Grand Blanc High School

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

HIGH SCHOOL EAST
810-591-6634

HIGH SCHOOL WEST
810-591-6350

Course Selection Guide

2026 2027

Grand Blanc HIGH SCHOOL

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GRADUATION REQUIREMENTS

SUBJECT	GRAND BLANC REQUIREMENTS	INFORMATION	STATE OF MICHIGAN REQUIREMENTS
ENGLISH	4 CREDITS	• English 9 • English 10 • English 11 • One full year of Senior English *****See page 17 for Senior year options.***	4 CREDITS
MATHEMATICS	4 CREDITS	• Algebra I • Geometry • Algebra II • One math related credit senior year	4 CREDITS
SCIENCE	3 CREDITS	• Introductory Physical Science • Biology • Chemistry or Physics	3 CREDITS
SOCIAL STUDIES	3 CREDITS	• World History • U.S. History • Government • Economics - As part of the Economics class requirement, students must complete a career interview.	3 CREDITS
PERSONAL FINANCE	1/2 CREDIT	• 1/2 credit of Personal Finance is required. *See page 3 for options.*	1/2 CREDIT
PHYSICAL EDUCATION	1/2 CREDIT	• ½ credit of any PE course that fulfills the requirement (0944, 0967, 0968, 0969) **A full year of JROTC will also fulfill this requirement*	1/2 CREDIT
HEALTH EDUCATION	1/2 CREDIT	• Course number 0942 is required	1/2 CREDIT
VISUAL PERFORMING APPLIED ARTS	1 CREDIT	• See page 3 for options.	1 CREDIT
WORLD LANGUAGE	2 CREDITS of the same world language **-OR-** 1 CREDIT of world language AND 1 CREDIT of CTE **-OR-** 1 CREDIT of world language AND 1 CREDIT of VPAA		
ADDITIONAL CREDIT	4 ½ CREDITS		
TOTAL REQUIRED: 23 CREDITS			

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

MULTIPLE GRADUATION REQUIREMENTS

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

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

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

FOUR-YEAR PLAN WORKSHEET

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

ARTS, A/V, TECHNOLOGY & COMMUNICATIONS
Visual Arts

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

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

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

SUGGESTED COURSE SEQUENCE

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

ALL CTE courses:

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

0601 ART FUNDAMENTALS **½ CR**

GRADES: 10-12

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

6051/6052 DRAWING, PAINTING AND MIXED MEDIA **1 CR**

GRADES: 9-12

Prerequisite: *Any introductory art class with a grade of C or better.*

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

0619 INTRODUCTION TO CERAMICS **½ CR**

GRADES: 9-12

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

0620 ADVANCED CERAMICS **½ CR**

GRADES: 10-12

Prerequisite: *Completion of Intro to Ceramics with a grade of 80% or better and permission from Intro to Ceramics instructor.* In this class, personal style and direction will be encouraged and emphasized for the self-motivated student. Consistency and proficiency in pottery techniques will continue to develop. Further exploration of hand building techniques will be explored as well as use of the potter's wheel. More advanced methods of glazing will be used. *A materials fee is required.*

0622 STUDIO CERAMICS **½ CR**

GRADES: 10-12

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

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

0625 DIGITAL MEDIA ARTS – Digital Photography **½ CR**

GRADES:9-12

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

0626 DIGITAL MEDIA ARTS – Graphic Arts **½ CR**
GRADES: 10-12
Prerequisite: *None*
This project-based course emphasizes the computer as the tool used to create and communicate the arts. Students will be exposed to digital 3D sculpting, painting, 2D computer animation, and visual communication including typography and graphic design using primarily Adobe Illustrator, and Photoshop. Artificial Intelligence (AI) will be explored as it relates to the visual arts. Opportunities may include making t-shirts, posters, logos, and advertisements for the school and community. This course meets the requirements for the Visual, Performing, Applied Arts (VPAA), technology, or the 2nd year World Language credit(s).

0627 DIGITAL MEDIA ARTS – ADVANCED DIGITAL PHOTOGRAPHY **½ CR**
GRADES: 10-12
Prerequisite: *Digital Photography grade of B or higher.*
Advanced Photography will include work in the studio, which consists of working with speedlights, strobes, light modifiers, backdrops, and unique portrait sets. In addition, students will have the time and space to set up softboxes for product and commercial photography shoots. Finally, students will explore the different lenses that we have through photographing sporting events, landscapes, and portraits. A deeper look into creative photography using the computer lab with software like Adobe Photoshop and Lightroom will also be utilized for post-production and special effects.

6061/6062 STUDIO ART I **1 CR**
GRADES: 10-12
Prerequisite: *Drawing, Painting and Mixed Media (DPMM), OR Graphic Arts with a grade of C or higher.*
Class projects are both traditional and digital including 2D/3D topics in drawing, painting, printmaking, silk screening, and digital including the Adobe Design Suite. Artificial Intelligence and its place in art-making is covered. An emphasis on personal style and originality is developed. This course is for the student who either enjoys creating art as a hobby or would like to explore the visual arts as a career. A materials fee applies. This course is a full year (1 credit) and qualifies for the Visual, Performing, Applied Arts (VPAA) credit requirement, or the 2nd year World Language credit.

6081/6082 STUDIO ART II **1 CR**
GRADES: 11-12
Prerequisite: *Studio Art I with a grade of B or better and application.*
Students will continue to develop a sketchbook and portfolio of a professional nature and display their work in an art show. Students assist in setting up the art show and critiquing artwork. Fewer assignments are required along with completed independent work each marking period. Independent work is discussed and evaluated. Each student's style and technique should be easily identifiable. Classroom participation plays an important role in evaluation along with completed independent work. *A materials fee is required* ***per semester.***

6091/6092 STUDIO ART III **1 CR**
GRADES: 11-12
Prerequisite*: Studio Art I & II with a grade of B or better and application.*
This class is for the senior who plans on pursuing art as a career. A personal display of artwork is required. Independent work is emphasized; strong leadership skills are important; and traditional and digital portfolios are required for the student's exit grade. *A materials fee is required* ***per semester.***

0612 TEXTILES I **½ CR**
GRADES: 10-12
In Textiles I, students will create functional and unique works of art using various fabrics and fiber mediums. Students will have the opportunity to explore new mediums such as: hand sewing, basket coiling, dying fabric, tapestry weaving, knitting, fabric layering and stitching. Students will develop curiosity for art and gain an appreciation for creative and functional design. Textiles I will concentrate on form, function, and the multi-cultural heritage of textiles. *A materials fee is required.*

0613 TEXTILES II **½ CR**
GRADES: 10-12
Prerequisite: *Completion of Textiles I with a grade of C+ or better and permission of instructor.*
In this course, students will continue to explore the artistic process and principles learned in Textiles. Students will work with many of the same art techniques that they learned in Textiles I with an emphasis on incorporating mixed media into their designs. Development of individual artistic expression withing the medium of fiber arts is encouraged. *A materials fee is required.*

7820/7821 GBTV I – ADVERTISING & PROMOTIONS – CTE 1 CR
GRADES: 10-11
Prerequisite: *None*
This class is intended for students who would like a better understanding of the Television, Film and Digital Content Creation industries, and their relationship to Marketing, Advertising and Promotions. In our classroom we place a strong emphasis on video production and editing in Final Cut Pro on a Mac based platform. Students will learn to effectively communicate original ideas and information through video production relating to Marketing, Advertising and Promotions.

7830/7831 GBTV II – ADVANCED ADVERTISING & PROMOTIONS – CTE 1 CR
GRADES: 11-12
Prerequisite: *Successful completion of GBTV I (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*
Prerequisite course options: GBTV I – Advertising & Promotions
Students will gain experience working in the control room/studio, as well as develop more advanced technical editing skills with Motion, Logic, and Adobe Production Suite and their relationship to Marketing, Advertising and Promotions. Students will develop original content, produce events for GBCS staff and students and GBTV, as well as advertising and promotional material for the GBCS Don Batchelor Field Daktronics Board Curriculum. A very limited number of students will have the opportunity to participate in this 2-hour block, advanced CTE class.

BUSINESS
Business Management & Administration

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

SUGGESTED COURSE SEQUENCE

CLASS	9th	10TH	11TH	12TH
MODERN BUSINESS – CTE		✔	✔	✔
ENTREPRENEURSHIP – CTE		✔	✔	✔
ENTREPRENEURSHIP – ADVANCED – CTE			✔	✔

FINANCIAL MANAGEMENT SERVICES

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

SUGGESTED COURSE SEQUENCE

CLASS	9TH	10TH	11TH	12TH
ACCOUNTING I – CTE		✔	✔	✔
MODERN BUSINESS		✔	✔	✔
MARKETING	✔	✔	✔	✔

MARKETING
Retail Sales & Business Management

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

SUGGESTED COURSE SEQUENCE

CLASS	9TH	10TH	11TH	12TH
MODERN BUSINESS – CTE		✔	✔	✔
MARKETING I – CTE	✔	✔	✔	✔
MARKETING II (SCHOOL STORE) – CTE		✔	✔	✔
ENTREPRENEURSHIP – CTE		✔	✔	✔
ENTREPRENEURSHIP-ADVANCED – CTE			✔	✔

COMPUTER SCIENCE

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

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

SUGGESTED COURSE SEQUENCE

CLASS	9TH	10TH	11TH	12TH
ENTREPRENEURSHIP – CTE		✔	✔	✔
ENTREPRENEURSHIP – ADVANCED – CTE			✔	✔
COMPUTER SCIENCE – PROGRAMMING CONCEPTS – CTE	✔	✔	✔	✔
COMPUTER SCIENCE – APPS and WEB DESIGN – CTE	✔	✔	✔	✔
COMPUTER SCIENCE – GAME DEVELOPMENT – CTE	✔	✔	✔	✔
AP COMPUTER SCIENCE A – Java – CTE		✔	✔	✔
AP COMPUTER SCIENCE PRINCIPLES - CTE		✔	✔	✔

ALL CTE courses:

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

7741/7742 MODERN BUSINESS – CTE * 1 CR
GRADES: 10-12
Prerequisite: *None*
This course integrates information technology, including Microsoft Office and various online tools, to teach students how to create, collaborate, manage, organize, and optimize both business and personal success. Students will gain hands-on experience in essential business concepts, ranging from basic soft skills, personal finance to understanding the fundamentals of business management. Students will build employability skills such as teamwork, problem-solving, and professionalism. Participation in Young Entrepreneurs Club and/or DECA (Distributive Education Clubs of America) is encouraged, offering leadership development and real-world business opportunities to complement classroom learning. This course is perfect for students aiming to prepare for their future in business, entrepreneurship, or personal success. Students enrolled in the Modern Business course are required to participate in the following activities: Work-Based Learning (WBL) experiences, field trips, guest speaker sessions, and college visits. These activities are designed to provide real-world insights and enhance the learning experience.

7747/7748 ENTREPRENEURSHIP – CTE * 1 CR
GRADES: 10-12
Prerequisite: *Successful completion of Modern Business or Marketing I (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*
Prerequisite course options: *Modern Business or Marketing I*
Special Requirements: *WBL experiences, field trips, guest speakers, and college visits.*
Entrepreneurship will transform students into business professionals by bringing the workplace into the classroom. Entrepreneurship replicates all the functions of real business in both structure and practice. Under the guidance of a teacher-facilitator and business mentors, students create and manage their business from product development, production and distribution, to marketing and sales. Participation in Young Entrepreneurs Club and/or DECA (Distributive Education Clubs of America) is encouraged, offering leadership development and real-world business opportunities to complement classroom learning. This course is perfect for students aiming to prepare for their future in business, entrepreneurship, or personal success. Students enrolled in the Entrepreneurship course are required to participate in the following activities: Work-Based Learning (WBL) experiences, field trips, guest speaker sessions, and college visits. These activities are designed to provide real-world insights and enhance the learning experience.

