





DETROIT
PUBLIC SCHOOLS
COMMUNITY DISTRICT

COURSE CATALOG

2026–2027

When Students Rise, We All Rise.

Empowering Every Student
A Message from the Superintendent

Dear Parents, Students, and Colleagues,

Welcome to the 2026–2027 Course Catalog for the Detroit Public Schools Community District.

This year, we are not just offering a list of classes; we are providing a reimagined roadmap designed to empower every high school student to navigate through their unique journey toward self-exploration and success through intentional pathways to college, work, and life.

Guided by our commitment to outstanding achievement and the whole child, we have completely redesigned this catalog following a comprehensive districtwide review. Our goal was simple: to create a resource that is clearer, more usable, and more transparent for our families and their children.

What's New This Year

To better serve our students, we have introduced several key enhancements to our academic offerings:

- **Pathway Alignment:** We have strengthened the connections between our classrooms and the real world. You will find clearer pathways for College, Career, and Credentials, including expanded Career and Technical Education (CTE), dual enrollment (taking college classes in high school for college credit), and industry-recognized certifications through our High School Redesign initiative.
- **Equal Access to Excellence:** We are dedicated to ensuring that high-quality, rigorous coursework is accessible to every student, regardless of which school you attend: neighborhood, application, or exam.
- **Uniformity of Excellence:** By standardizing course descriptions across the District, we are providing a new level of consistency and transparency in what your child is learning.
- **Whole Child Focus:** Our curriculum continues to reflect a balance of core academics, vibrant arts, and essential wellness programming to support the total growth of our students.

Planning for the Future

This catalog covers our full range of learning, from the foundational years of elementary school through high school and into adult education. While some specialized programs remain unique to specific schools, the core of our mission is universal: providing the tools necessary for students to achieve their personal vision of success through their unique interests and talents.

I encourage students and families to sit down together and explore these opportunities. Use this guide to be ambitious. Whether you are aiming for a four-year university, a skilled trade, or a leap into the workforce, your preparation starts here.

Our Office of Enrollment remains available to assist you in finding the specific school sites that best match your students' interests and needs.

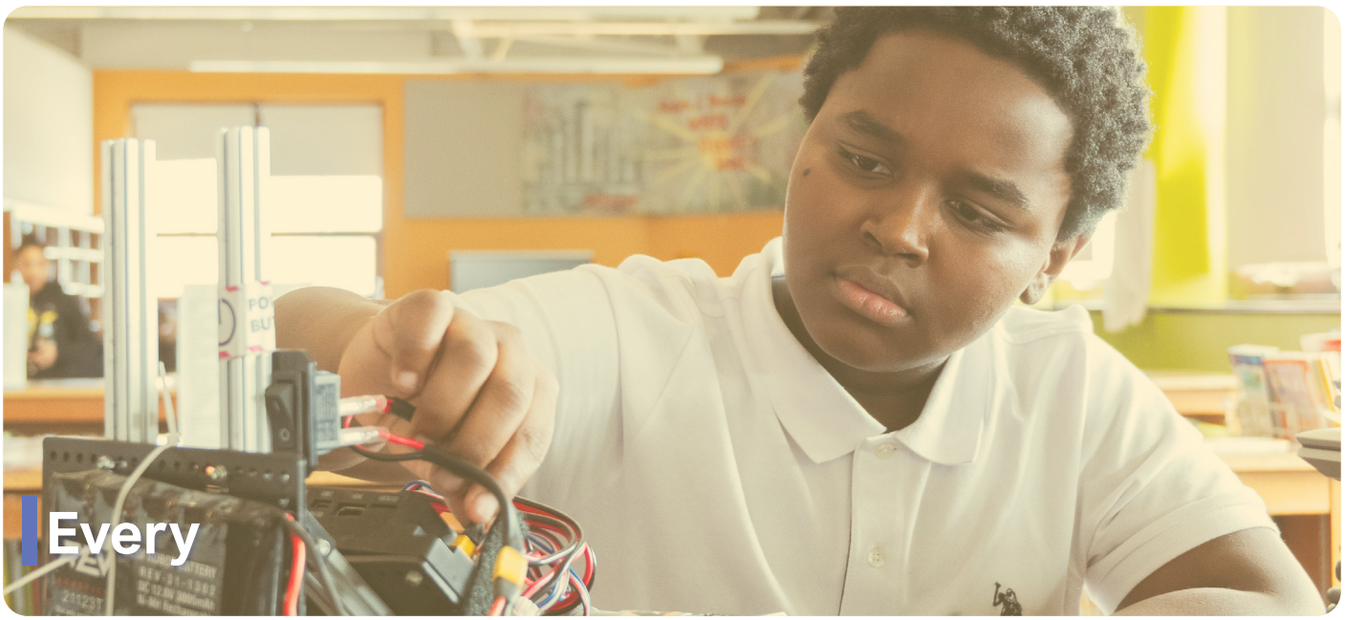
We are proud to partner with you as we build a stronger future for Detroit, inclusive of all students.

Sincerely,

Nikolai P. Vitti, Ed.D.
Superintendent
Detroit Public Schools Community District




Empowering


Every


Student

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

Students Rise We All Rise

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MISSION

We educate and empower every student, in every community, every day, to build a stronger Detroit.

