEAM SPORTS (9-12)

#### P.E. Credit

**1 Semester**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. Units may include but are not limited to, the following sports: volleyball, kickball, ultimate frisbee, flag football, team handball, and basketball. Students may apply to their counselor to have the Physical Education 1/2 credit awarded if they have completed two full seasons of an MHSSA-sponsored sport or two years of high school marching band.

## HEALTH (Recommended 9-10)

### Health Credit

**1 Semester**

The Cedar Springs Public Schools provides a comprehensive Health curriculum as recommended by the Michigan Department of Education. The students will apply health promotions and disease prevention concepts and principles to personal, family, and community health issues along with accessing valid health information and practicing health enhancing behaviors to reduce health risks. The students will also analyze the influences of cultural beliefs, media, and technology on health issues. They will be using goal-setting and decision-making skills to enhance their health so they may demonstrate effective interpersonal communication and other social skills which will help enhance their health and be advocate for health promotion in their family and community.





## SCIENCE

Students should progress through science courses to earn at least 3 Science credits to meet graduation requirements. Freshmen should enroll in the Earth Science and Conceptual Physics courses for their freshmen year unless they test out and then they should enroll in Biology or students can be approved for the Agriculture and Natural Resources CTE Pathway (2 years)

### ANATOMY AND PHYSIOLOGY (11-12)

#### Science Credit

1 Year

**Prerequisite:** *Biology*

This course is recommended for students who are interested in a medically related career. Emphasis is on the study of the human body systems through lectures, demonstrations, and laboratory experiments including dissections. Science Department approval is required for this academically challenging and fascinating exploration of human systems. Students must have taken Anatomy and Physiology A to take Anatomy and Physiology B.

### AP BIOLOGY (11-12)

#### Science Credit

1 Year

**Prerequisite:** *Earn a minimum final grade of B or better in Biology and Chemistry or Instructor approval.*

AP Biology is a college-level biology course. Students interested in possibly pursuing a science-related career or accumulating college credit while still in high school should consider taking this course. The majority of the labs focus on the molecular and cellular level of common biological principles. Topics included are metabolism, genetics, evolution, the cell, biochemistry, and ecology. This course will require a major time commitment on the part of the student due to the level of the material. If you are considering a career in science and want to earn college credit via the AP Test, this course prepares a student for both that test and the intensity of material in a college biology course. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

### AP CHEMISTRY (11-12)

#### Science Credit

1 Year

**Prerequisite:** *Earn a minimum final grade of B or better in Biology, Chemistry, Algebra I, and Geometry or Instructor approval.*

AP Chemistry is similar to a first-year college chemistry class. This class will move at a fast pace with a more in-depth study of the material. Students will have nightly homework as well as a summer assignment. This class (all AP-classes) requires a time commitment. If they have difficulty with the material then students will need to seek answers from their instructor, classmates, or from an outside source. The use of a scientific calculator is required. This class helps prepare students for other college chemistry courses and fields of study, such as: pre-med, pre-vet, chemical engineering, pharmacy, nursing, physical therapy, ecologist (soil, water & air) or metallurgist. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

### BIOLOGY (10)

#### Science Credit

1 Year

**Prerequisite:** *None*

This course covers a broad spectrum of topics in the area of biology. Some major topics covered include: ecology, the cell, photosynthesis, respiration, cell division, genetics, evolution, biochemistry, classification of living things, body systems & homeostasis. Students will be required to do experiments and laboratory experiments. This science credit is required for all students.

### CONCEPTUAL PHYSICS (9-10)

#### Science Credit

1 Semester

This course covers a broad spectrum of topics in the area of Physics. Some major topics we cover include: motion and stability, forces and interactions, and electricity and magnetism. Students will explore disciplinary core ideas of the NGSS standards through appropriate Science and Engineering Practices.