7751/7752 ADVANCED ENTREPRENEURSHIP – CTE * 1 CR
GRADES: 11-12
Prerequisite: *Successful completion of Entrepreneurship (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*
Prerequisite course options: *Entrepreneurship*
This course is designed for qualified high school juniors or seniors who are at least 16 years of age. The program is designed to develop basic occupational competencies for the future employment in business. The student is supervised and trained by the teacher and Work-Based Learning Coordinator. Participation in Young Entrepreneurs Club and/or DECA (Distributive Education Clubs of America) is encouraged, offering leadership development and real-world business opportunities to complement classroom learning. This course is perfect for students aiming to prepare for their future in business, entrepreneurship, or personal success. Students enrolled in the Advanced Entrepreneurship course are required to participate in the following activities: Work-Based Learning (WBL) experiences, field trips, guest speaker sessions, and college visits. These activities are designed to provide real-world insights and enhance the learning experience. **Student transportation is required for work-based learning placements (requires a valid driver's license, proof of insurance, reliable transportation and the ability to drive to the WBL site daily). Walking and/or carpooling may be a consideration with prior written approval from instructor, parent, and administration. Regular attendance is essential for success. Failure to maintain regular attendance may result in loss of credit and/or removal from the course/placement.**

7631/7632 ACCOUNTING I – CTE * 1 CR
GRADES: 10-12
Prerequisite: *None*
Accounting I is a course designed for students who wish to pursue careers in business and finance or for those who wish to develop important skill sets related to financial literacy. Students will learn to analyze, classify, and record business transactions in a manual and computerized setting. Emphasis is on the complete accounting cycle, basic financial statements, bank reconciliations, payroll, and applying financial analysis to business process. In addition to foundational accounting principles, this course also incorporates personal finance concepts, helping students apply financial knowledge to both business and personal financial decision-making. Students are encouraged to participate in the DECA (Distributive Education Clubs of America) leadership organization.

7401/7402 MARKETING I – CTE * 1 CR
GRADES: 10-12
Prerequisite: *None*
Marketing I introduces students to marketing principles and covers core competencies, including Marketing Foundations, Marketing Research and Analytics, Entrepreneurship, Pricing, Integrated Marketing Communications, Product/Brand Management, and Supply Chain. Students enrolled in marketing courses qualify to participate in DECA, a student-led organization focused on leadership, civic involvement, and competition. Participation in DECA is highly encouraged to enhance the student's marketing experience.

7355/7356 MARKETING II "Student Store" – CTE * (2 HOUR BLOCK) 2 CR
GRADES: 10-12
Prerequisite: *Successful completion of Marketing I (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*
Prerequisite course options: *Marketing I*
Marketing II - The Student Store course is a student-based enterprise where students run a business during lunches at the East Campus. The Student Store follows the same core competencies as Marketing I at a managerial and supervisory level. The Student Store focuses on retailing theory, communication, and human relations. Students apply customer relations, marketing information management, product planning, and financial skills in the daily operations of the school store using current technology and economic opportunities. The Student Store also requires an application, which includes obtaining teacher or employer references. Seniors have priority placement. Students in Student Store qualify to participate in DECA, a career and technology student-led organization focused on leadership, civic involvement, and competition. Participation in DECA is highly encouraged to enhance the student's marketing experience. Students from the store can earn Student-Based Enterprise Gold Certification; if achieved, students will qualify for the DECA International Career Development Conference. **Completion of the Student Store Handbook and the GBCS Cash Handling Agreement are required.**

3495 COMPUTER SCIENCE – PROGRAMMING CONCEPTS – CTE * ½ CR
GRADES: 9-12
Prerequisite: *None*
Start Python programming in this dynamic Harvard University course! Dive into the vibrant world of data types, variables, functions, and unleash your creativity and problem-solving prowess. You'll explore the magic of loops, lists, and algorithms, and master troubleshooting, all while building a strong foundation for your future in technology. This course is your ticket to becoming a tech superstar with a Python Certification from the Python Institute.

4003/4004 COMPUTER SCIENCE – APPS AND WEB DESIGN – CTE * 1 CR
GRADES: 10-12
Prerequisite: *None*
Explore the world of app creation and web design in this dynamic course. Learn to develop games, animations, and informational apps while mastering user interface design and programming techniques, all while connecting your creations to the wider web. You'll gain hands-on experience with HTML5/CSS, multimedia integration, and web page construction, including adding images, tables, forms, and videos. Other topics include search engine optimization (SEO), code validation, and using stylesheets. Students will test for HTML & CSS certification through Certiport and are encouraged to join the DECA leadership organization.

3497 COMPUTER SCIENCE – GAME DEVELOPMENT – CTE * ½ CR
GRADES: 9-12
Prerequisite: *None*
Join us on a captivating journey into the world digital game development as a gateway to mastering computer science skills. This course uses Code.org, CodeHS.com, and Minecraft Education platforms to explore essential computer science concepts, with game development serving as a practical tool. You'll dive into story and character development, learn about interface design, and asset management, and hone your programming and tech skills. Students will test for JavaScript certification through Certiport, develop three games for their GitHub portfolio, and acquire career and technical skills used in the industry.

3491/3492 AP COMPUTER SCIENCE A – CTE * 1 CR
GRADES: 10-12
Prerequisite: *Algebra I*
Jump into the action-packed world of computer science with AP Computer Science A! In this course, you'll explore programming, data wrangling, and algorithm design, all through the powerful lens of Java. It's like a sneak peek into a college-level computer science class, where you'll tackle real-world problems, master object-oriented programming, and examine the ethical side of computing. With 20+ hours of hands-on lab experience, you'll become a Java programming whiz, ready to create innovative solutions. Students will take the Java industry certification exam, explore career opportunities in the field, and are strongly encouraged to take the AP Computer Science A exam for college credit.

3493/3494 AP COMPUTER SCIENCE PRINCIPLES – CTE * 1 CR
GRADES: 10-12
Prerequisite: *Algebra I and good work habits.*
Ready to dive into the awesome world of computer science? Advanced Placement Computer Science Principles is your gateway to mastering algorithms, programming, the impact of computing on society, and the magic of the internet – no prior coding experience required! All you need is your problem-solving skills, and you'll be ready to create, collaborate, and explore tech innovations. Students will use Certiport to prepare for and test for JavaScript industry certification. Students are strongly encouraged to take the College Board Advanced Placement exam for college credit.

ENGLISH

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

SUGGESTED COURSE SEQUENCE

GRADE	CAREER-TECHNICAL	COLLEGE PREP	ELECTIVES
9	• English 9	• English 9 • Honors English 9	• Drama I • Unified Drama I • World Affairs • Speech I
10	• English 10	• English 10 • AP Seminar	• Competitive Debate • Drama I, II • Journalistic Writing • Speech I • Technical Theater • Unified Drama I • World Affairs • Yearbook
11	• English 11	• English 11 • AP Language & Composition	• AP Research • Competitive Debate • Creative Writing • Drama I, II, III • Humanities • Journalistic Writing • Science Fiction • Speech I • Unified Drama I • World Affairs • Yearbook • Yearbook Editor
12	• Practical Literacy and Communication *+ 1/2 English Elective Credit* • College Prep Writing and Research *+ 1/2 English Elective Credit*	• College Prep Writing and Research *+ 1/2 English Elective* • Humanities • AP Literature & Composition • AP Research *.5 + .5 English Elective* ***See exceptions under CPWR description**	• AP Research • Competitive Debate • Creative Writing • Drama I, II, III • English Strategies • Humanities • Journalistic Writing • Science Fiction • Speech I • Unified Drama I • World Affairs • Yearbook • Yearbook Editor

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

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

1101/1102 ENGLISH 10 **1 CR**
GRADE: 10
English 10 is the college preparatory English class for sophomores. Like English 9, this English Language Arts survey course focuses on developing a student's reading, writing, listening, and speaking skills. During English 10, students will explore various fiction and non-fiction writing. English 10 students will also work on various types of writing. Students are expected to actively participate in classroom discussions. (NCAA approved core course)

1153/1154 AP SEMINAR/HONORS ENGLISH 10 **1 CR**
GRADE: 10 **APPLICATION**
Prerequisite: *80% or better between both semesters of Honors English 9 OR 90% or better between both semesters of English 9, teacher recommendation, and a qualifying score on a screening essay.*
AP Seminar is a foundational, skills-based course that will prepare students for AP Language, AP Literature, and AP classes in other disciplines. AP Seminar is best for students who have strong reading skills, as the independent reading of challenging fiction, non-fiction, and dramatic pieces (at an accelerated pace from that of our traditional English curriculum) is required. Students will be expected to think critically about the world around them and communicate their ideas and opinions to an audience. Students will write multi-draft informational reports, long-form argumentative papers, and timed-essays. Students will be encouraged (but no mandated) to take the AP Seminar exam as College Board required performance tasks are embedded throughout the AP Seminar curriculum. AP Seminar is the first course in an optional two-part "AP Capstone" sequence that concludes with AP Research. Students who complete both AP Capstone courses and successfully pass the AP Seminar exam and the AP Research exam will earn the honorary AP Capstone Certificate. Taking both AP Capstone courses, passing their exams, and passing four our more AP exams qualifies students for the prestigious AP Capstone diploma. This course requires summer reading and writing. *This course replaces Honors English 10 and will fulfill students' English 10 graduation requirement.* (NCAA approved core course)

1207/1208 ENGLISH 11 **1 CR**
GRADE: 11
English 11 is the college preparatory English class that should be taken by all college bound juniors to prepare them for the SAT/M-STEP and the rigors of college level English courses. This class is designed to guide students through universal themes in literature, drawing from a range of texts which include both familiar classics to modern masterpieces, alongside contemporary pieces. Students will explore poetry, short stories, novels, and nonfiction memoirs. Students will be expected to demonstrate their understanding of course readings in classroom discussions and written responses. English 11 emphasizes writing skills that will be essential to students' collegiate success-multiple essays and written responses are required each semester. (NCAA approved core course)

1251/1252 AP ENGLISH LANGUAGE & COMPOSITION **1 CR**
GRADE: 11 **Application**
Prerequisite: *80% or better in both semesters of AP Seminar OR 90% or better in both semesters of English 10; English teacher recommendation, and a qualifying score on an AP screening essay.*
Advanced Placement English Language and Composition is a year-long course requiring college freshman level work in writing and literary analysis. Special emphasis will be placed on the examination of arguments in various forums, critical thinking and analysis, and writing. Enrollment is limited to a select number of students who read widely, have an excellent command of grammar, think logically and analytically, and willingly participate in group discussions. Students are strongly encouraged to take the College Board Advanced Placement exam in May. Students will be required to complete additional readings for the course during the summer. (NCAA approved core course)

0152 PRACTICAL LITERACY & COMMUNITCATION **½ CR**
GRADE: 12
Prerequisite: *Successful completion of English 11 with a C- or above, or teacher recommendation.*
*This class fulfills the ½ credit senior writing course requirement for students not taking College Prep Writing and Research, AP Literature, or Humanities.
Practical Literacy and Communication is a one semester senior-level class designed to prepare students for the demands of a competitive career marketplace. Instruction will focus on writing that informs, explains, and persuades and on media literacy/research. To build media literacy skills, students will learn how to use modern library/online resources, how to evaluate information for credibility, how to properly give credit when using another's ideas, how to find the information necessary to make informed life decisions, and how to clearly communicate what they have learned. Students will have ample practice composing informational, persuasive, and narrative essays and speeches. This class will focus on the literacy skills, written communication skills, and oral communication skills that are essential for success in today's workplace. Students will also complete their Senior Exit Presentations in this course. This course is recommended for incoming seniors currently taking English 11 who are not college-bound.

0151 COLLEGE PREP WRITING & RESEARCH **½ CR**

GRADE: 12

Prerequisite: *Successful completion of English 11 with a C or better and teacher recommendation.*

*This class fulfills the ½ credit senior writing course requirement for students not taking Practical Literacy & Communication, AP Literature or Humanities.

