

Portland High School



Course Registration Handbook *2025-2026*

*Courses listed are subject to change at the beginning of the school year
depending on multiple variables, including staffing changes*



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Portland, MI 48875



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www.portlandk12.org

A LETTER FROM THE PRINCIPAL

Dear Students and Parents/Guardians,

This course registration handbook is designed to support you as you plan student schedules for the upcoming school year. Inside, you'll find detailed course descriptions, information about special programs, and key academic policies. Portland High School (PHS) offers a wide variety of opportunities for students, including courses at PHS as well as options through the Ionia County Career Center, the Portland Early College Program (PECP), Michigan Virtual School, Oxford Virtual Academy (OVA), and Odysseyware.

Throughout high school, students will earn credits that meet both the Michigan Merit Curriculum (MMC) and Portland High School graduation requirements. This handbook also outlines graduation requirements and the many options students can pursue to meet them.

You'll also find information about the Educational Development Plan (EDP) process, which takes place through Xello. Each year, students update their EDPs to help guide course selection and align electives with their future goals. Students will work directly with their school counselor to finalize their schedules. I encourage you to reach out to our Student Services team if you have any questions about classes, requirements, or available opportunities.

Together, we will create an educational plan that helps every student graduate from Portland High School ready to succeed in the next stage of their journey. Please know I am here to support you along the way.

All the best,

Matt Morales
Principal

Portland Public Schools Mission Statement

"The mission of Portland Public Schools, in partnership with the community, is to educate citizens who demonstrate the academic, team work, and personal management skills needed to function effectively in a global society."

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GENERAL INFORMATION

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GRADUATION REQUIREMENTS

The State of Michigan and the Portland Board of Education have approved the graduation requirements for students receiving a diploma from Portland High School. All students are required to have an Educational Development Plan (EDP). All students, working with their parents, will design a four-year planned program for grades 9-12. The EDP is filed in each student record and will be reviewed annually.

Graduation Requirements:

Class of 2023: 24 Credits
Class of 2024: 27 Credits

Class of 2025: 29 Credits
Class of 2026 (+): 32 Credits * **

Graduation Requirement	Credits
English Language Arts (ELA)	4
Mathematics	4
Science	3
Social Studies	3
Information Technology	0.5
Physical Education / Health	1
Communications	0.5
World Language	2
Visual, Performing, and Applied Arts (VPAA)	0.5
Remaining Electives	See Above
Total	

English Language Arts: 4 Credits

- ✓ ELA 9 (1 Credit)
- ✓ ELA 10 (1 Credit)
- ✓ ELA 11 (1 Credit)
- ✓ ELA 12 (1 Credit)

Mathematics: 4 Credits

- ✓ Algebra I (1 Credit)
- ✓ Geometry (1 Credit)
- ✓ Algebra II (1 Credit)
- ✓ 4th Year Math (1 Credit)

Science: 3 Credits

- ✓ Earth Science (0.5 Credit)
- ✓ Physical Science (0.5 Credit)
- ✓ Biology (1 Credit)
- ✓ Chemistry or
Physics / Applied Physics (1 Credit)

Social Studies: 3 Credits

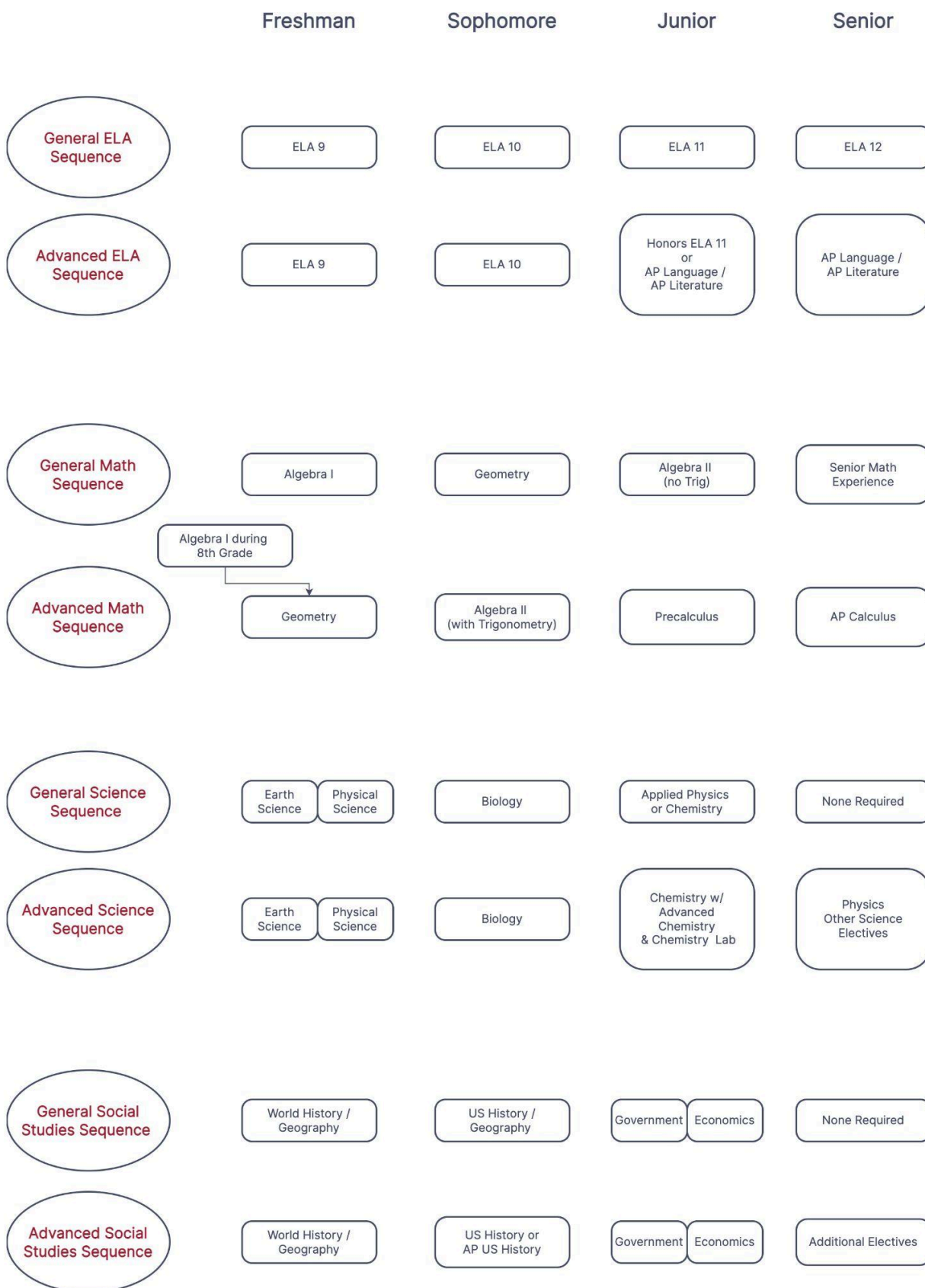
- ✓ World History (1 Credit)
- ✓ United States History (1 Credit)
- ✓ Government (0.5 Credit)
- ✓ Economics (0.5 Credit)

Other Requirements

- ✓ World Language (2 Credits)
- ✓ Intro to Computer Science (0.5 Credits)
- ✓ Health 9 (0.5 Credits)
- ✓ Physical Education (0.5 Credits)
- ✓ Communications (0.5 Credits)
- ✓ VPAA Elective (0.5 Credits)

***Transfer students from a traditional schedule will use this tiered plan to determine their graduation credits.*

Core Requirements Flow Charts



Elective Course Choices

The purpose of elective courses is to provide students with a unique learning experience beyond the core required classes. Students are encouraged to select elective courses that are aligned with their interests or future plans.

Course and Credit Details

- Each semester is divided into two quarters. Course credit is earned by each quarter completed successfully. Credit is awarded at 0.5 credits per quarter.
- Credit is issued upon passing a course with a grade of D- or higher or a final exam grade of 77% or higher.
- Students are to enroll at PHS as a full-time student.
- A student may be granted PHS credit for credits earned from other institutions based upon review by the counselor and administrator.
- A student must participate in good faith in Michigan Merit Examination (MME) testing in order to participate in commencement exercises for their graduating class.

Career Pathways

There are six career pathways with a professional and technical path for each. The pathways are: Art & Communication; Business, Management; Marketing & Technology; Engineering/Manufacturing; Health Sciences; Natural Resources & Agri-science; and Human Services. Some classes fit better into one pathway than another. See your school counselor for information regarding career paths.

Personal Curriculum

The MMC legislation allows a parent, school personnel, student age 18 or older, or emancipated student to request a “personal curriculum” for a pupil that modifies certain requirements of the Michigan Merit Standard requirements. The personal curriculum must be developed by the pupil, at least one of his or her parents or his or her guardian, and a teacher or counselor. Revisions to a personal curriculum may be made if they are developed and agreed to in the same manner as the original personal curriculum.

The personal curriculum must incorporate as much of the subject matter content expectations of the Michigan Merit Standard as is practicable; establish measurable goals that the pupil must achieve while enrolled in high school; provide a method to evaluate whether he or she has met those goals; and be aligned to the pupil’s Educational Development Plan (EDP) which a pupil must develop before entering high school. The pupil’s parent or legal guardian and the superintendent of the school district or his or her designee must agree to the personal curriculum before it takes effect.

