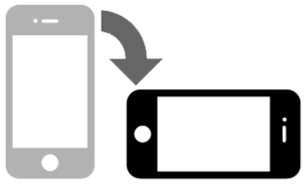
TRENTON HIGH SCHOOL

COURSE DESCRIPTION BOOK

2025-2026

Welcome to the THS Course Description Book: This book is a digital version of the courses offered at THS and procedures related to scheduling. There are a number of links to additional forms, documents and tutorials, embedded within this document. We recommend using a laptop, chromebook or desktop computer to view this live document. Each title in the Table of Contents is clickable. For the quickest navigation back to this page click on ***View*** from the menu bar, then click ***Show Document Outline*** (opens up a button to click or list on the left). If you are using a cell phone, the formatting may not display accurately. Please rotate your phone to landscape mode for better viewing.



Updated 1.26.24

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STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

It is the policy of Trenton Public Schools that no discriminatory practices based on sex, race, religion, color, national origin, disability, height, weight, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact: The Director of Curriculum, Trenton Public Schools, 2603 Charlton Road, Trenton, MI 48183 Phone: (734) 692-4516.

GRIEVANCE PROCEDURE

The Director of Curriculum is appointed the Civil Rights Coordinator regarding complaints of disability/handicap discrimination involving educational services, programs and activities. The Director of Curriculum is also appointed the Civil Rights Coordinator regarding discrimination complaints made by students (grades Pre-K through 12) and/or their parent(s)/guardian(s), and involving sex, race, color, national origin, religion, height, weight, age, or marital status. The Superintendent is appointed the Civil Rights Coordinator regarding all other complaints of discrimination. In the event the complaint is against the Superintendent of Schools, the Vice-President of the Board of Education is appointed the Civil Rights Coordinator.

The Director of Curriculum
Trenton Public Schools
2603 Charlton Road
Trenton, Michigan 48183
Phone: (734) 692-4516

Superintendent of Schools
Trenton Public Schools
2603 Charlton Road
Trenton, Michigan 48183
Phone: (734) 692-4510

The Vice-President of the Board of Education
Trenton Public Schools
2603 Charlton Road
Trenton, Michigan 48183
Phone: (734) 692-4510

The Civil Rights Coordinators, as specified herein, are designated to receive and resolve complaints from any person who believes that he/she may have been discriminated against in violation of this policy. Any person who believes he/she has been discriminated against in violation of this policy should file a written complaint with the Civil Rights Coordinator within ten (10) calendar days of the alleged violation. The Civil Rights Coordinator will take, then, the following action: first, cause an investigation of the complaint to be commenced. Second, arrange for a meeting to occur with the complainant, which may include School District staff who are knowledgeable of the facts and circumstances of the particular complaint or who have particular expertise that will assist in resolving the complaint. Third, complete the investigation of the complaint and provide, in writing, a reply to the complainant. If the Civil Rights Coordinator determines that a violation has occurred, he/she shall propose a fair resolution of the complaint and deliver the determination to the complainant and the Superintendent. In the event the complaint is against the Superintendent, a copy of the determination shall be delivered to the President of the Board of Education. The complainant may appeal the Civil Rights Coordinator's determination to the Superintendent, or, in the case of a complaint against the Superintendent, to the President of the Board, by so notifying the Superintendent or Board President in writing within the (10) calendar days of the Civil Rights Coordinator's determination. The Superintendent or Board President may conduct additional investigation of the facts and circumstances surrounding the complaint.

The Board Vice-President or President may elect to secure the services of an outside party to investigate the facts and circumstances surrounding any complaint against the Superintendent.

The Superintendent, or Board President in the case of a complaint against the Superintendent, shall affirm or reverse the Civil Rights Coordinator's decision and, if warranted, implement the Civil Rights Coordinator's proposed resolution or a modification thereof. The Superintendent or Board President's decision shall be final.

Upon completion of, or at any point in, the grievance process, complainants have the right to file a complaint with the Office for Civil Rights, US Department of Education, Washington, D.C. 20201. The complainant should first be directed to the following address:

Office for Civil Rights
600 Superior Avenue, Suite 750
Cleveland, OH 44114
(216) 522-4970 phone
(216) 522-2573 fax

TRENTON HIGH SCHOOL DIRECTORY

THS PARENT EMAIL CONTACT LIST

Administration

Ron Diroff – Principal/DCTC (diroffr@trentonschools.com)	692-4531
Toni Witt - Administrative Assistant (wittt@trentonschools.com)	692-4531
Michelle Enochs - Assistant Princpal/Virtual/SE (enochsm@trentonschools.com)	692-4535
Becky Litchard - Administrative Assistant (litchardr@trentonschools.com)	692-4536
Kristen Farkus - Athletic Director (farkask@trentonschools.com)	692-4554
Jenna Sitarski - Administrative Assistant (sitarskij@trentonschools.com)	692-4555
Chelsea Ramirez - Dean of Students (ramirezc@trentonschools.com)	692-4544
Susanne Gavlik - Interventionist (gawliks@trentonschools.com)	692-0593

General Office

Jenny Matusik - Receptionist/ParentPortal (matusikj@trentonschools.com)	692-4530

Attendance Office

Attendance Hotline for Parents	692-4539

Counseling Office

Erin Anderson - Counselor (andersone@trentonschools.com)	692-4541
Mary Jo Jezylo - Counselor (jezylom@trentonschools.com)	692-4546
Michael Walters - Counselor (waltersm@trentonschools.com)	692-4547
Sarah Riley - Career Specialist/DCTC Coordinator (rileys@trentonschools.com)	692-0595

Department Heads

Ron Diroff – Vocational, DCTC, Business, Health, Art, Music, PE (diroffr@trentonschools.com)	692-4531
Chad Clements – Social Studies (clementsc@trentonschools.com)	692-4530
Michelle Gray – English Language Arts & World Languages(graym@trentonschools.com)	692-4530
Angie Cheek – Math (cheeka@trentonschools.com)	692-4530
Meghan Potter - Science (potterm@trentonschools.com)	692-4530

Special Services

Andrea Thorn- Special Education Director (thorna@trentonschools.com)	692-3515
Sheila Morgan, Administrative Assistant (morgans@trentonschools.com)	

TRENTON HIGH SCHOOL PROFILE

The mission of the Trenton Public Schools, in partnership with parents and community, is to provide each student with the knowledge and skills to become a lifelong learner and a productive member of a democratic society in an atmosphere that affirms the uniqueness, dignity, and worth of each person.

Main Office:
2601 Charlton Road
Trenton, MI 48183
Telephone 734-692-4530
FAX 734-692-4615

Administrators:
Ronald L. Diroff, Principal
Michelle Enochs , Assistant Principal
Chelsea Ramirez, Dean of Students

Inspire Students Today

for Their Success Tomorrow

Counseling Office:

FAX 734-676-3209
SCHOOL CODE: 233595

Counselors:
Erin Anderson, Counselor
Mary Jo Jezylo, Counselor
Michael Walters, Counselor

The **CITY OF TRENTON** is a suburban city of 20,000 situated on the Detroit River just 15 miles from the heart of Detroit. Trenton residents participate actively in civic and school affairs. Their personal and financial support of the school district is evidenced by the excellent educational programs and many extra services provided to students, parents and other community members.

TRENTON HIGH SCHOOL is a public, comprehensive high school, grades 9-12. Enrollment is approximately 850 students. There are five 73-minute periods each day, five days per week, 182 days per year. We are accredited by the North Central Association of Schools and Colleges.

The **FACULTY** is 100% Highly Qualified and 88% have earned a Master's Degree or higher.

POST-SECONDARY PLANNING AND CAREER PREPARATION

Students graduate from THS prepared to make well-informed decisions regarding their post-secondary plans. Students utilize **Educational Development Plans** (EDPs) to organize their key accomplishments and future plans. To facilitate the planning process, students have opportunities to participate in **job shadowing, mentorship**, and **Career Exposures.**

Students may also choose from **over 20 Career-Technical courses** accessible within the DCTC (Downriver Career and Technical Consortium- 9 participating districts that share programs) during junior and senior years. These courses may offer college credit and career specific training. https://www.dctcschools.org/

Eligible students have the opportunity to take dual enrollment college courses, online courses and academic consortium classes while in high school. Students may attend U of M-Dearborn, Wayne State University, College of Creative Studies, Henry Ford Community College, Monroe County Community College or Wayne County Community College on a part-time, cooperative arrangement.

THS AP PROGRAM: In 2019, Trenton High School was approved to offer a new program titled: the ***Advanced Placement (AP) Capstone™ Diploma Program***. This rigorous pathway revolves around students taking six AP Courses, two required (AP® Seminar and AP® Research) and four other AP courses of their choosing. To help support this new program, we have expanded our course offerings in 2019, to include 17 AP courses.

The **THS ATHLETIC PROGRAM** sponsors 26 sports programs for both boys and girls. THS is a member of the Downriver League and also the MIHL for hockey. We have won State Championships in girls' swimming, boys' golf, baseball as well as 14 State Championships in boys' ice hockey. Approximately 60% of the student body participates in athletics.

STANDARDIZED TEST RESULTS
SAT APRIL 2024

SAT	State	Wayne County	Trenton
11TH Grade	945	-	961

	State	Wayne County	Trenton
Reading Totals	483	-	488
Math Totals	464	-	473

VISION FOR STUDENT LEARNING

Educational Excellence: Inspire Students Today for Their Success Tomorrow

We commit to continuous growth and improvement by:

- **Creating a culture for learning by working together**
- **Providing a curriculum that challenges and engages all students**
- **Implementing research based strategies to maximize student learning**
- **Monitoring and supporting each student's achievement**

PURPOSE OF THIS CATALOG

This catalog is designed to assist students and parents in selecting the course of study and career cluster they wish to follow. The selection of courses involves knowledge of all the courses offered at Trenton High School and some degree of understanding of what is taught in each course. This catalog will give you a general description of each subject available at Trenton High School.

THE IMPORTANCE OF COURSE SELECTION

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

During the second term of each school year, many plans and procedures are instituted in preparation for the following year. None is of greater importance nor has more far-reaching implications than scheduling. From student course selections, the number of classes and staffing are determined, and budget allocations are made. It is very important that both parents and students, prior to making course selections, exercise careful post-secondary and career planning. Before the course selection begins, parents and students should discuss goals after graduation. Even if a student's post-secondary goals change, the process of long-term planning is an extremely important one. Once goals have been discussed, the student's education developmental plan (EDP) should align with his or her career cluster.

The counseling office will provide all scheduling materials and offer advice prior to the announced deadline. Each student is asked to review this catalog thoroughly and consult with his/her parents, teachers, and counselor in arriving at final course decisions. The course selections must be entered into the StudentConnect online system.

If too few students select a particular course, it may be canceled. Some courses may not be offered every year. In addition, some courses may fill and not allow enough space for additions.

Please make decisions thoughtfully and carefully. **Opportunities are limited for making adjustments to the computer generated student schedule.** Schedule changes will not be made unless they are approved by teachers, department heads and the principal. Schedule changes will not be made because of teacher preference, hour preference, or lunch preference.

THE ROLE OF COUNSELORS IN SCHEDULING

Your counselor is the key person who can assist you with scheduling, although specific course information is available from department heads and teachers. Parents have suggestions and concerns, but the person most aware of your total educational background, future plans, aptitude, and abilities is you. Spending time discussing next year's schedule and long range career goals is extremely important to review and plan with your counselor.

THE ROLE OF THE STUDENT AND PARENT IN SCHEDULING

The Counseling Department asks that scheduling be an important process for both parents and students. Before the course selection process begins, the parents and students should have discussed what the student plans to do after graduation. All too often students have not thought out how the courses they take in high school can prepare them for their goals after high school. Even if the goals change, the process of long-term planning is an important one to learn. Once a goal has been determined, then the courses selected should be appropriate to achieving that goal. We urge all parents to ask questions of the counselors and teachers and discuss your child's educational program with him or her. Please review all the scheduling materials when they are given to your child.

Course Offerings , Orientation of Students (Grades 8-11)

Each school year, THS counselors will meet with students to explain scheduling procedures. In addition, teachers will discuss specific department courses, the sequence of the courses, and make course recommendations for each student. Parents and students have several days to read, study, and make tentative class selections for the following year from this guide.

At each grade level, accuracy and suitability of class selection shall be based on:

1. Student Interest
2. Teacher input
3. Earned course credits
4. Parental input
5. Counselor input

Course Selections

Students are required to follow StudentConnect directions (linked below) and input their own courses online. Directions are given each year by the Counseling Department.Students who fail to complete online course requests will delay their registration and may limit course availability for their desired schedule. Please see below links for course entering directions:

- Written Directions
- Video Tutorial

Timeline and Reasons for Schedule Changes: Deadline for Schedule Changes- 1 Week Following the Start of a Trimester

Schedule adjustments will only be made for the following reasons and for 1 week following the start of the trimester.

Academically Misplaced
Placed in the same class that you have already taken
Missing a graduation requirement

****Schedule Changes will not occur for teacher preference, to be in class with friends or to be in the same lunch.**

Academically Misplaced Student**

1. If during the first week of a trimester, it is determined by the teacher that the student has been academically misplaced, the teacher, or student may request a schedule change by speaking with the teacher, their parent/guardian and their assigned counselor.

2. If necessary, a team meeting will be held with the student, the parent, counselor, teacher and department head to determine the best course of action for this student. The student will be considered academically misplaced if the teacher determines that the student does not have the ability to do satisfactory work.

****A student refusing to do assignments and/or class work and not getting additional academic assistance from the teacher and/or a tutor is not considered an academically misplaced student. Please contact the teacher directly if there are signs of academic struggles. They can help identify the academic problem.**

CAREER PLANNING & EDUCATIONAL DEVELOPMENT PLAN (EDP)

Many career planning services are offered at Trenton High School such as developing EDP's, talent portfolios, resumes, career advising, and work-based learning opportunities. The THS Counseling department is dedicated to assisting students with career exploration and researching post-secondary educational opportunities.

- Educational Development Plans (EDP) and Talent Portfolios
  Each student at THS updates their EDP and talent portfolio annually utilizing the online program Xello. The primary emphasis of the EDP is to develop a student's statement of career goals and a plan of action for reaching them. The Talent Portfolio is a record of a student's skills, experiences, and accomplishments.

  To access your EDP and Talent Portfolio:
  - Sign in to ClassLink Launchpad
    Go to https://launchpad.classlink.com/trentonschools
    Use your school computer username and password

  Or
  - Log in to Xello - login.xello.world
    Username: Email Address
    Password: Student ID

- Resumes
  Seniors will be using Xello's resume builder to develop a professional resume that will become a useful tool for filling out both job and college applications.

- Individual Career/Post Secondary Advising
  - Make an appointment with your counselor, or career advisor

- Work-based learning opportunities
  - Job Shadowing Program
  - Career Fair
  - College Fair
  - Job postings
  - Volunteer opportunities
    - Students interested in any of the above can make an appointment with the THS Career Specialist in the Counseling office.

MICHIGAN CAREER PATHWAYS AND NATIONAL CAREER CLUSTERS

Trenton High School is committed to the Michigan Career Pathways and National Career Clusters as a means to assist our students with their career development.

Career pathways and clusters are broad groupings of careers that share similar characteristics and call for many common interests and competencies. Career pathways and clusters provide focus for students to begin directing energies and determining a tentative career. By identifying with a pathway/cluster, students are aided in selecting courses, extra-curricular activities and part-time employment.

Michigan Career Pathways	U.S. DOE Career Clusters
Arts & Communication	Arts, Audio/Video Technology & Communications
Business/Management/Marketing & Technology	Business, Management & Administration Finance Hospitality & Tourism Information Technology Marketing, Sales & Service
Engineering, Manufacturing & Industrial Technology	Architecture & Construction Manufacturing Science, Technology, Engineering & Mathematics Transportation, Distribution & Logistics
Health Sciences	Health Sciences
Human Services	Education & Training Human Services Law, Public Safety & Security Government & Public Services
Natural Resources & Agriculture	Agriculture, Food & Natural Resources

CAREER PATHWAYS

Arts and Communication

Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include design, journalism, media, advertising, and public relations.

Things to consider:

- Are you a creative thinker?
- Are you imaginative, innovative, and original?
- Do you like to communicate ideas?
- Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories?

Business, Management, Marketing, and Technology

Careers in this path are related to the business environment. These include sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Things to consider:

- Do you enjoy being a leader, organizing people, planning activities, and talking?
- Do you like to work with numbers or ideas?
- Do you enjoy carrying through with an idea and seeing the end product?
- Do you like things neat and orderly?
- Would you enjoy balancing a checkbook or following the stock market?

Engineering/Manufacturing and Industrial Technology

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Things to consider:

- Are you mechanically inclined and practical?
- Do you like reading diagrams and blueprints, and drawing building structures?
- Are you curious about how things work?
- Would you enjoy painting a house, repairing cars, wiring electrical circuits, or working with woodworking?

Health Sciences

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Things to consider:

- Do you like to care for people or animals that are sick or help them stay well?
- Are you interested in diseases and in how the body works?
- Do you enjoy reading about science and medicine?
- Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic?

Human Services

Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

Things to consider:

- Are you a friendly, understanding, and cooperative person?
- Do you like to work with people to solve problems?
- Is it important to you to do something that makes things better for other people?
- Do you like to help friends with family problems?
- Do you like reading, storytelling, traveling, or tutoring young children?

Natural Resources and Agriscience
Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.
Things to consider:

- Are you a nature lover?
- Are you practical, curious about the physical world, and interested in plants and animals?
- Do you enjoy hunting and fishing?
- Do you like to garden or mow the lawn?
- Are you interested in protecting the environment?

HELPFUL CAREER RESOURCES FOR STUDENTS AND PARENTS

- Big Future by College Board is a comprehensive college and career planning tool. They also provide information about SAT, ACT and AP testing. www.bigfuture.collegeboard.org

- Federal Student Aid provides college and career planning information as well as information about FAFSA and understanding types of student aid. www.studentaid.ed.gov

- Going Pro In Michigan is a great source for information and training programs in the skilled trades. www.going-pro.com/careers

- MI labor market information will help you stay on top of the latest job trends in Michigan. www.milmi.org

HOW TO REQUEST LETTER OF REFERENCE/RECOMMENDATION

Who should I ask?

First start with a teacher who teaches a core subject (English, math, science, social studies), or a teacher who taught you recently (junior year is prime) and who knows you well. Subject specific letters are a good idea if you plan to attend a post secondary institution in a specific field (ie- Art teacher for Art schools, DCTC teacher for technical schools)

What if I need two, or more teachers?

Pick teachers who can highlight separate strengths. For example, your band teacher knows things about you that your English teacher doesn't, and vice versa. If you are considering an Art or Music school, it would make most sense to ask an Art or Music teacher for at least one of your letters.

LETTER OF REFERENCE/RECOMMENDATION TIPS

Actually ask.

Don't just send an email, or add your teacher's name to a College App. It's best if you talk directly to your teacher and ask them in person. Give the teacher a heads up that you are sending an App link so they aren't caught off guard.

Ask in advance and provide personal information.

Way in advance, the end of your junior year, if possible. Three weeks before the college application deadline should be your minimum to ask for a letter of recommendation. The more time and information you give your teachers about yourself, the more time they will have to write you a glowing letter.

Information teachers find helpful before writing you a letter of recommendation:

- College major/Interest
- Most significant accomplishment
- Career goals
- Strong academic areas
- Leadership positions with amount of years
- All activity involvement with an amount of years (Sports, Clubs, etc.)
- Awards and Honors
- Three Adjectives that describe you
- What are you passionate about?
- Work Experience
- Hobbies/Interests
- Any volunteer work/community service with amount of years

Handle the print submissions.

Some colleges may still want you to mail your letters of recommendation. If that's the case, it's *your* responsibility to provide the teacher with a stamped envelope addressed to the admissions office of the relevant college.

Write thank you notes.

Recommendation/Reference letters can take up to three hours to write. Teachers write them out of kindness and care about you. Plan to write a thank-you note when they complete one for you.

WEIGHTED/ NON-WEIGHTED GPA SCALES

Trenton High School has used the traditional non-weighted 4.0 grading scale to convert a letter grade into a numerical value to calculate a student's grade point average (GPA). These averages are commonly used to determine class rank, entry into the National Honor Society, eligibility for scholarships, and are submitted with student's college applications. The values used by Trenton High School are listed below.