College Prep Writing & Research is a one semester senior-level class designed to prepare students for the rigors of college-level research and composition. Instruction will focus on elements of quality expository writing such as organization, syntax and clarity, as well as the art of academic inquiry and the construction of research papers. There will be significant emphasis on effective research methods, source evaluation, avoidance of plagiarism, and the use of evidence to support one's opinion. Students will compose on-demand essays, research longer papers, write speeches, and deliver research-supported arguments in a variety of forms. Students will also complete their Senior Exit Presentations in this course. This course is recommended for incoming seniors currently taking English 11 or AP Language who are college-bound. (NCAA approved core course)

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

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

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

B0151 COLLEGE PREP WRITING & RESEARCH - BLENDED **½ CR**

Blended Class – This class will run 1st or 6th hour and will be conducted as a semi-independent study/online course. Students will be expected to attend class 3 times per week and complete work on their own on their "off" days. Students are encouraged to participate in office hours on their "off" days to receive extra support. On "off" days, students must be able to provide their own transportation to or from school. Students who do not maintain a C or better or who have missing assignments will be required to attend class on "off" days. Please watch the linked video for more information.

GRADE: 12

Prerequisite: *Successful completion of C or better in English 11, teacher recommendation, and completed application.*

*This class fulfills the ½ credit senior writing course requirement for students not taking Practical Literacy & Communication, AP Literature or Humanities.

Students must complete this Google form to be considered for the course: Blended College Prep Writing & Research Application

Blended College Prep Writing & Research is a one semester senior level class designed to prepare students for the rigors of college level research and composition. Instruction will focus on elements of quality expository writing such as organization, syntax and clarity, as well as the art of academic inquiry and the construction of research papers. There will be significant emphasis on effective research methods, source evaluation, avoidance of plagiarism, and the use of evidence to support one's opinion. Students will compose on-demand essays, research longer papers, write speeches, and deliver research-supported arguments in a variety of forms. Students will also complete their Senior Exit Presentation in this course. This course is recommended for incoming seniors currently taking English 11 or Ap Language who are college-bound. (NCAA approved core course)

1321/1322 HUMANITIES **1 CR**

GRADE: 12

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

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

1981/1982 AP LITERATURE AND COMPOSITION **1 CR**

GRADE: 12 Application

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

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

5643/5644 AP RESEARCH **1 CR**
GRADES: 11-12
Prerequisite: *Successful completion of AP Seminar.*
From the College Board: "AP Research [is a course that] allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long, research-based investigation to address a research question. In the P Research course, students further their skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question." Submitting the AP Research paper to the College Board as part of the AP Research exam is encouraged but not required. AP Research counts as .5 English credit and .5 math-related credit. Students who take AP Research are not required to take Academic Research and Composition (ARC). Students who complete both AP Capstone courses and successfully pass the AP Seminar exam and the AP Research exam will earn the honorary AP Capstone Certificate. Taking both AP Capstone courses, passing their exams, and passing four or more AP Exams qualifies students for the prestigious AP Capstone diploma. (NCAA approved core course)

0184 COMPETITIVE DEBATE **½ CR**
GRADES: 10-12
Competitive Debate is a college prep course designed for students interested in formal argumentation. This is an excellent course for students interested in pursuing careers in law, politics, education, business, or other communication-related fields. This class requires students to articulate their ideas and opinions, to defend their stance with research, to challenge the logic and reasoning of others, and to collaborate with others. Students will become familiar with debate terminology, methods of persuasive delivery, critical thinking strategies, and advanced organizational/research techniques. (NCAA approved core course)

0130 CREATIVE WRITING **½ CR**
GRADES: 10-12
Prerequisite: *Students MUST have passed ALL previous English courses (English 9, English 10, and/or English 11) with a C- or higher in both semesters.*
This semester-long course focuses on writing for publication in three genres: creative nonfiction, short fiction, and poetry. Additionally, students will publish their writing digitally for an audience. The purpose of this class is to encourage students to cultivate the habits, attitudes, and flexibility of a professional writing within a supportive, professional writing community. Students will practice writing like a reader and reading like a writer. Students will be expected to write with an open mind every day. Students will be expected to confer with the instructor, participate in writer response groups, read published authors as models, keep and regularly write in a writer's notebook, create and update a blog, and reflect on and revise their own writing routinely. (NCAA approved core course)

1801/1802 DRAMA I **1 CR**
GRADES: 9-12
Course content includes work in stage movement, pantomime, theater vocabulary, improvisation, record pantomime, interpretive reading, memorization, and short scenes. Drama I demands a willingness to perform, accept and use criticism, and work well with others.

1811/1812 DRAMA II **1 CR**
GRADES: 10-12
Prerequisite: *Drama I with a B or better and teacher approval.*
This class is for students interested in acting and is designed to guide them through exercises, improvisation, and prepare scenes in various styles of acting. There is a lot of required memorization. Emphasis will be placed on performance as an entertainment medium.

1851/1852 DRAMA III **1 CR**
GRADES: 11-12
Prerequisite: *Drama I & II with teacher approval.*
This class is designed for the serious acting student who plans to major or minor in theater. It's a style of acting class that will demand thoughtful performances of literature, beginning with Greek tragedy and continuing through to the present. May be repeated.

1861/1862 TECHNICAL THEATER **1 CR**
GRADES: 10-12
***This class does not fulfill required English credit, class does fulfill fine/performing arts credit**
Prerequisite: *Drama I and instructor approval.*
This course is designed for the student who wishes to major or minor in theater in college. Students are expected to design sets, lighting, costumes, makeup, and sound, and are required to work backstage for theater productions. This course will require that students are able to make an after-school time commitment.

0120 JOURNALISTIC WRITING **½ CR**

GRADES: 10-12

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

0138 READING EXPLORATIONS **½ CR**

GRADES: 10-12

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

Reading Explorations is for three groups of students. 1.) Students who currently love reading and want more time to read books of their choosing; 2.) Students who enjoyed reading in the past but have gotten out of the habit of reading and want to rekindle their love of books; 3.) Students who dislike teacher-selected, assigned reading, but want to improve their reading skills/enjoyment by selecting and reading books of their own choosing. Students will be reading books of their choice in class for an average of 30 minutes per day to build reading fluency and stamina. Students log their reading time and progress; then, they share their thinking about their self-selected books in weekly assignments and periodic book projects. This class is individually paced, and it is common to have struggling readers and advanced reads in the same class. This multi-level environment works because the goal of the class is to help all students improve ton their individual reading and writing skill-level, which allows each student to work at their own speed. Activities include reflective letters, journaling, quotation analysis, book circles, conferencing, etc. Student writing is required and assessed alongside their reading. AI use is strictly forbidden without express teacher approval. Student writing must reflect their comprehension, their evidence-selection, their analysis, their vocabulary, and their writing ability. 20% of the semester grade is a culminating project. (NCAA approved core course)

0128 SCIENCE FICTION **½ CR**

GRADES: 11-12

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

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

0187 SPEECH I – INTRODUCTION TO PUBLIC SPEAKING **½ CR**

GRADES: 10-12

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

0519 WORLD AFFAIRS **½ CR**

GRADES: 10-12

The goal of this class is to help you navigate the issues we face in today's world and discuss how current events affect us on a local, national, and international level. We will read, listen to, and watch updates on current events, as well as discuss issues that are changing the world, we live in. Emphasis will be placed on the development of critical thinking and writing skills. (NCAA approved core course)

1931/1932 YEARBOOK LAB **1 CR**

GRADES: 10-12

Prerequisite: *Application and recommendation of current English teacher.*

Students enrolled in Yearbook Lab acquire the skills required to transform blank pages into the award-winning school yearbook, the Echo. This is more than just a class; it's a journey where creativity meets history and staff members become the curators of GBHS' legacy. First year staff members enter as a "Staffer", where they learn journalistic interviewing, photography, copy and caption writing, and the basics of marketing and sales. Once they have developed these skills, they learn graphic design, typography, and more. Working as a team, Staffers are responsible for the total production and publication of the Echo. Staffers are required to work both in and outside of school hours attending clubs, performances, and sports games, as well as sell yearbooks and business ads. Yearbook students should excel in English class, enjoy working with partners on problem solving, and implementing organizational techniques for various projects. It is a unique, exciting, and rewarding experience. This course is 1 credit for the entire year (.5 per semester) and may be taken as an English, VPAA (art), or 2nd year World Language (if using as the 2nd year of WL). Click here to apply for Yearbook Staff. Check out our TikTok and Instagram and what we do! *(Does NOT meet NCAA core requirements).*

1941/1942 YEARBOOK EDITOR **1 CR**

GRADES: 10-12

Prerequisite: *Application and teacher approval.*

Students electing this class will continue to strengthen their skills and knowledge in the areas of journalistic photography, writing, design, publishing, marketing/sales. Yearbook Editors/Managers will be responsible for planning the visual and verbal content of the yearbook and will work with staff members continuously. Editors will be expected to teach Staffers how to photograph, interview, write copy/captions, market/sell the yearbook/ads, and more. They will be assigned an area of specialty based on their strengths and will be responsible for meeting deadlines which will require students to work after school, during the summer, and on weekends. Students will work in a real-life business situation and gain experience in publications by working in teams, marketing their work, and learning to be confident public speakers and leaders. Students are required to work both in and outside of school hours attending clubs, performances, and sports games, as well as selling yearbooks and business ads. This course is 2 credits for the entire year (1 per semester) and may be taken as an English, VPAA (art), or 2nd Year World Language (if using as the 2nd year of WL). Click here to apply for yearbook editor. Check out our TikTok and Instagram and what we do!

FAMILY AND CONSUMER SCIENCES

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

SUGGESTED COURSE SEQUENCE

CLASS	9TH	10TH	11TH	12TH
FOODS & NUTRITION – CTE	✔	✔	✔	✔
PERSONAL LIVING – CTE		✔	✔	✔
PERSONAL FINANCE		✔	✔	✔

ALL CTE Courses:

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

0851 FOODS & NUTRITION – CTE * ½ CR
GRADES: 9-12
Prerequisite: *None*
Foods and Nutrition will include skills related to the preparation of many different foods. Students will work in teams in the food lab and demonstrate proper food handling, following a recipe, sanitation skills, and measuring. Healthy living through nutrition and exercise will be emphasized. Students will study health related diets, eating disorders, and their personal eating habits. Additionally, they will plan and shop for a variety of meals. All students are encouraged to take this class as they prepare for independent living or study careers related to culinary arts.

0852 PERSONAL LIVING – CTE * ½ CR
GRADES: 10-12
Prerequisite: *None*
Students will study basic elements of personality and relationship development and will gain an understanding of their own strengths. Much emphasis will be on personality and communication development and the functions and values that they will have in an ever-changing society. Students will gain a better understanding of themselves, their relationships with others, and character building. They will cover topics and practice areas such as decision making, types of communication, conflict resolution, working effectively as a team and stress management skills as well as healthy and destructive behaviors for life and world of work.

0854 PERSONAL FINANCE ½ CR
GRADES: 10-12
Prerequisite: *None*
This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real-world topics covered will include income, money management, spending, credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, insurance, investing, and taxes. Students will also be a foundational understanding for making informed personal financial decisions leading to financial independence.