Testing Out

The Board of Education of Portland Public Schools acknowledges that some students may have acquired knowledge or skills at levels that would allow them to demonstrate they meet or exceed the content expectations associated with a subject area. Portland High School students may request an opportunity to demonstrate such mastery either through a written examination or other culminating experience normally reserved for students upon completion of a class, referred to as “testing out.” It is the intent of the Board to extend to all students the opportunity to demonstrate mastery in a range of courses offered at Portland High School and to allow for the most efficient use of instructional time.

- This policy will apply equally to all students of Portland High School.
- No letter grade shall be earned by testing out of a course; the notation of successful completion and earning of credit will be noted on the student’s transcript.
- Credits earned through this provision shall be counted toward graduation.
- Credits earned through testing out shall not be included in a computation of grade point average for any purpose.
- A student may not test out of a class in which he/she is currently taking or has been previously enrolled.
- To earn credit the student must achieve a grade of at least a C+ on each end of semester

assessment.

- After earning credit in a course via testing out, the student may not receive credit thereafter for a course lower in the sequence in the same subject area.
- The following will be the allowable times in which a student may attempt to test out of a class:
 1. The final exam period at the end of the first semester.
 2. The final exam period at the end of the second semester.
 3. One day set aside prior to the start of school in the fall.
- A student who wishes to attempt to test out of a class must file a request ten (10) days before the end of the semester for 1 and 2 above, or test out prior to the first day of classes (3 above).
- Students who wish to attempt to “test out” of a class must meet with a building administrator or counselor to discuss options.
- A student may only attempt to test out of each class one time.

Competency-Based “B” Section Failures

Students who earn failing grades in the B section of courses (e.g., Spanish 1B, French 1B, or Algebra 1B) can be broadly divided into two groups based on competency levels.

High competency failures typically stem from incomplete assignments and missing work. Despite possessing a solid understanding of content ideas and nearing mastery of concepts, these students struggle to showcase proficiency due to unfinished assignments, resulting in a grade often hovering within the fifty percent range.

Low competency failures are often marked by high absenteeism or insufficient participation in class learning activities. These students may encounter difficulties in succeeding in subsequent course sections due to a lack of engagement and involvement in the learning process.

It's crucial to note that for students to receive credit for the Michigan Merit course (e.g., Algebra 1 or Spanish 1), they must demonstrate minimum proficiency in all sections of the course, indicated by a letter grade (A - D) or credit (CR).

For students not receiving credit for a B section of their course, the next steps vary based on their level of competency:

High Competency Failing Grades (Default):

Upon the instructor's recommendation, students remain in the course, collaborating with their instructor to achieve not only a grade in the C section but also credit in the B section. Continuous enrollment in the C section is maintained.

Student and Family:

- Active participation in learning activities, with a focus on mastering standards or areas of competency still pending. Attentive to items that are required and due dates.
- Extra assignments may be required for the student to demonstrate competencies from the B section of the course.
- Guardians will receive a notice and will have the right to opt-out of this opportunity if they wish.

Teacher:

- Provide written notice to guardians via an email and a letter home (submit to the office to mail out).
- Ongoing monitoring of student success throughout the C section.
- Upon successful completion of the C section and mastery of B section standards, students earn their letter grade from the C section and credit (CR) from the B section.
- The teacher initiates a change in credit for the B section, notifying the administration for processing to a credit (CR).

Low Competency Failing Grades:

If a student fails a B section with low competency, the instructor emails the school counselor to remove the student from their C section. Students have several options:

- Retake the entire course in a new term, including the A section to build foundational skills.
- VPAA / CTE Waivers (2nd year World Language - only):
 - VPAA waiver: Students can take 1.0 full extra credits of VPAA courses to replace the MMC requirement of the second year of world language.
 - CTE Course: Students can enroll in a CTE program through the Ionia County Career Center. Passing this course with a C or higher will waive the MMC 2nd-year world language requirement.

Teacher: At the conclusion of their B section, email the counselor to remove the student from their C section. The best practice is to alert the support team (Dean, Counselor) if the behaviors of the student (absenteeism, etc) are impacting success. The team can help provide support.

Adding or Dropping Classes

All requests for schedule changes must be initiated with the student's school counselor.

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Students may change their schedule for the following reasons:

- a more appropriate level class is recommended by the teacher.
- the student was scheduled into a class already completed.
- the program or class is being dropped or added by the administration.
- the student has fewer than six classes printed on his/her schedule.
- the student does not have the prerequisites for a course.

Students will not be given the option to change their schedules after the posted add/drop period unless they have the approval of a counselor and/or administrator. If a student drops a class after the posted add/drop period, the student may receive a "Withdraw Pass or Fail" semester grade for the class. Students who stop attending class without an approved schedule change will be considered unexcused. Parental approval is required to drop a required class.

ADDITIONAL PHS OPTIONS

Portland Early College Program

What is the Portland Early College Program (PECP)?

The Portland Early College Program is a dual enrollment program that allows students to stay with Portland Public Schools for a 5th year to earn college credit. While in the program students receive extra support from our staff, preferential scheduling, and both high school and college credit. Signing up for this program can start as early as the 9th grade and up to the start of their 11th grade school year. The district covers all tuition and books for these classes. There is no cost to families that are part of this Program.

Why participate in the program?

Students participating in the PECP program will receive free tuition and books during their participation in the program. By the time PECP students leave high school they will have the opportunity to earn up to an associate's degree or 60 semester credits towards an associate's or bachelor's degree. Students are allowed to participate in all high school activities including sports, clubs, and dances during their 9th-12th grade years. PECP students will be offered support services throughout the duration of the program.

What are the student requirements?

Each student will be required to complete the Early Middle College Association Technical Certificate requirements which includes a minimum completion of 15 college credits with 2.0 G.P.A. or higher and 100 hours of verified community service and/or college/career coursework.

How do I get signed up?

Students interested in the program should talk to their school counselor or the Post Secondary Coordinator about this amazing opportunity!

Contact Information: Jason Haid, Post Secondary Coordinator
jhaid@portlandk12.org, 517-647-2981.

Foreign Exchange Student Procedures

- Foreign Exchange students will be classified in the age-appropriate grade level based on their date of birth and cohort from their home country.
- Foreign Exchange students must follow their program guidelines regarding coursework.
- Foreign Exchange students who are placed in the 11th grade are required to take the State of Michigan required suite of assessments (SAT, ACT WorkKeys and MME Social Studies and Science).
- Foreign exchange students may attend prom regardless of their grade level.
- Foreign exchange students may (and are encouraged to) participate in after school activities, clubs, and athletics. *Note that athletic participation will require a physical from a United States health care professional.*
- Host families will be entered into Skyward as the guardian contact. If the home country family would like to be added, a request needs to be made to the school for secondary contact information to be provided.
- If concerns are presented with academics and/or behavior, host families will be contacted first, followed by the representative from the exchange program.

Enrollment Process:

- Agency contacts the Principal with required paperwork and information for acceptance.
- Principal signs paperwork and submits it back to the agency.
- Host family and/or Agency contacts the school to schedule a time for registration.
- *Paperwork can be sent to the host family in advance to speed up the enrollment process.*
- Students are asked to attend the PHS Open House, which is typically held the week before school starts each year.

End of Year Procedures:

Seniors and Graduation: Students in the 12th grade have two options for completion. All students are eligible to participate in the senior class ceremonies. Students may:

(1) Participate in a certificate of completion program (without a United States Diploma). These students typically return home to complete their diploma in their home country. PHS will only maintain records of the courses took at Portland High School. It will be the responsibility of the home country to take these grades and award the needed credits in that country's grading system.

*(2) Seek and earn a United States Diploma through Portland Public Schools. **Students who seek this option must declare this is their wish upon enrollment.*** Students will need to transfer all credits from their home country and will need to complete all the graduation requirements of a Portland Public Schools graduate. Students will receive an official transcript and PHS can provide a transcript to the student with a letter certifying the diploma, upon request.

School Records

Portland Public Schools will complete for every foreign exchange student:

- Provide students with report cards, mailed to host families
- Access to Skyward (online student information system) to students and host families.
- Access to technology and school-provided email for the student.
- File copies of the student transcript and any documentation in permanent school records.

Any other documentation required for a student to take back to their home country must be submitted to the principal's office by June 1 of their year, or within 2 weeks of the date needed.

Educational Development Plans

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

- Information on various types of careers and current and projected job openings in the State and those jobs' actual and projected wages.
- An opportunity to explore careers specific to a student's interests and identify career pathways and goals for achieving success in those careers, including, but not limited to, the level and type of educational preparation necessary to accomplish those goals.
- An opportunity to develop a talent portfolio, which shall include, but is not limited to, a record of the student's experiences, proficiencies, certifications, or accomplishments that demonstrate talents or marketable skills. If developed, a talent portfolio shall be revised, as appropriate, throughout the implementation of the educational development plan.

During the process of developing an educational development plan, students shall also be provided with the most recent analysis published by the Department of Technology, Management and Budget of in-demand occupations in the region where the district is located. The plan must be based on a career exploration program and high school readiness scores, to assist the student in identifying career development goals as they relate to academic requirements.

Ionia County Career Center (ICCC) Embedded High School Credits

The Ionia County Career Center recommends certain high school credits below. Students must complete a full year of the program and earn a 2.0 (C) or higher GPA per semester to be eligible. Credit can only be awarded by the local school district (Portland Public Schools). Specific ICCC Policy and embedded credits listed on the ICCC website ([click here](#)). VPAA waiver credits is only by a Personal Curriculum (please see your PHS counselor for more details.)