### EARTH SCIENCE (9-10)

#### Science Credit

1 Semester

This course covers a broad spectrum of topics in the area of Earth Science. Some major topics we cover include: Earth's place in the universe, Earth systems, history of the Earth, weather and climate, and human sustainability. Students will explore disciplinary core ideas of the NGSS standards through appropriate Science and Engineering Practices.



## GENERAL CHEMISTRY (10-12)

### Science Credit

1 Year

**Prerequisite:** *Math: Algebra I, Science: Biology.*

This course covers a broad spectrum of topics in the area of chemistry. Some major topics we cover include: matter, atomic theory, chemical bonding, states of matter, the mole, and acids & bases. Students will be required to do experiments and laboratory exercises. This course helps prepare students for chemistry in college and it is required for AP Biology and AP Chemistry; and is highly recommended for entrance into Anatomy & Physiology.

## PHYSICS (11-12)

### Science or Math Credit

1 Year

**Prerequisite:** *Earn a minimum final grade of B or better in Algebra I and Geometry.*

Physics is a course designed to build an understanding of the physical laws that govern our world. Many people use physics terminology in their everyday lives; however, many people do not understand what such terms mean nor do they understand the concepts associated with such the terms. In this course, students will interact with both the concepts and mathematical methods of describing the physical world. Learning will occur through discussion, experimentation, demonstrations, and reading. This course will help prepare students for college level physics, which is often required for engineering, science majors, and a large number of medical-based careers. Topics covered will include one- and two-dimensional motion, force, momentum, energy, periodic motion, waves, sound, light, electricity, magnetism and a brief introduction to nuclear physics. A scientific calculator is recommended.

## AP COMPUTER SCIENCE PRINCIPLES (9-12)

### Math or Science Credit

1 Year

See the Math Department for the course description.

## AGRISCIENCE PATHWAY

Agriscience courses are designed for students interested in Agriculture, Food, and Natural Resources. As students' progress through the courses hands-on experiences become more prevalent and increase in real-world applications. Course content covers a variety of topics ranging from biological and ecological concepts to plant production, horticulture, livestock and companion animal sciences, natural resources, environmental sustainability, and more. Students who choose this pathway will receive required science credits in Biology and Earth Sciences. Students in the Agriculture & Natural Resources pathway are introduced to the FFA program (formerly known as Future Farmers of America). The National FFA organization now strives to make a positive difference in the lives of all students by developing their potential for premier leadership, personal growth, and career success through agriculture and natural resources education. Students who complete the agriscience pathway and have met the requirements for a MI FFA State Degree are eligible for 6 Credits to Michigan State University.

## AGRICULTURE & NATURAL RESOURCES BIOLOGY (9-10)

### Science Credit (Biology Credit)

1 Year

In this course, students will be introduced to general topics in agriculture through a biological approach. Students will partake in hands-on labs, experiences, the FFA Leadership Program, and take part in basic biology with an ag twist. This course is not designed to be less rigorous than traditional biology but focuses more on agriculture and how biology takes part in this. Topics will range from animal biology and soil sciences to plant biology and physiology. In this course students will receive basic training in agriculture and lab safety.

## ENVIRONMENTAL & NATURAL RESOURCES MANAGEMENT (ENRM) (10-11)

### Science Credit (Earth Science Credit)

1 Semester

**Prerequisite:** *Agriculture & Natural Resources Biology*

This course is the second year of Agriculture, Food & Natural Resources Science Pathway and focuses its attention to anything and everything outdoors. Concepts range from Conservation of Wildlife, habitat, land, soil, water and forest conservation & management all the way to sport and recreation. Students will be in the classroom and outdoors learning about these concepts. Students can expect to be outdoors putting indoor classroom concepts into practice. At the completion of the course, students will be prepared to take the Ducks Unlimited, Ecology and Conservation Management Certification Test. As affiliate FFA members, students will have the option to complete in the Land Conservation & Environment skills competitions at Michigan State University in the spring semester while taking plant science.