EDUCATION & TRAINING

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

SUGGESTED COURSE SEQUENCE

CLASS	9TH	10TH	11TH	12TH
TEACHER EDUCATION – CTE		✔	✔	
ADVANCED TEACHER EDUCATION – CTE			✔	✔
EARLY CHILDHOOD EDUCATION – CTE		✔	✔	✔
CHILD PSYCHOLOGY AND PARENTING I – CTE		✔	✔	✔
CHILD PSYCHOLOGY AND PARENTING II – CTE		✔	✔	✔

ALL CTE Courses:

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

8595/8596 TEACHER EDUCATION – CTE * 1 CR
GRADES: 10-12
Prerequisite: *Must complete application.*
This class is designed for students interested in exploring a career in education. Students will examine the various responsibilities and professional roles of a teacher, explore diverse career options within education, observe and utilize effective teaching practices, understand human growth and development as it relates to learning, construct lessons aligned with standards, develop instructional strategies, explore different instructional settings, and expand their personal portfolio. Students will benefit from hands-on training and will be placed as a teacher in training. Regular attendance is essential for success in this course. The highlight of the class is the opportunity to work with students three days a week. Teacher Education students can also choose to work with students of all ages. Students are required to complete hours towards their (CDA/YDA or RBT) credential. Regular attendance is essential for success in this course. Students are responsible for their own transportation to and from placements. Walking may be an option if the placement is nearby (such as Brendal, PIC, or Holy Family), walking and/or carpooling requires written permission from instructor, parent and admin. **Student transportation is required for work-based learning placements (requires a valid driver's license, proof of insurance, reliable transportation and the ability to drive to the WBL site daily). Walking and/or carpooling may be a consideration with prior written approval from instructor, parent, and administration. Regular attendance is essential for success. Failure to maintain regular attendance may result in loss of credit and/or removal from the course/placement. Additionally, proof of vaccinations and TB testing may be required for site placements.**

8597/8598 ADVANCED TEACHER EDUCATION – CTE * 1 CR
GRADES: 11-12
Prerequisite: *Successful completion of Teacher Education (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*
Prerequisite course options: *Teacher Education*
The Advanced Teacher Education course offers students who have completed Teacher Education the opportunity to apply their knowledge in real classroom settings, gaining hands-on teaching experience. Students will face high expectations, spending extended time in classrooms to use various instructional strategies and support student learning. This course is ideal for those looking to build a teaching portfolio and enhance their classroom management and instructional skills. Students will spend four days a week working on-site in a Grand Blanc District classroom and will be required to participate in one day per week of classroom instruction to reinforce their learning, discuss on-the-job experiences, and submit weekly placement reflections. Students are required to complete hours towards their (CDA/YDA or RBT) credential. Regular attendance is essential for success in this course. Students are responsible for their own transportation to and from placements. Walking may be an option if the placement is nearby (such as Brendal, PIC, or Holy Family), walking and/or carpooling requires written permission from instructor, parent and admin. **Student transportation is required for work-based learning placements (requires a valid driver's license, proof of insurance, reliable transportation and the ability to drive to the WBL site daily). Walking and/or carpooling may be a consideration with prior written approval from instructor, parent, and administration. Regular attendance is essential for success. Failure to maintain regular attendance may result in loss of credit and/or removal from the course/placement. Additionally, proof of vaccinations and TB testing may be required for site placements.**

0862/0863 EARLY CHILDHOOD EDUCATION – CTE * 1 CR
GRADES: 10-12
Prerequisite: *Must complete application.*
This education class gives students the opportunity to explore teaching in an actual classroom setting, providing a real work-based learning experience. Students will study the physical, social, emotional, and intellectual development of children from conception to ages 5-12. Additionally, they will learn how to create environments that support optimal development and learning. The highlight of the class is working directly with children in daycare, preschool, or elementary settings. Students will also build a robust portfolio, which can enhance future employment opportunities. Several students have secured jobs in and around the district after completing this course. Student transportation is required for work-based learning placements (requires a valid driver's license, proof of insurance, reliable transportation and the ability to drive to the WBL site daily). Walking and/or carpooling may be a consideration with prior written approval from instructor, parent, and administration. **Regular attendance is essential for success. Failure to maintain regular attendance may result in loss of credit and/or removal from the course/placement. Additionally, proof of vaccinations and TB testing may be required for site placements. Students are required to complete hours towards their (CDA/YDA or RBT) credential. Students are responsible for their own transportation to and from placements. Walking may be an option if the placement is nearby (such as Brendal, PIC, or Holy Family), walking and/or carpooling requires written permission from instructor, parent and admin.**

0860 CHILD PSYCHOLOGY AND PARENTING I – CTE * ½ CR
GRADES: 10-12
This course is designed to provide students with information and experiences for their future role as a responsible caregiver. It will address the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. This course focuses on pregnancy, birth, the first year of life as well as issues related to raising healthy children, building positive parent-child relationships, and providing children a safe environment.

0861 CHILD PSYCHOLOGY AND PARENTING II – CTE * ½ CR
GRADES: 11-12
Prerequisite: *Successful completion of Child Psychology and Parenting I (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*
Prerequisite Course Options: *Child Psychology and Parenting I*
This course studies the child from ages one to adolescence. It includes physical, social, emotional, and intellectual development of the child; examines challenges faced by families; discipline techniques; the impact of play and television, and the importance of reading to children. The course is designed to strengthen parenting and guidance skills, enhance family relationships, and incorporate safety and health practices with young children.

HEALTH SCIENCES

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

SUGGESTED COURSE SEQUENCE

CLASS	9TH	10TH	11TH	12TH
MEDICAL OCCUPATIONS I – CTE		✔	✔	✔
MEDICAL OCCUPATIONS II – CTE			✔	✔
MEDICAL OCCUPATIONS III – CTE				✔

ALL CTE Courses:

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

7901/7902 MEDICAL OCCUPATIONS I – CTE * 1 CR
GRADES: 10-12
Early Entry Prerequisite (9th Grade Only): *Interested 9th graders applying to enter their 10th grade year must have a 3.0 GPA.*
This course is designed to introduce students to various aspects of healthcare, including how healthcare systems operate, the personal and professional characteristics of healthcare providers, as well as key topics such as Human Anatomy and Physiology, Medical Terminology, Infection Control, Medical Law and Ethics, Cultural Diversity in Healthcare, and Occupational Safety. A range of guest speakers will provide students with valuable insights into the many career opportunities within the healthcare field. The course will include traditional classroom learning, independent study, hands-on activities, off-site experiences, and certification opportunities, such as CPR/AED through the American Heart Association, OSHA safety training, and Stop the Bleed First Aid. Students will acquire a variety of healthcare related skills and are encouraged to participate in Health Occupation Students of America (HOSA), a student-led organization that involves participation in health-related competitions and prepares future health professionals for work in the health industry.

7943/7944 MEDICAL OCCUPATIONS II – CTE * 1 CR
GRADES: 11-12
Prerequisite: *Successful completion of Medical Occupations I (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*
Prerequisite course options: *Medical Occupations I*
This course is designed for students who have successfully completed Medical Occupations I. Building on the foundational knowledge from the previous course, students will develop the essential skills needed to become a Patient Care Technician (PCT), with a focus on mastering advanced clinical techniques. The course will include a mix of traditional classroom instruction, independent study, hands-on activities, off-site experiences, and opportunities to earn certifications in advanced CPR, AED, First Aid, bloodborne pathogens, and OSHA safety training. Students are strongly encouraged to participate in Health Occupation Students of America (HOSA), a student-led organization that involves participation in health-related competitions and prepares future health professionals for work in the health industry. Upon successful completion, students will have the opportunity to earn certification as a Patient Care Technician through the National Health Career Association (NHA), a credential recognized by employers across the healthcare industry. This certification will enable students to enter the workforce as a certified Patient Care Technician upon graduation.

7937/7938 MEDICAL OCCUPATIONS III – CTE * 1 CR
GRADE: 12

Prerequisite: *Successful completion of Medical Occupations II (minimum grade of C or higher each semester), a passing score on Patient Care Technician Certification Exam, completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*

Prerequisite course options: *Medical Occupations II*

This hands-on, experiential course is designed to provide students with industry training and practical experience. It offers an invaluable opportunity to apply classroom knowledge and skills in real-world settings. Under the supervision of qualified professionals, students will gain practical, on-the-job experience. Students will spend four days a week working on-site and will be required to participate in one day per week of classroom instruction to reinforce their learning, discuss on-the-job experiences, and submit weekly placement documentation. They will work with the Work-Based Learning Coordinator to secure an industry placement. **Student transportation is required for work-based learning placements (requires a valid driver's license, proof of insurance, reliable transportation and the ability to drive to the WBL site daily). Walking and/or carpooling may be a consideration with prior written approval from instructor, parent, and administration. Regular attendance is essential for success. Failure to maintain regular attendance may result in loss of credit and/or removal from the course/placement. Additionally, proof of vaccinations and TB testing may be required for site placements.**

ENGINEERING / CONSTRUCTION

Engineering & Industrial Technology

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

SUGGESTED COURSE SEQUENCE

CLASS	9TH	10TH	11TH	12TH
WOODWORKING – CTE	✔	✔	✔	✔
CONSTRUCTION TRADES – WOODWORKING – CTE	✔	✔	✔	✔
CONSTRUCTION TRADES I – CTE		✔	✔	✔
CONSTRUCTION TRADES II – CTE * Available for sophomores who have taken Geometry in Construction as a freshman		* ✔	✔	✔
CONSTRUCTION / WOODWORKING - ADVANCED STUDIES – CTE		✔	✔	✔
CONSTRUCTION IN GEOMETRY – CTE	✔	✔	✔	✔
ENGINEERING I – CTE	✔	✔	✔	✔
ENGINEERING II – CTE		✔	✔	✔
ENGINEERING III – CTE			✔	✔
ALGEBRA I AMPED – CTE	✔	✔	✔	✔

ALL CTE Courses:

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

8001/8002 WOODWORKING – CTE * 1 CR
GRADES: 10-12
Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.
Prerequisite: *None*
In Construction Trades – Woods class, students learn skills that could lead to a future career or the start of a woodworking hobby. Students will create original woodworking project(s) that will develop their skills and their own personal creativity. Safe and proper use of hand tools, portable power tools, and stationary power tools such as surface planer, table saws, and miter saws, etc. will be emphasized, giving the student the knowledge and confidence to operate each tool safely and effectively. Laser engraving and automation is also covered in the Woodworking I class.

8007/8008 FEMALE WOODWORKING – CTE * 1 CR
GRADES 10-12
Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.
Prerequisite: *None*
In this introductory Construction Trades – Woodworking class, students learn skills that could lead to a future career or the start of a woodworking hobby. Students will create original woodworking project(s) that will develop their skills and their own personal creativity. Safe and proper use of hand tools, portable power tools, and stationary power tools such as surface planer, table saws, and miter saws, etc. will be emphasized, giving the student the knowledge and confidence to operate each tool safely and effectively. Laser engraving and automation is also covered in the Woodworking class.

8031/8032 CONSTRUCTION TRADES I – CTE * 1 CR
GRADES: 10-12
Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.
Prerequisite: *None*
This course develops skills in both finish and rough carpentry. Students will learn about construction tools, equipment, materials, jobsite safety, blueprint reading, and career awareness. Additionally, students will gain hands-on experience in key areas of construction, including safety, framing, roofing, windows, exterior doors, and siding. Emphasis is also placed on teamwork, problem solving, and character building.

8061/8062 CONSTRUCTION TRADES II – CONSTRUCTION & BUILDING TECHNOLOGY – CTE * 1 CR
GRADES: 10-12
Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course. OSHA 10 Construction Trades Certification.
Prerequisite: *Successful completion of Construction Trades I (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application and approval from the instructor.*
Prerequisite course options: *Construction Trades I or Geometry in Construction*
The Construction Trades II course provides students with a solid foundation in construction and building technology, preparing them for professional career opportunities in the residential, commercial, and civic branches of the construction industry. Students will gain knowledge about the design, construction, and maintenance of homes, structures, and infrastructure that are essential to our everyday lives. Construction skills and techniques taught include: construction materials, design, management, site work, structural construction, framing, siding, roofing, drywall hanging and finishing, masonry, window and door installation, green construction techniques, heavy equipment operation, and civil construction. Students will apply these skills in hands-on lab settings and real-world construction projects. Emphasis will be placed on hand and power tool use, safety, teamwork, and employability skills. The Construction Trades II class is valuable for students pursuing careers in the construction field, as well as for those seeking to learn practical life skills. Project fees may be assessed for materials used.

8063/8064 CONSTRUCTION & WOODWORKING – ADVANCED STUDIES – CTE * (2 HR BLOCK) 2 CR
GRADES: 11-12
Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.
Prerequisite: *Be An 11th or 12th grade student, successful completion of Construction Trades II (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, and instructor approval.*
Prerequisite course options: *Construction Trades II*
This course allows the student to select the project they wish to accomplish during the school year. Past projects have included advanced residential construction models, curio cabinets, dining room tables, outdoor patio furniture, segmented woodturnings, guitars, entertainment centers and much more. Individual research will be the method that students will use to learn about the techniques and craftsmanship of this trade. Design, business and entrepreneurial skills will also be a major focus. The skills learned will be used to develop a creative construction or woodworking project of the student's choice. The students will be required to showcase their projects in the Michigan Industrial and Technology Education Society (MITES) student woodworking competition. Project fees may be assessed for materials used. Or students will have the option to take on a leadership role in a GIC, Construction I or II course. This option allows students the ability to build and expand on their construction skills.