Trenton High School has adopted a weighted grading scale that allows a student to earn a higher grade point average (GPA) based on the rigor of selected classes. Students completing a trimester of an Advanced Placement (AP) course would earn an additional grade point per credit towards the calculation of their GPA. This is commonly referred to as a 5.0 scale. An "A" in an AP course would be assigned a value of 5.0 and a B- would be assigned a value of 3.67. This change in the grading scale is to have Trenton High School graduates be competitive with other districts and encourage students to reflect on the rigor of their selected class schedules.

LETTER GRADE	% Value	Non-Weighted Courses	AP Courses Weighted
A	93+	4.0	5.0
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.0	4.0
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.0	3.0
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.0	2.0
D-	60-62	0.67	1.67
E	59>	0	0

G (passed)- Took course in middle school and passed for high school credit, no impact on GPA

I (incomplete)- The student has the following trimester to complete all missing work for a grade. If the work is not completed by the end of the following trimester, the "I" will be turned into an "E".

P (passed)- High school course passed for credit, no impact on GPA.

SENDING TRANSCRIPTS (PARCHMENT) TO OTHER INSTITUTIONS

In order to send transcripts to other institutions, you must visit Parchment.com, create an account and Send! THS does not send transcripts unless requested through Parchment.

CLICK HERE TO SEND! | INSTRUCTIONS TO CREATE ACCOUNT

Questions about sending transcripts? Email Ms. Witt at wittt@trentonschools.com , or call her at 734-692-4531

STUDENT STATE AND NATIONAL TESTING

All Trenton High School students must complete all **state-mandated tests** in order to graduate. These requirements also apply to Special Education students unless an equivalent test is given in place as stated in the IEP.

- Eighth Grade: PSAT 8
- Ninth Grade: PSAT 9
- Tenth Grade: PSAT 10
- Eleventh Grade: MME (includes SAT, WorkKeys and M-Step)

GRADUATION REQUIREMENTS

Required Courses – 18 credits
Elective Courses – 12 credits
Total Credits needed to Graduate - 28

English _____ 4 credits

English 9, English 10 or AP Lit, English 11 or AP Seminar and English 12 or AP Research .
.

Mathematics_____ 4 credits

Algebra I; Advanced Geometry or Geometry; Advanced Algebra II or Algebra II,and an additional class in Math or Math-related course taken in your final year of high school

Social Studies_____3 credits

World History and Geography, US History and Geography, U.S. Government, and Economics

Science_____ 3 credits

Biology, Chemistry or Physics, and an additional Science credit (1.0 - 2 classes, one of which is .5 Earth Science 9th Grade)

Physical Education_____ .5 credits

Two, first term Band courses equate to .5 credits of Physical Education

Health_____ .5 credits

World Language_____ 2 credits

Two credits of the same world language are mandatory or 1 credit in world language with a second credit in an additional VPAA or a CTE program.

Visual, Performing and Applied Arts_____ 1 credit

Please see the list of the VPAA approved courses.

Online Experience_____ Required

Embedded within the above curriculum

THE MICHIGAN SEAL OF BILITERACY

Purpose

The Michigan Seal of Biliteracy is to serve as an equitable and authentic means to certify attainment of biliteracy for students, employers, and universities.

It recognizes students who have attained proficiency in English and at least one other world language by high school graduation.

By recognizing their achievements, the Seal provides an incentive to students to continue language study beyond minimum requirements. It also shows employers that students have the language skills and cultural competence that our interconnected world demands, and provides colleges and universities with information to facilitate placement.

It increases the marketability in the workplace. These speakers are a valuable economic resource.

Who Qualifies

Michigan recognizes the rich cultural and linguistic diversity that exists in our state. Michigan is home to residents who come from a variety of cultural and linguistic backgrounds. Our Great Lakes State's history proudly includes a vast number of Native American cultures and immigrants from all over the world.

Bilingual or multilingual students who have learned language through academic coursework, bilingual or immersion programs, study abroad and exchange programs, and heritage language speakers qualify.

Timeline

Proficiency should be tested beginning his/her/their second semester of the junior year through the end of the first semester of the senior year (December 31).

Students tested in their senior year may not receive test results until summer of their graduating year. The Seal will be awarded retroactively following graduation.

For more information, contact the world language department chair, graym@trentonschools.com before or during your junior year or the beginning of your senior year.

It will be verified that you have reached the minimum benchmarks on your SAT test, your English proficiency rating.

The second language test that you request will be ordered. The test measures your reading, writing, speaking and listening skills in the second language. There is a practice test online.

The second language test will be administered during the school day.

CREDIT DEFICIENCY POLICIES

Alternative Pathway to Graduation (TCP): A senior student that is not on track for graduation due to lack of credits may be considered for our Trenton Core Pathway track. The Trenton Core Pathway, otherwise known as TCP, can be discussed with the student's counselor or assistant principal. Students may also be recommended to the TCP Program and both students and parents must agree. If additional trimesters are needed, the returning student may submit a request to the high school principal for a one or two trimester extension. For an extension to be granted, the student must be in good standing and meet all expectations under the student code of conduct. The returning student must be less than 20 years of age on September 1st of the returning year.

Retaking a Course: A student may retake a course for a better grade. This is done by retaking it in class, or online. If a student successfully completes the class while repeating it, they may ask for the "E" to be changed to an "R". The change will not automatically be changed, students must see their counselor to do so.

Incomplete: If a student receives an "I" in a course, the student has the following trimester to complete all missing work for a grade. If the work is not completed by the end of the following trimester, the "I" will be turned into an "E".

VISUAL, PERFORMING, AND APPLIED ARTS (VPAA) CREDIT

A minimum one credit in Visual, Performing, and Applied Arts (VPAA) is a graduation requirement for all students. The courses identified below count toward fulfilling the VPAA requirement. Please note that a course taken to meet the VPAA requirement cannot be used to fulfill another graduation requirement. Please see your counselor if you have any questions about the VPAA state requirement.

Art	
Introductory Art 2D	Graphic Design I, II
Introductory Art 3D	Ceramics and Sculpture I, II
Drawing I, II	Jewelry I, II
Painting I, II	
Photography I, II	
Career Technical Education (CTE)	
Automotive Service Tech I and II	
Cabinetry/Furniture Making I, II	
Digital Media	
Horticulture- Fall, Winter Spring	
Machine Wood Technology I, II, III	
Language Arts	
Journalism I, II	Radio and TV Broadcasting A,B
Play Production	Cinema and Film
Theater Arts	Yearbook
Music	
Concert Band	Music Theory
Symphony Band	Jazz Band
Guitar	

CTE MATH RELATED CREDIT

The Michigan Merit Curriculum requires four credits of mathematics for graduation. The requirement includes Algebra I, Geometry, Algebra II, and one additional math or math-related class. A math class must also be taken in the senior year. If you have any questions about math or math-related credit, please contact your counselor.

The following courses offered at Trenton High School are being recommended as meeting the criteria for math-related credit.

Career Technical Education (CTE)	
Cabinet/Furniture Making I & II	Cabinetry/Furniture Making 1: .5 math-related credit after successful completion six trimester classes of Cabinet/Furniture I within the school year. This will consist of taking two Cabinetry/Furniture Making I classes each trimester within the school year. Cabinetry/Furniture Making II: .5 math-related credit after successful completion six trimester classes of Cabinet/Furniture II within the school year. This will consist of taking two Cabinetry/Furniture Making II classes each trimester within the school year.
Automotive Service Technology I & II	AutoTech 1: .5 math-related credit after successful completion six trimester classes of AutoTech I within the school year. This will consist of taking two AutoTech 1 classes each trimester within the school year. AutoTech II: .5 math-related credit after successful completion six trimester classes of AutoTech II within the school year. This will consist of taking two AutoTech II classes each trimester within the school year.
Off-Site DCTC Classes may count	Please see counseling for more information

Business	
Marketing II A & B	.5 math related credit for successful completion of Marketing II A and B
Entrepreneurship A & B	.5 math related credit for successful completion of Entrepreneurship A and B
Accounting I or II	.5 math related credit each
Personal Finance	.5 math related credit
Science	
Physics A & B	.5 math related credit after successful completion of Physics A and B
AP® Physics A-B-C	.5 math related credit after successful completion of AP® Physics A-B-C
Principles of Technology A & B	.5 math related credit after successful completion of Principles of Technology A and B
AP Chemistry A-B-C	.5 math related credit after successful completion of AP Chemistry A-B-C
AP Computer Science Principles A-B-C	.5 math related credit after successful completion of AP Computer Science A-B-C

WORLD LANGUAGE CREDIT

The Michigan Merit Curriculum requires 2 credits in a World Language, OR 1 credit in World Language AND the 2nd credit fulfilled by completing a formal career and technical education program or in 2 additional courses in a VPAA approved course. Please refer to CTE programs, OR our Visual, Performing, and Applied Arts (VPAA) credit list for 2nd year World Language approved alternative courses.

COLLEGE PREPARATORY PROGRAMS

Suggested High School Program of Study for the College Bound:

While college entry requirements vary greatly, the "maximum" is recommended so that students will be in a position to be competitive. As high school counselors work with individual students and parents, these recommendations may be altered according to each student's aspirations, abilities, and the entry requirements of the college(s) to which the student may apply. The degree to which this maximum is altered, however, may be a significant factor to the students' success in college.

Optimum Program of Study
Depending on the major emphasis of the student's career cluster, other courses may be supplemented.

- Four years of English (courses in Literature, Composition, and Writing)
- Four years of advanced mathematics
- Four years of advanced sciences
- Three years of history or social sciences
- Four years of the same world language
- One term of computer technology
- Electives in the visual, performing and applied arts

Prepared by a committee representing:
The Michigan Association of Secondary School Principals
The Michigan Association of Collegiate Registrars and Admissions Officers
The Michigan Association of College Admissions Counselors
The Michigan School Counselors Association

ADMISSIONS TO UNIVERSITIES

Since different universities have different requirements, the Counseling Department strongly suggests that all students research every college or university that they may want to eventually attend. Post-secondary institutions may require different high school prerequisites. We encourage all students to research all possible options for their post-secondary plan so that they are able to make proper college preparatory decisions and establish appropriate long-term goals.

NCAA ELIGIBILITY

The NCAA Eligibility website contains resources for students
considering pursuing their education and sport at the college level.

A copy of the *NCAA Guide for the College-Bound Student-Athlete* can be obtained under the "resources" tab at www.eligibilitycenter.org or see your counselor for more details. A list of approved courses can be obtained at www.eligibilitycenter.org by searching by school name or school code (THS school code is 233595).

Points to Remember:

1) All students that plan to play Division I or Division II sports in college must register at www.eligibilitycenter.org during their sophomore year. Please see your counselor if you have any questions.
2) Students and parents are responsible for meeting the academic eligibility requirements and should carefully choose appropriate classes beginning the freshman year.
3) The student must create an account at www.parchment.com and request that their transcript be sent to the NCAA at the end of their junior year. Parchment instructions are available in the Counseling Office and on page 13 of this book. After graduation, the final official transcript with proof of graduation must be sent to the NCAA from www.parchment.com.
4) Students must take the SAT or ACT and submit their scores to the NCAA using code 9999.
5) The requirements for eligibility to participate at Division I differ from those required at Division II. Complete details can be found in the NCAA Guide For the College-Bound Athlete. Students planning to attend a Division III school do not need to register with the NCAA.

The following courses are NOT NCAA eligible including all Special Education Courses:

Language Arts
Radio and TV Broadcasting A,B
Cinematography and Film
Journalism I & II
Play Production
Yearbook

Science
Green Solutions
Lab Explorations
Horticulture

Mathematics
Mathematical Concepts

TESTING OUT FOR COURSE CREDIT

As prescribed by the Michigan School Code, students requesting to "test out" are expected to demonstrate a "C+" level of mastery based on the standards of learning prescribed for students enrolled in the same high school course. These demonstrations may take a variety of forms, such as comprehensive examinations, performances, papers, etc.

Credit earned by achieving a "C+" or better grade will be credited toward graduation and counted toward the fulfilling of a requirement for a subject area and/or a course sequence. Credit earned in this manner will be indicated as a "pass" grade on the student's transcript and shall not be included in the computation of the student's grade point average. Credit earned in a course through "testing out" prohibits a student from receiving credit thereafter for a course lower in the curricular sequences in the same subject area.

TESTING OUT PROCEDURES/TIMELINES

For Part "A" (dates are determined by the school calendar):
Step 1- 2 - Complete "Request to Test Out Form" - forms are located in the counseling office.
Step 2- 3- from specific subject area department head. (Please refer to page two of the course catalog for specific department head information.)
Step 4- 3 Take the exam and complete required course materials.
Step 5- Week 5 of Trimester 3 - Teacher will notify student if they

tested out of part "A" they will stay scheduled in
part "B" portion of class until they successfully "test out" of part "B".

For Part "B" Classes (dates are determined by the school calendar):
Step 1- Week 5 of Trimester 3 - Complete "Request to Test Out Form" - forms are located in the counseling office.
Step 2- Week 6 of Trimester 3 - Receive Syllabus and pre-exam criteria from specific subject area department head. (Please refer to page two of the course catalog for specific department head information.)
Step 3- Week 9 of Trimester 3 - Take the exam and complete required course materials.
Step 4 -Week 10 of Trimester 3 - Teacher will notify students of their results.

PERSONAL CURRICULUM

The Personal Curriculum is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements. For more information from the Michigan Department of Education click here: Personal Curriculum: Parent and Educator's Guide

The PC is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a PC.

ONLINE/VIRTUAL LEARNING COURSES

In accordance with Section 21f of the State School Aid Act, students in grades 6-12 may take up to two online courses during an academic term, semester, or trimester in place of a currently scheduled course.

Eligibility includes all of the following requirements:

1. The student is enrolled in Trenton Public Schools in grades 6-12, and
2. The student has not previously earned credit for the requested course, and
3. The online course generates academic credit, and
4. The online course is consistent with the remaining graduation requirements or career interest of the student, and
5. The student possesses the prerequisite knowledge and skills to be successful in the online course, and
6. The cost of the online course does not exceed the amount authorized by law unless the parent/guardian agrees to pay the difference in cost, and
7. The online course is of sufficient quality or rigor. *Virtual course options are limited and may be selected from the list of Board approved courses provided through Edgenuity®. It is important to note that this option is limited to choices available from the online classes that are listed within our course catalogs. To review all approved "TPS Edgenuity online courses" please go to: **Edgenuity® Courses:**Online Course List
8. The student adheres to the established school-district procedures and timelines for requesting an online course.
9. Students must complete the Online Course Enrollment Form (21f) by May 1st of the previous school year. Students that fail to do so will not have the opportunity to enroll in online courses. The Online Course Enrollment Form (21f) can be found here: Online Course Enrollment Application

Procedures:

1. Upon approval of the online course by the building principal, curriculum director and both the student and parent/guardian must agree to the Online Learning Course Parent/Student Contract.

2. The enrollment process for the online course is conducted by the district – the student or parent may not enroll the student directly in the course.
3. The district will assign a mentor for the student. The role of the mentor is to serve as a liaison, monitor student weekly progress, and proctor online assessment as needed. The online teacher is the teacher of record.
4. A student's school record and transcript shall identify the online course title as it appears in MISTAR. .
5. The score for the course submitted by the online instructor will be converted to a letter grade which will be posted on the student's transcript. Percentage grades will follow the common grading scale for Trenton High School. The mentor is responsible for submitting the final grade.
6. Failure to complete an online class will show on the student's transcript as an "E" if the teacher of record reports a failing final grade.
7. Students requesting an online course drop, must do it in person to their assigned counselor within the first week of the trimester. Failure to do so, will result in the student staying within the online course until the completion of the course.

TRENTON CORE PATHWAY

Trenton High School recognizes that there are various learning pathways which lead to a student's success and graduation.

The Trenton Core Pathway (TCP) program is designed to promote student success for students who have struggled in the traditional classroom setting. Key components of Trenton Core Pathway include:

- The 18 credits of the Michigan Merit Curriculum are required for graduation.
- Students must take all state required assessments for graduation.
- An Educational Development Plan is developed to meet the needs of each student.
- Course work may be a combination of a traditional classroom and at least three online courses, OR all courses may be taken online.
- A certified teacher is assigned as a mentor to support the academic and social needs of each student. The mentor monitors a student's progress and communicates with the student weekly.
- Students may participate in limited extracurricular activities, exclusive of athletics, at Trenton High School.
- Students who successfully complete the 18 credits of the Michigan Merit Curriculum will receive a Trenton High School Diploma and may participate in the June commencement.

Please contact the counseling office if interested in applying to the Trenton Core Pathway program.

DUAL ENROLLMENT

Dual enrollment is a program that extends educational learning options for students who qualify to take classes at a post-secondary institution while also attending high school. Trenton High School requires all students interested in Dual Enrollment to register by May 1st of the previous school year for the 1st trimester (Fall) of the following school year, October 1st for 2nd trimester and by Feb. 1st for the 3rd trimester. All students and parents are required to read and agree to eligibility requirements below. Eligibility for Dual Enrollment:

1.) A high school student may participate in dual enrollment if he/she has earned sufficient credits to be in grades 9 - 12, and has passed one of the following assessments with the minimum dual enrollment qualifying score:Dual Enrollment Application, Qualifying Scores and Policy

2.) A student cannot dual enroll for a course that our district offers.

3.) Students and parents are required to pay for any additional fees associated with university costs. Trenton High School uses the state formulated cost allowed.

4.) All students interested in Dual Enrollment must review and register themselves using the google form below:THS Dual Enrollment Application

5.) Students are responsible for completing and turning in the required post secondary institution paperwork.

6) Failure to meet the above deadlines for registration will make students ineligible for Dual Enrollment.

7.) Please see your counselor if you have questions about Dual Enrollment. Students that fail to register on time and at the above link will not be eligible for Dual Enrollment.

***The deadline for all documents must be submitted by May 1st for the fall college semester and October 1st for the winter college semester. Apply as early as possible!**

(AP) ADVANCED PLACEMENT COURSES

Students at Trenton High School, who plan to attend a four-year college or university following graduation, are highly encouraged to complete two or more advanced placement (AP®) courses during their high school career. THS offers many AP® courses and some are on a rotational basis. Please be sure to plan ahead if the AP® courses you are interested in are offered during an odd or even year. Advanced Placement courses require time, energy, and determination in order for students to be successful. The pace is faster and expectations are higher than a typical high school course; therefore, both students and parents need to be aware of the challenges they will face throughout the school year. Lengthy assignments, complex concepts, independent learning, and analysis and synthesis of information are all required. In May, students have an opportunity to take the Advanced Placement Exam related to their course selection. Exams are approximately $100-150 each and give students the opportunity to earn college credit in high school. For students with financial need, please check with the counseling office for eligibility requirements for fee reductions through the College Board and state subsidies. We highly recommend that each student take their respective exams in May.

THS AP Testing Policy

Students are able to register for AP exams only for the AP classes that are offered at THS.

Although it is not required, we also strongly recommend taking the AP class before taking the AP exam

When students request enrollment in AP® classes through the mid-winter scheduling process, Trenton High School staff commit a lot of time, energy, and resources to offer these college level courses in high school. Therefore, once a student requests enrollment in an Advanced Placement course, that student will not be dropped from the course based upon either a student or parent request. The only drops that will be honored will be when the teacher or administration determines that a student is academically misplaced and that a reasonable effort on the part of the student would not be sufficient for the student to earn a grade of at least a "D."

Please read this Policy prior to enrolling in an AP Course: AP COURSE REQ POLICY

All AP® courses are 1.5 credits and run for three trimesters. AP® courses are weighted, and open to all students, but a teacher signature/recommendation is required. All Advanced Placement courses are subject to rotation.

THS AP Courses

Art:	Art History, Studio
English:	Literature, Seminar, Research
Math:	PreCalculus, Calculus, Statistics
Science:	Biology, Chemistry, Environmental, Physics
Social Studies:	Government and Comparative Politics, Psychology, US History, World History
Other:	Computer Science

ADVANCED PLACEMENT WEIGHTED GPA

1. High School courses designated Advanced Placement (AP®) by the High School Principal shall earn a weighted GPA on a five (5) point scale as opposed to a four point scale for all other high school courses.