## PLANT SCIENCE (10-11)

### 2nd Semester

1 Semester

### Science Elective Credit

**Prerequisite:** *Agriculture & Natural Resources Biology A/B*

This course involves the use of the FFA greenhouse and campus areas to develop an awareness of the careers and skills available in the areas of plant and horticulture science. Emphasis is placed on the biology of plant and soil, sciences and their systems. FFA membership is encouraged. Class projects include raising plants and running a plant sale, and landscaping projects.

## LIVESTOCK & COMPANION ANIMAL SCIENCE (11-12)

### 1st Semester

1 Semester

### Science Elective Credit

**Prerequisite:** *Agriculture & Natural Resources Biology A/B*

Livestock and companion animal science gives students an understanding about the working operations of modern animal agriculture as well as start with fundamentals of animal science. Students will learn animal handling and management techniques as well as anatomy and physiology of animals. Students will raise broiler chickens in class, mimicking industry standards to give them real hands-on experiences and skills.



## **LEADERSHIP, STUDENT LEADERS IN ACTION (9-12)**

### **AG PATHWAY (11-12)**

#### **Elective Credit**

#### **1 Semester**

This class will undoubtedly apply to students' everyday lives after high school. The primary focus of this class is Leadership. The concepts in this course assist in the development of leadership skills through self-concept, unintentional influence, public speaking, individual reflection, event planning, parliamentary procedure, and volunteer opportunities. This course offers a chance to get involved with the school and the community through an internship project and service learning hours. This course centers around the development of leadership attributes through the progress of the individual. This course puts an emphasis on perception and guidance, consisting of applicable concepts for life.

Additionally, for Agriscience Pathway students, this course introduces the FFA organization through numerous activities.



## SOCIAL STUDIES

### WORLD HISTORY (9)

#### World History Credit

1 Year

This course will examine the historical, economic, geographical, political, and cultural aspects of various civilizations and peoples of the world. The A section of the course will cover the Middle Ages through the Spread of Civilizations in East Asia. The B section of the course will cover the Renaissance and Reformation through the French Revolution.

### AP WORLD HISTORY (9)

#### World History Credit

1 Year

**Prerequisite:** *B average in previous Social Study courses or teacher recommendation.*

The AP World History course is a comprehensive, accelerated, survey course of World History from the origins of humanity to the present day. The class is taught at a college-level pace and is designed for freshmen students who have a serious interest in history and desire to challenge themselves in their first year of high school. The objective of this course is to draw together a group of students who have advanced reading, writing, and critical thinking skills and prepare them to take the national Advanced Placement World History Exam in May. Students who sign up for this course will be expected to: participate in class discussions, work on independent projects and group projects, give class presentations, write papers, read primary sources and other outside readings, take notes, and show enthusiasm and a genuine desire to learn. In other words, you need to be a mature, motivated, and self-directed student. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

### ECONOMICS (10)

#### Economics Credit

1 Semester

This course covers the basic economic principles. Students will study the basic economic questions, and how those questions are answered. This course will cover different economic systems, including that of the United States. Finally, students will learn their role, and that of the government, in the United States economy and the global economy.

### AP MACROECONOMICS (10-12)

#### Social Studies or Math Credit

1 Semester

**Prerequisite:** *B average in previous Social Study courses, or C average in previous AP course. Teacher recommendations are also accepted.*

The AP Macroeconomics course is a comprehensive, accelerated, one-semester course that will emphasize economic principles as applied to the economy as a whole. Topics discussed will reflect the material included in the booklet, and the Macroeconomics course description from the College Board. Lessons will include an analysis of national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and the United States and world trade. The objective of this course is to draw together a group of students who have advanced reading, and critical thinking skills and prepare them to take the national Advanced Placement Macroeconomics Exam in May. Students who sign up for this course will be expected to: participate in class discussions, work on independent projects and group projects, give class presentations, read primary sources and other outside readings, take notes, and show enthusiasm and a genuine desire to learn. AP Macroeconomics classes provide 1/2 math credits for students for graduation. The AP Exam and completion of the course is required to receive the full 5.0 honor points.