8036/8037 GEOMETRY IN CONSTRUCTION – CTE * (2 HR BLOCK) 2 CR
GRADES: 9-11
Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.
Prerequisite course options: *Algebra I*
This course develops skills in finish and rough carpentry. Students will learn about construction tools, equipment, materials, jobsite safety, blueprint reading and career awareness. Additionally, students will be exposed to and gain hands-on experience in the following areas of Construction: safety, framing, roofing, windows, exterior doors, and siding. Emphasis is also given to teamwork, problem solving, and character building.

8010/8011 ENGINEERING I – CTE * 1 CR
GRADES: 10-12
Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.
Prerequisite: *None*
Every product has a designer. Engineering I teaches students the fundamental skills necessary to pursue a career in any engineering or design-related field. Students will gain skills in sketching, engineering design, 2D CAD, 3D CAD design, 3D printing, engineering and construction blueprint reading, manufacturing, and robotics. Students will learn to solve real-world design problems by brainstorming and developing solutions using 3D CAD software. Engineering I is a prerequisite for other engineering design classes, so it is highly recommended that students interested in engineering and technology take this course in 9th or 10th grade.

8012/8013 ENGINEERING II – CTE * 1 CR
GRADES: 10-12
Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.
Prerequisite: *Successful completion of Engineering I (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*
Prerequisite course options: *Engineering I*
Engineering II is an advanced and challenging class designed to introduce future engineers to real skills used in the workplace. Students will explore a wide array of technical careers and solve real-world engineering problems. The students will also gain extensive experience in the manufacturing lab. Skills such as lathe work, welding, CNC programming, and automation programming will be covered. Students will discover how actual products are designed and manufactured. This class, with an emphasis on quality and leadership, will help to ensure that students can compete in a world economy. This is a "don't miss" opportunity for students considering a career in engineering or technology.

8014/8015 ENGINEERING III, ADVANCED STUDY – CTE * 1 CR
GRADES: 11-12
Students will earn an "A", "B", "C", or "E" grade ONLY. A "D" grade cannot be earned in this course.
Prerequisite: *Successful completion of Engineering II (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and instructor approval.*
Prerequisite course options: *Engineering II*
This is a capstone experience for students to further their education in engineering design, and to apply what they have learned in previous engineering course. This course allows the student to define a project and what they wish to accomplish during the school year. Past projects have included the design and manufacturing of mechanical, electrical, or electro-mechanical products. See instructor for details.

AUTOMOTIVE – INDUSTRIAL TECHNOLOGY/TRANSPORTATION

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

SUGGESTED COURSE SEQUENCE

CLASS	9TH	10TH	11TH	12TH
AUTOMOTIVE TECHNOLOGY I BLOCK – CTE		✔	✔	
AUTOMOTIVE TECHNOLOGY II BLOCK – CTE		✔	✔	✔
AUTOMOTIVE TECHNOLOGY III BLOCK – CTE			✔	✔
ADVANCED AUTOMOTIVE TECHNOLOGY BLOCK – CTE				✔

ALL CTE Courses:

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

8229/8230 AUTOMOTIVE TECHNOLOGY I – CTE * 1 CR
GRADES: 10-12
Prerequisite: *None*
This is a one-year course offered at the high school level, designed to prepare students for entry into the automotive service field as beginning technicians. Students will perform tasks associated with automotive service, including the disassembly, inspection, diagnostic testing, repair, and reassembly of specific components of the engine body, and chassis. They will also have the opportunity to practice and improve skills necessary to meet industry standards. The course includes a review of shop safety, tools, and equipment, as well as the chance to advance knowledge in areas such as vehicle and shop safety procedures, tools and equipment, maintenance services, braking systems, basic electrical systems, suspension and steering, and engine repair. Additionally, students will study other specific related areas of the ASE Education Foundation's Maintenance and Light Repair curriculum standards.

8225/8226 AUTOMOTIVE TECHNOLOGY II – CTE * (2 HR BLOCK) 2 CR
GRADES: 11-12
Prerequisite: *Successful completion of Auto Technology I (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application, and approval from the instructor.*
Prerequisite course options: *Automotive Technology I*
This is a one-year course offered at the high school level, designed to prepare students for entry into the automotive service field as beginning technicians. Students will perform tasks associated with the automotive service industry, including the disassembly, inspection, diagnostic testing, repair, and reassembly of specific components of the engine, body, and chassis. They will also have the opportunity to practice and improve skills necessary to meet industry standards. The course covers/reviews shop safety, tools, and equipment, and provides students with the chance to advance their knowledge in areas such as vehicle fuel/ignition delivery theory, computer diagnostics and operation, basic emission control devices, advanced suspension and steering theory, heating and air conditioning, and drivetrain/driveline systems. Additionally, students will study specific related areas following the ASE Education Foundation curriculum standards.

8233/8234 AUTOMOTIVE TECHNOLOGY III – CTE * (2 HR BLOCK) 2 CR
GRADE: 12

Prerequisite: *Successful completion of Automotive Technology II (minimum grade of C or higher each semester), completion of the program technical skill assessment/credential, eligible for next course progression based on application rubric, completed course application and approval from the instructor.*

Prerequisite course options: *Automotive Technology II*

This hands-on, experiential course is designed to provide students with industry training and practical experience. It offers an invaluable opportunity to apply classroom knowledge and skills in real-world settings. Under the supervision of qualified professionals, students will gain practical, on-the-job experience. Students will spend four days a week working on-site and will be required to participate in one day per week of classroom instruction to reinforce their learning, discuss on-the-job experiences, and submit weekly placement documentation. They will work with the Work-Based Learning Coordinator to secure an industry placement.

Student transportation is required for work-based learning placements (requires a valid driver's license, proof of insurance, reliable transportation, and the ability to drive to the WBL site daily). Walking and/or carpooling may be a consideration with prior written approval from instructor, parent, and administration. Regular attendance is essential for success. Failure to maintain regular attendance may result in loss of credit and/or removal from the course/placement.

MATHEMATICS

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

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

Mathematics Course Sequence

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

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

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

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

ALL CTE Courses:

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

3351/3352 ALGEBRA I A **1 CR**

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

Prerequisite: *Recommendation from 8th grade teacher/counselor*

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

3353/3354 ALGEBRA I B **1 CR**

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

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

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

3121/3122 ALGEBRA I **1 CR**

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

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

3271/3272 GEOMETRY **1 CR**

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

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

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

3336/3337 GEOMETRY IN CONSTRUCTION – CTE * (2 HR BLOCK) **2 CR**

GRADES: 9-12

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

Prerequisite: *Algebra I*

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

3340/3341 PRINCIPLES OF GEOMETRY **1 CR**

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

Prerequisite: *One credit of Algebra I or 2 credits of Algebra IA & Algebra IB with a C- or better and recommendation of current math teacher.*

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

3251/3252 ALGEBRA II A **1 CR**

Prerequisite: *Grade of C- or better in Algebra I, successful completion of Geometry, and recommendation of current math teacher.*

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

3261/3262 ALGEBRA II B **1 CR**

Prerequisite: *C- or higher in Algebra II A*

This is the second year of a two-year program consisting of Algebra II A and Algebra II B. This course provides instruction in logarithmic and exponential functions, sequences, series, counting principles, binomial theorem, rational functions, trigonometric graphs, trigonometric identities, and trigonometric operations. (NCAA approved core course = ½ credit)

3181/3182 ALGEBRA II **1 CR**

Prerequisite: *Grade of C or better in Algebra I and Geometry.*

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

3211/3212 HONORS ALGEBRA II **1 CR**

Prerequisite: *Grade of B- or better in Honors Algebra I and Honors Geometry and recommendation of current math teacher.*

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

0338 PROBABILITY AND STATISTICS **½ CR**

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

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

0340 SPORTS STATISTICS **½ CR**

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

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

0332 TRIGONOMETRY **½ CR**

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

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

0309 COLLEGE ALGEBRA **½ CR**

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

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

0351 INTRODUCTORY CALCULUS **½ CR**

GRADES: 11-12

Prerequisite: *Grade of B- or better in Algebra I, Geometry, Algebra II, and Trigonometry and recommendation of current math teacher (12th grade and exceptional 11th graders).*

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

3321/3322 AP PRECALCULUS

GRADES: 10-12 **1 CR**

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

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

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

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

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

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

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

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

3391/3392 AP STATISTICS **1 CR**

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

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

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

MUSIC

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

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

SUGGESTED COURE SEQUENCE

CLASS (VOCAL)	9TH	10TH	11TH	12TH
Mixed Chorus	✔	✔	✔	✔
Girls' Glee Club		✔	✔	✔
Chorale		✔	✔	✔

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

9061/9062 MIXED CHORUS **1 CR**
GRADES: 9-12
Prerequisite: *None*
This class is both a beginning training group for incoming male and female students of any age, as well as an intermediate level performing group for music students enrolled in other music classes. This class is open to all students regardless of previous music experience, level, or ability. Music reading, sight singing, and the rudiments of music will be studied, as well as techniques for three-and four- part singing, good tone production, and other aspects of good choral singing. Students can expect a variety of music and performance opportunities.

9001/9002 GIRLS' GLEE CLUB **1 CR**
GRADES: 10-12
Prerequisite: *Instructor approval*
This class is both an intermediate level performing group for female music students enrolled in other music classes or as a student's only music class. This class is open to all female students who have passed a brief placement audition with the instructor. Music reading, sight singing, and the rudiments of music will be studied, as well as techniques for three- and four-part singing, good tone production, and other aspects of good choral singing. Students can expect a variety of music and performance opportunities.

9091/9092 CHORALE **1 CR**
GRADES: 10-12
Prerequisite: *Instructor approval*
Chorale is for the serious choral music student, both male and female, who wishes to strive for a greater mastery of all aspects of choral music. This class is open to all students who have passed a brief placement audition with the instructor. Chorale students can expect to improve their music reading, sight singing, tone production, and other aspects of good choral singing while studying the music of the masters. Students can expect a variety of music and performance opportunities.

9261/9262 CONCERT BAND – WOODWINDS **1 CR**
GRADES: 9-12
Prerequisite: *8th grade band*
This is the first-level band class and is open to all band students. Emphasis is placed on refining performance skills and the study of standard band literature. The members of this band will perform several concerts throughout the school year and in the District Solo & Ensemble Festival.

9271/9272 CONCERT BAND – BRASS/PERCUSSION **1 CR**
GRADES: 9-12
Prerequisite: *8th grade band*
This is the first-level band class and is open to all band students. Emphasis is placed on refining performance skills and the study of standard band literature. The members of this band will perform several concerts throughout the school year and in the District Solo & Ensemble Festival.

9321/9322 SYPMPHONIC BAND – WOODWINDS **1 CR**
GRADES: 10-12
Prerequisite: *Concert Band*
The Symphonic Band is the second-level band at the high school. While the emphasis is on the development of scales, music fundamentals, and the performance of standard band literature, there is great opportunity for a variety of musical performances outside the school setting to include District Solo & Ensemble Festival.

9331/9332 SYMPHONIC BAND – BRASS/PERCUSSION **1 CR**
GRADES: 10-12
Prerequisite: *Concert Band*
The Symphonic Band is the second-level band at the high school. While the emphasis is on the development of scales, music fundamentals, and the performance of standard band literature, there is great opportunity for a variety of musical performances outside the school setting to include District Solo & Ensemble Festival.