State Approved CTE Programs	4th Related Math	Algebra II	3rd Year Science	Social Studies (PC Only)	PE/ Health (PC Only)	VPAA	Foreign Language
Computer Programming (*)	☑		☑	☑	☑	☑	☑
Construction Technology (*)	☑		☑	☑	☑	☑	☑
Criminal Justice	☑		☑	☑	☑	☑	☑
Culinary Arts (*)	☑		☑	☑	☑	☑	☑
Diesel Technology	☑		☑	☑	☑	☑	☑
Educational Careers (*)	☑		☑	☑	☑	☑	☑
Health Occupations	☑		☑	☑	☑	☑	☑
Healthcare Foundations	☑		☑	☑	☑	☑	☑
Machine Tool (*)	☑	☑	☑	☑	☑	☑	☑
Plant & Animal Science (*)	☑		☑	☑	☑	☑	☑

(*) = 1 or 2 year program

Post-Secondary Athletic Eligibility

National Collegiate Athletic Association (NCAA)

National Association of Intercollegiate Athletics (NAIA)

The NCAA and NAIA Eligibility Centers have designed their websites with you, the student-athlete, in mind. It is where you will find the tools and information you will need to begin your college experience as a student-athlete.

Eligibility Center Online Registrations:

To register with the NCAA Eligibility Center:

Go online to www.eligibilitycenter.org

To register with the NAIA Eligibility Center:

Go online to www.naia.org

Personalized Learning Hour (+1)

Students will have one hour per day that will be aligned to the development of their future career goals and personal interests. The options will include, but are not limited to:

☐ Marching Band / Concert Band	☐ Student Support (IEP students)
☐ Work-based Learning	☐ Independent Study
☐ Dual Enrollment	☐ Credit Recovery
☐ Project TEAM	☐ Early College Mentoring
☐ Freshman Academy	☐ LINKs

☐ Oxford Virtual Online Course (career-focused class) - see options below

Students will need to select two of these options, one for fall semester (S1) and one for spring semester (S2).

Online Courses

Students at Portland High School have the opportunity to take online classes through Odysseyware or Michigan Virtual. Students will use the [Online High School Course Agreement](#) for any online courses outside of the Personalized Learning Hour (+1). Students are able to take up to two online courses per semester and remain an in-person student at Portland High School.

If your student requires full-time online enrollment, please contact your counselor for recommendations.

Students can choose to take an online course for many reasons. Common reasons include:

- A course is not offered at Portland High School
- A course does not fit in a student's schedule
- An AP Course offering
- Student desire to learn independently
- Credit recovery options

Some important requirements for an online course include, but are not limited to:

- Student must remain on campus for their online course where attendance is taken and student progress is monitored by a PHS staff member (onsite mentor)
- Student must communicate weekly with their online teacher, and more often if support is needed
- Grades earned from online classes are placed on a student's transcript and are also included in GPA calculations
- Grades and progress in online courses remain a factor in athletic eligibility

Check with your school counselor to make sure an online class will not negatively impact NCAA or NAIA eligibility.

Odysseyware

PHS students have the opportunity to take online classes through Odysseyware. These courses are supported by the PACE staff within Portland Public Schools. Please see your school counselor for options.

Oxford Virtual Academy and Michigan Virtual Options

PHS students can take Oxford Virtual or Michigan Virtual courses if they are interested in an alternative course offering. Please see your counselor for options.

Next Steps:

Students who wish to enroll in an online course must complete the request form and agreement form with parent / guardian signature. Pick up a form in Student Services or complete the form here: [Online High School Course Agreement](#).

Section 21f of the FY2013 State School Aid Act expands access to digital learning options for students in Michigan. This legislation enables public school students in grades 6-12, with the consent of a parent or guardian, to enroll in up to two online courses during an academic term. A student may be enrolled in more than two online courses in a specific academic term, semester or trimester if the district determines it is in the best interest of the student, the student agrees with the recommendation of the district, and the district and student have developed an education development plan that is kept on file by the district. Enrollment in online courses under Section 21f cannot result in a course load that exceeds a full-time schedule. If you have questions, please see your counselor.

You may not drop out of an online class without Administrative approval, and additional restrictions may apply.

LCC Advantage Courses (Dual Enrollment)

LCC Advantage courses are special sections of Lansing Community College (LCC) courses that are offered just for PHS students. Students must enroll through Mr. Haid.

Independent Study

To enroll in an independent study, the student must complete and gain approval from all parties involved (student, advising teacher, counselor, administrator) prior to the start of the semester. Student responsibilities are below, as well as are instructor responsibilities. Independent Study courses are not approved by NCAA/NAIA and are a traditional graded course with a letter grade awarded at the end of the course.

The Learning Contract is to be completed by the student and will detail out the specific learning objectives for the student based on their goals. The student will be responsible for identifying what the learning objectives are, developing due dates and what the evidence is of their learning. The advising teacher will primarily be responsible for offering up advice, support, resources and will be the one who evaluates the student's evidence as identified.

Student responsibilities

- Propose a written learning contract of what you want to learn and how you plan to learn it.
- Develop a detailed schedule that has you working on contract activities each week.
- Take the initiative to contact your advising instructor immediately to get the assistance you need (with, for example, motivation, resources, feedback, problems).
- Meet with your advising instructor regularly to review progress and discuss material.

Instructor responsibilities

- Assist in developing the learning contract and ensure its completion and good quality.
- Recommend learning resources, such as books, journals, people, agencies, library materials.
- Be available as a resource for information, but allow the student to take initiative in asking for assistance with learning.
- Meet regularly with the student to review progress, share ideas, and encourage learning.
- Evaluate the student's work as described in the learning contract.

Approval Process

Any student seeking an approval for an Independent Study must:

- Gain verbal approval from the core teacher who will sponsor their learning.
- Get the Independent Study Learning Contract form from their counselor.
- Complete the Learning Contract which details the specific learning objectives, expected evidence of learning and due dates.
- Turn in the learning contract to all parties for signatures and approval.

Once this is complete, the student is able to enroll in the Independent Study course.

COURSE REQUIREMENT CHECKLIST

ENGLISH (4.0 credits)

_____ English 9
_____ English 10
_____ English 11 (or alternative)
_____ English 12 (or alternative)

MATHEMATICS (4.0 credits)

_____ Algebra I
_____ Geometry
_____ Algebra II

_____ 4th Math / Senior Math
_____ Experience

SCIENCE (3.0 credits)

_____ Earth Science
_____ Physical Science
_____ Biology
_____ Chemistry or
_____ Physics/Applied Physics

SOCIAL STUDIES (3.0 credits)

_____ World History
 _____ US History
 _____ Government
 _____ Economics

COMMUNICATIONS (.5 credit)

_____ Communications (counts as
 VPAA)

COMPUTER SCIENCE (.5 credit)

_____ Intro to Computer Science

HEALTH (.5 credit) / PE (.5 credit)

_____ Health 9
 _____ Physical Education 9

ELECTIVES

WORLD LANGUAGE (2.0 credits)

_____ Language _____
 _____ Language _____

VISUAL, PERFORMING, APPLIED ARTS**(0.5 credits)**

Communications is the other 0.5 credit

_____ VPAA: _____



COURSE DESCRIPTIONS

SME - course counts as a senior math experience

VPAA - course counts as a visual, performing, applied arts credit

English / Language Arts

	Course Numbers and Title	Details	Course Length	Grades
1091/1092	English Language Arts 9	Required	2 Quarters	9
	This course focuses on communication skills, forms of literature, writing, informational and narrative reading, and English language usage. Academic, personal management, and teamwork skills are integrated into the course.			