### GOVERNMENT (10)

#### Government Credit

1 Semester

Government is a one-trimester study of the origins, functions, and values of the United States Government, its institutions, and the basic principles of the Constitution. The goals of this course are to aid and instruct the student to analyze objectively American democratic institutions, the problems of governing, the roles of government at different levels, and the meaning of citizenship and its practical applications.

### AP COMPARATIVE GOVERNMENT AND POLITICS (11-12)

#### Government/Elective Credit 1 Year Prerequisite:

*Economics or AP Macroeconomics and US History or AP US History*

If you're curious about how government and politics work outside the United States, AP Comparative Government and Politics is the perfect course for you. This course begins by reviewing the United States government and then spends most of the time exploring government and politics in China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Throughout the course, you'll learn how different governments solve similar problems and will gain a clear understanding of the comparative method by analyzing data and text-based sources, making comparisons and applications, and developing evidence-based arguments. The AP Exam and completion of the course is required to receive the full 5.0 honor points.



## **UNITED STATES HISTORY I: 1877-1945 (11)**

**U.S. History Credit** **1 Semester**

This is a survey course that will cover the major social, cultural, and political events in the United States from the Reconstruction to the Great Depression. Major areas of study include Reconstruction, the Growth of Industrialism, the Settling of the West, The Populist Revolt, The Gilded Age, Imperialism, The Progressive Age, World War I, The Roaring Twenties, The Stock Market Crash and the Onset of the Great Depression.

## **UNITED STATES HISTORY II: 1945-Present (11)**

**U.S. History Credit** **1 Semester**

This is a survey course that will cover the major social, cultural, and political events in the United States from the Great Depression to the present. Major areas of study include FDR and the New Deal, Isolationism, World War II, the Cold War, the Postwar Years at Home, the Civil Rights Movement, the Kennedy and Johnson Years, the Vietnam War, the Upheaval of the 1960s, the Nixon Years and Watergate, the Ford and Carter Years, the Reagan Revolution, and the Clinton Presidency and Impeachment.

## **AP UNITED STATES HISTORY (11-12)**

**U.S. History Credit** **1 Year**

**Prerequisite:** *B average in previous social study courses or teacher recommendation.*

The Advanced Placement U.S. History course is a comprehensive, accelerated, two-semester survey course of United States History from the Age of Discovery to the present. The class is taught at a college-level pace and is designed for students who have a serious interest in history. The objective of this course is to draw together a group of students who have advanced reading, writing, and critical thinking skills and prepare them to take the national Advanced Placement U.S. History Exam in May. Students who sign up for this course will be expected to: participate in class discussions, work on independent projects and group projects, give class presentations, write papers, read primary sources and other outside readings, take notes, and show enthusiasm and a genuine desire to learn. In other words, you need to be a mature, motivated, and self-directed student. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

## **AP EUROPEAN HISTORY (11-12)**

**Elective Credit** **1 Year**

**Prerequisite:** *B average in previous Social Study courses or teacher recommendation.*

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

## **CONTEMPORARY LAW AND JUSTICE (10-12)**

**Elective Credit** **1 Semester**

This course provides practical information and problem-solving opportunities regarding the law. Students develop knowledge of the law and skills necessary for survival in our law-based society. Students engage in active learning experiences such as mock trials, moot courts, role play, case studies, simulations, and small group exercises. Students explore the definition of law, civil rights and responsibilities under the law, learn methods of dispute resolution, as well as identify and analyze public issues. Exploration of legal careers will be a theme throughout the course.

## **CURRENT ISSUES (11-12)**

**Elective Credit** **1 Semester**

This is a research-based class that is intended to focus on many current issues in society. The ideas will range from trash to gun control to the two-party system. The students will be expected to do quality research, take notes, and participate regularly using higher-level thinking skills. Writing skills are also a necessity. Several essays and a term paper are required.