9359/9360 WIND ENSEMBLE – WOODWINDS **1 CR**
GRADES: 11-12
Prerequisite: *Audition*
The Wind Ensemble is the most advanced band at the high school. The class offers the highest level of musical challenge and is designed for the serious instrumental music student. The membership will be selected to keep a balanced instrumentation as well as a high-performance level. The members of this band will be expected to perform several times throughout the school year to include concerts for the All-School Musical, Band Festival and Solo & Ensemble Festival. Furthermore, the members of this band will be encouraged to participate in extracurricular bands, study privately, and participate in Flint Institute of Music ensembles.

9361/9362 WIND ENSEMBLE – BRASS/PERCUSSION **1 CR**
GRADES: 11-12
Prerequisite: *Audition*

9355/9356 CONCERT ORCHESTRA **1 CR**
GRADES: 9-12
Prerequisite: *Completion of middle school orchestra classes and/or instructor approval.*
This course is for string players. This class meets daily, and a wide range of music is selected during the year. Students will focus on developing and refining technical aspects of string instrument performance as well as basic music theory. Several performances are required and will be listed in the orchestra handbook.

9357/9358 ADVANCED ORCHESTRA **1 CR**

GRADES: 9-12

Prerequisite: *Audition and/or instructor approval.*

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

9363/9364 SYPMPHONIC ORCHESTRA **1 CR**

GRADES: 10-12

Prerequisite: *Concert Orchestra or teacher approval.*

Students electing this class will continue to strengthen their skills on their instrument. They should have knowledge of key signatures, beginning shifting, understanding more complex rhythms, and be more comfortable playing in the keys of C, D, G,F, and B flat major comfortably. This class will have numerous performance opportunities, as well as required to participate in graduation at the end of the year. Students should have already completed at least one year of Concert Orchestra (or similar) and/or have permission from the teacher.

MARCHING BAND/COLOR GUARD **½ CR**

GRADES: 9-12

Prerequisite: *Freshman students who wish to take marching band must also be a member of an in-school band. Instructor approval or audition.*

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

PEER SUPPORT

0834/0835 LINK PROGRAM – PEER TO PEER SUPPORT **½ CR**
GRADES: 10-12
Prerequisite: *Must complete an application and receive approval of program directors.*
The LINK program is designed to provide peer mentors to students with unique needs in the areas of socialization and independence. LINKS are to act as a mentor to a peer and guide them daily during a class period. Students who choose to be LINKS must be compassionate and consistent. They need to think and react quickly and kindly. Most importantly, they must be able to communicate effectively with these peers who need help understanding what appropriate behavior is for teens. Students must be open to diversity and be willing to help their fellow human beings. Preparation for this class will involve training prior to the start of the school year. Ongoing training will be provided throughout the semester.

TEACHER RECOMMENDATION

Scan the QR code for the application, or click this link.

0973 UNIFIED ARTS **½ CR**
GRADES: 10-12
Prerequisite: *Any introductory art class (Art Fundamentals, Textiles, Intro to Ceramics, or Drawing, Painting & Mixed Media) and an application is required for the class.*
This course is an introductory art course that combines students with intellectual disabilities (artists) and students without disabilities (partners) for experiences related to visual arts. This is an extension of our Unified Champions Program through Special Olympics. Unified Arts creates a unique artistic experience through the use of modified art opportunities. These experiences create a culture of inclusion and foster understanding among students of all abilities. Projects and units are designed to embody the character traits learned through the Positivity Project. Students will have an opportunity to explore art units including, but not limited to, painting, drawing, community service projects, 3-D design, 2-D design, and mixed media projects.

0972 UNIFIED SPORTS®+++ **½ CR**
GRADES: 9-12
Prerequisite: *All students must complete an application and have earned Physical Education credit.*
This course is based on the Special Olympics Unified Sports® Program. Unified Sports® combines students with intellectual disabilities (athletics) and students without disabilities (partners) for sports training and competition. Unified Sports® creates unique teammate bonds through sports experiences. These experiences create a culture of inclusion and foster understanding among students of all abilities. The sports include track & field, basketball, bocce, bowling, golf, flag football, floor hockey, soccer, softball, tennis, and volleyball. Students will have the opportunity to compete in Special Olympics State Games.

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

PHYSICAL & HEALTH EDUCATION

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

COURSE OFFERINGS

CLASS	9TH	10TH	11TH	12TH
Physical Education – Team Sports **0944** (Meets Requirement)	✔	✔	✔	✔
Health Education– **0942** (Required)	✔	✔	✔	✔
Lifelong Fitness – **0969** (Meets Requirement)	✔	✔	✔	✔
Physical Conditioning (Male) – **0967** (Meets Requirement)	✔	✔	✔	✔
Physical Conditioning (Female) – **0968** (Meets Requirement)	✔	✔	✔	✔
Advanced Physical Conditioning – **V0967**		✔	✔	✔
Advanced Sports Skills – **0966**		✔	✔	✔
Unified Sports – **0972**		✔	✔	✔

0944 PHYSICAL EDUCATION - TEAM SPORTS **½ CR**
GRADES: 9-12
Prerequisite: *None – meets the PE requirement.*
This is a comprehensive physical education class that will help develop the skills necessary for physical conditioning and basic sports skills. The goal of this class is to develop the individual to be the best he/she can be. Units may include, but are not limited to, basketball, volleyball, badminton, handball, soccer, football, tennis, and floor hockey. ***Taking a full year of the JROTC class through GCI may count as a student's PE requirement towards graduation.***

0942 HEALTH EDUCATION – REQUIRED **½ CR**
GRADES: 9-10
This class is a comprehensive course in health as it relates to today's teens. Content includes physical fitness, mental health, hygiene, nutrition, and personal relationships. Focus is on communication skills, decision-making skills, and the roles of friends and family in identity formation. Units include smoking, alcohol, drugs, and sex education. *This class, along with 0944, must be completed prior to taking any other physical education classes.*

0966 ADVANCED SPORTS SKILLS +++ **½ CR**
GRADES: 9-12
Prerequisite: *Must have passed 0942 Health Education and choice of 0944(PE-Team Sports), 0967 Physical Conditioning, or 0969 Lifelong Fitness.*
This class is targeted towards the intermediate physical education student. The student will participate in various sports that are offered at Grand Blanc High School along with other life-long fitness activities. Students will use the basic skills they learned in Physical Education and build on them. They will learn different strategies and concepts for sport related game.

0967 PHYSICAL CONDITIONING +++ **½ CR**
GRADES: 9-12 (MALE)
Prerequisite: *None. Meets the PE requirement.*
This class has been designed for students who are **serious** about physical fitness and conditioning. The student will be able to participate in weight training and exercises to condition themselves and to develop an understanding of the muscle groups of the human body and their function. This course targets students who want to get physically fit through exercise, weight training, and extensive conditioning activities.

0968 PHYSICAL CONDITIONING +++ **½ CR**
GRADES: 9-12 (FEMALE)
Prerequisite: *None. Meets the PE requirement.*
This class has been designed for students who are **serious** about physical fitness and conditioning. The student will be able to participate in weight training and exercises to condition themselves and to develop an understanding of the muscle groups of the human body and their function. This course targets students who want to get physically fit through exercise, weight training, and extensive conditioning activities.

0969 LIFELONG FITNESS +++ **½ CR**
GRADES: 9-12
Prerequisite: *None. Meets the PE requirement.*
This course is designed to enhance a student's ability to achieve fitness and an active lifestyle for years to come. This is a semester course that will teach you multiple fitness activities within several different environments (gym, pool, outdoor, classroom) that you can do lifelong to maintain a healthy body and mind. The student will participate in physical and academic appropriate activities. On a regular basis, the focus will be on functional movements that are used in day-to-day life. This is an exciting and beneficial class for your body and mind to get the most out of life by staying healthy and happy.

V0967 ADVANCED PHYSICAL CONDITIONING **½ CR**
GRADES: 10-12
Prerequisite: *Must have passed 0967 Physical Conditioning (Male) or 0968 (Female). All students must complete an application and have earned Physical Education credit.*
This course is for Varsity athletes who have the desire and dedication to strength train and condition their bodies year-round in order to attain a high achieving goal. There is a mandatory workout EVERY day with emphasis on continued growth through the year. The intent of this type of training is to increase productivity and help to create and enhance athletes that are able to compete at the next level.

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

SCIENCE

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

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

SUGGESTED COURSE SEQUENCE

GRADE	CAREER-TECHNICAL	COLLEGE PREP
9	• Introductory Physical Science	• Introductory Physical Science • Honors Introductory Physical Science • Honors Biology
10	• Biology • Forensic Science • Honors Biology • Oceanography	• Honors Biology • Honors Chemistry *(Must also be enrolled in Honors Biology if taking in the same year)* • Oceanography • Physics
11	• Chemistry • Earth Science • Forensic Science • Oceanography • Principles of Chemistry	• Chemistry • Earth Science • Honors Chemistry • Oceanography • Physics • AP Physics I & II • AP Environmental Science
12	• Electives • Forensic Science • Oceanography • Physics	• Oceanography • Physics • AP Biology • AP Environmental Science • AP Chemistry • AP Physics I & II

4061/4062 INTRODUCTORY PHYSICAL SCIENCE (IPS) **1 CR**
GRADE: 9
Prerequisite: *Currently taking Algebra I*
This course is a laboratory approach to the study of the nature of matter. Students perform experiments designed to enhance their understanding of characteristic properties, elements, and compounds. (NCAA approved core course)

4071/4072 HONORS INTRODUCTORY PHYSICAL SCIENCE **1 CR**
GRADE: 9
Prerequisite: *Students need to be in 8th grade to enroll in Honors Introductory Physical Science and take along with the Honors Geometry as a pre or co-requisite. Students can double up with Honors Biology in 9th grade.*
This course provides a lab approach to the study of the nature of matter. Students perform experiments designed to enhance their understanding of characteristic properties, compounds, and elements. The course content is similar to that of Introductory Physical Science but covers the topics mentioned in greater depth. The honors course also covers thermal energy, kinetic and potential energy, forces, and vectors. (NCAA approved core course)

4091/4092 BIOLOGY **1 CR**
GRADE: 10
Prerequisite: *Completion or Co-requisite of Introductory Physical Science. Must be enrolled in English 10 or teacher recommendation.*
Biology is designed to provide students with an understanding of biological concepts and ideas. Areas of emphasis include ecology, cellular biology, microbiology, disease, molecular biology, genetics, and evolution. Laboratory work is essential to enhance the student's understanding. Reading and writing skills are essential for success in this course. (NCAA approved core course)

4083/4084 HONORS BIOLOGY **1 CR**
GRADES: 10-12
Prerequisite: *Honors Introductory Physical Science completion with a B or higher or Introductory Physical Science completion with a B+ or higher. Must be enrolled in English 10 or higher. Must be enrolled in Geometry or higher (not Principles of Geometry).*
This is a college prep biology course designed for the student who plans on taking advanced science content in high school or interested in a science related career. This course is similar to that of Biology but covers the topics in greater depth and at a faster pace. (NCAA approved core course)

4221/4222 PRINCIPLES OF CHEMISTRY **1 CR**
GRADES: 11-12
Prerequisite: *Biology. Co-requisite of Principles of Geometry or Geometry.*
This course focuses on chemistry concepts using the Modeling Chemistry Framework based on Next Generation Science Standards. It is designed to emphasize critical thinking, analyzing, decision-making, and problem solving, and to examine real world situations using diverse hands-on activities and classroom discussions. **Students who earned credit in Principles of Biology may take this course regardless of what math they are currently enrolled in.** (NCAA approved core course)

4231/4232 CHEMISTRY **1 CR**
GRADES: 10-12
Prerequisite: *Credit in any Geometry and any Biology.*
This course focuses on chemistry concepts using the Modeling Chemistry Framework based on Next Generation Science Standards. It is designed to emphasize critical thinking, analyzing, decision-making, and problem solving, and to examine real world situations using diverse hands-on activities and classroom discussions. (NCAA approved core course)