1101/1102	English Language Arts 10	Required	2 Quarters	10
This required course is designed to continue the development of language arts skills in reading, writing, speaking, listening and organizing. Reading selections will focus on contemporary American literature. Prerequisite: English 9				
1111/1112	English Language Arts 11	Required Option	2 Quarters	11
This course is designed to enhance students' reading, writing, and vocabulary skills using literature as a vehicle. In accomplishing these goals, students will also improve their critical thinking and communication skills. The course also focuses on standardized testing, college applications, and English language usage. Prerequisite: English 10 <i>Option of one English 11 course required to graduate.</i>				
1121/1122	English Language Arts 12	Required Option	2 Quarters	12
As students become more proficient and self-confident communicators, they will be encouraged to develop personal writing styles. Through communication skills they will set goals and make career choices. A variety of communication forms will be used to respond to class activities. Prerequisite: English 11 <i>Option of one English 12 course required to graduate.</i>				
1190	Communications	Required	VPAA 1 Quarter	9-12
Students will analyze verbal and nonverbal communication strategies, examining communications theory from interpersonal communications to mass communications. Effective speaking and listening skills will be emphasized.				
1161-1164	<i>AP Literature and Composition (not offered 24-25)</i>	<i>offered alt years</i>	4 Quarters	11-12
1151-1154	AP Language and Composition	<i>offered alt years</i>	4 Quarters	11-12
In preparation for the AP exam, students will read, respond to, interpret, and evaluate literature (primarily English lit.) from all periods. Students will write both formally and informally with formal emphasis on literary analysis, interpretation, criticism, and evaluation. Informal writing tasks may include response and reaction papers, reading journals, collaborative writing, and literary analysis/criticism. Students will regularly write timed, in-class essays on given prompts. This course will often consist of college-level reading and tasks. It is essential that students in the AP Lit./Comp. course be prepared to read, compose and perform tasks that are beyond the standard and even college-preparatory level. Because this course is designed to substitute for one semester of college English through the successful completion of the Advanced Placement examination administered in May of each year, it is required that students take the AP Exam (approx. \$90). There is a summer reading requirement assigned after registration, due the first day of class in the fall. Students must provide or purchase supplementary texts/novels and a workbook (approx. \$30 total). Prerequisite: Teacher Recommendation <i>Can be used as an alternate for the required option for English 12.</i>				
1205	The Deadly Brotherhood: The American Soldier in WWII		1 Quarter	11-12
During this nine week course students will explore the causation, conflict, and consequences of the Second World War from a soldier's perspective. Students will focus on the differences between the war in the European Theater of Operations and the Pacific Theater of Operations, with a special focus on the personal experience of the American combat soldier, sailor, and airman. Students will explore personal letters, music, memoirs, and film. Students can expect to be involved in writing activities, lecture, listening activities, group manual of arms and marching movements, film study, independent and group readings, and class discussions.				
1203	Book Club		1 Quarter	9-12
In this nine week course, book lovers and nonbook lovers will have a chance to explore and dive deeper into the pages of books and discuss them with one another. This course is created for students to be able to explore both classic and more modern texts all while discovering different genres.				
1208	Fairytales and Folklore		1 Quarter	9-12
Modern readers are most likely to know fairy tales from numerous Disney movies where everyone lives "happily				

ever after”. What they miss out on is the original lessons and fascinating variety of the original tales. Each tale has many varied backgrounds and multicultural heritage that can teach us about our histories and ourselves. In this class we will explore the varied versions of common stories, the different cultural meanings of all types of “creatures,” and why these stories can teach us about our society and selves.

Mathematics

Course Numbers and Title	Details	Course Length	Grades
2091/2092/ 2093	Algebra I Considered the language of mathematics, algebra will allow the student to describe patterns, work with formulas, discuss unknowns in problems and graph ideas. Students will be able to manipulate symbols, work with powers, functions, exponents, and roots. They will be able to analyze linear equations and work with basic statistics and probabilities.	Required 3 Quarters	9-12
2101/2102	Geometry This course is designed to allow students to apply geometric concepts in describing and answering questions about natural, physical and social phenomena. Students will work with congruence and similarity, points, lines and angles, properties of polygons, and transformations. Prerequisite: Algebra I	Required 2 Quarters	9-12
2111/2112	Algebra II This course implements the shift from manipulative skills to algebra as a means of representation. Students will use variables and functions to model numerical patterns and quantitative relations, including powers and roots, exponents and logarithms, polynomial, and rational relations. Prerequisite: Algebra I and Geometry	Required 2 Quarters	9-12
2113	Trigonometry This course is designed to cover the portions of Algebra II that prepare students for advanced math, such as Pre-Calculus and Calculus. The course will address topics such as analyzing functions, transformations, and inverse functions. Students will also learn about radians, the unit circle, right-triangle trigonometry, trigonometric functions, inverse trigonometric functions, trigonometric identities, and trigonometric equations. Prerequisite: Algebra II <i>Option of a senior level math course required to graduate</i>	SME 1 Quarter	11-12
2121/2122/ 2123	Pre-Calculus & Discrete Mathematics This course is designed to emphasize preliminary concepts found in any college level calculus class. It builds on the concepts learned in Algebra II via graphical, numeric and algebraic methods. Special attention will be given to trigonometry topics. Prerequisite: Algebra II and Trigonometry <i>Option of a senior level math course required to graduate</i>	SME 3 Quarters	11-12
2131/2132 2133/2134	AP Calculus Calculus is the mathematics of motion and change. Students will work with concepts such as functions and graphs, derivatives of functions, applications of derivatives, and integrals and their applications. Because this course is designed to substitute for one semester of college math through the successful completion of the Advanced Placement examination administered in May of each year, it is required that students take the AP Exam (approx. \$90). Prerequisite: Pre-Calculus or Instructor Recommendation <i>Option of a senior level math courses required to graduate</i>	SME 4 Quarters	12
2140	Financial Algebra In a world in which managing one's finances is becoming more and more complex, this one semester course is designed to give students an understanding of the mathematical basics of personal budgeting, managing credit and a checkbook, paying income taxes, making investments and much more. The focus of this class is to learn the	SME 1 Quarter	11-12

mathematics behind personal financial decisions to help students make informed choices when they enter the world beyond high school.

Prerequisite: Algebra II

2150	Basic Statistics	SME	1 Quarter	11-12
Statistics affect all aspects of our lives. This one-semester course is designed to introduce students to basic statistical concepts through discussions, examples, exercises, and projects. Upon completion of this course, it is expected that students will have mastery of organizing data with charts and graphs, working with averages and correlations between items and probability. Prerequisite: Algebra II				
2114	SAT Prep Math	SME	1 Quarter	11-12
Tailored for students looking to enhance their math skills and ace this crucial portion of the exam, this course offers targeted instruction, practice problems, and test-taking strategies. Guided through the complexities of the SAT math section, you'll build confidence and achieve your best score. Prerequisite: Algebra II				
2210	MARVEL Math	SME	1 Quarter	9-12
This course works with math concepts just as Tony Stark would have liked it - with real life problems that need real solutions. This course is designed to get you thinking together as a team (Avengers Assemble!). The work for this course will be all done during class time, so attendance is really important! No escaping into the time-space continuum here (we're talking about you, Ant Man). The content for the course will be based on the MAPs content projects . Example topics may include making a cardboard box that fits 12 bottles, figuring out how much water a leaky faucet wastes every year, and changing a fundraising game so it generates the most money. No math prerequisite needed.				
6600	Financial Management	SME	1 Quarter	9-12
Finance Management is designed to afford students the opportunity to develop their organizational and management skills in the areas of budgeting and financial planning.				
2230	Math in Games	SME	1 Quarter	9-12
Do you love games? Ever wonder what makes a winning strategy? This course uses the world of games to unlock the power of math. Analyze strategies, master probabilities, and develop winning tactics for your favorite card and board games. Learn concepts like expected value and probability distributions, and apply them to games like Sequence, Rummy, Skip Bo, and Hearts. Sharpen your critical thinking and problem-solving skills through collaborative game analysis and simulations. This course is more than just winning – it's about discovering the surprising connection between math and the thrill of the game!				
2220	Math in Sports	SME	1 Quarter	9-12
Come learn how you can use mathematics to get a deeper insight into both the sports you love and everyday life. This course will help you learn how math can be used to help teams improve as well as game strategy.				

Information Technology

	Course Numbers and Title	Details	Course Length	Grades
6090	Introduction to Computer Science	Required	1 Quarter	9-12
	This introductory computer science course designed for all students takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. This course empowers students to create authentic artifacts (websites, apps, games, and physical computing devices) and engage with computer science as a medium for creativity, communication, problem solving, and fun. <i>Note: This course will count towards the 0.5 credit graduation requirement.</i>			

6160/6161/ 6162/6163	AP Computer Science A	4 Quarters	11-12
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AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Students will complete several lab based projects to help prepare them for the AP Computer Science A Exam in May.

Prerequisite: Algebra I and Introduction to Computer Science or AP CSP

6151/6152/ 6153	AP Computer Science Principles	3 Quarters	10-12
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AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students will learn javascript and use their knowledge to create an app (of their choosing) that solves a real world problem. Successful Completion of this course will prepare students for the AP Computer Science Principles Exam in May.

Prerequisite: Algebra I and Introduction to Computer Science

Note: This course may be substituted for Introduction to Computer Science for graduation credit. This option requires prior approval from the instructor.

6098	All Things Google	1 Quarter	9-12
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This course prepares students for the workforce by teaching basic digital skills using the G Suite of applications. Students will complete engaging and practical compu-projects that equip them with the computer and soft skills that will help them succeed at school, in the workplace and in life. Digital literacy, problem solving, and creativity are essential skills for jobs of the future. This course encourages students to apply the digital skills they learn to relevant, real-life problems. G Suite applications used (slides, docs, sheets, email, chat, meet, sites, forms, and many other apps and extensions).

6097	App Design	1 Quarter	10-12
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App Design is a project based course designed to give students the knowledge and freedom to create their own apps using javascript. This course builds on the foundation of the programming learned in Introduction to Computer Science. Students will study the following programming constructs in this course: Variables, Conditionals, Functions, Lists, Loops, Traversals, Parameters, Returns, and User Interface Design. Students will create several apps throughout the course to show their understanding of app design and Javascript programming.

Prerequisite: Algebra I and Introduction to Computer Science

Science

	Course Numbers and Title	Details	Course Length	Grades
3091	Earth Science	Required	1 Quarter	9
	This semester-long course is designed to give the student an in-depth view of the more complex principles of Earth Science including Earth System Science, Historical Geology, Meteorology, and Astronomy.			
3092	Physical Science	Required	1 Quarter	9
	This course is the study of the things around you. Physical Science can be divided into two areas. One area is chemistry. Chemistry is the study of matter and how it changes. A second area of physical science is physics. Physics is the study of energy and how it acts with matter. This course includes topics such as the metric system, properties of matter, the structure of matter, classifying elements, compounds, how matter changes, motion, work and machines, heat, sound and light, electricity, and magnets and electromagnetism.			