## **HITLER, NAZI GERMANY AND THE HOLOCAUST (11-12)**

### **Elective Credit**

**1 Semester**

This course will focus on the rise of Adolf Hitler and the National Sozialistische Deutsche Arbeiterparti (Nazi Party) in post-World War I Germany, the end result of which was the Holocaust, the systematic murder of between 6-8 million European Jews. This course will include a biographical study of Hitler, the impact of the Versailles Treaty upon postwar Germany, the philosophical beliefs of the Nazi Party and its anti-Semitism, the concentration camps, the Wannsee Conference, and the "final solution". Ultimately, this course will attempt to answer the question "How could it have happened?" Students who sign up for this course will be expected to: participate in class discussions, work on independent projects and group projects, give class presentations, write papers, read primary sources and other outside readings, take notes, and show enthusiasm and a genuine desire to learn. In other words, you need to be a mature, motivated student. In addition, due to the brutal and sensitive nature of the topic, students must be especially mature when viewing films about the death camps and movies like "Schindler's List".

## **THE 1950'S AND 1960'S (11-12)**

### **Elective Credit**

**1 Semester**

This course will focus on the social, cultural, and political characteristics of two of the most important decades in United States history. Topics will include but are not limited to the politics of the Cold War, the Birth of Rock 'n Roll, and Youth Culture. The Civil Rights Movement, the Kennedy Assassination, the politics of the Vietnam War, the election of 1968, and the counter-culture/ hippies. Students who sign up for this course will be expected to: participate in class discussions; work on independent and group projects; give class presentations; write papers; read primary sources and other outside readings; take notes; and show enthusiasm and a genuine desire to learn. You need to be a mature, motivated student.

## **PSYCHOLOGY (11-12)**

### **Elective Credit**

**1 Semester**

This is a college prep elective course that guides learners to perceive psychology as a habit of mind as they explore the scientific study of behavior and mental processes. Students will learn about some of the most important discoveries made by psychologists both past and present. This course covers topics that include psychological perspectives, social psychology, biological psychology, personality, psychological disorders and treatments, research methods, and more.

## **AP PSYCHOLOGY (11-12)**

### **Elective Credit**

**1 Year**

This is an advanced-level course comparable to introductory college psychology. In this class, students will explore in depth the major ideas, theories, and findings of the scientific study of behavior and mental processes. Students will read, write, and discuss issues related to research methods, biological psychology, perception, learning, cognitive psychology, developmental psychology, emotion, personality, psychological disorders and treatments, and social psychology. The AP Exam and completion of the course are required to receive the full 5.0 GPA.





## TECHNOLOGY INDUSTRIAL EDUCATION

Class sizes are limited to 22 students due to safety in the classroom.

### BEGINNING WOODS (9-12)

**VPA Credit**

**1 Semester**

This course will teach the basic fundamentals of woodworking. Measuring, cutting, gluing, construction, hand tool operation, power tool operation, and safety procedures will be taught.

### GENERAL METALS (10-12)

**VPA Credit**

**1 Year**

This course allows students to explore skills that may lead to an occupational decision or further training in one of the following areas: forging, threading, foundry, machine metals, sheet metals, and welding.

### HOME TECHNOLOGY (9-12)

**VPA Credit**

**1 Semester**

This class will explore areas of home repair and maintenance. Topics covered will involve plumbing, electrical wiring, wall and structural repairs, concrete, and general household repairs. This class is open to all students with no prerequisites. This course would be especially helpful for students preparing for independent living, or those interested in a possible career in Home Construction.

### MACHINE WOODWORKING (10-12)

**VPA Credit**

**1 Year**

**Prerequisite:** Beginning Woods

This course acquaints the student with skills required for furniture and construction trades. Emphasis is placed on safety, operation of all woodworking machines, cost estimation, design, finishing, care, and upkeep of tools, machines, and equipment.