2. Credit earned on the five point scale shall apply to the class of 2019 and beyond and will apply to class rank.

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3. Grade - Weighted GPA scale:

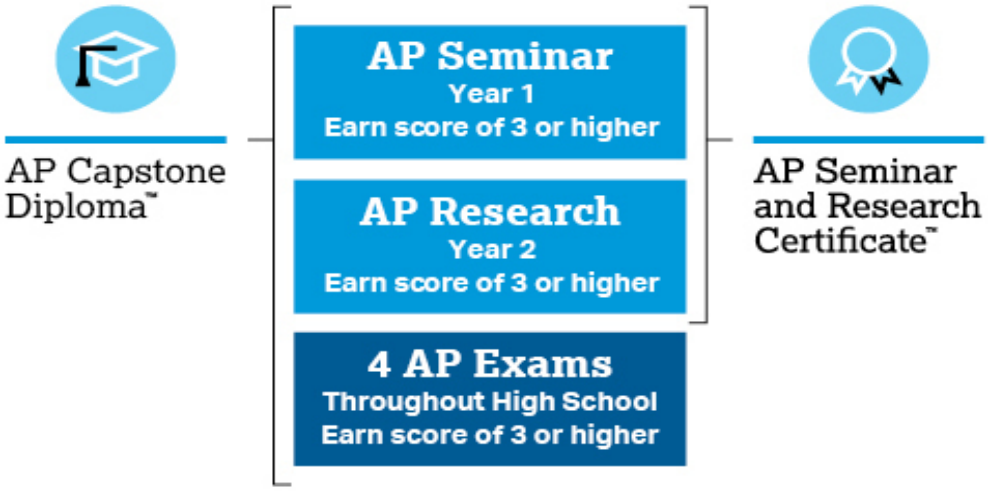
A = 5 points
B = 4 points
C = 3 points
D = 2 points
E = 0 points

AP CAPSTONE™ PROGRAM

AP Capstone™ is a program based on two yearlong Advanced Placement courses: AP® Seminar and AP® Research. These courses are designed to complement other AP® courses that the AP Capstone™ student may take. Instead of teaching specific subject knowledge, AP® Seminar and AP® Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Awards

Students who earn scores of 3 or higher in AP® Seminar and AP® Research and on four additional Advanced Placement Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP® Seminar and AP® Research but not on four additional Advanced Placement Exams receive the AP Seminar and Research Certificate™.



INDEPENDENT STUDY CRITERIA

952 Independent Study ***Revised for Clarification***	1 Term	.5 Credit	Grades	12

Permission from teacher, counselor and department head required. Course is repeatable.

An Independent Study program is available to those students who desire to pursue intensive study in a particular area of curriculum. Independent programs are available for any core department, provided the following conditions below are met. The student then must ask a teacher to agree to the independent study commitment, a common course syllabus and as an addition to that teacher class roster during a specific teaching hour. Lastly, students must see their assigned counselor for schedule adjustments.

- This class is in or supports a core curricular area.
- This class is needed for graduation.
- This class is necessary to move onto a higher level class.
- This class completes a series of classes.
- This class will complete the student's schedule.
- This class is aligned with the student's career choice

ART DEPARTMENT

Regardless of whether or not a student intends to pursue a career in the visual arts, the experience found in a well-structured art program can enhance one's potential, both on a personal and a professional level. Any future job a student might have will benefit from the opportunities art classes provide for self-expression, creative problem solving, and pride of craftsmanship. Art provides the student with practical technical skills in working with a multitude of tools, machines, media, and methods.

The Trenton High School Art Department is separated into two branches of art. Once a student completes an Introduction to 2-D or 3-D art class, they may enroll in other classes within that branch. Since each branch of art introduces different materials and techniques, students are advised to enroll in both to be eligible for enrollment in all course offerings. All course offerings will require visual documentation of the creative thought and planning process. Students should acquire a sketchbook to meet the requirement, though some courses create them.

Intermediate/Mastery Placement (for students who have mastered basic skills):
When a student possesses sufficient experience and knowledge pertaining to an art discipline, alternatives must be available. Therefore, to qualify for such a placement in an advanced class, the student must consult with the art instructor and present a portfolio of six images or projects that demonstrate mastery of the required prerequisite course.

Example: A student who wishes to be placed in a Drawing Art class, bypassing Intro 2D, should submit images of six or more works that demonstrate mastery of figure drawing, still life, imaginative, and abstract thinking. Multi-media works should demonstrate knowledge of light and shadow, composition, color theory, and proportion.

Course Title	Grades	Course Title	Grades
Two Dimensional (2-D) Art Classes		**Three Dimensional (3-D) Art Classes**	
001 Introductory Art (2-D)	9 - 12	002 Introductory Art (3-D)	9 - 12
003 Drawing I	9 - 12	010 Ceramics and Sculpture I	9 - 12
005 Drawing II	9 - 12		
004 Graphic Design I	9 - 12	012 Ceramics and Sculpture II	9 - 12
006 Graphic Design II	9 - 12		
007 Painting I	9 - 12	016 Jewelry & Metals I	9 - 12
009 Painting II	9 - 12		
011 Photography I	9 - 12	018 Jewelry & Metals II	9 - 12
013 Photography II	9 - 12		
		02400 AP® Art History A-B-C	10 - 12
		02430 AP® Studio Art A-B-C	10 - 12

All students interested in Art must take Introductory Art 2D or Introductory Art 3D first.

001 Introductory Art (2-D)	1 Term	.5 Credit	Grades 9-12

Introductory Two-Dimensional Design will address basic art and design skills in drawing and composition, as well as two-dimensional principles and elements. This course is specifically designed for high school students interested in exploring their creativity and developing foundational skills in art and design. The course will be organized into thematic modules, including perspective, color, light and shadow, line and shape, anatomy, and creativity. Mediums explored include, but not limited to, graphite, oil pastel, chalk pastel, acrylic paint, and manipulation in Photoshop, marker, charcoal and colored pencil. All skill levels can participate and are welcome.

002 Introductory Art (3-D)	1 Term	.5 Credit	Grades 9-12

In this course, students will be introduced to three-dimensional art in areas of ceramics, sculpture, metals, and other materials. Students will learn basic skills, concepts, and techniques that can be further applied and developed in the advanced 3D classes. Students will create a series of ceramic works, learn to use a pottery wheel, a jewelry saw and jewelry finishing techniques. Students will also keep a sketchbook for ideas.

Students must have completed Introductory Art 2D to take the following classes.

003 Drawing I	1 Term	.5 Credit	Grades 9-12

Prerequisite: Introductory Art 2-D

This course concentrates on exploring additional drawing techniques and mediums such as blending with Copic markers, human figure drawing, and thinking in reverse with white charcoal on black paper. Students will further their knowledge of design principles, elements, contour line, perspective, shading, color, composition and proportions. Students should expect to work from live models, three dimensional objects and photographs. Participants will also have the opportunity to further develop their art e-portfolio from Intro to 2D.

004 Graphic Design I	1 Term	.5 Credit	Grades 9-12

Suggested Prerequisite: Introductory Art 2-D

Graphic Design is a mixed discipline between design and information-development which is concerned with how media interventions such as printed, crafted, electronic media or presentations communicate with people. Students will be introduced to the core principles of print-based graphic design: image, typography, color and hierarchy using Adobe Illustrator and Photoshop. As an introductory level high school art class you will be exposed to multiple art ideas, concepts, techniques, and history of Graphic Design. Students will find it helpful to have taken Intro Art 2D prior to taking this class.

005 Drawing II	1 Term	.5 Credit	Grades 9-12

Prerequisite: Drawing I

This course concentrates on deepening your understanding of techniques introduced in Drawing I and investigative work on new techniques. Drawing II will help to further develop critical thinking skills by analyzing work created by yourself and your peers. Participants will also have the opportunity to experience studio work and further develop their art e-portfolio from Drawing II.

006 Graphic Design II	1 Term	.5 Credit	Grades 9-12

Prerequisite: Graphic Design I

Building on skills learned in Graphic Design I, students will further develop their individual style as a graphic designer. Skills taught in this class will prepare students to gain entry employment in the Graphic Arts field and/or to advance their studies of Graphic Arts through further education/ technical training. Students will be trained to use commercial printers, screen printers and T-shirt presses to produce posters, banners, billboards, T-shirts, stickers, and much more. Students will search out opportunities to work with "clients" and produce images to the client's specifications.

007 Painting I	1 Term	.5 Credit	Grades 9-12

Prerequisite: Introductory Art 2-D

Painting is a problem-solving course dealing with form, color, line and texture (figurative and abstract). Works created during this course will utilize subjects from observation and imagination, applying design and composition principles, and drawing skills learned in previous courses. Mediums and techniques explored will include acrylic, watercolor, spray paint, ink washes, paper painting and more. Students may choose to purchase additional painting supplies for their projects in this course.

009 Painting II	1 Term	.5 Credit	Grades 9-12

Prerequisite: Painting I

Painting II is designed to establish a framework for further self-learning in various areas of painting, for the advanced student. With the addition of oil painting, students will further explore mediums like acrylic, watercolor and digital painting on larger surfaces. Participants should expect to deepen their understanding of painting and its history. Students may choose to purchase additional painting supplies.

011 Photography I	1 Term	.5 Credit	Grades 9 -12

Prerequisite: Introductory Art 2-D

This class is for the student interested in developing their skills in photography. Experiences in this class will focus on techniques in both film and digital photography. Students will learn the basics of interpreting photographs, developing film, printing black and white film photographs, and editing and printing digital photographs. Students are recommended to have a 35mm SLR film camera and a digital camera, whether it is a hand-held digital camera or a camera phone. Basic materials will be provided, but students may choose to purchase additional black and white film and photo paper supplies.

013 Photography II	1 Term	.5 Credit	Grades 9-12

Prerequisite: Photography I

This class is for the student interested in furthering their skills in photography and is a continuation of Photography I. Students will deepen their understanding of the topics introduced in the previous class. Students will be expected to assist students in Photography I with basic tasks and concepts. Students will be given themes to photograph and develop a portfolio of photographs. Students are recommended to have a 35mm SLR film camera and a digital camera. Basic materials will be provided, but students may choose to purchase additional black and white film and photo paper supplies.

Students must have completed Introductory Art 3D to take the following classes.

010 Ceramics and Sculpture I	1 Term	.5 Credit	Grades 9-12

Prerequisite: Introductory Art 3-D

In Ceramics & Sculpture, students will develop their skill, technique, and concepts in the area of Ceramics and Sculpture. Students will learn both additive and subtractive sculpture techniques, advance in wheel-throwing, develop glazing technique, and further explore hand-building and other ceramic construction methods.
This class builds upon the basic skills introduced in Introductory Art 3-D.

012 Ceramics and Sculpture II	1 Term	.5 Credit	Grades 9-12

Prerequisite: Introductory Art 3-D and Ceramics and Sculpture I

In this course, students will continue their advancement and mastery of media in the area of Ceramics and Sculpture. They will create larger-scale ceramic objects and sculptures, master wheel-throwing and glazing techniques, and further explore form. Students will investigate three-dimensional art forms and their importance in history, which will serve as an inspirational basis for their works of art. The class builds upon the skills learned in Ceramics and Sculpture I and a very successful completion of that class is a prerequisite.

016 Jewelry and Metals I	1 Term	.5 Credit	Grades 9-12

Prerequisite: Introductory Art 3-D

Students will create works by metalsmithing silver, copper, brass, and recycled materials. They will learn and explore different ways to shape and combine metal, as well as enameling and stone setting. Mixed media art focuses on the application of various artistic genres including collage and assemblage, mosaic, cutting, adhering, and found objects. This course builds upon skills learned in Intro 3D and successful completion of that class is required. Basic materials will be provided, but students may choose to purchase additional supplies.

018 Jewelry and Metals II	1 Term	.5 Credit	Grades 9-12

Prerequisite: Introductory Art 3-D and Metals & Mixed Media I

Students will further their skill begun in Metals & Mixed Media I, creating metal works using more advanced techniques. This course is for students who were successful and enjoyed Metals & Mixed Media I and would like to continue their mastery of the medium. Students will explore and master advanced art making techniques and combining forms. Basic materials will be provided, but students may choose to purchase additional supplies.

AP Art Classes: AP Art History and AP Studio Art are subject to rotation. The anticipated years offered are below:

02430 AP® Art Studio A-B-C Offered: 25/26, 27/28	3 Terms	1.5 Credit	Grades 9 -12

Prerequisite: Permission from both art instructors and completion of several art classes in a series in Art 2-D or in Art 3-D

AP Studio: Art and Design is a year-long Advanced Placement class that focuses students on building a professional portfolio with the intent of using it for college application and/or professional use. Students choose to concentrate in one of three areas: 3D art, 2D art, or Drawing. Students will submit an AP® Art and Design Portfolio for credit

All three AP® Art and Design Portfolio Exams contain two sections. The Sustained Investigation section (60% of the total score) requires you to conduct an inquiry-guided investigation through practice, experimentation, and revision. For the Selected Works section (40% of the total score), work is expected to demonstrate skillful synthesis of materials, processes, and ideas. For both sections of the portfolio, you are expected to share information in writing about your work.

You'll submit digital images and information about your work. If you submit an AP® 2-D Art and Design or AP® Drawing Portfolio Exam, you'll also send in physical works or high-quality printed reproductions of physical works.. The works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year.

02400 AP® Art History A-B-C Offered: 24/25, 26/27	3 Terms	1.5 Credit	Grades 9 -12

No Prerequisite Required

Unlike other art classes offered at THS, AP® Art History students do Not produce works of art. The AP® Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

BUSINESS EDUCATION

Students who study Business Education elective courses will have increased opportunities to succeed in whatever field they may choose to pursue. No student can function in today's society and escape the need for the life-long lessons that are taught in business education.

When students take selected business classes, they will be able to:

- Function as economically literate citizens through the development of personal consumer economic skills, and obtain knowledge of social and government responsibility, and an understanding of business operations.
- Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings.
- Develop career awareness and related skills to enable them to make viable career choices and become employable in a variety of business careers.
- Select and apply the tools of technology as they relate to personal and business decision making.
- Use accounting procedures to make decisions about planning, organizing, and allocating resources.
- Apply the principles of law in personal and business settings.
- Understand the interrelationships of different functional areas of business and the impact of one component on another.
- Develop the ability to market the assets each individual has whether they are in the labor market or in the consumer goods market.
- Manage data from all of the functional areas of business needed to make wise management decisions.
- All Courses listed below may be taken for **Senior Math Related Credit**

Course Title	Grades
102 Marketing I- Fundamentals	9 – 12
Marketing IIA	10 – 12
110 Fashion Marketing	
111 Sports and Entertainment Marketing	
126 Foundations of Marketing	
127 Marketing IIB- Store	11 – 12
128 Marketing Store Operations	11 – 12
129 Marketing III Advanced Topics	11 – 12

Course Title	Grades
114 Accounting I	9 – 12
116 Accounting II	10 –12
103 Business Management	9 – 12
130 Entrepreneurship	9 – 12

Course Title	Grades
114 Accounting I	9 – 12
116 Accounting II	10 –12

102 Marketing I 1 Term .5 Credit Grades 9 -12

Students use the basic marketing principles of psychology, promotion, advertising, sales, merchandising, and economics to develop skills needed to enter the workforce or major in business after high school. Projects and demonstrations are part of this hands-on course. Students are strongly encouraged to participate in a student marketing/management organization and compete at district, state, and/or international career development conferences.

MARKETING IIA- Students may choose from one of the following 3 options for Marketing 2A based upon their interest:

Fashion Marketing
Sports and Entertainment Marketing
Foundations of Marketing

110 Fashion Marketing	1 Term	.5 Credit	Grades 9 -12

Prerequisite: Marketing I

This course is geared towards students interested in learning the basics of the fashion industry. Topics include the meaning of clothing and fashion, the fashion movement, textiles, and fashion design. This course will develop a basic knowledge of fashion marketing as it relates to a global society, the necessary entry-level skills for a career in this field, and the knowledge that is required to create an actual fashion production. Students will demonstrate their knowledge by researching a decade of fashion influence, designer of interest, and creating their own design line.

111 Sports & Entertainment Marketing	1 Term	.5 Credit	Grades 9 -12

Prerequisite: Marketing I

This course explores the multifaceted and highly competitive sports and entertainment industry. Students who enroll will gain a greater understanding of the marketing strategies and tactics that sports and entertainment firms use to gain a large market share. Discussion topics will include marketing for college, amateur and professional sports, how to create a positive public image, dealing with endorsements, agents, providing exposure for TV shows and screenplays, legal issues for sports and entertainment and more. In addition, students will have an opportunity to demonstrate their knowledge of the field by attending local field trips and preparing advertising campaigns for sports and entertainment at the high school level.

126 Foundations of Marketing	1 Term	.5 Credit	Grades 9 -12

Prerequisite: Marketing I

Students will develop the skills necessary to be successful in a host of real world project based learning opportunities. Areas of focus will include: management, distribution, entrepreneurship, purchasing, promotion, pricing, selling, and accounting. This is a hands-on course where students will take on various marketing projects that exist both inside and outside of the school. Students will be expected to conduct fieldwork, maintain relationships with vendors, and show the initiative required to operate a successful business.

127 Marketing IIB Store	1 Term	.5 Credit	Grades 10 -12

Prerequisite: Marketing I and IIA

Building upon Marketing IIA concepts, students will develop the skills necessary to be successful in a host of real world project based learning opportunities. Areas of focus will include: management, distribution, entrepreneurship, purchasing, promotion, pricing, selling, inventory, risk management and accounting. This is a hands-on course where students will take on various marketing projects that exist both inside and outside of the school. Students will be expected to conduct fieldwork, maintain relationships with vendors, and show the initiative required to operate a successful business. Students will gain an authentic retail experience through running the Pit Stop school store.

128 Marketing Store Operations	1 Term	.5 Credit	Grades 10 -12

Prerequisite: Marketing I and IIA and IIB

Marketing Store Operations focuses on the functions of marketing and how they impact retail markets. Students will gain an authentic retail experience through running the Pit Stop school store, while participating in interactive lectures, discussions, application projects, and activities.

129 Marketing III Advanced Topics	1 Term	.5 Credit	Grades 10 -12

Prerequisite: Marketing I and IIA and IIB

This course is the culmination of your high school marketing education, designed to provide a comprehensive and practical understanding of marketing principles. In this advanced course, you will apply your knowledge and skills acquired in previous marketing courses to solve real-world marketing challenges. Through hands-on projects, case studies, and simulations, students will develop and execute marketing strategies, analyze market trends, and create integrated marketing campaigns.

114 Accounting I	1 Term	.5 Credit	Grades 9 -12

Since accounting is considered to be the *language of business*, this course will be useful to anyone interested in a business career. It provides a background in accounting procedures used to operate a business and serves as a basis for students interested in successfully managing home finances and learning basic bookkeeping skills. This course can also provide an introduction to accounting terminology in preparation for studying business courses in college. Accounting concepts and generally accepted accounting practices will be studied as students complete computerized business simulations and use spreadsheet software.

116 Accounting II	1 Term	.5 Credit	Grades 10 -12

Prerequisite: Accounting I

Accounting II continues the study of accounting concepts learned in Accounting I. This course is for students who wish to reinforce their basic accounting skills, as well as expand their knowledge of accounting theory. Students will use computerized business simulations and spreadsheet software to learn and analyze payroll and taxes.

103 Business Management	1 Term	.5 Credit	Grades 9 -12

Students will learn the parts of managing a business; how it is organized, a variety of management styles, and how they are effectively used in various kinds of businesses. Business organization, personal business skills, and personnel interviewing are important parts of this course. Critical thinking and evaluative techniques are learned to help students understand the importance of continuous improvement.

130 Entrepreneurship	1 Terms	.5 Credit	Grades 10-12

Prerequisite: Marketing 1 and Marketing 2

Entrepreneurship, a one term course, is designed to introduce the student to a number of entrepreneurial concepts. Students will become familiar with the role of business in society. Students will learn what qualities are important for a business owner to possess, what it takes to start and own a business, and all of the risks involved with starting a business. Entrepreneurship B, a one term course, allows students to use actual business concepts to create a real business. Students will select an interesting business, gather actual information, and go through the steps it takes to develop a business. Field trips, speakers, and hands-on activities are important parts of the instruction. This course will provide the necessary background for students entering the workforce or majoring in business after high school. Entrepreneurship A should be taken before B, but both courses may be taken independently.