4261/4262 HONORS CHEMISTRY **1 CR**
GRADES: 10-11
Prerequisite/Co-requisite: *Biology, Honors Biology and Algebra II. Students must also have an overall GPA of 3.50 or higher or earning a score of 80% or higher on Honors Chemistry entrance exam.*
The course focuses on chemistry concepts using the Modeling Chemistry Framework based on Next Generation Science Standards. It is designed to emphasize critical thinking, analyzing, decision-making, and problem solving, and to examine real world situations using diverse hands-on activities and classroom discussion. The course is targeted especially for those college-bound students interested in a science-related career and/or attending a highly competitive university. The content is similar to that of 0423 Chemistry, but the concepts are covered in greater depth and at a faster pace. Grades earned in this course do not contribute any additional weight to a student's GPA (unlike an AP course). After successfully completing Honors Chemistry, students will be prepared for an AP science course. (NCAA approved core course)

4321/4322 PHYSICS **1 CR**
GRADES: 11-12
Prerequisite: *Algebra II concurrent and Geometry re-requisite (grade of B- or better).*
This class employs an inquiry-based curriculum to explore topics in Newtonian Mechanics. Specifically, kinematics, dynamics, energy, and momentum in mechanical systems are studied. Problem solving, experimentation, and learning via classroom discussions is emphasized. This course uses the physics modeling curriculum. Physics will count for your third credit of require science at GBHS. (NCAA approved core course)

4443 FORENSIC SCIENCE I **½ CR**

GRADES: 10-12

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

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

4444 FORENSIC SCIENCE II **½ CR**

GRADES: 10-12

Prerequisite: *Forensic Science I*

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

0442 EARTH SCIENCE **½ CR**

GRADES: 11-12

Prerequisite: *Chemistry/Physics or concurrently taking Chemistry/Physics.*

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

0440 OCEANOGRAPHY **½ CR**

GRADES: 10-12

Prerequisite: *Biology or concurrently taking Biology.*

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

4121/4122 AP BIOLOGY **1 CR**

GRADES: 11-12

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

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

4361/4362 AP CHEMISTRY **1 CR**

GRADE: 12

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

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

4441/4442 AP ENVIRONMENTAL SCIENCE **1 CR**

GRADES: 11-12

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

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

4341/4342 AP PHYSICS I **1 CR**

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

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

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

Prerequisite: *Completion of AP Physics I.*

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

SOCIAL STUDIES

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

SUGGESTED COURSE SEQUENCE

GRADE	CAREER-TECHNICAL	COLLEGE PREP
9	• The Grand Tour of Europe Study Abroad Program • World History	• World History • World Religions • Ancient Civilizations • The Grand Tour of Europe Study Abroad Program
10	• African American History • The Grand Tour of Europe Study Abroad Program • United States History	• African American History • United States History • AP United States History • AP African American Studies • Women in American History • World Religions • Ancient Civilizations • The Grand Tour of Europe Study Abroad Program
11	• African American History • American Government • Economics • Law and Society • Leadership Exploration and Development • Psychology • Sociology • The Grand Tour of Europe Study Abroad Program	• African American History • American Government • AP American Government & Politics: United States • AP United States History • AP Macroeconomics • AP Psychology • AP Microeconomics • AP African American Studies • Economics • Law and Society • Leadership Exploration and Development • Psychology • Sociology • Women in American History • World Religions • Ancient Civilizations • The Grand Tour of Europe Study Abroad Program
12	• African American History • Psychology • Sociology • Law & Society • Leadership Exploration and Development • The Grand Tour of Europe Study Abroad Program	• African American History • Law & Society • Leadership Exploration and Development • Psychology • Sociology • Women in American History • AP United States History • AP American Government & Politics: United States • AP Macroeconomics • AP Psychology • AP Microeconomics • AP African American Studies • World Religions • Ancient Civilization • The Grand Tour of Europe Study Abroad Program

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

2713/2714 WORLD HISTORY **1 CR**
GRADE: 9
World History is a one-year required course for 9th grade students. The course will survey human history thematically concentrating on World Religions, Governments, Imperialism, and Revolutions as they affected Europe, Africa, China, and the Middle East. (NCAA approved core course)

2813/2814 UNITED STATES HISTORY **1 CR**
GRADE: 10
This required course begins with a review of the U.S Constitution; however, the major emphasis is on the 20th century. (NCAA approved core course)

5501/5502 AP UNITED STATES HISTORY **1 CR**
GRADES: 10-12
Prerequisite: *In order to take this course as a sophomore: It is suggested that students have completed World History and English 9 with a grade of an A. Summer reading packets and activities are REQUIRED for all grades.*
The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History from exploration to the 21st century. This course is designed to either be a first year of United States history for sophomores or a second year for juniors and seniors. The program prepares students for intermediate and advanced college course by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and the weight the evidence and interpretations presented in historical scholarship. An AP U.S History course will develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. (NCAA approved core course)

0507 AMERICAN GOVERNMENT **½ CR**
GRADE: 11
This required course is a study of principles, practices, and problems of the American government. Comparisons will be made with other systems of government. (NCAA approved core course)

0555 AP AMERICAN GOVERNMENT & POLITICS: UNITED STATES **½ CR**
GRADE: 11-12
Advanced Placement Government is equivalent to a first-year college political science course and will replace the high school government course for those students looking for a challenge. Students are expected to take standardized exams, timed essays, and debate current events and specific topics studied. Students are encouraged to take the advanced placement exam for college credit.

0517 ECONOMICS **½ CR**
GRADE: 11
Economics is a study and analysis of the American economic system. Topics will include a broad survey of economics in the public and private sector, national income accounting, employment, fiscal and monetary policy, economic stability, current economic problems, and international economic relations, business cycles, and the stock market. Students will be involved in a variety of computer simulations. Economics and an exit interview are graduation requirements. (NCAA approved core course)

0556 AP MACROECONOMICS **½ CR**

GRADES: 11-12

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

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

0557 AP MICROECONOMICS **½ CR**

GRADES: 11-12

Prerequisite: *Grade of B or better in AP Macroeconomics.*

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

5321 AFRICAN AMERICAN HISTORY **½ CR**

GRADES: 10-12

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

5326/5327 AP AFRICAN AMERICAN STUDIES **1 CR**

GRADES: 10-12

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

5324 WOMEN IN AMERICAN HISTORY **½ CR**

GRADES: 10-12

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

5335/5336 LEADERSHIP EXPLORATION AND DEVELOPMENT (L.E.A.D) **1 CR**

GRADES: 11-12

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

0525 PSYCHOLOGY **½ CR**

GRADES: 11-12

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

5261/5262 AP PSYCHOLOGY **1 CR**

GRADES: 11-12

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

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

0510 LAW AND SOCIETY **½ CR**

GRADES: 11-12

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

0515 SOCIOLOGY **½ CR**

GRADES: 11-12

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

5322 WORLD RELIGIONS **½ CR**

GRADES: 9-12

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

5323 ANCIENT CIVILIZATIONS **½ CR**

GRADES: 9-12

Understanding the peoples and events of past millennia is critical to understanding the modern world. When we think of the major innovations that have propelled society forward: writing, the wheel, fire, brass, bronze, iron, electricity, indoor plumbing, and so forth, it is important to remember that each of these was a significant technological innovation, discovered hundreds or even thousands of years ago. Likewise, the indelible influence of certain ancient civilizations on modern art, architecture, religion, and politics can also be felt today. Studying ancient civilizations is one of the most fascinating areas of all human history. As we learn more about hose who have come before us, we understand more about ourselves in this modern age. From empires to city-states, the historical civilizations from around the world have each contributed to the development of mankind. The course will focus on the first of four River Valley Civilizations: Egypt, Indus, Mesopotamia, Huang He (China), ancient Greece, and Rome. (NCAA approved core course)

5325 THE GRAND TOUR OF EUROPE STUDY ABROAD PROGRAM (OFFERED DURING SUMMER) ½ CR
GRADES: 9-12
Prerequisite: *None*
This class is the ultimate hands-on learning experience which emphasizes and encourages the acceptance and understanding of culture and cultural diversity. You will experience culture you've only dreamed about. Eat foods you've only seen on the Travel Channel. See art and architecture you've only studied in books. Experience an adventure that will change your life forever.

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

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

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

For more information visit: https://sites.google.com/gbcs.org/summer-2025/home

WORLD LANGUAGES

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

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

Grand Blanc High School offers:

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

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

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

SUGGESTED COURSE SEQUENCE

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

FRENCH

2011/2012 FRENCH I **1 CR**
GRADES: 9-12
This class provides students with basic language skills to carry out everyday social and survival tasks. Students will be able to communicate about present and near future events in basic sentences. Assignments and assessments will address all communication skills: reading, writing, speaking, listening, and culture. (NCAA approved core course)

2021/2022 FRENCH II **1 CR**
GRADES: 9-12
Prerequisite: *C- or better in French I or teacher recommendation.*
This class is a continuation of French I. Advances will be made in grammar and communicative structures in order to improve communication. Students will be able to communicate I present, near future, and the past tense in short paragraphs. Students are encouraged to interact with others in French. Assignments and assessments will address all communication skills: reading, writing, speaking, listening, and culture. (NCAA approved core course)

2031/2032 FRENCH III **1 CR**
GRADES: 10-12
Prerequisite: *C- or better in French I and II or teacher recommendation.*
This class provides students with skills to effectively communicate about topics beyond everyday social and survival situations. Students will be able to communicate in a variety of verb tenses, such as: imperfect, subjunctive, future and conditional in paragraph form. Students will use authentic materials to develop their language skills. In this level, there will be an introduction to Francophone literature. Assignments and assessments will address all communication skills: reading, writing, speaking, listening, and culture. (NCAA approved core course)

2041/2042 FRENCH IV **1 CR**
GRADES: 11-12
Prerequisite: *C- or better in French I, II, and III or teacher recommendation.*
This class is generally taught in conjunction with French V as a 2-year loop of curriculum. Students continue to make progress toward a greater proficiency in a variety of contexts and structures using French civilization as a basis. Students will be expected to write essays and discuss topics in French. Literature selections and authentic materials supplement the text and develop the students' abilities in the language. Assignments and assessments will address all communication skills: reading, writing, speaking, listening, and culture. (NCAA approved core course)

2051/2052 FRENCH V **1 CR**
GRADE: 12
Prerequisite: *C- or better in French I, II, III, and IV or teacher recommendation.*
This class is generally taught in conjunction with French IV as a 2-year loop of curriculum. Students continue to make progress toward a greater proficiency in a variety of contexts and structures using French civilization as a basis. Students will be expected to write essays and discuss topics in French. Literature selections and authentic materials supplement the text and develop the students' abilities in the language. Assignments and assessments will address all communication skills: reading, writing, speaking, listening, and culture. (NCAA approved core course)

SPANISH

2311/2312 SPANISH I **1 CR**
GRADES: 9-12
Spanish I is a **Novice-Mid** level course (per ACTFL proficiency guidelines). This class provides students with basic skills and vocabulary to carry out every-day social and survival tasks. Students will be able to communicate about present and near future evens in basic sentences. Assignments and assessments will address all communication skills: reading, writing, speaking, listening, and culture. (NCAA approved core course)

2321/2322 SPANISH II **1 CR**
GRADES: 9-12
Prerequisite: *Successful completion of Spanish I with at least a B average or instructor's approval with a C.*
Spanish II is **Novice-High** level course (per ACTFL proficiency guidelines). This class is a continuation of Spanish I and provides students with basic skills and vocabulary to carry out every-day social and survival tasks. Advances will be made in grammar, vocabulary, and communicative structures. Students will be able to communicate in the present and past tense. Students are encouraged to interact in Spanish. Assignments and assessments will address all communication skills: reading, writing, speaking, listening, and culture. (NCAA approved core course)

2333/2334 SPANISH III **1 CR**
GRADES: 9-12
Prerequisite: *Successful completion of Spanish II with at least a B average or instructor's approval with a C.*
Spanish III is an **Intermediate-Low** level course (per ACTFL proficiency guidelines). This class provides students with more advanced communication skills to carry out every-day social tasks. Students are expected to use the language in sentences and short/basic paragraphs. Students will be assessed on their ability to communicate in a series of connected sentences. The emphasis of this class is spoken communication and the content is taught primarily in Spanish. (NCAA approved core course)