## WORLD LANGUAGE

### FRENCH I (8-12)

#### World Language Credit

1 Year

The first-year French class is designed to help students develop the abilities of reading, writing, speaking, and listening to French at an introductory level. Students will learn to communicate about familiar topics. By the end of French 1 students are expected to be able to communicate at a survival level. Students will also explore cultural aspects of France and some of the 29 other countries where French is spoken as an official language, as well as experience music, movies, food, and other cultural products.

### FRENCH II (9-12)

#### World Language Credit

1 Year

**Prerequisite:** *French I*

In the second year of French, students will continue to further develop their abilities of reading, writing, speaking, and listening to French. Students will communicate more complex ideas while conversing with classmates in French. Students will continue refining their ability to carry out every day social and survival tasks, as well as communicating in the present, future, and past tense. Students will also progress in their exploration of cultural aspects from France and some of the 29 other countries where French is spoken as an official language, as well as experience music, movies, food, and other cultural products.

### FRENCH III/IV\* (11-12)

#### World Language Credit

1 Year

**Prerequisite:** *French I, II*

In the third year of French, students will explore the French language and culture, continuing to expand and refine their command of spoken and written French through reading, writing, conversational speaking, and listening. Students will be able to express themselves in a variety of tenses and will learn vocabulary used in the typical French lifestyle. In addition, students will read and view multiple authentic texts, including poetry, articles, short stories, and movies in French. \*If this class is taken for level IV credit, students will expand upon the course themes by exploring more advanced vocabulary, grammatical structures, and cultural aspects. French III is a prerequisite for taking this course for French IV credit.

### SPANISH I (8-12)

#### World Language Credit

1 Year

The first-year Spanish class is designed to help students develop the abilities of reading, writing, speaking, and listening to Spanish at an introductory level. Students will learn to communicate about familiar topics. In addition, students will read and view multiple authentic texts in Spanish. They will communicate in Spanish in the present tense. Students will learn basic grammar structures and will explore and compare the culture of Hispanic countries, as well as experience music, movies, food, and other cultural products.

### SPANISH II (9-12)

#### World Language Credit

1 Year

**Prerequisite:** *Spanish I*

In the second year of Spanish, students will continue to further develop their abilities of reading, writing, speaking, and listening in Spanish. Students will communicate more complex topics while conversing with classmates in Spanish. In addition, students will read and view multiple authentic texts in Spanish. Students will learn more advanced grammar structures and verb tenses and progress in their exploration and comparison of the culture of Hispanic countries, as well as experience music, movies, food, and other cultural products.

### SPANISH III (10-12)

1 Year

#### World Language Credit

**Prerequisite:** *Spanish I, II*

In the third year of Spanish, students will continue to further develop their abilities of reading, writing, speaking, and listening in Spanish. Students will communicate in the past, the present, and the future. Students will read and view multiple authentic texts in Spanish. Students will learn more advanced grammar structures and progress in their exploration and comparison of the culture of Hispanic countries, as well as experience music, movies, food, and other cultural products.

### SPANISH IV (11-12)

1 Year

#### World Language Credit

**Prerequisite:** *Spanish I, II, III*

In the fourth year of Spanish, students will continue to further develop their abilities of reading, writing, speaking, and listening in Spanish. Students will communicate more complex topics across multiple tenses while conversing with classmates in Spanish. In addition, students will read and view multiple authentic texts in Spanish. Students will draft and revise various writings and speak easily about everyday situations. Students will learn more advanced grammar structures and progress in their exploration and comparison of the culture of Hispanic countries, as well as experience music, movies, food, and other cultural products.



## **AP Spanish Language and Culture (12)**

**1 Year**

### **World Language Credit**

**Prerequisite:** *Spanish I, II, III, IV*

In AP Spanish, students will continue to further develop their abilities of reading, writing, speaking, and listening in Spanish. Students will communicate more complex topics while conversing with classmates in Spanish about various themes, including Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Contemporary Life, Science and Technology, and Global Challenges. In addition, students will read, view, and listen to multiple authentic texts, including poetry, articles, short stories, podcasts, and news programs in Spanish. Students will draft and revise essays, emails, and other writings. Students will frequently record themselves speaking. Students should expect half an hour of homework each night. Students will learn more advanced grammar structures and progress in their exploration and comparison of the culture of Hispanic countries, as well as experience music, movies, food, and other cultural products. The AP Exam and completion of the course are required to receive the full 5.0 GPA.