3101/3102	Biology	Required	2 Quarters	10
This course presents an overview of the world of living things. The structure, function, and interaction of one-celled organisms, plants and animals are stressed. Also studied is human's influence on the delicate balance of the earth through ecological relationships.				
3111/3112	Chemistry	Required Option	2 Quarters	11-12
This course introduces the principles of inorganic chemistry, including energy and matter, atomic structure, electron configuration, chemical formulas and bonding, structure of compounds, chemical reactions, stoichiometry, gas laws, equilibrium, and thermodynamics. Prerequisite: Algebra I and Algebra II <i>Option of a physics or chemistry class to graduate</i>				
3113	Advanced Chemistry		1 Quarter	11-12
This course is a continuation of general chemistry topics including acid/base chemistry, thermochemistry and redox reactions. Prerequisite: Chemistry				
3121/3122/ 3123	Physics - Mechanics and Waves	Required Option	3 Quarters	11-12
Physics A, B and C are designed so that upon successful completion students will be prepared for the first college-level physics course they encounter. We will explore how and why things move through lectures, demonstrations, labs, simulations, and various assessments. Physics C is a nine-week course where Physics leaves off and involves the study of mechanical and electromagnetic waves. We will explore sound and light through lectures, demonstrations, labs, simulations, and various assessments. Prerequisite: Algebra II <i>Option of a physics or chemistry class to graduate</i>				
3131/3132	Applied Physics	Required Option	2 Quarters	11-12
Applied Physics is a lab-centered study of the physical world. This class utilizes basic inquiry techniques to introduce topics to students through laboratory work. Students will be directed to perform certain experiments without them knowing how the data analysis should turn out to help them construct their knowledge. Topics will include: Motion, Projectiles, Newton's Laws, Friction, Linear Momentum, Circular Motion, Universal Gravitation, Rotation, Work, Power and Energy, Electrical Circuits, Magnetism, Electromagnetism, Optics, Waves, etc. Prerequisite: Physical Science <i>Option of a physics or chemistry class to graduate</i>				
3160	Aquarium Science		1 Quarter	9-12
Practical look at an aquarium, including tank maintenance, stocking, and behavior science. Students will work with real fish tanks and have the opportunity to work with their own tank, if they wish to do so.				
3161	Anatomy		1 Quarter	10-12
Anatomy is the study of structure and function of body organs and systems and their interactions. Students will work together as a group to investigate how the body works through classroom activities, which will include dissections. Prerequisite: Biology A				
3190	Science of Star Wars		1 Quarter	9-12
A look at Star Wars from a scientific standpoint including Relativity, Space Travel, Death Stars, Black Holes and Aliens.				
3180	Forensic Science		1 Quarter	9-12
The design of this course is to introduce students to the chemical, biological, and physical principles involved in the investigations of physical evidence in criminal cases. In addition, students will become familiar with the laws and procedures of a criminalist. Topics introduced include Crime Scene, Physical Evidence, Fingerprint Analysis, Ballistics and Firearms, Forensic Toxicology, and Arson. Forensic Toxicology, Physical Evidence,				

Hair, Fibers and Paint, Fingerprint.

3191	Environmental Science	1 Quarter	9-12
This course is designed to give students a hands-on learning experience while introducing them to new concepts dealing with the environment and Earth's resources. Using hands-on lessons, labs and field trips, students will be able to explore, examine, and explain natural processes in all parts of the Earth System and the Impact of Humans on those systems. Topics include: Energy Resources & Consumption, Sustainability, Conservation of Natural Resources, Soil Science & Land Use, Freshwater Resources, and Ecological Biodiversity. The curriculum will focus on these topics as they relate to our state and local resources.			

6500	STEM	1 Quarter	9-12
This course will introduce students to the foundational practices of science, technology, engineering, and mathematics (STEM) through the lens of problem-based learning and engineering design. Students will engage in the systematic analysis and solution of complex, real-world problems using the engineering design cycle. Emphasis will be placed on developing and applying systems thinking, modeling, experimentation, and critical evaluation skills. A central feature of this course is the use of hands-on activities, collaborative investigations, and iterative prototyping to promote active learning and deeper understanding of STEM concepts. Students will learn to define problems in terms of boundary conditions, context, system components, stakeholders, and criteria for acceptable solutions. Students will also learn to evaluate and develop solutions to problems in terms of ranking solution criteria and evaluating trade-offs in light of multiple constraints. By working on interdisciplinary challenges, students will begin to develop a robust problem-solving toolkit applicable across STEM fields.			

6501 (LAB)	STEM	1 Quarter	9-12
This course introduces students to the basics of science, technology, engineering, and math (STEM) by exploring real-world problems and how to solve them. Students will learn how to think like engineers by working through the steps of the engineering design process and act like scientists by using scientific practices. Students will work in teams to tackle real-world challenges, design experiments, and create innovative solutions using a systems-thinking approach. Throughout the course, students will learn how to clearly understand a problem, think about the people and parts involved, and come up with different ways to solve it. They will also practice comparing different ideas to find the best solution, especially when there are limits like time, cost, or materials. This course aims to build a strong foundation in STEM literacy and prepare students for advanced coursework, future careers, and global citizenship in a rapidly evolving technological world.			

Social Studies

Course Numbers and Title	Details	Course Length	Grades	
4091/4092	World History	Required	2 Quarters	9
This required class looks at World History through the major social benchmarks in history such as the Middle Ages, the Renaissance Period, Reformation, the Scientific Revolution, and Imperialism and World Conflict. Students will be able to recognize names of famous individuals and explain their significance in history, describe key political, economic and religious events, identify and explain key terms ascribed to a time period, and identify and explain maps, artifacts, and works of art.				
4101/4102	United States History	Required	2 Quarters	10
This required course looks at U.S. history from 1865 to the present. Students will be able to know and understand the basic facts and events from each period of U.S. history and evaluate their roles in that history; apply the lessons of U.S. history to any understanding of the present conditions of the United States and the world; and improve critical and creative thinking skills in relation to U.S. history topics.				
4140	The Holocaust and Genocide		1 Quarter	10-12
In this course, students will explore the Jewish Holocaust in Europe during the 1930s and 1940s and the historical motivations that led to it.. The study of the Holocaust and genocide is a multi-disciplinary one including primary sources, literature, and films. This course integrates world history, geography, American history, and civics.				

This course explores psychological, social, historical, political, and other dimensions of the Holocaust and the phenomenon of genocide. The class centers on ante-Semitism, nationalism, industrialization, technology, and bureaucracy. Other themes discussed will be the social, economic, and political climate of Europe during the interwar period, the use (and meaning) of propaganda, the Jewish resistance, and the role of bystanders, victims, and perpetrators in Holocaust. The issue of personal identity, obedience, conformity, and altruism will also be examined. After this, we will compare the Holocaust with other cases of genocide. We will review The Universal Declaration of Human Rights (UDHR), adopted by the United Nations in 1948 as a result of WWII human rights abuses.

Sensitive topics will be discussed. Parents/Guardians will be asked to sign a permission slip for this course. This class deals with historical content of a graphic, violent, and disturbing nature. Due to the maturity of the historical content covered it is recommended that students self reflect and assess whether content of this course may trigger feelings of emotional unwellness or anxiety. If you believe that you may be adversely affected by such material, we encourage you to consider whether this course is suitable for you at this time.

4120	World Affairs		1 Quarter	9-12
This course is designed to increase student awareness of the important persons, places, and events that make up the news. Utilizing current topics and issues, students will be able to: create an interest in the importance of current events, formulate and defend opinions about current topics, and improve critical thinking skills in relation to world affairs.				
4130	Social Psychology		1 Quarter	10-12
This course focuses on thoughts and behavior of individuals and how the interactions of individuals create social structures with properties unique to the groups and relationships that results. The emphasis is threefold: formation of primary individual attitudes and perceptions, nature of interpersonal affiliations and social exchange, and process of group construction and intergroup/intragroup relations.				
4150	Introduction to Psychology		1 Quarter	10-12
This course is designed as an introduction to the various aspects of the science of human behavior, including the study of theories of psychological growth and development, personality, mental health, substance abuse, and other areas of current concern.				
4111	Economics	Required	1 Quarter	11
Economics is the study of the choices and decisions people make about how to utilize the resources of the world. This course is designed to give students an understanding of key economic principles that will assist them in making informed decisions and allowing them to assess the decisions of others.				
4112	Government	Required	1 Quarter	11
Economics is the study of the choices and decisions people make about how to utilize the resources of the world. This course is designed to give students an understanding of key economic principles that will assist them in making informed decisions and allowing them to assess the decisions of others.				

4171/4172 4173/4174	AP US History	Required Option	4 Quarters	10-12
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Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Students will learn how to evaluate primary sources, analyze claims, evidence, come up with claims of their own, and put historical developments into context to make connections between them. It is required that students take the AP Exam (approx. \$90).

Prerequisites: Successful completion of U.S. History Course OR letter of recommendation from previous high school history teacher. Can be taken as an alternate to the required US History course.

9th grade on a conversational committee basis involving APUSH teacher, placement coordinator and the principal. Students must have a recommendation from a previous high school history teacher if they have not completed the core history requirement (mostly sophomores).