CAREER TECHNICAL EDUCATION CONSORTIUM (DCTC)/CTE

Trenton High School is a part of the Downriver Career Technical Consortium (DCTC) serving the school districts of Airport, Flat Rock, Gibraltar, Grosse Ile, Huron, Riverview, Southgate and Woodhaven-Brownstown. The DCTC offers a program where local districts share their technical and academic programs. Students interested may participate at the beginning of their junior year and continue into their senior year.

The Trenton High School Technical Consortium plan of study is a coordinated secondary/post-secondary program that prepares students for the majority of jobs in technical areas. Emphasis is placed on integrating academic and career technical courses so that students are better prepared for the advanced courses required by technical programs.

DCTC combines occupational and academic learning so that students will have the capacity to grow and change in the workplace. The technician is a professional who understands and can apply underlying principles to a broad base of problems. A student pursuing a career in technology must have a mathematical, science, and computer background. The technical student must also be able to read and comprehend, communicate orally and in written form, follow directions, problem solve, and work individually as well as in a team.

DCTC offers a course of study for technical careers, blending academics and technical competencies, and it is a way to earn college credit in high school. Upon completion of DCTC classes at the high school level, the student may have earned college credit at Henry Ford Community College, Monroe County Community College or Wayne County Community College. The student may continue his/her education to gain an Associate Degree with the DCTC course experience.

DCTC SCHOOLS

Airport	734-654-6208
Flat Rock	734-535-6600
Gibraltar/Carlson	734-379-7100
Grosse Ile	734-362-2400
Huron	734-782-5360
Riverview	734-285-7366
Southgate	734-246-4617
Trenton	734-692-4536
Woodhaven	734-789-2069

To view all DCTC/CTE programs, go to: DCTC/CTE Courses

To apply for a out of district/ off-site DCTC/CTE program, apply at: 24/25 DCTC Application

ON-SITE (Trenton Campus) DOWNRIVER CAREER TECHNICAL CONSORTIUM (DCTC)

The Career and Technology Education Department at THS is composed of two programs: Industrial and Technology Education, and Career and Technology Education. Both departments offer Career and Technical Educational credit, otherwise known as CTE credit. The objective of a career and technical (CTE) class is to provide a very sophisticated training experience for the student while they are still in high school, so upon graduation they might directly enter the labor market or continue on for advanced training in the chosen career area. Toward this end, the career and technical programs have adopted the curriculum developed by the State of Michigan, which provides for training that has been identified as being necessary for each specific occupational area.

New and redesigned high-tech occupations demand employees with a variety of sophisticated skills that can be transferred to different job situations. For example, in a search for continuous quality improvement, many companies now ask beginning workers to assume responsibilities formerly identified as management and supervisory functions. These responsibilities demand the ability to solve problems, to collaborate with team members, and to manage projects. Preparing for a technical career today means acquiring a broad general education with strong academic credentials as well as a complete record of vocational competencies. **Career and Technology Education courses at Trenton High School are open to ALL STUDENTS, GRADES 9 THROUGH 12, AS AN ELECTIVE.**

Trenton High School participates with many colleges in a "4+2 Tech Prep" program. This program allows students who have completed many of the tech prep courses to waive college classes when they have met the college requirements. If you have any questions about which schools participate, see your instructor.

THS CTE Course Titles	Grades
*220 TN Auto Service Technology I A-B	10 - 12
*222 TN Auto Service Technology II A-B	10 - 12
366 Cinematography and Film Production	9-12
367, 368 Radio and TV Broadcasting A,B	
369 Advanced Radio and TV Broadcasting	9-12
225-226 Machine Wood Tech I A-B	9 - 12
227-228 Machine Wood Tech II A-B	10 - 12
*730TN Cabinetry/Furniture Making I A-B	10 - 12
*732TN Cabinetry/Furniture Making II A-B	11 - 12
*931TN Criminal Justice I A-B-C	11 - 12
*933TN Criminal Justice II A-B-C	12
102 Marketing Courses-See above	9 - 12
*107-08 Entrepreneurship A-B	9 - 12
110 Fashion Marketing	10 - 12
111 Sports and Entertainment Marketing	10 -12
112-3 Marketing II A-B (see above)	10 -12
004, 006 Graphic Design I, II	9 - 12
751,752,753 Horticulture:751 Fall, 752 Winter, 753 Spring	9 - 12

*Math related credit

220 TN Automotive Service Technology I A-B	4 Terms	2 Credits	Grades 10 -12

This class is designed for the student who is considering automotive technology as a career path. This is the first in a series of two classes that spend a great deal of time working on tasks that will help toward that student becoming ASE certified after they have completed school. ASE requires two years of paid industry work experience for certification, and the skills students learn here will help them get that first job in the field. All areas of ASE certifiable repair will be discussed with emphasis on electrical and steering/suspension. Fifty percent of the class will be held in the lab and students will be expected to work on a daily basis. The remainder of the class will be held in the classroom, and students will continue to learn the theory and operation of more complex parts and systems. Students will be expected to wear proper attire in the shop, follow all safety rules, and participate in hands on work.

222 TN Automotive Service Technology II A-B	4 Terms	2 Credits	Grades 11 -12

Prerequisite: Automotive Service Technology I A-B

This class is designed for the student who has chosen automotive technology as a career path. This is the second in a series of two classes that spend a great deal of time working on tasks that will help toward that student becoming ASE certified after they have completed school. ASE requires two years of paid industry work experience for certification, and the skills students learn here will help them get that first job in the field. All areas of ASE certified repair will be discussed with emphasis on electrical and steering/suspension. The best way to learn to diagnose and repair cars and light trucks is with repetition. Students will continue to practice and master the skills they began to work with in Automotive Service Technology II. Most of the class will be held in the lab and students will be expected to work on a daily basis. The remainder of the class will be held in the classroom, and students will continue to learn the theory and operation of the most complex parts and systems. Students will be expected to wear proper attire in the shop, follow all safety rules, and participate in hands-on work.

225 & 226 Machine Wood Technology I A-B	2 Terms	1 Credit	Grades 9 -12

This is a woodworking course designed to acquaint students with the sources, uses, and limitations of wood products, and to learn how man has applied modern technology to this basic natural material to mold it to his many needs. Wood Technology I includes laboratory experiences focusing on selecting materials for proper use, characteristics, and identification of different wood species, fabricated wood products, planning and layout, application of measurement tools, joinery applications involving pneumatic clamps, adhesives, and fasteners. Principles of woodturning include chucking methods, plug, mandrel, split, faceplate, and spindle turning. Emphasis will be placed on correct usage and personal safety while using both hands and power equipment. Other topics include fastening methods, woodworking techniques and procedures.

227 & 228 Machine Wood Technology II A-B	2 Terms	1 Credit	Grades 10 -12

Prerequisite: Wood Technology I and permission of instructor

This is an advanced course that builds on the skills learned in Wood Technology I, plus introduces new techniques and skills. This course increases the student's skill in the use of hand tools, portable power tools, and machinery. Topics include wood technology and joinery as it pertains to panel construction in freestanding furniture casework. Focus is on the design and fabrication of a solid wood casework featuring a door, drawer and mortise and technology joinery, and the utilization of modern cabinetmaking equipment.

Finishing methods and their application include advanced spray finishing techniques, purpose and characteristics of finishing materials, rubbing, and polishing. Special emphasis is placed on lab safety, cabinet analysis and drawings, cabinet design and construction, operation of woodworking machines and equipment, and self-discipline and cooperation with others.

730 TN Cabinetry/Furniture Making I A-B	4 Terms	2 Credits	Grades 10 -12

Prerequisite: Wood Technology I and permission of instructor, **NO prerequisite for grades 11 and 12**

This course provides entry-level and upgrade training in kitchen cabinet/furniture construction and provides students with a broad-based set of skills that is required by the wood products manufacturing industry and that is directly transferable to the manufacturing sector in general. Students are introduced to the valuable skills necessary for entry-level employment or enter post-secondary wood programs. The program also includes state of the art cabinet making equipment where students will learn how to operate machines to perform the necessary tasks safely and efficiently with a high degree of quality. This course stresses safety as the number one requirement to proper machine operation. The student is provided with entry-level and upgrade training in cabinet and furniture construction skills for making traditional face frame and European (32 mm) cabinet systems. This course includes cabinet analysis and design with the development of process route sheets, estimating, and bill of materials commonly used in modern industry. Special emphasis is placed on specifications of state of the art woodworking machinery, theory, and lab machine safety.

732 TN Cabinetry/Furniture Making II A-B	4 Terms	2 Credits	Grades 11 -12

Prerequisite: Cabinetry/Furniture Making I and permission of instructor

This course allows students to perfect and hone skills acquired during our previous Cabinetry/Furniture Making I course. Students will have laboratory experience using high performance woodworking machines. Emphasis will be placed on the student becoming more qualified to make individual machine set-ups, and produce high quality work accurately and efficiently. It is intended that this program will better prepare students for direct entry into the wood products industry after graduation or for a smooth transition to post-secondary education and training programs. The mandate of this program is to ensure that students are knowledgeable about the wood industry and the exciting, high growth potential careers it offers.

We customize the delivery of our program to meet the specific needs of wood product manufacturers whether it is general wood manufacturing knowledge and skills, basic skills training, or specialized manufacturing. There will be a strong emphasis on kitchen cabinet making because it encompasses many of the fundamental processes. Joinery is the foundation of all cabinetry and many standard techniques will be detailed.

Cabinets constructed in this course are used as a vehicle to instruct cabinet making techniques in drawer and door construction. This course includes cabinet analysis and design with the use of plans and bill of materials commonly used in modern industry.

931 TN Criminal Justice 1 A-B-C	12 WCCCD Credits	6 Terms	3 Credits	Grades 11 - 12

Note: This is a two year Dual Enrollment Program offered through Wayne County Community College, supported by DCTC and hosted by Trenton High School. Students can earn up to 24 total college credits after two years in the program.

Overview of the criminal justice system, including historical development, present status, and suggested reforms. Includes detailed descriptions of the duties and functions of actors in the criminal justice system, including: victim, offender, police, prosecuting and defense attorneys, courts and corrections. Will elaborate criminal justice processes from the formation of laws to the final stages of the treatment of criminals, including a section on juvenile offenders. Finally, we cover the current issues in criminal justice including and review of cyber-crime and terrorism.

933 TN Criminal Justice 2 A-B-C	12 WCCCD Credits	6 Terms	3 Credits	Grades 11 - 12

Note: Second year of two year program. Students can earn up to 12 Credits through WCCCD. 24 total credits through the program.

366 Cinematography and Film Production	1 Term	.5 Credit	Grades 9 - 12

Course was previously named Digital Media 1

Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

CFP is an introduction to cinematography, digital art technology, and video production. Students will learn how to operate equipment necessary to produce their own informational and creative productions, and also learn how to critically view and create media messages. Most work will be completed in small and large group settings and produce public service announcements, advertisements, and creative short films. Students will create and present graphics presentations utilizing software applicable to the program and the Michigan Broadcasting Standards and the International Society for Technology in Education Standards.

Students will be evaluated on the basis of their performance on quizzes, tests, equipment use, small and large group video productions, discussions, and final exams (both written and hands-on assessments). Attendance is an important component of a student's success in the course. Students are strongly encouraged to purchase an SD card for the course. This course is repeatable based on student preference, previous success, or time elapsed between this prerequisite to advanced course scheduling.

367 Radio and TV Broadcasting A	1 Term	.5 Credit	Grades 9 -12

Course was previously named Digital Media 2

Prerequisite**:** Cinematography and Film Production
Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

Radio and TV Broadcasting is the intermediate course from the prerequisite Cinematography and Film Production (CFP) to the art of television, digital art technology, and live video production. Students operate equipment necessary to produce their own informational and creative productions and demonstrate advanced knowledge on media messages. Most work will be completed in small and large group settings, producing public service announcements (PSAs), Commercials (ADs), Electronic News Gathering (ENGs), and live and recorded news broadcasts, and live television productions. Radio and TV Broadcasting students are expected to take a leadership role in these groups and collaborate with Advanced Radio and TV students utilizing software applicable to the program and the Michigan Broadcasting Standards, International Technology Standards, and other certification program tracks. Students will utilize the Television Production Studio most days in the program and operate a variety equipment in the broadcasting industry.

Students will be evaluated on the basis of their performance on quizzes, tests, equipment use, small and large group video productions, discussions, and final exams. Attendance is an important component of a student's success in the course. Students are strongly encouraged to purchase an SD card for the course. This course is repeatable based on student preference, previous success, or time elapsed between this prerequisite to advanced course scheduling.

368 Radio and TV Broadcasting B	1 Term	.5 Credit	Grades 9 -12

Course was previously named Digital Media 3

Prerequisite**:** Radio and TV Broadcasting A (1 trimester)
Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

Advanced Radio and TV Broadcasting is the advanced course from the prerequisite Radio and TV Broadcasting to the art of television, cinematography, digital art technology, and video production. Most work will be completed in small and large group settings and produce a variety of news packages (see above), live and recorded news broadcasts; however, Advanced

Radio and TV Broadcasting students are required to make a demo reel, update resumes, and prepare for job interviews and participate in work-based learning opportunities. Students will have opportunities to complete Work-Based Learning opportunities, on-the-job training, field trips, and broadcasting excursions, set by the guidelines of Wayne Resa and the state of Michigan from industry professionals.

Students will be evaluated on the basis of their visual criteria of filming and editing choices, their leadership skills, and fulfilling their higher education or career choice projects. Attendance and participation is a crucial component for all sections of Radio and TV Broadcasting. This course is repeatable. Students will be evaluated on the basis of their performance on quizzes, tests, equipment use, small and large group video productions, discussions, and final exams. Attendance is an important component of a student's success in the course. Students are strongly encouraged to purchase an SD card for the course. This course is repeatable based on student preference, previous success, or time elapsed between this prerequisite to advanced course scheduling.

369 Advanced Radio and TV Broadcasting	1 Term	.5 Credit	Grades 10 -12

Course was previously named Digital Media 4/ Independent Study

Prerequisite**:** Radio and TV Broadcasting (1 trimesters)
Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

Advanced Radio and TV Broadcasting is the advanced course from the prerequisite Radio and TV Broadcasting to the art of television, cinematography, digital art technology, and video production. Most work will be completed in small and large group settings and produce a variety of news packages (see above), live and recorded news broadcasts; however, Advanced Radio and TV Broadcasting students are required to make a demo reel, update resumes, and prepare for job interviews and participate in work-based learning opportunities. Students will have opportunities to complete Work-Based Learning opportunities, on-the-job training, field trips, and broadcasting excursions, set by the guidelines of Wayne Resa and the state of Michigan from industry professionals.

Upon completion of this course, students are eligible for certifications in video editing software and other broadcasting programs; students are required to take leadership roles and operate advanced equipment, and submit their creative content to notable broadcasting associations for state and national competition. Some students will create and present video content utilizing software applicable to the program and the Michigan Broadcasting Standards. Students are required to produce multiple live broadcasts based on relevant topics of their choice and instructor approval.

Students will be evaluated on the basis of their visual criteria of filming and editing choices, their leadership skills, and fulfilling their higher education or career choice projects. Attendance and participation is a crucial component for all sections of Radio and TV Broadcasting. This course is repeatable. Students will be evaluated on the basis of their performance on quizzes, tests, equipment use, small and large group video productions, discussions, and final exams. Attendance is an important component of a student's success in the course. Students are strongly encouraged to purchase an SD card for the course. This course is repeatable based on student preference, previous success, or time elapsed between this prerequisite to advanced course scheduling.

004 Graphic Design I	1 Term	.5 Credit	Grades 9-12

Suggested Prerequisite: Introductory Art 2-D

Graphic Design is a mixed discipline between design and information-development which is concerned with how media interventions such as printed, crafted, electronic media or presentations communicate with people. Students will be introduced to the core principles of print-based graphic design: image, typography, color and hierarchy using Adobe Illustrator

and Photoshop. As an introductory level high school art class you will be exposed to multiple art ideas, concepts, techniques, and history of Graphic Design. Students will find it helpful to have taken Intro Art 2D prior to taking this class.

006 Graphic Design II	1 Term	.5 Credit	Grades 9-12

Prerequisite: Graphic Design I

Building on skills learned in Graphic Design I, students will further develop their individual style as a graphic designer. Skills taught in this class will prepare students to gain entry employment in the Graphic Arts field and/or to advance their studies of Graphic Arts through further education/ technical training. Students will be trained to use commercial printers, screen printers and T-shirt presses to produce posters, banners, billboards, T-shirts, stickers, and much more. Students will search out opportunities to work with "clients" and produce images to the client's specifications.

Horticulture Fall- 751, Winter- 752, Spring- 753	1 Terms	.5 Credit	Grades 10 -12

Prerequisite: Biology

Note: Course does not meet NCAA requirements

This course is designed to prepare students for either a job in the industry or continuing education in the horticulture field. In order to achieve this there are both hands-on aspects as well as instruction on the three main topics: plant biology, greenhouse management and landscape design. For the industry aspect some of the things students will be required to do is: identify a variety of plants (both in the greenhouse, agricultural and landscape), plant and maintain a variety of plants in the greenhouse, get knowledge to obtain a license on pesticides, fertilizers, small equipment, etc., creating and implementing landscape plans, maintaining the grounds around the school and involvement in the plant sale at the end of the school year. To satisfy the continuing education pieces some of the things students will be required to do are: understand how plants grow, move nutrients around and reproduce, conduct laboratory experiments on providing the best growing environment for plants, look into how horticulture can feed the world, look into the science behind plant propagation and horticulture relationship to human health.

OFF-SITE DOWNRIVER CAREER TECHNICAL CONSORTIUM (DCTC)

DCTC/CTE Courses for off-site DCTC Course options.

All students must apply at: DCTC/CTE Application for off site DCTC course. ****This step is mandatory to be considered for any off site DCTC courses.

DCTC ATTENDANCE POLICY

Because career and technical programs are intended to prepare students for employment, it must be kept in mind that one of the most significant problems facing employers today is employee absenteeism. Therefore, one of the most valuable credentials a career and technical graduate can possess is one of regular attendance. Toward that end, students participating in career and technical education programs will be required to follow the DCTC's attendance policy, which states absences in excess of six days per trimester will result in loss of academic credit and failure of the program for that semester.

DCTC STUDENT RESPONSIBILITIES

Code of conduct for students riding a DCTC bus:

- Be ready to get on the bus as soon as it arrives.

- Be courteous to the bus driver and peers.
- Students must remain on their incoming bus until all buses arrive at the designated hub location and are stopped, at which time the transferring operation will occur. (See Transportation Hub Policy below)
- General rules similar to your home school are strictly enforced at the designated (hub) location. There is absolutely **NO** smoking, **NO** snowball throwing, and **NO** fighting. Also, no student is to leave the designated (hub) area.
- **Students guilty of smoking, fighting, vandalism, using obscene or profane language, or any other inappropriate behavior on the bus will forfeit their right to ride the bus.**
- All transfer students must ride the bus unless given written authorization from their home and receiving principal to drive cars.
- Transfer students are **required** to carry identification cards. This card will be issued by the instructor of your transfer class and completed by you. You must show this card to the bus driver upon request. The bus driver may refuse transportation to any student who does not have an I.D. card.
- In general, please behave like ladies and gentlemen.
- A student who does not abide by the above rules will jeopardize his/her privilege of participating in career technical programs.
- A **ZERO TOLERANCE** policy is in force on all DCTC buses and at the hub.

It is a privilege to attend classes offered by the Downriver Career Technical Consortium. Since you elected to take a career technical program, we assume you want to receive training for a career and will behave in a manner which will promote that training. **Students will follow the rules and regulations of the attending school and are accountable to the principal of the school in which their class is held. If you fail to follow the above rules, the attending school and Trenton High School have the right to remove you from the DCTC program.**

TRANSPORTATION HUB POLICY

School districts will provide transportation for students to DCTC programs. Cosmetology and Health Occs at Wyandotte Roosevelt High School/ Wyandotte Hospital require students to provide their own transportation. Students are REQUIRED to use this bus service for other programs. All students must adhere to the Code of Conduct stated above while at the designated hub location.