## ADDITIONAL CLASS OFFERINGS AND PROGRAMS

### INDEPENDENT STUDY (10-12)

#### Elective Credit

**1 Semester/1 Year**

**Prerequisite:** *Special Permission from teacher and principal.*

Applications for Independent Studies must be completed by **May 1** of the previous school year for semester one and by **December 1** for semester two. Within a curriculum, the independent study course is available to students on a limited basis with the approval of the teacher and the high school principal. Under teacher supervision, the student works independently to complete the designated requirements and content for the course. Credit is awarded through a letter grade or CR/NC with principal approval.

### WORK-BASED LEARNING PLACEMENT (11-12)

#### Credit varies

This program is offered to students who want to explore job training or work experience in a specific career cluster/pathway while also completing their high school education requirements. All students must maintain enrollment equal to that of a full-time pupil, regardless of the total credits required for graduation. Up to one-half of a student's high school schedule may be used for work-based learning with a range of 4 to 10 hours per week worked at the job site (dependent upon number of class periods assigned). A bona fide contract between the school district, the employer/business owner, the parent (if the student isn't 18), and the student is developed along with a learning plan, timesheets, and site visit schedule. See a guidance counselor for more information on this opportunity and how it can fit in your educational development plan (EDP). A student's career goal designated in their EDP and the career field of the placement must be the same.

### KENT CAREER TECHNICAL CENTER (11-12)

#### Length of program varies

#### Elective Credit

The Kent Career Technical Center is an off-campus Career training facility that offers students an opportunity to receive job skills training in a chosen pathway. Students at KCTC must be enrolled as juniors or seniors. Most of these programs offer core academic credit which meets the required credits for graduation. The programs are geared to prepare students with the specific skills they will need. There are 1- and 2-year programs offered in the six-state Career Pathways. Most programs articulate credit to a variety of colleges. See the Guidance Counselor for further information, site visitation, and enrollment timelines.

### DUAL ENROLLMENT (9-12)

#### Core or Elective Credit

The Postsecondary Enrollment Options Act of 1996 established the opportunity for eligible public school students to be dual enrolled in high school and at Michigan Postsecondary Institutions. Eligible students in grades 9 through 12 may take college courses if the student has a qualifying Explore, PLAN, ACT, PSAT & SAT, or MME score (see counselor for score requirements). Students may not enroll for college courses that are the same or equivalent to courses offered at CSHS. Students may take both daytime and evening classes; however, the college class times and the drive time to and from the class cannot conflict with the student's high school schedule. All dual enrollment students must be enrolled in at least one high school course and have no more than the equivalent number of total courses offered in the daily schedule of the high school. [The school district will pay for the tuition portion of the college course (when certain criteria have been met) according to the state foundation allotment formula. All other costs are the responsibility of the student/parents (e.g. fees, books, supplies, transportation, and parking).] Interested students and parents **MUST** meet with the high school counselor prior to applying to and enrolling for classes at a college by the school district's dual enrollment deadline. (May 1st for Fall Enrollment and December 1st for Winter Enrollment) Additional paperwork and approvals are needed beyond signing up for next year's courses in our traditional high school enrollment process conducted in the spring. All college courses must be approved by the high school principal prior to enrollment with final payment approval by the district office of curriculum and instruction. IF A DUAL ENROLLMENT STUDENT FAILS, IMPROPERLY WITHDRAWALS, OR STOPS ATTENDING A COLLEGE COURSE, HE/SHE AND THEIR PARENTS WILL BE HELD FINANCIALLY RESPONSIBLE FOR THE REIMBURSEMENT OF FUNDS INITIALLY PAID BY THE DISTRICT, LESS ANY REIMBURSEMENTS FROM THE POSTSECONDARY INSTITUTION TO THE DISTRICT. As a rule of thumb, college courses cost between \$400 and \$1000 dollars depending on the Postsecondary Institution.