World Language

Course Numbers and Title	Details	Course Length	Grade s
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1553/1554	American Sign Language 1	Required Option	2 Quarters	9-12
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We will be following the National Standards for Foreign Language Education, Common Core, and the National ASL Standards (asltta.org). You will learn the basics of American Sign Language. Everyday communication is the centerpiece of every lesson. Topics revolve around sharing information about our environment and us. Grammar is introduced in context, with an emphasis on developing question and answering skills. You learn conversational strategies to help you maintain a conversation. Interaction activities allow you to rehearse what you've learned
Offered Quarter 3 and Quarter 4

1565/1566	American Sign Language 2	Required Option	2 Quarters	9-12
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This is the second course in a two-part series that starts with ASL 1.

Prerequisite: ASL 1

Offered Quarter 1 and Quarter 2 only

1441	The French Culture and Connection		1 Quarter	9-12
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The French Connection is a course designed for students who would like to savor various aspects of the French language, ranging from the cuisine, art, music, and dance, among a plethora of others! In addition, this class allows students to chart their path based on their unique interests and curiosities surrounding the French language and culture. No prior French language experience necessary.

1401/1402 1403	French I	Required Option	3 Quarters	9-12
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French I is an introductory course in the study of the French language and culture. It is designed to provide the basis for proficiency in all language skills: listening, speaking, reading and writing. Learning will focus on bringing new vocabulary and grammar into meaningful communicative situations. Students will also be introduced to the culture of various French-speaking countries. Group work and individual responsibility are emphasized.

1411/1412/ 1413	French II	Required Option	3 Quarters	9-12
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French II continues to build on the skills acquired in French I, with increased emphasis on perfecting pronunciation, listening comprehension, developing vocabulary, use of verb tenses and language structure. Students are encouraged to communicate in French appropriate to their level of language acquisition whenever possible. Students will continue to learn about the cultures of French-speaking countries. Group work and individual responsibility continue to be emphasized.

Prerequisite: French I

1421/1422 1431/1432	French III/IV	2 Quarters	10-12
French III/IV is a year-long continuation of French studies with continued emphasis placed on improving and perfecting language skills. Students are encouraged to communicate in French whenever they are in the classroom. Further emphasis is placed on reading, writing, and listening skills. The study of the French-speaking world and related culture will continue. This course is strongly suggested for students planning to continue French studies after high school. STUDENTS IN THIS COURSE WILL RECEIVE CREDIT FOR BOTH LEVELS (FRENCH III during semester 1 and FRENCH IV during semester 2). Prerequisite: French II			
1340	Everyday Spanish	1 Quarter	9-12
This course provides further insight into what it means to place the Spanish language within a real-world context. Students will learn everyday phrases ranging from greeting a stranger to ordering from a restaurant. In addition, students will have the opportunity to practice applying the language to a setting that is already familiar to them or might be exposed to in the future (workplace, grocery store, fiesta/party) through a variety of exercises and projects. Prerequisite: Spanish 1			
1342	Art of the Spanish-Speaking World	1 Quarter	9-12
From Pablo Picasso to Frida Kahlo, this course will survey major developments and innovations in Latin American and Spanish painting, sculptures and architecture. Students will learn, discuss, and create works of art that reflect their learning.			
1343	International Foods and Culture	1 Quarter	9-12
This class will explore foods, diet, etiquette, and customs of different cultures and will relate the history, geography and climate of a region to the foods they eat. Lab experiences will provide opportunities to prepare and taste foods from around the world. Lab experience will also develop teamwork, cooperation and communication skills.			
1301/1302/ 1303	Spanish I	Required Option	3 Quarters 9-12
Spanish I is an introductory course in the study of the Spanish language and culture. It is designed to provide the basis for proficiency in all language skills: listening, speaking, reading and writing. Learning will focus on bringing new vocabulary and grammar into meaningful communicative situations. Students will also be introduced to the culture of various Spanish-speaking countries. Group work and individual responsibility are emphasized.			
1311/1312/ 1313	Spanish II	Required Option	3 Quarters 9-12
Spanish II continues to build on the skills acquired in Spanish I, with increased emphasis on perfecting pronunciation, listening comprehension, developing vocabulary, use of verb tenses and language structure. Students are encouraged to communicate in Spanish appropriate to their level of language acquisition whenever possible. Students will continue to learn about the cultures of Spanish-speaking countries. Group work and individual responsibility continue to be emphasized.			
1321/1322 1331/1332	Spanish III/IV	4 Quarters	10-12
Spanish III/IV is a year-long continuation of Spanish studies with more emphasis placed on improving and perfecting language skills. Students are encouraged to communicate in Spanish whenever they are in the classroom. Further emphasis is placed on reading, writing, and listening skills. The study of the Spanish-speaking world and related culture will continue. This course is strongly suggested for students planning to continue Spanish studies after high school. STUDENTS IN THIS COURSE WILL RECEIVE CREDIT FOR BOTH LEVELS (SPANISH III during semester 1 and SPANISH IV during semester 2). Prerequisite: Spanish II			

Fine Arts

	Course Numbers and Title	Details	Course Length	Grades
7300	Theatrical Design Theory	VPAA	1 Quarter	9-12
	This course emphasizes the design aspects of sound, light, and costume design, applying design concepts to theater. It is appropriate for anyone interested in the elements of design, art, or theater. Work is very project based.			
7305	Practical Theatrical Design	VPAA	1 Quarter	9-12
	This course emphasizes design concepts in application to theater focusing on set, makeup, and painting techniques. It is appropriate for anyone interested in the elements of design, art, or technical theater. Students will create small scale designs for a script of their choosing. This class is project based.			
7310	Drama	VPAA	1 Quarter	9-12
	Students will learn the basic elements of stage awareness and acting. In addition, students will adapt literary works into performances, learn to critique a performance, analyze the elements of a script/text, and perform scenes and improvisations. No previous theater experience is required.			
7320	Musical Theater	VPAA	1 Quarter	9-12
	Musical Theatre class is a co-taught class that serves as an exploration of American Musical Theatre. Students will study the work of the actor/singer/dancer and use their gained knowledge to develop as performers in music, theater, and dance. Students will prepare and present as soloists as well as members of small groups and larger ensembles, in addition to learning about the audition process for collegiate arts programs. Students will prepare material for class presentation and critique. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.			
7091/7096	Marching Band	VPAA	Quarter	9-12
	Band activities begin approximately two weeks before school starts in the fall. Student ensemble consists of wind and percussion instruments. Color Guard membership is contingent upon audition results (auditions are held in May the previous school year.) Besides a regular school-day class hour, band students are required to perform at all home football games, Friday evening basketball games, concerts, festivals, and various parades. Participation in performances is reflected in grades and credit. Students also study music history and composition as part of the course content. Members are encouraged to perform solos and in ensemble during the school year and participate in honors band. <i>This is offered in the fall only - both Quarter 1 and Quarter 2.</i>			
7092/7097	Concert Band	VPAA	Quarter	9-12
	Concert Band is the less advanced of the two spring wind band course offerings. This is catered to younger musicians who are still growing in wind band proficiency and newcomers to the PPS band program. Besides a regular school-day class hour, band students are required to perform at all Friday evening home basketball games, concerts, festivals, and various parades. Participation in performances is reflected in grades and credit. Students also study music history, theory, and composition as part of the course content. <i>This is offered in the spring only - both Quarter 3 and Quarter 4</i>			
7087/7088 7089/7090	Jazz Band	VPAA	Quarter	9-12
	Jazz band is offered year-round to 9-12th grade students who have passed the audition. Students will experience standard repertoire and explore performance techniques in the jazz idiom on standard jazz band instruments: Trumpet, Saxophone, Trombone, Piano, Bass, Drumset, Guitar, Vibraphone, Drumset (though all concert band instruments are welcome). They will also learn jazz theory, jazz history, and jazz improvisation in a small group collaborative setting. Performances outside of the school day are required, with one school concert at the end of each quarter and festival performances during quarters 3 and 4. Students must have their own instrument (with exceptions-see teacher) and supplies.			