TRANSPORTATION PROCESS:

- Twice during the day, transfer students are transported by their home school buses to a centralized drop point (hub).
- DCTC buses returning to their home school will transport transfer students who will be attending programs at their high school.
- DCTC buses then transport the transfer students back to the hub.
- Home school buses transport their transfer students back to their home schools.

The transportation hub is located in the Flat Rock Assembly Plant complex. Flat Rock Assembly employees will be working nearby. Inappropriate behavior at the hub will not be tolerated, and will result in immediate removal from the career technical education program.

Please be advised that Flat Rock Assembly Plant is a federal trade zone. Any laws broken on the premises are a federal offense and will be handled by the federal courts.

Students must enter and leave the hub via school bus only. Parents are not permitted to drive students to the hub, or pick students up at the hub. If a student misses the bus from his/her school to the hub, parents and/or school officials are allowed to drive the student to the school where the career and technical education program is housed. If a student must leave early, the student must be picked up at the school, not the hub, with the permission of the home school and notification to the educating school before a student may be picked up at the educating school.

DCTC/CTE ACADEMIC CONSORTIUM

The Downriver Career Technical Consortium has established the Academic Consortium for students in the nine school districts of Airport, Flat Rock, Gibraltar/Carlson, Grosse Ile, Huron, Riverview, Southgate, Trenton, and Woodhaven. The purpose of the Academic Consortium is to provide expanded opportunities in high level courses. Juniors and seniors from the ten high schools are eligible to attend classes within the Academic Consortium.

Students who are interested in taking high level classes at another high school should discuss their interest with their high school counselor. After approval of the building principal, the counselor will contact the other high school counselor and building principal to see if space is available for a particular course and whether a schedule can be worked out.

The purpose of the Academic Consortium is to provide students with access to unique and/or high level classes that are not offered at their high school.

Why was the Academic Consortium developed?

New, innovative courses designed for enriched learning opportunities often cannot be added by individual schools because of expense. By sharing resources, the consortium districts are able to provide cost-effective instruction and innovative curriculum.

Where and when are classes held?

Classes are held in one of the ten high schools within the Consortium. Determination is based on which high school offers the class, whether seat space is available, and whether a schedule can be worked out to accommodate the student.

How do students get to and from the Academic Consortium?

Bus only - students will be notified if they have to drive themselves due to time of program or lack of bus funding.

Who can attend classes in the Academic Consortium?

Juniors and seniors at each of the ten high schools within the Consortium are eligible to attend classes. The high school principal must give final approval for a student to attend classes. Parents and students will be required to sign a statement outlining their responsibilities while attending the Academic Consortium.

Agriscience I & II (Zoology & Botany)	6 Terms	3 Credits	Grade 11 - 12

Location: Airport High School

This course will focus on plant parts, function, use, classification and specific forms of plant production. Practical applications in forestry, landscaping, greenhouse production, pesticides, conservation and crop production will illustrate the need and use for plants in our society and environment. Major natural resource topics of study include: wildlife, forestry, soil, air, water,

minerals and energy sources. This course will make students aware of career opportunities in the areas of plant science and production, natural resources and conservation. Agricultural business and marketing will also be explored.

Future Farmers of America (FFA) participation is mandatory and course has been designed for those students who want a true Agriscience experience. FFA participation will develop leadership, cooperation, career, and personal skills which are vital in today's world

Architectural Drafting I & II	6 Terms	3 Credits	Grade 11 - 12

Location: Airport High School

The course serves as a solid foundation course for all students, especially for students interested in the engineering field. The course time is split between manual drawing and AutoCAD. It is designed to introduce drafting students to computer-aided drafting and design. Students learn to use professional tools and a variety of the latest professional computer-aided design (CAD) software applications to create two dimensional and parametric 3D building information model (BIM) floor plans, elevations, foundation plans, site plans, pictorials, sections, and details. Students learn to use a variety of measuring and dimensioning paradigms and tools for architecture, civil engineering, and surveying. Students design and produce 3D objects using 3D printers. Students produce full-size 24x36 drawing sets. The curriculum includes drawing fundamentals, architectural drawing, project planning, site planning, structural systems, building systems, schedules and documentation, working drawings, codes and specification, presentations, building materials, sustainability, and leadership. The students compete in a residential house design competition and collaborate to design a residential house for a community member. Students can earn one or more certified CAD user credentials.

Army Junior Reserve Officers Training Corps (AJROTC)	6 Terms	3 Credits	Grades 11 - 12

Location: Anderson High School (Southgate)

Army JROTC is a federally coordinated program whose mission is "to motivate young people to be better citizens". The program of instruction helps today's high school students develop goal setting and communication skills as well as teaches leadership skills in preparation for the post high school environment. The AJROTC curriculum known as Leadership Education and Training, or LET, is a developmental program instructed within the framework of military organization and discipline. The curriculum includes health and fitness, geography, civics, history, and conflict resolution. There is no service obligation associated with this course; however, advanced placement in college ROTC or enlistment in the Armed forces at a higher pay grade is possible as a result of successful completion of 4.0 credit hours of AJROTC. Uniforms and textbooks are provided at no charge. Physical fitness is a major required activity as well as drill and ceremony (marching). Entry into the program is permitted for grades 9-12; however, 4.0 credit hours are required for the Armed forces benefits at enlistment.

Auto Collision Repair I - NATEF Certified	6 Terms	3 Credits	Grade 11

Location: Huron High School

Prerequisite: Metal/woods class if available, and instructor and counselor approval

Students will receive a thorough understanding of the auto collision trades, its working conditions, and requirements. Special emphasis will be placed on promoting a strong grasp of what it means to be a professional technician employed in the auto collision repair trade.

Topics covered include:

General shop safety
Personal safety in the body shop
Demonstrating lift equipment
Identifying auto body parts
General hand tools
Oxyacetylene safety and set up
Oxyacetylene flame cutting
Undercoats and priming systems
Body repair hand and power tools
Body fillers and abrasives
R & R Bolt-on components
MIG welding safety and set-up
Fiberglass repair
Repairing automotive plastics
Plasma cutting

Auto Collision Repair II - NATEF Certified	6 Terms	3 Credits	Grade 12

Location: Huron High School

Prerequisite: Grade of "C" or better in Auto Collision Repair I, and instructor and counselor approval

When a student returns to the Auto Collision program, the assumption is made that he or she is very serious about entering the auto body trade as a career. It is, therefore, extremely important that these students work especially hard to gain the skills that will make them competitive.

All returning students must review and pass all safety tests. Second-year students will receive training in the basics of refinishing automobiles. Topics covered include:

Paint product and application safety
Performing hands-on duties
Sanding auto body parts
Types of spray guns
Types of undercoats
Masking auto body parts
Identifying paint codes
Types of rubbing compounds
Prepping new parts for finishing
Refinishing with urethanes
Refinishing non-metal flexible parts
Mixing with intermix paint system
Spray booth orientation
Paint Systems
Clear coat systems

Construction Trades I & II	6 Terms	3 Credits	Grades 11 -12

Locations: Carlson High School (Gibraltar), Anderson High School (Southgate)

Prerequisite: Students should have a good math foundation and be comfortable using math and measurements extensively. Counselor and instructor approval is required for admittance to Construction Building Maintenance I. A grade of "C" or better in Construction Building Maintenance I and instructor approval is required for Construction Building Maintenance II.

This two-year class is designed to give the student in-depth instruction in problem solving, critical thinking, safety procedures, and various construction skills. The following topics will be covered:

- Proper usage and identification of tools in all areas
- Safety procedures/OSHA
- Residential and industrial blueprint reading
- Blueprint drawing and interpretation
- Applied math

Specific areas of construction that will be covered include:

- Electrical - basic house wiring, electrical codes, proper terminology, electrical symbol identification, identifying a series/parallel circuit, fixing electrical equipment, and conduit bending
- Plumbing - welding and cutting with a torch, sweat soldering/brazing, basic pneumatics, basic refrigeration, basic heating, plumbing codes, plumbing symbols identification, and drawing
- Carpentry - inspection of material, drywall techniques, nailing techniques, and miter box use
- Masonry - mixing concrete and mortar, construct cinder block wall, and calculating measurement of concrete to be used
- Painting - preparing different surfaces, use of different paint types, proper cleaning of equipment, applying stains

Cosmetology	6 Terms	3 Credits	Grades 11 - 12

Location: Riverview School of Cosmetology

Prerequisite: Students must complete an application process that will determine admission. Good attendance and overall grades are examined.

Students may be able to access transportation to their program when the DCTC bus hub is operating. Students are required to provide their own transportation from the Riverview School of Cosmetology and when the bus hub is not operating.

This two-year program prepares students for the field of cosmetology with study and hands-on experience under the direction of licensed haircare professionals. It needs to be understood that the program requires a solid commitment and long hours. The students are expected to earn the state required hours in the field of cosmetology. One accepted into the program, students are trained by licensed cosmetology educators in a hands-on environment conductive with salon reality.

Due to the state requirements, this program demands excellent attendance, strong commitment, and some monetary funding from both student and parent/guardian. The schedule is subject to change and may include the summer months and Saturday attendance. The program is structured based on state requirements. The first 350 hours will cover the basics of cosmetology. After 350 hours, the students will be able to work hands on with real guests while they continue to complete their required 1500 hours.

The successful program completer will have the necessary skills and training to sit for the State of Michigan Cosmetology licensing examination.

Culinary Arts I	6 Terms	3 Credits	Grade 11

Location: Riverview High School

Prerequisite: Students must write and submit an essay about their interest in the culinary program and must attend an orientation with a parent or guardian. Counselor approval.

Culinary Arts I students focus on skills employers are looking for in the culinary industry, which include lodging, food service, and travel. First year students also spend a portion of classroom time in food preparation and maintenance of the kitchen, as the program provides lunch for the student body and staff at Riverview High School.

Culinary Arts II	6 Terms	3 Credits	Grade 12

Location: Riverview High School

Prerequisite**:** Instructor and counselor approval

Culinary Arts II students focus on learning higher-level core culinary skills, as this is the base needed for entering this career. The advanced curriculum matches a higher percentage of student interests. Second-year students not only increase technical skills in cooking, but also hone leadership and teamwork skills as they work in the kitchen daily. All students are exposed to industry settings as students participate at various catered events throughout the year. Guest demonstrations, guest speakers, guest judging for competitions, field trips, internship programs, college visits, and college recruiters all provide for a broader learning experience. Students who are considering a career in the culinary industry and wish to begin making the opportunities happen today should take this course!

Cybersecurity I & II	6 Terms	3 Credits	Grades 11 - 12

Location: Henry Ford College MTech Campus

Note: This is a two year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and hosted by Carlson High School.

Students will earn up to 28 college credits in the program. Students are required to follow the Henry Ford College schedule for classes. Students are required to provide their own transportation.

This course offers a mid-level understanding of the technological needs, threats, and vulnerabilities of hardware, software, operating systems, networks and the internet. Students will examine operating systems, networks, tools and protocols needed to navigate, use, and mange security technologies as well as gain insight into the legal, social, and political dynamics of the cyber universe. Designed for students who are interested in cyber defense.

Dental Occupations I	6 Terms	3 Credits	Grade 11

Location: Woodhaven High School

Prerequisite: Biology, speech, and computer experience is suggested. Approval of counselor and instructor required.

This course is designed for students who are interested in pursuing a career in some area of dentistry. Students will explore different dental occupations such as dental assisting, dental hygiene, dental laboratory technician, dentistry, dental sales, chair-side dental assisting, and dental office administrative procedures.
The entry level position a student could obtain after completion of the course sequence would be in dental assisting or dental office administrative assisting. The student will receive knowledge of dental instruments, work with dental materials, and carry out selected dental laboratory work. A unit of OSHA standards for infection control procedures and OSHA blood borne pathogens standards will be taught. Advanced placement credit through Wayne County Community College is possible. Students will be encouraged to participate in HOSA, a student organization in Health Sciences.

Dental Occupations II	6 Terms	3 Credits	Grade 12

Location: Woodhaven High School

Prerequisite: Successful completion of Dental Science I and Instructor approval

This course will be a continuation of Dental Occupations I. Training will concentrate on radiography techniques, administrative dental office skills, dental specialties, and laboratory procedures. A unit that is substantially equivalent to an American Dental Association accredited course in radiography will be taught. The student will identify anatomical structures associated with dental radiography, process dental radiographs, and practice safety precautions when working with dental radiography equipment. The unit on dental office administrative assisting includes using a computer to process patient business and insurance forms. A unit on dental office emergencies will offer the student a chance to obtain a CPR card. Advanced placement credit through Wayne County Community College is possible. Students will be encouraged to participate in HOSA, a student organization in Health Sciences.

Educational Careers Program I	6 Terms	3 Credits	Grade 11

Location: Grosse Ile High School

The first year course introduces the unique characteristics of the child, develops respect for children, and guidance skills that help them grow and develop. The student will gain knowledge that enables him/her to decide whether working in the field of education is a suitable, personal career goal; develop and show responsibility in work performance; learn how to study the growth and development of children; recognize the physical, social, emotional, and intellectual abilities and needs of children; understand how children learn, and the importance of play in their development; learn how parents and teachers influence the growth and development of the child; classroom management; and about technology in education. The student will gain this knowledge through classroom work and field placement experiences in a preschool and elementary setting.

Educational Careers Program II	6 Terms	3 Credits	Grade 12

Location: Grosse Ile High School

The second year course will introduce the unique characteristics of the teaching field through lesson planning, job shadow observations, and field placement experiences. The student will continue to learn about the field of education through observation and field experience.

Electrical Engineering Technology I & II	Grades 11 - 12

Location: Henry Ford College Campus

Note: This is a two-year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and Grosse Ile High School.

Prerequisite: Completed application from DCTC website

Students will earn approximately 25 college credits in the program. Students are required to follow the Henry Ford College schedule for classes. Students are required to provide their own transportation.

Electrical Engineering Technology is a two-year course that combines both principles and skills from electrical and electronics used in our modern world. Through a combination of classroom and intense laboratory exposure, students are prepared for entry into a range of career opportunities in manufacturing, healthcare, telecommunications, and many other electrical and electronics-related careers.

The program covers the basic principles of electricity and proceeds to the concepts of solid state components such as diodes, transistors, integrated circuits, and microprocessor systems. Advanced courses show how these fundamental principles are applied to machine control, computers, power supplies, amplifiers, oscillators, industrial control, and instrumentation systems. Courses simulate actual working conditions in fully-equipped laboratories where students put electrical-electronics theory into practice. Along with laboratory experiences setting up circuits, troubleshooting, and calibrating systems, computer-simulated circuit analysis is used in the majority of the courses. Successful completers of the program will receive an electrical engineering technology Certificate. This may then be used either for job placement or to further their education at either Henry Ford in the completion of their Associates degree in one year or to transfer to another college.

Engineering Drafting Grades 11-12

Location: Airport HS | Flat Rock HS

This is a two-hour course in three-dimensional, feature-based parametric solid CAD. In this course the student will create complex threedimensional parametric models and then generate two-dimensional views from those CAD models. Single parts and assemblies are developed, constrained, and manipulated in the modeling process. The application of dimensions, tolerances, and the creation of advanced views will be learned in the drafting environment. Instruction in surfacing will include extruding and the creation of simple and complex surfaces in the Generative Shape Design Work Bench. Students will submit projects to the MITES (Michigan Industrial and Technology Education Society) competition.

Graphic Communications I 6 Terms 3 Credits Grade 11

Location: Anderson High School (Southgate), Woodhaven High School, Trenton High School

Prerequisite: Counselor and instructor approval

Graphic Communications I is a computer intensive, project-based, hands-on course. Students are introduced to the tools and technologies used to create digital/print media. Digital Media includes images, multimedia, video, audio, animation, and the internet including website development. Students take on the role of media producer instead of that of media consumer. Students learn how print media is designed and produced. What is print media? Print media is anything with an image on it: posters, covers, business cards, T-shirts, mouse pads, and a million other things. Students learn about each stage of the print/digital media process and then begin to use the tools studied to complete various print/digital projects and assignments, such as the Screen and Offset printing processes and digital imaging. Educational and career opportunities in Graphic Communications are explored throughout the year.

Graphic Communications II 6 Terms 3 Credits Grade 12

Location: Anderson High School (Southgate), Woodhaven High School, Trenton High School

Prerequisite: Instructor or counselor approval

This is a self-directed, hands-on class in which students learn how to produce real products for real people in a "real-world" setting. This "real-world" setting is where problem-solving skills, reading, and writing get put to good use. Students will learn advanced techniques building upon skills developed in Graphic Communications I. Utilizing the program's equipment and software applications for creating and manipulating images, and the lab's process screen printing, offset printing, animation, and website development tools enables students to reproduce these images onto various materials and products. They will apply these advanced concepts into the completion of their individual and class projects. Educational and career opportunities are explored.

Health Science I	6 Terms	3 Credits	Grade 11

Location: Flat Rock, Grosse Ile, Wyandotte Hospital

Prerequisites: A "C" or better in Algebra I and a "C" or better in Biology. Students should be either enrolled in Algebra II and Chemistry in junior year or planning on taking them in the senior year. A TB test, physical exam, and proof of immunizations are required. There is a **mandatory orientation**. Approval of instructor or counselor.

This course will provide students with the basic theory and clinical experience for entry-level positions in a physician's office, hospital or outpatient clinic. Students will participate in classroom learning consisting of both theory and hands-on demonstrations and practice, as well as have the opportunity to participate in internships/job shadow experiences with local health care professionals. The curriculum provided allows students to explore their interest in many fields within the medical profession, including but not limited to: nursing, medicine, advanced practice nursing, physician's assistant, laboratory science, emergency medical technology, radiology, surgical technology, and nuclear medicine.

Health Science II	6 Terms	3 Credits	Grade 12

Health Science II - Nursing/Allied Health
Location: Grosse Ile High School

Prerequisite: Recommendation by Health Occupations I and approval of the instructor. Good attendance, good behavior and proof of immunizations are required. Students are required to provide their own transportation.

The Health Occupations II program is designed to expose the student to a field with many career options. Students will rotate to different areas of the hospital providing transferable skills and experience which will assist in choosing a vocation in the health field. Off-site placement is also available.

Health Occupations II – Pharmacy Tech
Location: Flat Rock High School

Prerequisite: Open to 2nd year Health Occupation students only. Orientation requirements fulfilled.

This course will be a continuation of Health Occupations I with a focus on Pharmacy Technician training. Students will participate in classroom learning that will focus on pharmacy operations and the core responsibilities of a pharmacy technician. Topics such as medication review, dosage forms, drug interactions, pharmacy calculations, federal laws and maintaining patient records. Students will have an opportunity to participate in internships/job shadow experience with local pharmacy professionals.

Health Science II – Sports Medicine
Location:Grosse Ile High School

Prerequisite: Open to 2nd year Health Science students only. Orientation requirements fulfilled.

This course will be a continuation of Health Sciences I with a focus on athletic training and physical therapy. Curriculum includes legal and ethical situations, infection control, safety practices, and practicing skills used in the field. There is a classroom, skill laboratory, and a clinical component. The clinical component may require students to complete after school or weekend opportunities to practice skills with an athletic trainer. A physical therapy clinical experience will also be provided.

Heating, Ventilation and Cooling I & II (HVAC)	6 Terms	3 Credits	Grades 11 - 12

Location: Henry Ford College Campus | Riverview High School

Note: This is a two year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and hosted by Riverview High School. Students are required to provide their own transportation.

Prerequisite: Successful completion of a math class, any industrial arts class, and with instructor and counselor approval

Students learn fundamentals of refrigeration and air conditioning, and are introduced to temperature, pressure, and measurements. Students will learn the use of refrigeration hand tools and equipment along with the operation of domestic refrigeration and air conditioning.

Students learn troubleshooting of all equipment, use of refrigerant recovery and recycling/reclaiming, service of commercial applications, and basic heating service and installation. Students are given the certification exam.

Information Technology I & II	6 Terms	3 Credits	Grades 11 - 12

Location: Airport High School

Location: Airport HS Note: This is a two-year Dual Enrollment Program offered through Schoolcraft Community College, supported by DCTC and Airport High School

This is a two-year program which consists of a sequence of courses that prepares the student for entry-level positions supporting users of microcomputer components of the operating system. During the first year, students take Introduction to Computer Based Systems and Software Applications, Microsoft Windows, Introduction to Programming Logic, and Visual Basic Net. During these courses, students will explore the features of the latest desktop operating systems, learn the fundamentals of program logic, and design as well as acquire the knowledge and skills to develop applications in Microsoft Visual Basic Net for the Microsoft Net platform.