### DIGITAL LEARNING, ONLINE CLASSES, VIRTUAL LEARNING (9-12)

#### Core or Elective Credit

Cedar Springs offers digital courses through Michigan Virtual School and Edmentum. A Student may be enrolled in these courses for remedial or elective purposes. Applications for online courses must be completed by **May 1** for semester one of the previous school year in order to be eligible for an online course and by **December 1** of the current school year for semester two. Unless there is a scheduling conflict, students wishing to sign up for a course that CSHS offers will need to take the course through CSHS. To view the course catalog for these course providers, please go to their website for [course](#) and [catalog](#).



## EDUCATIONAL DEVELOPMENT PLAN (EDP)

Students at Cedar Springs High School must keep updated a state-mandated EDP developed in 7th grade utilizing the internet-based program Naviance. This program enables students to complete career interest surveys, and work values, set goals, career pathways, and educational requirements, and develop EDP's and college searches. Information on the EDP's includes: Interests, Career Pathway Interests, Lifestyle Preference, Workplace Skills, Achievements, Awards, Certificates, Career Exploration, and Goal Setting.

## EARLY MIDDLE COLLEGE (EMC)

The Early Middle College Program is one in which students receive both high school and college credit in a structured cohort format. Students will receive both a high school diploma and an associate degree from Cedar Springs High School and Grand Rapids Community College in a five-year model. Freshman students that have a 2.5 cumulative GPA and a qualifying Lexile Score at the end of first semester are invited to attend an informational meeting in January of each year. Applicants will be scheduled to take the GRCC Accuplacer Test

prior to acceptance. Students enrolled in EMC will begin taking GRCC courses within their traditional high school schedule beginning their sophomore year.

## NAVIANCE

All CSHS students can access college searches, scholarship information, and career assessment tools through [Naviance](#). Students can enter their PowerSchool login and PowerSchool password to access their accounts.

## ARTICULATION

## As Applicable

Articulation is a process where students may earn college credits for certain courses taken in high school. Cedar Springs High School enters into an agreement with certain colleges that grant college credit to students for achieving a specified grade in identified courses within our school district. Applications for credit must be submitted to the CSHS course instructor and applicable school counselor at the request of the student. Speak with the admissions office of the college of your interest to find out if they participate in this process.

# SPECIAL EDUCATION DEPARTMENT

## SPECIAL EDUCATION CLASSES (9-12)

**Prerequisite:** *Current Individualized Educational Plan (IEP) is determined by IEP team.*

### Resource Room Classes

Core curriculum and other curriculum areas with a focus on individualized goals. General Education classes are also offered with collaboration and accommodations for success.

### Self-Contained Classes

Offered with an emphasis on small group structure with individualized goals in core curriculum subjects, career-based instruction and transition activities. Pre-vocational/Vocational Education/Transitioning Activities are available and are an important part of the educational environment. The transition activities may include planning for classes, vocational education, college, post-high school training options, employment, and independent living.

### KCTC Introduction Courses (11-12)

Year-long courses where students learn what it means to be successful employees and gain valuable skills they can use in work and in life. Like the traditional programs, students learn in the classroom and then apply their knowledge through hands-on projects in the labs. Small class sizes, plenty of support, and a just-right pace help students thrive and prepare for life after high school. Following a successful year in one of these programs, students have a selection of opportunities for their next step based on their needs and goals.

- Intro to Automotive
- Intro to Hospitality
- Intro to Marketing







## EDUCATIONAL DEVELOPMENT PLAN

9th Grade Course Titles	CR	Notes		Course Titles		Notes

10th Grade Course Titles	CR	Notes		Course Titles		Notes

11th Grade Course Titles	CR	Notes		Course Titles		Notes

12th Grade Course Titles	CR	Notes		Course Titles		Notes