7102/7104 7105/7106	Choir	VPAA	Quarter	9-12
Choir is a course for students with a desire to become better vocalists. This course reinforces the importance of good vocal technique and vocal health established in middle school choir. Students will learn music reading skills through warm-ups, technique exercises, repertoire, and performances. The PHS Choir will perform outside of the school day and attendance at these performances are reflected within the final grade. This ensemble performs an extensive range of music in a wide array of languages including Latin, Spanish, French, German, Italian, and various African dialects as well as English. <i>This is offered all year long.</i>				
7120	Music Appreciation	VPAA	Quarter	9-12
Music Appreciation is a class that will introduce students to the fundamentals of creating, enjoying and listening to music. Students will learn the basics of creating music– melody, harmony and rhythm. Students will also explore instrumental and vocal timbre and will critique musical performances. Throughout the course, students will be exposed to many musical styles, including traditional, folk, jazz, opera, popular, and classical music. Through unique online software, students will be able to compose, arrange and share their own musical ideas. Students will finish the class with a better understanding of the complexity and art of music. No prior experience or knowledge is necessary.				
7095	Guitar	VPAA	Quarter	9-12
Guitar is an exploratory class where students can learn the basics of popular string instrument performance and music literacy in a hands-on setting. Literacy and proficiency are taught through the idiom of the western classical tradition, but more contemporary pedagogical practices such as tablature and digital apprenticeship are also utilized. Student-led goal setting and individual practice are highly valued. There are no required performances for this class. No prior experience or knowledge is necessary.				
7142	Drawing	VPAA	Quarter	9-12
Drawing is designed to be a class where students will go in-depth into 2-D design learning multiple techniques in drawing. In this class, students will build knowledge of materials and techniques going further in-depth in developing artwork. The student will also build an understanding and ability to incorporate key principles and elements of design.				
7141	Painting	VPAA	Quarter	9-12
Painting is a class designed to explore basic painting skills, a variety of paints, and apply those techniques in their own expressive artwork. The student will try to realize the potential of their creative spirit through the painting outlet. Also, students will explore how foundational arts are connected and developed throughout history with different impacts throughout the world.				
7180	Fibers	VPAA	Quarter	9-12
Throughout the course on the art of using fibrous materials, such as wool, yarn, fabric, string, etc. Throughout it, students cover sewing, weaving, needle felting, embroidery, knitting, crocheting, cross-stitch, and other processes using fibrous materials. Students create functional art and learn to appreciate the processes that fiber artists go through to create, promote, and sell their crafts!				
7140	Ceramics/Sculpture	VPAA	Quarter	9-12
Ceramics is a class designed to explore basic building, firing, and glazing techniques in pottery as well as explore other sculptural techniques. Students will try to realize the potential of their creativity through 3D Designs. Also, students will explore how sculpture pertains to history and its effect on cultures throughout the world.				
7160	Graphic Design	VPAA	Quarter	9-12
An introduction to elements of design, design principles, spatial relationships, typography and imagery as they apply to practical visual solutions for logo design, web design, illustrations, and product design. This course instructs the student in graphic design skills employing traditional and digital tools, materials, and procedures used in the communication arts industry. The focus will be on finding creative visual solutions to communication				

problems using technical skills.

7170	Digital Photography	VPAA	Quarter	9-12
	Digital photography is a class designed to explore the core elements of taking pictures. Students will realize the potential of their creativity through the media of photography. Students will learn about the history, aesthetics, techniques, and practice of digital photography. Students will reflect on the historical aspects of photography and the impact on the world.			
7150	Advanced Art	VPAA	Quarter	9-12
	Students will expand on a variety of artistic techniques while exploring new concepts and ideas. Emphasis will be placed on the production of unique choice-based artwork in an individual style for each student. A variety of options will be given to students while engaging in experiences that encompass art history, art appreciation, and art criticism. Students will produce works for their portfolios. Prerequisite: Any Visual Arts Class			

Health and Physical Education

Course Numbers and Title	Details	Course Length	Grades
5090	Physical Education 9	Required	Quarter 9
	This required Physical Education course is designed to allow students to explore a variety of physical activities. Both team and individual activities will be emphasized in this course.		
5100	Health 9	Required	Quarter 9
	This required course utilizes health-specific skills as a foundation as students investigate major health issues: personal wellness, stress, safety, nutrition, physical activity, addiction, drugs, sexual health and HIV/AIDS. Students formulate strategies, habits and action plans to improve ownership and quality of health within their lives.		
5270	Mindset Coaching	Quarter	9-12
	Students will experience a mindset curriculum designed to tackle a variety of mindset principles to enhance sport performance as it relates to the negative impacts of sport induced anxiety, stress, stereotypes, failures, and fears.		
5201	Team Sports	Quarter	9-12
	This class will take an in-depth approach to team sports and introduce some individual sports. More advanced skills, strategies, and rules are stressed. This class is tailored for the highly motivated and competitive physical education student. Prerequisite: PE 9		
5221	Speed and Strength	Quarter	9-12
	Students are introduced to and will apply health- and skill-related components of physical fitness as well as weight room safety policies and procedures. Students will also utilize training principles to build a personal speed and strength plan. Students will utilize a variety of equipment and environment types. Prerequisite: PE 9		
5272	Recreational Sports	Quarter	9-12
	This activity-based class course provides students the opportunity to explore recreational and international sports as they relate to a healthy adult lifestyle. Examples are: cycling, canoe/kayaking, spikeball, cricket, disc golf, etc. Prerequisite: PE 9		
5281	Net Sports	Quarter	9-12
	This class will explore a variety of net sports, including pickleball, volleyball, badminton, and tennis. The class is designed to teach students the fundamentals of the various activities and then allowing the student to participate in games. The goal of this class is to introduce the student to as many net sport options; so that you may find one that works for you and will help you stay fit and healthy in the future.		

5301	Total Fitness	Quarter	9-12
This course will focus on students achieving and maintaining a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts and strategies. Students will establish personal fitness goals, using principles of aerobics along with strength and core training. Students will also be introduced to group fitness environments such as Pilates, yoga, and kettlebell training. Prerequisite: PE 9			

Family Consumer Science & More Electives

6651	Basic Sewing	VPAA	Quarter	9-12
This course will cover the basics of hand and machine sewing, including reading and measuring for a pattern, completing basic repairs, types of fasteners, and working with various fabrics. This is a good class for anyone interested in learning this basic life skill.				
1171/1172 1173/1174	Yearbook	VPAA	4 Quarters	9-12
The course is designed to teach students journalistic writing, photography, and theme building. Students will also learn about sales and advertising and learn to use computer publication programs including our new interface, Pixami. The skills will be used to create the Portland High School Yearbook. Students should expect to work outside of class attending events, interviewing, taking photos, and advertising. <i>It is best if students work on the yearbook over the entire year, if possible.</i>				
5401	Dance	VPAA	Quarter	9-12
This course is designed to introduce students to the fundamentals involved in dance, such as rhythm, balance, and upper body strength. While doing so, students will learn dances including Salsa, Bachata, Merengue, Waltz, and Tango as they build upon their skill sets, confidence, self-image/posture, and stage presence.				
5290	MBS (Mind, Body, Soul)		1 Quarter	9-12
Mind, Body and Soul is a course that teaches the student that individual well-being involves all parts of the human body, not just physical aspects. This class will teach the student how to create a balance in their life, reduce stress and how to nurture the mental, emotional and physical needs of the whole person. The student will be expected to perform 2-3 days of different kinds of exercise per week, study nutritional information, and learn how to form healthy relationships with others.				
6690	Foundations of Education: <i>Why are schools the way they are?</i>		1 Quarter	9-12
You've spent about 10 years of your life (maybe more) involved in a system that was not designed just for you. It is a system that dates back to the foundation of our country when schools were meant to educate some and not all. As time went on and schools morphed to serve the needs of all Americans, we now ask the question, "Are schools working?" In this class, you'll learn about the education system. By "pulling back the curtain" we will examine topics like: school of choice, alternative education, charter schools, school discipline, and special education. Activities in the course will involve watching documentaries, engaging in large and small group discussion, talking with guest speakers, and more. At the end of the course, students will design their perfect school and present to school leadership their ideas on how to improve our schools here in Portland.				
6650	Adulthood 101		1 Quarter	10-12
Adulthood 101 is designed to provide students with information and skills in making decisions as they transition from high school to independent living. Emphasis is on life skills and living on your own. Topics covered could include leadership, communication skills, understanding self, relationships, leisure activities, etiquette, safety (multidisciplinary), understanding grief and loss, housing, finances, clothing, making healthy food choices, and food preparation. The 21st Century Skills on which the course will focus include teamwork, problem solving, and productivity.				

5420	Sports Officiating	1 Quarter	9-12
In this course the rules and practical application of officiating are covered for sports such as: football, basketball, baseball and softball. This class can be the first step for a student who wishes to pursue being a sports official. <i>Officiating is a physically active class with exercise components. Students will be expected to engage in physical exercise on a daily basis as part of learning and demonstrating skills in the field of Officiating. Ability to participate in physical exercise to perform officiating tasks is a graded component of this elective.</i>			
6640	Parenting	1 Quarter	9-12
This class is designed to afford students insight into the responsibilities of parenthood and the appropriate expectations for the developmental stages of humans. Parenting and Parental Responsibilities, Principles of Growth and Development, and Human Reproduction and Childbirth are some of the topics presented in this course.			
6700	College and Career Exploration	1 Quarter	10-11
This course is designed to give students insight on possible career options and interviewing skills. Students will learn the process of furthering their education which includes, but isn't limited to, paying for, applying, and the exploration of post-secondary options. Also, students will learn the skills needed to live on their own and with others.			
7604	Project TEAM	Semester	10-12
As students sign up for Project TEAM, they select schools they prefer to work with. Students are assigned and, in collaboration with district-wide administration, are placed in their clinical experiences throughout the district. At these buildings, students will be rotated through a variety of experiences, including general education classrooms, special education, title-funded interventions, specials, and more. Students will work with other schools during their personalized hour. This course is only offered during the (+1).			