During the second year, students take additional IT courses; Database Management Systems and Introduction to Networking. These courses cover in depth Microsoft Access, provide a solid instruction to networking fundamentals, and prepare students for direct entry into the IT industry after graduation or for a solid foundation for additional training.

Manufacturing Engineering and CNC Technology I & II	6 Terms	3 Credits	Grades 11 - 12

Location: Henry Ford College MTech Campus

Note: This is a two year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and hosted by Huron High School.

Students will earn approximately 18 college credits in the program. Students are required to follow the Henry Ford College schedule for classes. Students are required to provide their own transportation. This program provides students with the opportunity to obtain skills with Computer Numerical Controlled equipment as part of an Engineering curriculum. Students enrolled in the program will receive training on the latest equipment used in the modern manufacturing environment at Henry Ford College.

Mechatronics I & II	6 Terms	3 Credits	Grade 11

Location: Ford Flat Rock Assembly Plant

Note: This is a two-year Dual Enrollment Program offered through Henry Ford College, supported by DCTC and Southgate Anderson High School

Mechatronics is a two-year program that combines principles and skills from several areas vital to modern day manufacturing. Electrical, Mechanical, Fluid (Hydraulics and Pneumatics), Computer Control and Automation/Robotics systems are included in Mechatronics. Through a combination of classroom and intense laboratory exposures, students are prepared for entry into a range of career opportunities throughout the manufacturing, healthcare, architecture and other sectors of the economy.

Welding I	6 Terms	3 Credits	Grade 11

Location: Woodhaven High School/Flat Rock High School/Airport High School

Prerequisite: Instructor and counselor approval

Welding and Fabrication is a program designed to provide technical training for a career in welding or its related fields. This course specializes in lab work and shop experience concerned with all types of metal welding, brazing and flame cutting. Students will be exposed to a realistic industrial environment designed to foster safe working skills and practices. Students will also get experience working with all different types of metals and their properties and receive hands-on training in all aspects of metal fabrication, including but not limited to SMAW, GMAW, GTAW, FCAW, OAW, and brazing. Cutting processes such as OAC and plasma cutting will also be emphasized. In addition, students will experience hands-on application of all metal fabrication equipment including the use of high-speed steel drill press, brake, sheers, punches, grinders, etc.

Welding II	6 Terms	3 Credits	Grade 12

Location: Woodhaven High School/Flat Rock High School/Airport High School

Prerequisites: Instructor and counselor approval

The advanced level covers Advanced Arc, Advanced Gas Tungsten, Advanced Gas Metal Arc, Advanced Flux Cored Arc, and oxyacetylene procedures with as much practical experience as possible. Instruction emphasizes properties of metals, blueprint reading, and welding symbols.

ENGLISH LANGUAGE ARTS

The English Language Arts staff knows that the state of education is ever changing and in recognition of the change is in the process of adapting. Students are required to take English 9 A-B-C, English 10 or AP Lit, and English 11 or AP® Seminar , English 12 or AP® Research. .

Although the English Language Arts department staff and counselors are always at students' disposal for advice, information, or assistance, ultimately, students must assess needs, abilities, and interests to determine which courses will best help reach set goals. To determine whether a course is appropriate, the chosen course should be able to stand up to the following criteria:

- **It should suit your needs**: Is the course that you selected going to prepare you for your goals and is it going to help you resolve weaknesses?
- **It should suit your ability**: Is the course that you selected "just right" in terms of your ability? It should be neither too hard nor too easy. If it is too hard, you will be frustrated. If it is too easy, you definitely will be bored.
- **It should suit your interests**: Is the course that you selected one that you have an interest in taking because you naturally find it attractive or because you feel you would like to take it to overcome a weakness? Either reason is a good one for meeting the criteria for selecting a course.

Required Courses:

Course Title	Grades	Course Title	Grades
300, 301, 310 English 9 A-B-C	9	306-07 English 11 A-B or 308-09 AP® Seminar A-B-C	11 11
302-03 English 10 A-B or 327 AP® English Lit A-B-C	10 10	335, 336 English 12A-B or 331 AP® Research A-B-C	12 12

Elective Courses - All of the courses below meet the VPAA Requirement but do not count for the 4th Credit Requirement for ELA:

Course Title	Grades	Course Title	Grades
366 Cinematography & Film Production	9 – 12	314 Journalism I*	9 – 12
367 Radio and TV Broadcasting A	9 – 12	315 Journalism II*	9 – 12
368 Radio and TV Broadcasting B	9 – 12	316 Yearbook A-B-C*	10 – 12
369 Advanced Radio and TV Broadcasting	10 –12		
		319 Theater Arts	9 – 12
		320 Play Production*	9 – 12

***Courses do not meet NCAA Requirements**

300, 301 & 310 English 9 A-B-C	3 Terms	1.5 Credits	Grade 9

English 9 is the course required for all ninth grade students. While reading a variety of fiction and non-fiction literature, students will be coached in thinking, reading, writing, studying, speaking strategies, and demonstrating appropriate achievement in each area. Students will create an argumentative paragraph and research paper per trimester requiring peer editing and revision.

Instruction will be presented in thematic units, which center on such areas as family, personal discovery, and decision-making. Poems, short stories, plays, essays, and journalistic articles will be examined. The Shakespeare play, *Romeo and Juliet* will be studied. Students also will be required to read the novel, *To Kill a Mockingbird.* Extensive writing, discussion, and oral performances will be required.

Assessments will include a test, paper, or presentation at the end of each unit as well as a final examination. Class participation and homework also will be evaluated. Successful completion of this course is necessary in order to continue through the Language Arts curriculum.

302 & 303 English 10 A-B	2 Terms	1 Credit	Grade 10

English 10 presents the study of literature spanning the globe. As students read and analyze different pieces of literature, they will also learn to develop argumentation and conduct literary analysis. Students will increase their ability to think critically while strengthening skills in reading, writing, analysis, and public speaking.

This includes reading short stories and a historical novel with an in depth study of grammar. Students will also read a selected biography and present the biography in the form of an argument to an audience of peers while implementing technology. The second trimester explores the genres of drama, poetry, and fiction. Students continue to develop argumentative writing skills and critical analysis of literature. Successful completion of this course is necessary in order to continue through the English Language Arts curriculum.

327 AP® English Language & Literature A-B-C	3 Terms	1.5 Credits	Grades 10

Note: Students are strongly encouraged to purchase the teacher recommended novels.

Advanced Placement Literature and Composition is designed so that each student who takes the course, has the desire to read, and is willing to commit to personal academic rigor can potentially be successful on the Advanced Placement Test and has the ability, depending on the university, to earn college credit.

The course is organized by genre, prose, plays, and poetry. During the prose unit students will learn how to read a text closely by analyzing several short stories. They will learn that as one reads a text closely, one can gain an understanding of a writer's craft. Some of the works for consideration will be "Interpreter of Maladies" and "Where Are You Going, Where have you been? ". In the play unit, students will learn how to analyze plays closely through such works as Medea, Oedipus, and Hamlet. In the final unit of this course, the student will study the structure of poetry, and the effectiveness of the writer's word choice in conveying meaning. In addition, students will also be expected to read several novels. These novels will be discussed extensively in class. The novels that may be included in the course are Wuthering Heights and The Picture of Dorian Gray. No summer reading is required, but it is strongly recommended that students read some of these novels to alleviate the student's work load over the course of the year. With most works that the class reads, students will be expected to study vocabulary and have a pre reading and post reading quizzes with each assignment. Part of student evaluation will also be participation in class discussions. Several essays will be written in this course and evaluated by the standards that Advanced Placement has developed. This will include several essays that will be rewritten. Finally, students will also be expected to keep a reading journal that will be evaluated each trimester.

306 & 307 English 11 A-B	2 Terms	1 Credit	Grade 11

This course focuses on the study of English literature ranging from the Anglo-Saxon and Medieval Periods through Modern and Contemporary Literature. After reading excerpts from pieces such as *Beowulf*, *Pilgrim's Progress*, and *Gulliver's Travels*, as well as the novels *1984* and *Lord of the Flies*, students will participate in meaningful and guided discussions of the components of the text. Students will also write an analysis essay, in preparation for the SAT writing. A formal, MLA style research paper will also be completed in the second trimester of the course. Speaking skills such as small and large group discussion as well as formal presentations will also be required.

During the first trimester, students will rely heavily on the *McDougal Littell British Literature* text. In the second trimester, supplementary books, *1984* and/or *Lord of the Flies*, will be added. Students will be required to successfully complete this class before continuing through the Language Arts curriculum.
ons, be assigned more requirements for the essays, and be required to complete outside reading (including extra novels).

330 AP® Seminar A-B-C	3 Terms	1.5 Credits	Grades 11 -12

AP® Seminar is the first of two required courses of the AP Capstone™ Program. In this course, students are required to participate in a team project and presentation, an individual research based essay and presentation, and the end of the course exam. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts. Additionally, they listen to and view speeches, broadcasts, and personal accounts along with experiencing artistic works and performances. The experiences lead to an end goal of teaching students how to evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

335 & 336 English 12 A-B	2 Terms	1 Credit	Grade 11

This course focuses on literacy and writing skills for life after high school. Students will read an autobiographical novel of their choice and write a literary analysis. Students will also learn about digital literacy including data management and organization. In addition to literacy skills, students will learn how to technically write including but not limited to resumes, letters of interest, digital communication, and a career research paper.

The culminating project of the course will be a portfolio demonstrating the writing and academic growth and experiences throughout high school. Speaking skills such as small and large group discussion as well as a formal presentation of the portfolio will also be required.

mal and formal), knowledge of course content, and progress made during the trimester. Students are expected to give constructive critiques on the performances of others and to appreciate well-intended advice about their own presentation.

331 AP® Research A-B-C	3 Terms	1.5 Credits	Grades 11 -12

Prerequisite**:** AP® Seminar

AP® Research is the second required course of the AP Capstone™ Program. Students explore an academic topic, problem or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question. Students further develop skills acquired in AP® Seminar by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 word paper and a presentation with an oral defense.

ELA Elective Courses:

314 Journalism I	1 Term	.5 Credit	Grades 9 -12

Note: Journalism I is a primary prerequisite to be considered for the Yearbook Staff; the course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

Students in Journalism I comprise the writing staff of the school newspaper *Trojan Trumpet*. This one term course offers students the opportunity to learn journalistic (AP®) style writing and to develop newspaper publishing skills including reporting, writing, editing, and working as a team. Students also will acquire and use the skills necessary to use desktop publishing software and computers. Students produce computer-generated pages for print and online editions of the newspaper.

Basic writing skills are a prerequisite. Enthusiasm, pride, and personal motivation are essential. Poor attendance and not meeting deadlines may affect a student's grade.

315 Journalism II	1 Term	.5 Credit	Grades 9 -12

Prerequisite: Successful completion of Journalism I
Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

Journalism II is a one term course for students who have successfully completed Journalism I as staff writers and wish to continue as editors of the school newspaper. Duties again include reporting and writing stories. The editors also make decisions as to the paper's story content, pictures, make up, advertising, and style.

Students continue to use the desktop publishing skills learned in Journalism I to produce a newspaper for print. As part of a publication team, editors will assist the other staffers with final preparation of each newspaper. This is an academic class with academic expectations. Grading not only is based on effective journalistic writing, but also the responsible execution of the duties previously stated. Attendance is very important and may affect the student's grade. General digital photography talents are welcomed in this class (but not required).

316 Yearbook A-B-C	3 Terms	1.5 Credits	Grades 10 -12

Prerequisite: Permission of Yearbook advisor or "A" or "B" in Journalism I
Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

In this three term class, students will create the annual yearbook, which represents the activities and events that take place in academics, clubs, athletics, and student life during the school year. Students are directly responsible for the yearbook's content and will learn and develop many aspects of magazine-type publishing - including writing, editing, layout, design, digital photography, business skills, and teamwork. The skills acquired by using desktop publishing software, scanners, photography and computers will be applied to producing the yearbook for print. Creative layout and writing of stories, headlines and captions are required. Grading will be based on the successful deadline completion of assigned pages and overall contributions to the yearbook's end product. As a part of a publication team, students must assist other staffers with deadline preparations as well. Students must be self-motivated and independent workers. They should also be responsible, creative, have enthusiasm and pride for their work and have better than average writing skills and attendance.

319 Theater Arts	1 Term	.5 Credit	Grades 9 -12

Note: Course does not count for the 4th English credit requirement.

The goal for Theatre Arts Class is to provide each student with the opportunity to improve his/her theatre performance skills. This is an introductory course for those who have not participated in theatre before, but any student is welcome to take the course. Each student will act in a several performance genres (pantomime, monologues, and duet acting scenes) to enhance their performance ability. As the semester progresses, the requirements for each performance will increase, culminating in a class production of a children's play which the class will write. Not every class member may have an opportunity to perform in the children's play; however, each student will have a role in the production of the play whether it be costumes, props, or acting. For the final exam each student will choose a scene from a published play and will act with a partner or by themselves. Memorization is a key aspect of performance. Therefore, several performances do have a memorization component in them. The final exam and children's play along with several other performances will need to be memorized. Moreover, each student will study plot, theme and character development in several plays throughout the semester to aid in improving each student's performance skill. Break a leg!

320 Play Production	1 Term	.5 Credit	Grades 9 -12

Prerequisite: Theater Arts or instructor permission
Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

The goal for Play Production is to provide each student with the opportunity to improve his/her acting skills and production experience. Each student will gain a greater understanding of the performing arts in a live theatre setting through an instruction production, class production, and finally an individual production.

In the instruction production each student will direct a short scene from a period play. The student will study the production elements, costume and set design that could have been used for that time period to create this scene. The student will also learn how to cast and direct their own scene as well. Moreover, the student will learn how to do this on a zero budget. In the class production students will take most of the class time to cast, cut and block, direct, costume, and produce a play of their own choosing on a minimal budget. In the individual production each student will choose a play in which to create a monologue that he/she will perform. As with the other plays, the student will be required to include all of the production elements previously learned for his/her own production. No budget is needed for this production.

366 Cinematography & Film Production	1 Term	.5 Credit	Grades 9 -12

Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

CFP is an introduction to cinematography, digital art technology, and video production. Students will learn how to operate equipment necessary to produce their own informational and creative productions, and also learn how to critically view and create media messages. Most work will be completed in small and large group settings and produce public service announcements, advertisements, and creative short films. Students will create and present graphics presentations utilizing software applicable to the program and the Michigan Broadcasting Standards and the International Society for Technology in Education Standards.

Students will be evaluated on the basis of their performance on quizzes, tests, equipment use, small and large group video productions, discussions, and final exams (both written and hands-on assessments). Attendance is an important component of a student's success in the course. Students are strongly encouraged to purchase an SD card for the course. This course is repeatable based on student preference, previous success, or time elapsed between this prerequisite to advanced course scheduling.

367 Radio and TV Broadcasting A	1 Term	.5 Credit	Grades 9 -12

Prerequisite**:** Cinematography and Film Production
Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

Radio and TV Broadcasting is the intermediate course from the prerequisite Cinematography and Film Production (CFP) to the art of television, digital art technology, and live video production. Students operate equipment necessary to produce their own informational and creative productions and demonstrate advanced knowledge on media messages. Most work will be completed in small and large group settings, producing public service announcements (PSAs), Commercials (ADs), Electronic News Gathering (ENGs), and live and recorded news broadcasts, and live television productions. Radio and TV Broadcasting students are expected to take a leadership role in these groups and collaborate with Advanced Radio and TV students utilizing software applicable to the program and the Michigan Broadcasting Standards, International Technology Standards, and other certification program tracks. Students will utilize the Television Production Studio most days in the program and operate a variety equipment in the broadcasting industry.

Students will be evaluated on the basis of their performance on quizzes, tests, equipment use, small and large group video productions, discussions, and final exams. Attendance is an important component of a student's success in the course. Students are strongly encouraged to purchase an SD card for the course. This course is repeatable based on student preference, previous success, or time elapsed between this prerequisite to advanced course scheduling.

368 Radio and TV Broadcasting B	1 Term	.5 Credit	Grades 9 -12

Prerequisite**:** Radio and TV Broadcasting (1 trimester)
Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

Advanced Radio and TV Broadcasting is the advanced course from the prerequisite Radio and TV Broadcasting to the art of television, cinematography, digital art technology, and video production. Most work will be completed in small and large group settings and produce a variety of news packages (see above), live and recorded news broadcasts; however, Advanced Radio and TV Broadcasting students are required to make a demo reel, update resumes, and prepare for job interviews and participate in work-based learning opportunities. Students will have opportunities to complete Work-Based Learning opportunities, on-the-job training, field trips, and broadcasting excursions, set by the guidelines of Wayne Resa and the state of Michigan from industry professionals.

Students will be evaluated on the basis of their visual criteria of filming and editing choices, their leadership skills, and fulfilling their higher education or career choice projects. Attendance and participation is a crucial component for all sections of Radio and TV Broadcasting. This course is repeatable. Students will be evaluated on the basis of their performance on quizzes, tests, equipment use, small and large group video productions, discussions, and final exams. Attendance is an important component of a student's success in the course. Students are strongly encouraged to purchase an SD card for the course. This course is repeatable based on student preference, previous success, or time elapsed between this prerequisite to advanced course scheduling. \
critique of a novel and its film adaptation, visual critique of filming and editing choices, and group communication skills.

369 Advanced Radio & TV Broadcasting	1 Term	.5 Credit	Grades 10 -12

Prerequisite**:** Radio and TV Broadcasting (2 trimesters)
Note: Course does not meet NCAA requirements nor does it count for the 4th English credit requirement.

Advanced Radio and TV Broadcasting is the advanced course from the prerequisite Radio and TV Broadcasting to the art of television, cinematography, digital art technology, and video production. Most work will be completed in small and large group settings and produce a variety of news packages (see above), live and recorded news broadcasts; however, Advanced Radio and TV Broadcasting students are required to make a demo reel, update resumes, and prepare for job interviews and participate in work-based learning opportunities. Students will have opportunities to complete Work-Based Learning opportunities, on-the-job training, field trips, and broadcasting excursions, set by the guidelines of Wayne Resa and the state of Michigan from industry professionals.

Upon completion of this course, students are eligible for certifications in video editing software and other broadcasting programs; students are required to take leadership roles and operate advanced equipment, and submit their creative content to notable broadcasting associations for state and national competition. Some students will create and present video content utilizing software applicable to the program and the Michigan Broadcasting Standards. Students are required to produce multiple live broadcasts based on relevant topics of their choice and instructor approval.

Students will be evaluated on the basis of their visual criteria of filming and editing choices, their leadership skills, and fulfilling their higher education or career choice projects. Attendance and participation is a crucial component for all sections of Radio and TV Broadcasting. This course is repeatable. Students will be evaluated on the basis of their performance on quizzes, tests, equipment use, small and large group video productions, discussions, and final exams. Attendance is an important component of a student's success in the course. Students are strongly encouraged to purchase an SD card for the course. This course is repeatable based on student preference, previous success, or time elapsed between this prerequisite to advanced course scheduling.

FAMILY AND CONSUMER SCIENCE

The course offerings in the present curriculum have been devised to specifically meet the needs of Trenton High School students and thus include elective semester courses in most of the major areas of Family and Consumer Science. It is in the best interest of every student to enroll in some Family and Consumer Science courses during his or her high school years because of the importance of home and family in the future of our society and because of the scope of the concepts involved.

Course Title	Open to Grades
400 Health - Required	9 - 12
403 Shaping Your Future	9 - 12

400 Health	1 Term	.5 Credit	Grades 9 - 12

Health will concentrate on personal wellness, dietary guidelines, reading food labels, eating disorders, infectious diseases, nicotine, substance abuse, depression, stress management, and female and male reproductive systems. Students will also determine influences on emotional well-being and mental health, and apply the food guide pyramid to daily recommendations established by the USDA. **This is a graduation requirement.**

403 Shaping Your Future	1 Term	.5 Credit	Grades 9 - 12

This course is designed to improve character and leadership traits among high school students. Shaping Your Future will prepare students for success in all facets of their lives. Character traits explored include attitude, preparation, perseverance, respect, honesty, courage, appreciation, self-control, empathy, gratitude, tolerance, duty, loyalty, responsibility, compassion, leadership, and character.