2343/2344 SPANISH IV **1 CR**
GRADES: 10-12
Prerequisite: *Successful completion of Spanish III with at least a B average or instructor's approval with a C.*
Spanish IV is an **Intermediate-Med** level course (per ACTFL guidelines). This class provides students with more advanced communication skills to carry out tasks in everyday social settings and some unfamiliar settings. Students will be assessed on their ability to communicate in a series of connected sentences and short paragraphs. The emphasis of this class is written communication and the content is taught primarily in Spanish. (NCAA approved core course)

AMERICAN SIGN LANGUAGE (ASL)

2428/2429 AMERICAN SIGN LANGUAGE I **1 CR**
GRADES: 9-12
Prerequisite: *None*
This introductory American Sign Language (ASL) course is designed for beginners who are interested in learning not only the language, but also the rich cultural context in which ASL is used. ASL is more than just a visual language; it is deeply intertwined with the deaf community's history, values, and social practices. In this course, students will gain foundational skills in ASL, including basic vocabulary, grammar, and conversational techniques. Importantly, this course is "voices off", meaning no spoken English. By signing up for this course, students agree to respect deaf culture. (NCAA approved core course)

2433/2434 AMERICAN SIGN LANGUAGE II **1 CR**
GRADES: 10-12
Prerequisite: *77% or higher in ASL I.*
This advanced American Sign Language (ASL) course is designed for novice signers who are interested in learning not only the language but also the rich cultural context in which ASL is used. ASL is more than just a visual language; it is deeply intertwined with the deaf community's history, values, and social practices. In this course, students will gain foundational skills in ASL, including basic vocabulary, grammar, and conversational techniques. Importantly, this course is "voices off", meaning no spoken English. By signing up for this course, students agree to respect deaf culture. (NCAA approved core course)

SPECIAL EDUCATION

(Only available with an IEP)

Course Offerings

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

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

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

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

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

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

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

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

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

Additional Information

Grand Blanc Community Schools

GRAND BLANC BOARD OF EDUCATION
PHILOSOPHY OF EDUCATION

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

Our Mission

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

HIGH SCHOOL

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

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

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

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

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

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

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

ADDITIONAL REQUIREMENTS

PROMOTION, RETENTION, AND GRADUATION REQUIREMENTS

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS

I. CREDITS FOR ALL CLASSES

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

II. RETAKE POLICY

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

III. EARLY GRADUATION POLICY

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

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

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

ADDITIONAL REQUIREMENTS

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

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

SCHEDULING & TRANSCRIPT INFORMATION

I. WAIVER

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

II. WITHDRAWALS

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

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

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

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

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

IV. TRANSCRIPT GUIDELINES FOR INCOMING HOME-SCHOOLED STUDENTS

1. If the incoming transcript is generated by an accredited* testing or educational institution, the classes and grades will be listed on the transcript as reported.
2. If the parent (as teacher) or another individual created the incoming transcript, the classes will be transferred but letter grades will not be listed. In lieu of the reported grades, a "CR" will be listed for satisfactory completion of each course and will not be calculated into the GPA.

3. If the student receives a grade lower than a C- at GBHS in subsequent classes which are follow-ups to previous home-schooled classes, the student will be required to "test out" of the earlier classes to prove competence. A grade of 75% on the tests will be necessary to receive credit for the class in question.

4. A home-schooled student who transfers to GBHS will have a cumulative GPA based only on the classes he/she takes at GBHS (unless the student meets the requirement of the #1 above). Also, all students, home-schooled or otherwise, must be enrolled at GBHS on a full-time basis for at least the 7th and 8th semesters to be considered for placement in the top ten graduating seniors.

5. Students transferring to GBHS will be able to use a maximum of 6 credits per year (3 credits per semester) from their home-school transcript.

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

V. TRANSFER OF GRADES AND CREDITS FROM FOREIGN SCHOOLS

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

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

ADVANCED PLACEMENT PROGRAM

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

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

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

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

** Summer reading required*
+ Application required

WEIGHTED GRADE POLICY

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

Traditional Point Scale:

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

Advanced Placement Point Scale:

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

GENERAL GRADING POLICY

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

Rounding:

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

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

Alternate Scale:

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

Common Weighting:

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

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

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

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

INNOVATIVE CLASS OPTIONS

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

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

Blended Courses

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

Online Course Options

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

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

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

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

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

DUAL ENROLLMENT

Dual Enrollment Parent and Student Guide

What is Dual Enrollment?

Dual Enrollment is a process by which high school students may enroll in college courses for high school and college credit. The Post Secondary Enrollment Option Act (PA 160 of 1966) establishes the opportunity for Michigan high school students to dual enroll in college courses at Michigan postsecondary institutions when certain criteria are met. High School students need to be continually challenged to maintain their academic interests and such challenges must include rigorous academic pursuits.

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

Eligible Students

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

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

Eligible Courses

Eligible courses include:

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

How many Dual Enrollment Courses can a Student Take?

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

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

Cannot exceed a total of 10 courses over years 11 or 12 combined

What will my schedule look like?

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

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

What is the cost associated with Dual Enrollment?

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

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

CAREER AND TECHNICAL EDUCATION (CTE)

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

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

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

STUDENT EXPECTATIONS

Prospective students acknowledge and commit to actively participate in the program. Students are expected to demonstrate a vested interest in the course content and objectives, ensuring regular attendance, punctuality, and active engagement.

Attendance is vital for a comprehensive understanding of the subject matter and contributes to a collaborative learning environment. Students are required to adhere to attendance policies and recognize its significance in their academic growth.

Furthermore, students are expected to maintain appropriate behavior both within the classroom and in any associated activities. This includes adhering to all safety requirements and guidelines to ensure a secure and conducive learning environment for all participants. Failure to meet this requirement will result in removal from the program. Removal may occur at the onset of disciplinary action, at the marking period or semester based on administrator determination.

Students must successfully complete all safety materials, protocols, demonstrations, and exams prior to performing lab exercises. Students are encouraged to dedicate themselves to academic success by investing the necessary time and effort to comprehend the material thoroughly. This involves active participation in discussions, completion of assignments, and a commitment to achieving excellence.

Students affirm their understanding and acceptance of these expectations, demonstrating their readiness to contribute positively to the program's success through dedication, attendance, good behavior, safety compliance, and pursuit of academic excellence.

FREE COLLEGE CREDIT BY ARTICULATION

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

Articulation agreements are subject to change. Click the following link for Articulation details and requirements: Michigan Statewide Articulation Agreement

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

GBHS Career & Technical Education (CTE) Programs

Arts, Audio/Video Technology & Communications
GBTV I & II

Business Administration Management & Operations
Modern Business
Entrepreneurship I & II

Construction
AMPED
Construction Trades I, II, & III
Engineering I, II, III, & IV
Geometry in Construction
Woods
Woodworking

Education
Child Psychology & Parenting I & II
Early Childhood Education
Teacher Education I & II

Marketing
Marketing I & II

Family Consumer Sciences
Foods & Nutrition
Life Management
Personal Living

Finance
Accounting I

Health Science
Medical Occupations I, II, & III

Computer Science
AP Computer Science A
AP Computer Science Principles
Computer Science – Python
Computer Science – Apps and Web Design
Computer Science – Game Development

Transportation
Automotive Technology I, II, & III

Work-Based Learning Education

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

Internship: (HS credit)
Working in a paid or unpaid job in the community, minimum of five hours per week.

Co-op: (HS credit)
Apply skills from your CTE class by working in a paid or unpaid position in the school or community, a minimum of 10 hours per week.

7739 WORK-BASED LEARNING EDUCATION **½ CR**

Prerequisite: *Students may not register for this course without prior approval from the Work-Based Learning Coordinator.*
The work-based learning coordinator will confer with students to determine the student's eligibility based on the Co-op contract and requirements. The work-based learning coordinator will also determine the enrollment eligibility for the Co-op related class. Students must have selected an EDP career pathway, and their job must be in the occupational area of the pathway.
This course is designed for qualified high school juniors and seniors who are at least 16 years of age. Students accepted into the program attend school a minimum of five class periods per day and work on the job for part of the day. The program is designed to develop basic occupational competencies for future employment. The student is supervised and trained by the employer in cooperation with the school work-based learning coordinator. The employer is considered a partner in the program by providing required documentation, training, work experience, and the possibility of employment upon graduation.

7739 UNPAID LEARNER EDUCATION (IN-DISTRICT OR OUT OF DISTRICT PLACEMENT) **½ CR**

Prerequisite: *Students may not register for this course without prior approval from the Work-Based Learning Coordinator.*
The work-based learning coordinator will confer with students to determine the student's eligibility based on the Co-op contract and requirements. The work-based learning coordinator will also determine the enrollment eligibility for the Co-op related class. Students must have selected an EDP career pathway, and their job must be in the occupational area of the pathway.
This course is designed for qualified high school juniors and seniors who are at least 16 years of age. Students accepted into the program attend school a minimum of five class periods per day and work on the job for one class period of the day. The program is designed to develop basic occupational competencies for future employment. The student is supervised and trained by the employer in cooperation with the school work-based learning coordinator. The employer is considered a partner in the program by providing required documentation, training, work experience.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

Steps to Achieving Your Eligibility

www.eligibilitycenter.org

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

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

Freshmen and Sophomores

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

Juniors

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

Seniors

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

NCAA Eligibility Center Registration

Online Registration

To register with the NCAA Eligibility Center:

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

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

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

Michigan Colleges and Universities

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

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

NCAA APPROVED CORE COURSES

Grand Blanc High School

English

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

Social Science

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

Mathematics

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

Natural/Physical Science

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

Additional Core Courses

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

GENESEE CAREER INSTITUTE

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

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

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

Genesee Career Institute Programs

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

Marketing/Finance
Risk Management & Insurance
Risk Management & Insurance – ADV Studies
Building Wealth

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

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

Hospitality & Tourism
Culinary Essentials I & II

Education & Training
Early Childhood Education
Early Childhood Education-ADV Studies

Law, Public Safety, Corrections, & Security
Public Safety/Homeland Security

Government & Public Administration
Army JROTC Basic and Advanced

Science, Technology, Engineering & Math
Discover-E (Engineering)
Discover-E ADV Studies
Computer Aided Design-ADV Studies

Manufacturing
CNC Machining
Welding
Welding-ADV Studies

Human Services
Cosmetology I & II

Transportation, Distribution, & Logistics
Automotive Technology
Automotive Technology-ADV Studies
Medium/Heavy Duty Technician
Medium/Heavy Duty Technician-ADV Studies
Aviation

Architecture & Construction
Construction Trades I & II
Electrical Wiring

Arts, Audio/Video Technology & Communications
Digital Media Arts
Digital Media Arts-ADV Studies
Visual Design Communications
Visual Design Communications-ADV Studies

GCI Daily Schedule		
Session	**Time**	**GCI Schedule by Hour**
I	7:00 AM – 8:45 AM	1st & 2nd hrs – GCI 3rd – 6th hrs – GBHS
II	8:50 AM – 10:35 AM	1st hr – GBHS 2nd & 3rd hrs – GCI 4th – 6th hrs – GBHS
III	12:05 PM – 1:50 PM	1st – 4th hrs – GBHS 5th & 6th hrs – GCI

CENTER FOR STUDENT SUCCESS

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

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

What is the process for CSS?
You need to speak with your counselor about your graduation requirements and credits. Visit the CSS website and fill out the application with help from your counselor, student advisor, administrator, and/or parent.

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

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

What are student expectations when in CSS?
Attendance: Students should have less than 10 absences in any class per semester. Any more than 10 will result in student being placed on an attendance contract.
Behavior: Students are expected to uphold the rules and requirements of the GBHS student handbook. Students with repeated offenses that are a disruption to the learning environment will be placed on behavioral probation.
Academics: Students are expected to pass at least 75% of their teacher-led classes. (Ex: 3 out of 4; 4 out of 5) If students are not meeting this requirement at marking period, the student will be placed on academic probation.
Credit Recovery: Students must complete a minimum of 10% APEX classes weekly for every hour of CBL they have. If students are not meeting this requirement at the marking period, the student will be placed on CBL probation.

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