Counselor-Assigned Options

Course Numbers and Title	Details	Course Length	Grades
8501/ 8502	Independent Study	1 Quarter	11-12
Independent Study is available for students who want subject matter not available in the schedule or through current curriculum. Special arrangements must be made between the applying student, advising teacher, school counselor, and administrator to set up goals and objectives for Independent Study. Requests must be completed before the start of the semester. Refer to the Independent Study page in this handbook for more details. Prerequisite: Pre-approval from supervising instructor and administration			
	Dual Enrollment	2 Quarter	9-12
Students may attend a public or private degree-granting postsecondary institution with written permission from the school counselor. State legislation directs districts to assist in the payment of tuition and fees for currently enrolled students taking approved classes from an approved post secondary institution after the successful completion or administration of standardized assessment as required by law. Students interested in dual enrollment need to contact the High School Counseling Office for more details. Prerequisite: Must meet eligibility as prescribed by law. There is a separate handbook with dual enrollment guidelines.			
8801	LINKS	Quarter	11-12
Come work with students with autism and other disabilities. Help them become independent and socially engaged. There will be fun things planned at the end of each quarter for your hard work. <i>This course is offered all year long.</i>			

8401/ 8402	Work-Based Learning		Semester	**
	Work-Based Learning Programs are structured educational experiences that integrate classroom learning (school-based) with productive, structured work experiences (work-based), which are related to a student's career goal, program of study, and employability skills. Prerequisite: Student is of the appropriate age and is able to produce needed paperwork from place of employment. <i>This course is offered all year long and only in semester-length commitments</i>			
101	READ 180	assigned by counselor	Quarter	9
	This class is for students who need additional support with reading. It can be taken in place of English 9. This class can only be added by a counselor.			
7603	Freshman Academy	assigned by counselor	Year	9
	This class is offered only on the personalized hour that is focused on providing a bridge between the middle school and high school. Students enrolled in Freshman Academy will create a sense of community often challenging at the beginning of high school and to ease the academic and social transition from middle school to high school. The goal is to create a more personalized learning environment for these freshmen and their teachers. <i>Freshman Academy is a pilot program for the 2022-23 school year.</i>			
7605	Early College Seminar	assigned by counselor	Semester	10-12
	This course is designed to give Portland Early College Program (PECP) students support within their online courses. They will learn how to navigate their online course, complete assignments and discussion boards, respond to professors professionally, and have on demand support.			

Ionian County Career Center

All ICCC programs count as a 2nd year of world language, a 4th year math experience and a VPAA credit

Course Numbers and Title	Details	Program Length	Grades
Computer Programming		1 or 2 Year	11-12
1 or 2 Year Program	<i>*this course is currently not offered at ICCC for 23-24, pending a hire of a teacher</i> Computer Programming focuses on mastering Microsoft Excel and Access, HTML website building, Java Script, CSS and Python programming while developing leadership, teamwork and communication skills. Students will work towards Microsoft Office certifications. Students will design a software application, produce code, develop and maintain a database to store information. In addition, students will be working with coding to use a Raspberry Pi, and designing projects that will utilize a 3D printer. Second year students will be required to develop individual projects for advanced study within the programming languages and technology within the program. Students will be asked to demonstrate leadership qualities by working with other students on a community based project.		
Construction Technology		1 or 2 Year	11-12
1 or 2 Year Program	Students in Construction Technology will learn how to build our future! They'll perform math operations such as estimating and distributing materials and supplies to complete worksite/job site tasks. All while applying principles of physics as they relate to worksite/job site situations to work with materials and load applications. Students will also learn basic safety, problem solving, teamwork skills, building materials, components, methods, and sequences in residential construction. Second year students come back to learn a higher level of skills in construction related to trades along with an overview of career opportunities available. This program partners with the Michigan Regional Council of Carpenters Union, which allows students who successfully complete the program with a seamless transition into a construction career while being paid to further their education. Students may earn Geometry credit in this class through successful completion of curriculum in addition to the state mandated math curriculum.		
Criminal Justice		1 Year	11-12
1 Year Program	Criminal Justice provides a broad overview of criminal law and procedures necessary for continued education in the fields of law enforcement, probation, corrections, investigation, private security and other criminal justice related careers. Students will		

experience areas of instruction to include law, ethics, investigations, physical conditioning, first aid, defensive tactics, and patrol and police skills. Activities in this class include: Red Man defensive tactics, Dive Team, Traffic Stops, Taser Demonstration, Jail Tour, Simunition Training, Court and Central Dispatch Training Simulator.

Culinary Arts

1 or 2 Year

11-12

1 or 2 Year Program

Culinary Arts is designed to acclimate students to the fast-paced restaurant industry by following the National Restaurant Association Pro-Start curriculum. Students in Culinary Arts will perform a variety of tasks to maintain operations and promote guest services. In addition, students learn about: food and beverage production, nutritional values of foods, proper cooking methods, and sanitation. Running the Class Act Restaurant offers students the opportunity to research costs, utilize a modern Point of Sale (POS) system, following and understanding the importance of health, safety, and the importance of organizational performance and regulatory compliance. Students in Culinary Arts have the opportunity to take and obtain the National Serv-Safe Certification helping them gain employment. Second year students will be mentors in the program, expand upon their first year knowledge and compete in Pro-Start competitions. Second year students must have prior instructor approval.

Diesel Technology

1 Year

11-12

1 Year Program

Diesel Technology is designed for students to work with large industrial equipment such as agricultural, material handling, and highway equipment. Students work in the classroom learning about the various diesel engines and components. The lab provides students with the opportunity to get hands-on experience with diesel engines and other large scale equipment. Students will perform the following duties: servicing, maintaining, repairing, inspecting, cleaning, dismantling engines and electrical systems, inspection, repair and maintenance of hydraulics systems, diagnosing of internal combustion engines, electrical components, transmissions, and heavy-duty brakes and suspension. Proper setup and operation of vehicles, preventative maintenance, equipment, and machines are a part of the job. Mechanics must often work independently, solve problems, and perform work that is physically demanding.

Educational Careers

1 or 2 Year

11-12

1 or 2 Year Program

In the Educational Careers program, students will study the history, development, organization, and practices of preschool, elementary, and secondary education. They will learn presentation, public speaking, writing, communication, and reasoning skills. Students will be placed in preschool, elementary, or middle school classrooms in their local district to work alongside a current teacher. The program will expose students to general education, special education, and career technical education. All Educational Careers students must provide their own transportation to placement sites. Successful completion of this program will result in a “pre-teaching” portfolio and articulated credit to a variety of post-secondary institutions.

Health Occupations

1 Year

11-12

1 Year Program

Health Occupations is designed to prepare students to obtain their Certified Nursing Assistant Certificate setting the foundation to advance in the health field. Curriculum covers: anatomy and physiology, medical terminology, medical math, CPR, First Aid, AED and professional clinical experience. The primary clinical experiences are with Sparrow Ionia Hospital, SKLD long term care & Life EMS. The curriculum is designed to meet the demands of the students and the changes in health care. Significant segments of class time are devoted to learning skills to be used in a nursing career; included are all aspects of personal care, taking vital signs, and learning transfer techniques. Students will learn the importance of proper communication, teamwork, safety, and exploration in information technology. At the completion of this course students will have the opportunity to sit for their Certified Nursing Assistant (CNA) exam.

Healthcare Foundations

1 Year

11-12

1 Year Program

The course focuses on introducing students to career opportunities available in the healthcare field including medical, dental and vision. Students learn skills that they will be able to use in a variety of healthcare settings. Topics include: safety, communication, information technology, teamwork, legal/ethics, anatomy and physiology, health maintenance, employability, body systems including conditions/diseases, technical skills and medical terminology. The course includes specific hands-on exploration in the areas of dental & health careers including running the Heartlands’ Dental Clinic, Sparrow Ionia Hospital clinic rotations & Life EMS paramedic rotations. Students have the opportunity to earn their First Aid, CPR & AED certifications second semester.

Machine Tool	1 or 2 Year	11-12
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1 or 2 Year Program

Machine Tool is designed to expose students to state of the art industrial equipment. Students learn functions and capabilities of engine lathes, drill presses, milling machines, grinders, cut-off saws, and radial drills. Computer controlled milling and manufacturing processes are taught using the latest technology in the machine industry. Second year students prove mastery of the machines and techniques used to make an advanced project.

Students may earn Algebra II credit in this class through successful completion of curriculum in addition to the state mandated math curriculum.

Plant/Animal Science	1 or 2 Year	11-12
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1 or 2 Year Program

The Plant/Animal Science program will prepare students for careers or further study in the areas of horticulture and animal science. Areas of study include: sustainable agriculture, horticulture, and greenhouse systems, environmental science, as well as, animal anatomy/physiology, nutrition, reproduction, and health. Students will raise poinsettias, Easter lilies, annual bedding plants, chickens, pheasants, cattle, pigs, salmon and tilapia. Upon completion of the program, students will have gained a basic awareness of agriculture and animal science and will have learned how the diversity of products in agriculture leads to future opportunities in the field. All students participate in the Ionia County FFA Chapter and will have opportunities to compete at local, state and national levels. Elements of agri-business are covered throughout the curriculum.

Oxford Virtual Course Offerings

These courses are offered during students' personalized hour (+1) and are a semester-length course for CR/NC grades on a transcript.

Full course descriptions available here: [OVA Online Options for 2024-2025](#)

Personalized Learning Hour (+1)

Students will have one hour per day that will be aligned to the development of their future career goals and personal interests. The options will include, but are not limited to:

☐ Marching Band / Concert Band	☐ Student Support (IEP students)
☐ Work-based Learning	☐ Independent Study
☐ Dual Enrollment	☐ Credit Recovery
☐ Project TEAM (grades 10-12)	☐ Early College Mentoring
☐ Freshman Academy	☐ Raider Sidekicks (peer - peer)
☐ Oxford Virtual Online Course (career-focused class) - see options listed	

Students will need to select two of these options, one for fall semester (S1) and one for spring semester (S2).