This course will also look into developing self-awareness (assessing your personality, self-concept, decision-making skills), developing interpersonal skills (relationships, communication skills, resolving conflict), developing career awareness (stereotypes, career options, career goals), and developing employability skills (management skills, job search strategies, analyze employability skills that lead to job success).

MATHEMATICS

The mathematics curriculum at Trenton High School will provide every student with a seamless progression of courses from Algebra I to Advanced Placement Calculus. All courses are aligned with national and State curricular frameworks. Research-based assessments are designed to prepare students for success on standardized tests. Diagnostic tools are available making the monitoring and adjustment of student achievement possible. Throughout the program, real world data is incorporated. Application in business and industry make the study of mathematics worthwhile and relevant. Students who plan to continue mathematics at the college level are encouraged to take several of the elective math courses which allow the student to be in a math classroom year round.

These courses were designed to be taken in the recommended sequence. Testing out is discouraged in all but the most unusual circumstances. A math or math-related course must be taken in the senior year. **ACCORDING TO THE MICHIGAN MERIT CURRICULUM, ALL STUDENTS MUST EARN FOUR CREDITS OF MATH*.**

Course Name	Grades
Required Courses	
500-01, 522 Algebra I A-B-C	9 - 12
505-6 Geometry A-B	9 - 12
or	
507-8 Advanced Geometry A-B	9 - 12
509-10 Algebra II A-B	10 - 12
or	
511-12 Advanced Algebra II A-B	9 - 12

Course Name	Grades
Math Electives (1.0 additional math credit):	
513 Probability & Statistics (.5 credit)	10 - 12
514 Trigonometry (.5 credit)	9 - 12
556 AP PREcalculus A-B-C	10 - 12
518 AP® Calculus A-B-C	11 - 12
519 AP® Statistics A-B-C	11 - 12
523 Mathematical Concepts * (.5 credit)	12
947 Math Lab	9

***Additional math credits can be earned through designated science, business or CTE classes (page 15).**
****Course does not meet NCAA requirement**

Suggested Course Sequence

8th Grade Choices	9th Grade Choices	10th Grade Choices	11th Grade Choices	12th Grade Choices
Geometry Accelerated	Advanced Algebra 2 & Trigonometry	Precalculus & Intro to Calculus Or AP Statistics	AP Calculus Or AP Statistics	AP Statistics Or AP Calculus
Algebra 1	Advanced Geometry & Trigonometry	Advanced Algebra II & Probability & Statistics	Precalculus & Intro to Calculus Or AP Statistics	AP Calculus Or AP Statistics
8th Grade Math	Algebra I	Advanced Geometry & Trigonometry	Advanced Algebra II & Probability /Statistics	Precalculus & Intro to Calculus Or AP Statistics
8th Grade Math	Algebra I	Geometry	Algebra II	Trigonometry & Probability/Statistics Or Thinking Mathematically

Required Courses:

500, 501, 522 Algebra I A-B-C	3 Terms	1.5 Credits	Grades 9 -12

This course introduces basic algebraic skills including relations, functions, graphing, systems of equations, radicals, factoring polynomials, and quadratic functions. It emphasizes practical methods of solving first and second degree equations and inequalities. Each chapter includes real-life applications.

505 & 506 Geometry A-B	2 Terms	1 Credit	Grades 9 -12

Prerequisite: Algebra I

All topics generally studied in a traditional Geometry course are included. Greater emphasis on necessary skill review is provided. This standards based course is designed for the student who struggles with traditional mathematics and will enhance students' prospects for success on standardized tests.

507 & 508 Advanced Geometry A-B	2 Terms	1 Credit	Grades 9 -12

Prerequisite: Algebra I

Advanced Geometry is designed for the college-bound student and further develops the curricular strands introduced in Algebra I. Greater attention is paid to spatial representation utilizing both construction activities and appropriate software. Reasoning and proofs are included. This course is designed to prepare students for the rigors of college. Entering freshmen who choose this course will have the opportunity of selecting AP coursework during their high school studies.

509 & 510 Algebra II A-B	2 Terms	1 Credit	Grades 10 -12

Prerequisite: Geometry

All topics generally studied in a traditional Algebra II course are included. Greater emphasis on necessary skill review is provided. This standards based course is designed for the student who struggles with traditional mathematics and will enhance students' prospects for success on standardized tests.

511 & 512 Advanced Algebra II A-B	2 Terms	1 Credit	Grades 9 -12

Prerequisite: Geometry Accelerated

Advanced Algebra II is designed for the college-bound student and further develops the curricular strands introduced in Algebra I and Advanced Geometry. This course provides a background in linear and quadratic algebraic expressions and equations, including powers and roots. Students will study logarithmic, trigonometric, polynomial, and other special functions, both for their abstract properties and as tools for modeling real world situations. This course is designed to prepare students for the rigors of college.

Elective Courses:

513 Probability & Statistics	1 Term	.5 Credit	Grades 10 -12

Prerequisite: Algebra II Accelerated or Algebra II

This course includes topics, such as fundamentals of probability, random variables, distributions, expected values, special distributions, sampling, tests of significance, statistical inference, regression, and correlation. It is an excellent choice as a senior math class or as an elective taken concurrently with Algebra II or Geometry.

514 Trigonometry	1 Term	.5 Credit	Grades 9 -12

Prerequisite: Algebra I

This course covers connections between right triangle trigonometry and circular functions. It is designed to complete the student's high school mathematics requirements. The purchase of a graphing calculator is strongly recommended for this course. This is an excellent elective to take with Geometry, Geometry Accelerated A-B, Algebra II or Algebra II Accelerated. This course cannot be taken after successful completion of Precalculus B.

556 AP® PRE Calculus A-B-C	***New Course for 24.25***	3 Terms	1.5 Credits	Grades 10 - 12

Prerequisite: Accelerated Algebra II

This course is designed to meet the needs of any college-bound student. It prepares students for the rigors of college and exposes them to AP level coursework. This course contains the material typically required in general undergraduate math classes for any major. It also lays the foundation for students who plan to take AP Calculus. Topics include functions, trigonometry, and sequences & series. Students completing AP Precalculus will have the opportunity to take the Precalculus Advanced Placement test for college credit.

518 AP® Calculus A-B-C	3 Terms	1.5 Credits	Grades 10 - 12

Prerequisite: Math Instructor Recommendation

This course is designed to meet the needs of the student who intends to pursue a sophisticated mathematics or science curriculum in college. The content of this course is closely related to the material offered at the university level. Students completing AP® Calculus will have the opportunity to take either the Calculus A-B or B-C Advanced Placement test for college credit.

519 AP® Statistics A-B-C	3 Terms	1.5 Credits	Grades 11 - 12

Prerequisite: Math Instructor Recommendation

This course is designed to meet the needs of any student who plans to attend college. The content of this course is closely related to the material offered at the university level. Students completing AP® Statistics will have the opportunity to take the Statistics Advanced Placement test for college credit.

33121 AP® Computer Science Principles A-B-C	3 Terms	1.5 Credits	Grades 11 -12

Prerequisite: None

AP® Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

523 Mathematical Concepts	1 Term	.5 Credit	Grade 12

Note: Course does not currently meet NCAA requirements

This course is intended for seniors who have wondered, “When will I ever use this math?”. This course will prepare seniors for a successful transition to college or career choice after high school. The class is intended for the students who wish to improve their problem solving abilities and reasoning skills.

947 Math Lab (Repeatable)	1 Terms	.5 Credits	Grades 9

Prerequisite: Must be taken concurrently with Algebra 1 and approved by the Math Department Head.

This course is a one-trimester math elective designed to provide additional support to students who require more time and attention with Algebra 1 concepts. Math lab will reinforce lessons and assignments specifically studied in these courses in real-time and provide support for students selected for this course.

MUSIC

The THS Music Department is committed to all students by offering both ensemble and classroom study opportunities. Through concert and school/community service instrumental and vocal ensembles, the Music Department strives to teach all levels of musical skills while supporting current trends in music. Small bands and vocal groups, as well as large ensembles, are developed for student participation in concerts, parades, trips, festivals, and competitions, as well as to enhance sporting and school events.

Course Title		Grades
605	Jazz Band	9 - 12
01012	Concert Band A-B-C	9 - 10
01013	Symphony Band A-B-C	9- 12
606	Guitar	9 - 12

605 Jazz Band	2 Terms	1.0 Credits	Grades 9 -12

Jazz Band is a specialized performing ensemble that is open to select students in grades 9-12. The course is offered second and third trimester only.

1012 Concert Band A-B-C	3 Terms	1.5 Credits	Grades 9-10

Prerequisite: Directors Approval

Course Description: This class is typically for 9th-10th graders. Prior band experience is necessary. This course is designed for students to learn music through performance in band. Students will perform concerts throughout the year and all performances are mandatory. Additionally, students will learn to perform as a member of a team. This course is considered the beginning level of bands at the high school.

> ***First term Concert Band (A) will focus on Marching Band.*** *Marching Band is an extra-curricular performance ensemble that emphasizes musical excellence and precision in movements through modern marching techniques in parade and field show design. Performances include football games, marching competitions, and parades. There will be extra rehearsals outside of class time, which include evening rehearsals, sectionals, and summer band practice. Summer band camp takes up one full week of summer (usually first week in August)*

Note: Two first-term band courses equate to .5 credit of Physical Education

1013 Symphony Band A-B-C	3 Terms	1.5 Credits	Grades 11-12

Prerequisite: Prerequisite: Directors Approval + 1 year of Concert Band Experience
- 10th graders may audition to be in this class in August

This class is typically for 9th-12th graders. Prior band experience is necessary. This course is designed for students to learn music through performance in band. Students will perform concerts throughout the year and all performances are mandatory. Additionally, students will learn to perform as a member of a team. This course is considered the advanced level of bands at the high school.

> ***First term Symphony Band (A) will focus on Marching Band.*** *Marching Band is an extra-curricular performance ensemble that emphasizes musical excellence and precision in movements through modern marching techniques in parade and field show design. Performances include football games, marching competitions, and parades. There will be extra rehearsals outside of class time, which include evening rehearsals, sectionals, and summer band practice. Summer band camp takes up one full week of summer (usually first week in August*)

Note: Two first-term band courses equate to .5 credit of Physical Education

606 Guitar	1 Term	.5 Credit	Grades 9 -12

Classroom instruction is provided in popular styles of guitar playing: technique, music reading, chord symbols, song accompaniment patterns, improvisation, chord embellishment and substitution, arranging, stage etiquette and ensemble (combo) performance.

PHYSICAL EDUCATION

Physical Education is a sequential, developmentally appropriate educational program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. All students will show competence in the following National Standards for Physical Education:

All THS students are required to take a .5 Physical Education credit, unless they fulfill it in Band. Two, first term Band or Color Guard courses may be substituted for one trimester of physical education. All THS students have the option to take additional Physical Education courses beyond the graduation requirement.

Course Title	Grades	Course Title	Grades
650 Physical Education 9	9		
672 Advanced Team Sports	9 - 12	660-661-662 Advanced Conditioning	9 - 12

650 Physical Education 9	1 Term	.5 Credit	Grade 9

This is the physical education foundation course which focuses on those concepts and experiences designed to help students establish lifelong physical activity and a healthy lifestyle. This course is designed to provide students with the opportunity to assess general health-related physical fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), increase general knowledge about health-related fitness, and develop the basic aerobic capacity that will allow safe participation in recreational settings. Students will be involved in a variety of activity units including team and individual sports, conditioning, and weight training. Swimming is a required unit of study that explores safety techniques and stroke instruction.

672 Advanced Team Sports	1 Term	.5 Credit	Grades 9 -12

The team sports class is designed for students interested in expanding their skills and use of strategies in sports. Activities may include, but not limited to: basketball, flag football, soccer, ultimate Frisbee, handball, badminton, volleyball, softball and Gatorball. In addition, maintenance of health related physical fitness will be provided.

660 (Fall), 661 (Winter), 662 (Spring) Advanced Conditioning	1 Term	.5 Credit	Grades 9 -12

Students in this class will have the opportunity to increase and develop specialized skills through the use of plyometrics, agility, balance, speed, flexibility, and weight training exercises. There will also be an emphasis on educating students in sports nutrition, the dangers of substance abuse, and the development of an attitude of life-long fitness.

SCIENCE

The science sequence prepares the student in all the basic areas of science. For those students wishing additional science background, either for enrichment or preparation for other careers, the various trimester and second level courses can be elected along with one of the required courses in the sophomore, junior, or senior year.

Three credits of science are required for graduation. Course credits include Biology, Chemistry OR Physics, and two additional classes in science. A sequence of Biology, Chemistry, and Physics is highly recommended.

Required Courses:

Course Title	Grades
703-04 Biology A-B or AP® Biology	9–12
707-08 Advanced Chemistry A-B or 705-06 Chemistry A-B **OR** 709-10 Physics A-B	10 – 12

Course Title	Grades
727 Anatomy & Physiology	10 – 12
728 Zoology	10 – 12
729 STEM	9 – 12
713 Forensic Investigations	10 – 12
714 Green Solutions*	9 – 12
715 Laboratory Explorations*	9 – 12
719 AP® Biology A-B-C	9 – 12
720 AP® Chemistry A-B-C**	10 – 12
723 AP® Physics A-B-C**	10 – 12
726 AP® Environmental A-B-C	9 – 12
751, 752, 753 Horticulture- Fall, Winter, Spring	9 – 12

***Course does not meet NCAA requirements**
****AP® Chemistry and AP® Physics are on a rotating schedule. Please see individual course descriptions**

Required Courses:

703 & 704 Biology A-B	2 Terms	1 Credit	Grades 9 -12

Biology is a course designed to expand the student's knowledge of the living organisms in this world. This is done through a variety of teaching methods including labs, group and individual activities, discussions, and cooperative learning. In biology, students will learn cell activities, such as cell transport, enzyme activity, DNA structure and function, protein synthesis, cell reproduction, and genetics. Other topics covered are theories of change, how microorganisms cause disease, energy production through photosynthesis and respiration, and human anatomy and physiology – how our body works. Included at the end of the course are botany: the study of plants; and ecology: man's impact on the environment. Contemporary topics will be added, such as cloning and stem cell research. This course provides knowledge into all of the essential biology standards as outlined by the State of Michigan.

705 & 706 Chemistry A-B	2 Terms	1 Credit	Grades 10 -12

Prerequisite: Biology or permission of Department Head and instructor

The course is designed for students whose career clusters include communications, business related plans, or a technical field. It will cover the essentials of chemistry and better prepare students for their college/post-secondary experiences. The course is lab based and covers energy, energy transfer, chemical reactions, properties of substances, and the periodic table.

This course will stress how chemistry influences your life and future career. This course provides knowledge into all of the essential chemistry standards as outlined by the State of Michigan.

707 & 708 Advanced Chemistry A-B	2 Terms	1 Credit	Grades 10 -12

Prerequisite: A grade "C" or better in Biology and Algebra I or permission of Department Head and instructor

This college prep course is designed for students that plan to prepare for a career in the health services, engineering, or science related careers. This lab based course will cover the main areas of chemistry in-depth. Topics include measurement, the periodic table and its trends, nomenclature, the mole, chemical reactions, energy, stoichiometry, gas laws, acids, and bases. This course will stress how chemistry influences your life and your future career. This course provides knowledge into all of the essential chemistry standards as outlined by the State of Michigan.

709 & 710 Physics A-B	2 Terms	1 Credit	Grades 10 -12

Prerequisite: A grade "C" or better in Adv. Chemistry and Advanced Algebra II or permission of Department Head and instructor

Physics is the study of the principles and processes that are the foundation of all sciences. It is an important part of the science core curriculum and is required for many college courses of study, such as engineering, biology, and health related fields. Topics covered are: mechanics (how and why things move), wave energy (including light and sound), electricity and magnetism, and modern physics (including relativity). Emphasis is placed upon natural phenomena and technical applications. Advanced students may take the AP test in physics. This course provides knowledge into all of the essential physics standards as outlined by the State of Michigan.

Electives Courses:

727 Anatomy and Physiology	1 Term	.5 Credit	Grades 10 -12

Prerequisite: Biology

Anatomy and Physiology is a one trimester lab-based course designed to study the structure and function of the human body. This interactive course will provide students with an in-depth understanding of how the human body battles to maintain balance against viral and bacterial infections and other diseases/disorders. Topics in the course may include: anatomical terminology, cells and tissue, integumentary system, skeletal system, muscular system, circulatory system, and respiratory system. This course may include dissection(s).

728 Zoology	1 Term	.5 Credit	Grades 10 -12

The Zoology Elective course provides an in-depth exploration of the animal kingdom, covering the major animal phyla. Students will begin with an introduction to the field of zoology, including career opportunities and proper laboratory safety and dissection techniques. The course then dives into the diversity of invertebrate and vertebrate animals, studying their unique characteristics and adaptations through observations, collections, and hands-on dissections. Students will engage in research projects to gain a comprehensive understanding of the animal kingdom. This elective course is designed to provide a strong foundation in zoology for students interested in biology, environmental science, and animal-related careers.

729 STEM (Science Technology Engineering and Math) 1 Term .5 Credit Grades 9 -12

A STEM Physical Science class is an introductory course that explores the fundamental concepts of physics and chemistry, focusing on the relationship between matter and energy through hands-on experimentation and inquiry-based learning, often including topics like properties of matter, motion, forces, energy transfer, waves, electricity, and magnetism, designed to prepare students for further study in STEM fields.

713 Forensic Investigations 1 Term .5 Credit Grades 10 -12

Prerequisite: Biology and Chemistry or permission of Department Head and instructor

Forensic science is a one trimester science elective course that uses an interdisciplinary approach (which requires an in-depth knowledge of biology, chemistry, physics, and laboratory techniques, as well as excellent skills in written and verbal communications) towards the analysis of crime scene evidence.

The purpose of this course is for students to gain hands-on experience by using current investigative techniques employed by forensic scientists, crime scene investigators, and other law enforcement agencies. Students will achieve these objectives by expanding their understanding of forensics through applied scientific concepts in the laboratory and case study settings.

714 Green Solutions 1 Term .5 Credit Grades 9 -12

Note: Course does not meet NCAA requirements

The course stresses the major concepts and basics of green thinking, how humans interact with their environment and understanding the dynamic systems of natural forces that impact our lives. Students will evaluate how their actions impact the natural elements (air, groundwater, ocean and land) and what actions can be taken to improve our negative impact. Students will also evaluate the use of fossil fuels, alternative energy and the impacts of global warming. In each of these impacts we take a deep dive into the natural forces that are at work like hurricanes, tsunamis, tornadoes, volcanic eruptions, forest figures and flooding.

715 Laboratory Explorations 1 Term .5 Credit Grades 9 -12

Note: Course does not meet NCAA requirements

What skills and techniques are used in laboratory research and many science fields? In this course, you will use the Michigan Science Expectation in Scientific Inquiry and Scientific Research through inquiry laboratory activities and case studies to learn these skills and techniques. This laboratory-intensive course focuses on the most important concepts of physics and works to explain how those concepts apply to mechanical, fluid, electrical, and thermal systems. The course blends an understanding of basic principles with practice in practical applications. It gives a foundation in understanding the technology that surrounds us today as well as the technology that is coming tomorrow.

751, 752, 753 Horticulture- Fall 751, Winter 752, Spring 753	1 Terms	.5 Credit	Grades 9 -12

Note: Course does not meet NCAA requirements

This course is designed to prepare students for either a job in the industry or continuing education in the horticulture field. In order to achieve this there are both hands-on aspects as well as instruction on the three main topics: plant biology, greenhouse management and landscape design. For the industry aspect some of the things students will be required to do is: identify a variety of plants (both in the greenhouse, agricultural and landscape), plant and maintain a variety of plants in the greenhouse, get knowledge to obtain a license on pesticides, fertilizers, small equipment, etc., creating and implementing landscape plans, maintaining the grounds around the school and involvement in the plant sale at the end of the school year. To satisfy the continuing education pieces some of the things students will be required to do are: understand how plants grow, move nutrients around and reproduce, conduct laboratory experiments on providing the best growing environment for plants, look into how horticulture can feed the world, look into the science behind plant propagation and horticulture relationship to human health.

AP Courses:

719 AP® Biology A-B-C	3 Terms	1.5 Credits	Grades 10 -12

Prerequisite: Grade "B" or better in Chemistry or permission of Department Head and instructor

This course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. Advanced Placement Biology includes three main topics: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. The goal of this course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students are encouraged to take the AP® Biology exam at the conclusion of the course.

720 AP® Chemistry A-B-C	3 Terms	1.5 Credits	Grades 10 -12

Course offered: 26/27, 28/29
Prerequisite**:** Grade "C" or better in Advanced Chemistry and Algebra I or permission of Department Head and instructor

This course builds upon the basic skills mastered in Advanced Chemistry. The course emphasis is on involving the student in quantitative laboratories and discussions concerning chemical reactions, thermodynamics, equilibrium, and kinetics. Questioning techniques used on ACT®, SAT®, and AP® test are reviewed and practiced. The course follows the AP syllabus and utilizes graphing calculator techniques and its application to the AP® test.

723 AP® Physics A-B-C	3 Terms	1.5 Credits	Grades 10 -12

Course offered: 25/26, 27/28
Prerequisite: Advanced Chemistry and AP® Calculus or permission of Department Head and instructor

Advanced Placement Physics is a calculus-based physics class designed for senior students who may wish to enter engineering or medical fields in college. The curriculum concentrates on the field of mechanics, which entails many basic concepts, such as velocity, acceleration, gravity, forces, work, energy, momentum, uniform circular motion, rotational motion, and simple harmonic motion. Success in this class would prepare students for the first semester of college-based physics.

Success on the AP® Physics "C" exam would earn the student credit in this first-semester class at most universities. Students wishing to take AP® Physics should be concurrently enrolled in AP® Calculus.

726 AP® Environmental A-B-C	3 Terms	1.5 Credits	Grades 10 -12

Prerequisite: Biology or permission of Department Head and instructor

This course will introduce the student to scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and the human place within the Earth System. Students will identify and analyze environmental problems and risks found naturally and those caused by humans. The interrelationship between energy, systems, resources, and pollution with the social, economical, and cultural contexts of a "closed system" of Earth is examined. Sustainable development, conservation, and environmental management are stressed in this course.

SOCIAL STUDIES

How to Select a Social Studies Course

Student interest in a subject should be the first criteria for electing any of the non-required social studies courses open to the student. In other words, the Social Studies Department is more concerned that a student elects a given social studies course because the student has an interest in the subject matter than we are concerned about the student's academic ability.

Student ability, however, is not in every case unrelated to a successful learning experience. It is possible for a student to elect a course in which the student could well have a disappointing experience because of the nature of the subject and/or the reading level of its literature. In such a case, the student will be advised of that potential difficulty by his/her counselor.

Required Courses:

Course Title	Grades		Course Title	Grades
801-02 World History & Geography A-B	9 - 12	OR	830 AP® Modern World History A-B-C	9 - 12
803-04 American History & Geography A-B	10 -12	OR	821 AP® U. S. History A-B-C	10 - 12
805 U. S. Government	10 - 12	OR	816 AP® U. S. Government & AP Comparative Politics A-B-C	11- 12
806 Economics	10 - 12			
101 Personal Finance (math related credit)	9 – 12			

Elective Courses:

Course Title	Grades
820 Foundations of Psychology	9 - 12
809 Ancient Greece & Rome	9 - 12
810 The American Civil War	9 - 12
822 Psychology of You	9 - 12
817 Current Events	9 - 12
824 World War II	9 - 12

AP® Courses:

Course Title	Grades
830 AP® Modern World History A-B-C	9 - 12
821 AP® U. S. History A-B-C	10 - 12
816 AP® U. S. Government & AP Comparative Politics A-B-C	11 - 12
815 AP® Psychology A-B-C	11 - 12

Required Courses:

801 & 802 World History & Geography A-B	2 Terms	1 Credit	Grades 9 -12

This course will involve the study of world events, people, geography, and cultures throughout history. Eras of study will begin with the early civilizations of Europe, Asia, the Middle East, and Africa along with early civilizations of the Americas. Students will learn how these peoples developed and interacted through trade, religion, learning, and warfare. Eras of study will follow through to the modern history of the above mentioned regions.

803 & 804 American History & Geography A-B	2 Terms	1 Credit	Grades 10 -12

This course is designed to allow for a comprehensive study of major themes, events, and periods in the history of the United States of America. The emphasis will be given to the geography, events, individuals, and other topics that help students gain a better understanding of what makes this country special and unique. In addition, this class will create an opportunity for students to practice and relate core democratic values to everyday life.

805 U. S. Government	1 Term	.5 Credit	Grades 10 -12

Prerequisite: American History and Geography requirements should be met before taking U.S. Government.

This course is designed to give each student a substantial background in government and meet the requirements for graduation according to state law. The United States Constitution will be used as a basis for study. Specific time allotments will be given to the legislative, executive, and judicial branches of the national government. This will be followed by a look at political parties and elections. In order to better understand the mechanics of the national government, the class will study the relationship of the federal government to the state and local governments as well as foreign nations. A special emphasis will be placed on developing learning skills for further education.

806 Economics	1 Term	.5 Credit	Grades 10 -12

This required course will examine the meaning of economics and give an overview of the American free enterprise system. This study will include but not be limited to: 1) Economic Systems: concepts from both macro and micro economics, 2) Consumer Economics: concepts including money and banking, credit, and managing debt, 3) Business Economics: concepts including types of businesses and how they operate in a market economy, advertising, and the stock market, and 4) Supply and Demand: concepts including meaning, variables, and an explanation of how this information is vital to understanding economic theory. Ultimately, students will be enabled to make informed personal and societal economic decisions.

Elective Courses:

820 Foundations of Psychology	1 Term	.5 Credit	Grades 9 -12

A primary objective of this course is to provide some insight into the study of individual human development and behavior. It is designed to provide the basis for future study in behavioral sciences but can also be used to understand motivations and consequences of behavior in everyday life. The development of a critical and scientific attitude will be stressed with human actions being treated as patterns which can often be predictable and repetitive. Areas to be studied include classifying psychology as a social science, the effect of modern technology on the individual, the science of learning and intelligence, social psychology, and additional units in which those taking the class express a specific interest

Name Change From: Introduction to Psychology- No Prerequisite

809 Ancient Greece & Rome	1 Term	.5 Credit	Grades 9 -12

Students will study the ancient civilizations of Greece and Rome. Attention will be paid toward their military, cultural, political, and economic characteristics and influences on the development of western civilization. The rise and fall of each civilization will also be discussed.

810 The American Civil War	1 Term	.5 Credit	Grades 9 -12

This course examines the causes and effects of the Civil War on American history. An arbitrary starting point will be colonial times. The agreements reached at the Constitutional convention are studied. A thematic approach will be used to demonstrate that the split between the North and South had deep political, sociological, and economic implications. The role of state rights and the activities of the abolitionists will be used to illustrate this split.

The problems of reconstruction and all the miseries that were attached to it will be used to demonstrate the serious wound to national unity created by the Civil War. To conclude the course, a look at the modern day South and the political and sociological scars it still bears will be presented.

822 Psychology of You	1 Term	.5 Credit	Grades 9 -12

Psychology of you is a social science course designed for students who wish to study the biological side of psychology. The primary objective will be to analyze contemporary theories and research in areas such as the teenage brain, developmental psychology, mental disorders, psychological treatments, mental health, and positive psychology. Considerable attention will be given to developing an awareness through readings, discussion, and individual research of the application of scientific discoveries in human and animal behavior.

Name Change From: Psychology II- No Prerequisite

817 Current Events	1 Term	.5 Credit	Grades 9 -12

Current Event classes will study the 21st Century from an economic, social, and political viewpoint. Current news issues will be analyzed along with a focus on comparing both the past and the present. Newspapers from around the world along with Newsweek magazine will be utilized in order to gain a firm understanding of current events on a worldwide level. Students will use projects, cooperative learning groups, tests, quizzes and debates to demonstrate their knowledge.

824 World War II	1 Term	.5 Credit	Grades 9 -12

The World War II elective course is designed to delve deeper into the important historical themes that are introduced in required history courses. The course will focus on the involvement of the United States in World War II including the causes, course, and outcome of the war. Beginning with the Treaty of Versailles at the end of World War I, students will be exposed to details about origins, social impact, major events, and geography of the war. Historical thinking skills will be developed as students process various primary and secondary sources to develop a deeper understanding of 20th Century American History as a result of study of the war.

101 Personal Finance	1 Term	.5 Credit	Grades 9 -12

This course introduces students to the day-to-day consumer activities of buying, saving, borrowing, investing, and insuring. Special emphasis is placed on credit cards, use of credit, and how to effectively manage money. It provides a better understanding of the life decisions faced by students after high school graduation. The roles of the individual, business, government, and foreign trade in student's financial life are used in simulations and projects.

830 AP® Modern World History A-B-C	3 Terms	1.5 Credits	Grades 9 -12

Prerequisite: Department Head Recommendation

AP® Modern World History is a rigorous year-long course that will analyze global patterns of world development from 1200 CE to the present. The course will challenge freshmen with a college level alternative to Trenton High School's traditional 9th grade World History class. The course will focus on five historical themes as defined by the College Board:

1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

Students will learn the skills necessary to analyze historical documents, textbook readings, and other primary and secondary sources from a variety of perspectives. Students also will develop a mastery of writing well planned essays using evidence to support their claims.

821 AP® U. S. History A-B-C	3 Terms	1.5 Credits	Grades 10 -12

The AP® U. S. History course is designed to provide students with the analytical skills and enduring understanding necessary to deal critically with the issues in United States history. The class will prepare students for college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability and their importance. They will also weigh the evidence and interpretations presented in historical scholarship. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

816 AP® U. S. Government & AP Comparative Politics A-B-C	3 Terms	1.5 Credits	Grades 11 -12

AP® U.S. & AP® Comparative Government and Politics is a yearlong combination of two AP courses. This course provides students with a college-level analysis of the government and political culture of the United States combined with that of six different countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Throughout the duration of this course, students will develop political knowledge, disciplinary practices, and reasoning processes that will allow them to analyze current and historical political events like a political scientist. Students completing this course will not only be prepared for two AP® Exams, they will also have an excellent understanding of much of today's world.

815 AP® Psychology A-B-C	3 Terms	1.5 Credits	Grades 11 -12

Prerequisite: Foundations of Psychology or Psychology of You

This yearlong course not only will prepare students for the AP® Exam but will also emphasize (and be taught with) a college level rigor and relevance. Among topics discussed in this course will be social psychology, personality, history and research methods, the brain, sensation/perception, learning, memory, cognition, development, disorders, and treatment.

SPECIAL EDUCATION COURSE OFFERINGS

Only students with an Individual Education Plan (IEP) are eligible for these classes.
Courses may not be offered every term.

33594 Freshman Focus	1 Term	.5 Credit	Grades 9 -12

This course is designed to help special education students with the transition from middle school to high school. There will be a particular emphasis on organizational skills and study skills. The goal is to help students continue to develop the tools that they need in order to have a successful high school career. We will be using the SOAR Study Skills curriculum which will help provide a structured approach to gaining needed skills in the following areas:

Time management	Setting goals
Organization of papers	Writing papers
Communicating with parents and teachers	Taking tests
Planning for homework and projects	Note taking

We will pay special attention towards using the skills developed in the above lessons and applying them to the THS 9th Grade curriculum. Students will have time each day to work on assignments from their other classes and get additional support when needed.

33500 I Algebra P I A-B-C	3 Terms	1.5 Credit	Grade 9

The purpose of this course is to review and reinforce basic math skills as well as build new skills based on what is already known. Connections are made between problem solving in mathematics and important skills in algebra. Students work through basic math concepts as they learn about using integers, variables, equations, and graphs, and how these new skills apply to problem solving in everyday life.

33507 Geometry P A-B	2 Terms	1 Credit	Grade 10

The course develops the curricular strands introduced in Algebra P I and all topics studied in traditional geometry are included. Emphasis will be skill review. This course is standard based and will enhance students' prospects for success on standardized tests.

33511 I Algebra II P A-B	2 Terms	1 Credit	Grade 11

This course provides a background in linear and quadratic algebraic expressions and equations, including powers and roots. Students will apply and explore the use of algebraic equations in the practical world around them. A graphing calculator will be utilized throughout the course.

33952 Guided Academics P	1 Term	.5 Credit	Grades 9 -12

This course is designed to assist students with work completion, note taking, re-teaching of lessons and credit recovery. Students will have time each day to work on assignments from their other classes. Focus will be on reinforcing basic math computation skills, and to increase reading skills and comprehension levels.

33957 Transition English	1 Term	.5 Credit	Grades 9 -12

Prerequisite: IEP Team Decision/Certificate of Completion Track

In this course, students will have the opportunity to improve their reading and writing skills as they prepare for their post high school goals. Students will be provided opportunities to read, communicate, reflect, and create related to functional language skills. The Essential Elements Curriculum and student IEP goals are used as the curricular guide.

Course goals include:

- promoting a lifelong interest in language, reading and writing.
- responding appropriately to a variety of text.
- developing language skills through developmentally appropriate tasks.
- using language as a tool for personal growth, social interaction and for developing relationships within the community.

33958 Transition Mathematics	1 Term	.5 Credit	Grades 9 -12

Prerequisite: IEP Team Decision/Certificate of Completion Track

In this course, students will have the opportunity to improve their functional math skills as they prepare for their post high school goals. The Essential Elements Curriculum and student IEP goals are used as the curricular guide.

Course goals include:

- developing money, time and financial management skills.
- meeting Individual student needs related to basic math operations.
- problem solving using a variety of algebraic and geometric concepts.

33959 Transition Social Studies	1 Term	.5 Credit	Grades 9 -12

Prerequisite: IEP Team Decision/Certificate of Completion Track

In this course, students will have the opportunity to learn more about the world around them. The topics covered will relate to the students' place in the world as they prepare for involvement in society as an adult. Student transition goals will be incorporated into curriculum development.

Course goals include students:

- developing an awareness of their place in the world and the functional skills that are related.
- exploring the local community resources that can support their post high school goals.
- comparing and contrasting cultures and traditions around the world.
- exploring American History, Economic and Government topics important to involvement in society post high school.

33960 Transition Science	1 Term	.5 Credit	Grades 9 -12

Prerequisite: IEP Team Decision/Certificate of Completion Track

In this course, students will have the opportunity to use observation and data to understand the world around them. Topics will include hygiene and health, the human body, biology, earth science and the scientific method. Critical thinking, problem solving and making connections will be a focus.

Course goals include:

- practical application of following instructions and making predictions.
- developing language related to clear communication of observations and asking questions.
- relating life skills such as cooking and cleaning to science.

WORLD LANGUAGES

Bonjour! Guten Tag! ¡Hola!

Expand your world! Come and experience the world of German gingerbread houses, French crepes and bargain for deals at a Spanish-speaking market, all without leaving home! Explore other countries' culture and language; speak to people in their native languages. It's the best way to bridge any cultural gap! Visit French, German and Spanish-speaking countries, sharpen language speaking skills and experience art, history and culture first hand with travel opportunities at THS.

Invest in your future. We live in a global market, so having a world language on your resume will always give you a positive advantage in the job market.

The State Universities of Michigan have adopted specific admissions requirements for students who wish to enter any of the 15 public universities. Prospective students are strongly encouraged to complete courses in world languages. Three years of study in a specific language are recommended. The study of a world language four-year sequence provides a rich base of knowledge helpful for those who will take college language placement exams.

Course Title	Grades	Course Title	Grades
909-10 German I A-B	9 - 12	917-18 Spanish I A-B	9 - 12
911-12 German II A-B	10 - 12	919-20 Spanish II A-B	9 - 12
913-14 German III A-B	11 - 12	921-22 Spanish III A-B	10 - 12
915-16 German IV A-B	12	923-924 Spanish IV A-B	11 - 12
		931-32 Spanish V A-B	10 - 12

909 & 910 German I A-B	2 Terms	1 Credit	Grades 9 -12

German I is an introduction to the German language and culture. Primary objectives of this course are to develop strong foundations in the areas of reading, writing, speaking, listening and culture. There is an emphasis on vocabulary-building and the grammar necessary for language use in the classroom and through online resources.

911 & 912 German II A-B	2 Terms	1 Credit	Grades 10 -12

Prerequisite: German I or recommendation of Department Head

Continued emphasis is placed on vocabulary building and concurrent grammar instruction, helping students to function in more complex language situations. Speaking, writing, listening and reading are at a more advanced level. Culture will include modern day events which broaden the student's understanding of the practices and concerns of native speakers. On-line activities will provide extra practice and help. Students will demonstrate proficiency in presentations.

913 & 914 German III A-B	2 Terms	1 Credit	Grades 11 -12

Prerequisite: German II or recommendation of Department Head

Vocabulary building continues and review of essential grammar is expanded with more advanced structures of the language. Students will communicate at a higher level in spoken and written language. They will comprehend more of what is heard. Students will demonstrate proficiency in presentations.

915 & 916 German IV A-B	2 Terms	1 Credit	Grade 12

Prerequisite: German III or recommendation of Department Head

Maintaining a conversation, reading longer passages, comprehending the ways of the people and writing more coherent compositions which employ correct grammar are the goals. History, culture, art and literature will be examined in texts, Internet activities and videos. Students will demonstrate proficiency in presentations.

917 & 918 Spanish I A-B	2 Terms	1 Credit	Grades 9 -12

Spanish I is an introduction to the Spanish language and culture. Primary objectives of this course are to develop strong foundations in the areas of reading, writing, speaking, listening and culture. There is an emphasis on vocabulary-building and the grammar necessary for language use in the classroom and through online resources.

919 & 920 Spanish II A-B	2 Terms	1 Credit	Grades 9 -12

Prerequisite: Spanish I or recommendation of Department Head

Continued emphasis is placed on vocabulary building and concurrent grammar instruction, helping students to function in more complex language situations. Speaking, writing, listening and reading are at a more advanced level. Culture will include modern day events which broaden the student's understanding of the practices and concerns of native speakers. On-line activities will provide extra practice and help. Students will demonstrate proficiency in presentations.

921 & 922 Spanish III A-B	2 Terms	1 Credit	Grades 9 -12

Prerequisite: Spanish II or recommendation of Department Head

Vocabulary building continues and review of essential grammar is expanded with more advanced structures of the language. Students will communicate at a higher level in spoken and written language. They will comprehend more of what is heard. Students will demonstrate proficiency in presentations.

924 Spanish IV A-B	2 Terms	1 Credit	Grades 10 -12

Prerequisite: Spanish III or recommendation of Department Head

Maintaining a conversation, reading longer passages, comprehending the ways of the people and writing more coherently, employing correct grammar are the goals. History, culture, art and literature will be examined in texts, Internet activities and videos. Students will demonstrate proficiency in presentations.

931 &932 Spanish V A-B	2 Terms	1 Credit	Grades 10 -12

Prerequisite: Spanish IV or recommendation of Department Head

This is an advanced Spanish course for students who have completed 4 units of study. The course will develop and intensify studies in topics directed toward fluency through complex reading, advanced writing and clear conversation. Previously learned vocabulary and grammar structures will be reviewed and reinforced, while exploring the nuanced grammatical structures for continued growth in the language. Culture will continue to be at the forefront of every lesson.

ADDITIONAL INTERDISCIPLINARY OPPORTUNITIES

The opportunities listed below are also available to students. Please read the requirements and descriptions carefully. These offerings are not available without meeting all of the requirements listed in the description.

946 Academic Learning Lab (Repeatable)	1 Term	.5 Credit	Grades 9 -12

Prerequisite: Counselor recommendation, please make an appt.

This course will provide reading, academic, study and organizational skills, and time management support for students who need additional help with course completion.

Edgenuity®/E2020® Online Courses	1 Term	.5 Credit	Grades 9 -12

STUDENTS MUST APPLY! Online Course Enrollment Application
Online courses through Edgenuity®/E2020® are facilitated by a Trenton High School teacher. Students master the content at their own pace and have flexibility of completing their coursework online anytime, 24 hours a day, 7 days a week. Students must complete the Online Course Enrollment Form (21f) by May 1st of the previous school year for the 1st trimester (Fall) of the following school year, by October 1st for the second trimester, and Feb. 1st for the 3rd Trimester. Students that fail to do so will not have the opportunity to enroll in online courses. The Online Course Enrollment Form (21f) can be found here: Online Course Enrollment Application

See Online Course Options **for course options.**

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