VISION

All students will have the knowledge, skills and confidence necessary to thrive in our city, our nation, our world.

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

BLUEPRINT 2027

CORE VALUES

Students First
Make decisions that are in the best interest of students. Use every resource strategically so that we can meet students individual needs.

Excellence
Be relentless in your pursuit of greatness. Be bold and innovate. Learn from your mistakes. Hold yourself and others to high standards.

Integrity
Do the right thing, even when no one is looking. Be honest. Be trustworthy. Be accountable.

Equity
Diversity is an asset that makes us stronger. Advocate for the needs of others. Ensure that all members of our community have access to the tools and resources they need to be successful.

Service
Listen. Empathize. Respond. Own problems and help to solve them.

Tenacity
Embrace hard work and persevere in the face of challenges. Follow through on your commitments and strive to do your best, no matter what.

Students Rise.
We All Rise.



Goal 1: Improve Attendance

- Access to Physical and Mental Healthcare
- Resources for Families
- Connected Community
- Expectations and Outreach



Goal 2: Push to Higher Levels of Proficiency

- Leadership Development
- Primary Instruction
- Anti-Racist Pedagogy
- Diverse Learner Support
- Learning Progressions for Required Staff Competencies



Goal 3: Graduate Future-Ready Students

- Social Emotional Learning
- New Diploma Paths and High School Day
- Success Rates on College and Career Ready Courses
- Tailored Data and Information



Goal 4: Assure Sustainability and Continued Progress

- Equitable Funding
- Balanced Budget
- Fully Staffed and Engaged Teams
- Professional Culture
- Clear Succession Management
- 21st Century Facilities

GRADUATION REQUIREMENTS

18.5 CREDITS

ENGLISH LANGUAGE ARTS (ELA)

4 CREDITS

English 9	1 credit
English 10	1 credit
English 11	1 credit
English 12	1 credit

MATHEMATICS

4 CREDITS

Algebra I	1 credit
Algebra II	1 credit
Geometry	1 credit
Senior Year Math	1 credit

SOCIAL STUDIES

3 CREDITS

U.S. History & Geography	1 credit
Civics	.5 credit
Economics	.5 credit
World History & Geography	1 credit

SCIENCE

3 CREDITS

Biology	1 credit
Chemistry	1 credit
Physics	1 credit

HEALTH

.5 CREDIT

PERSONAL FINANCE*

.5 CREDIT

PHYSICAL EDUCATION

.5 CREDIT

VISUAL, PERFORMING, AND APPLIED ARTS

1 CREDIT

WORLD LANGUAGE

2 CREDITS

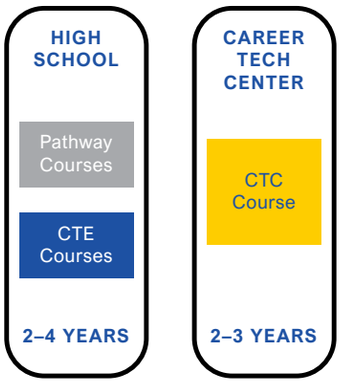
*Note: Personal Finance requirements may be refined for 2026–2027 pending MDE and District guidance.



CAREER AND TECHNICAL EDUCATION

Career and Technical Education programs offered by the District, in partnership with various universities, allow high school students to explore exciting and rewarding careers at District Career and Technical Centers (CTC) or High Schools (CTE) while earning certifications and college credits. These District programs are the integration of academic and technical skills, with hands-on learning, work-based learning opportunities, and student leadership leading to industry credentials and college credit. CTE programs connect what is learned in the classroom to real-world opportunities that include project learning, job shadowing, and paid internships.

CAREER PATHWAY OPTIONS



PROGRAM OF STUDY EXAMPLES

INDUSTRY CLUSTER	9TH	10TH	11TH	12TH
Sample Program of Study	**Career Pathway**	**Career Pathway**	**CTE Year 1**	**CTE Year 2 or Advanced Courses Com Z**
Computer System Networking & Telecommunication	Office & Administrative Technology	Introduction to Computer Technology	CTE Computer Systems Networking & Telecom I	CTE Computer Systems Networking & Telecom II
Engineering	Into to Coding Intro to Engineering	Intro to 3D Modeling Multimedia Design	CTE Engineering Tech	CTE Engineering Tech-Advanced Training, Dual Enrollment
Automobile Technician	N/A	CTC Automobile Technician I	CTC Automobile Technician II	CTC Automobile Technician Com Z
Business & Marketing	Career Explorations Intro to Business	Business Management I	CTE Sp Merch Sales and Marketing Ops I CTE Business Adm Mgmt and Ops I	CTE Sp Merch Sales and Marketing Ops II CTE Business Adm Mgmt and Ops II

DUAL ENROLLMENT

Additionally, District high schools offer Dual Enrollment courses in partnership with local colleges and universities, currently including Eastern Michigan University, Ferris State University, Henry Ford College, Lawrence Technological University, National Education Opportunity Network, University of Detroit Mercy, University of Michigan Dearborn, Wayne County Community College, and Wayne State University. Courses are offered at specific high schools in the District based on programming and vary by school.

Please access the Dual Enrollment Hub page for the Dual Enrollment Handbook and course offerings.

PERSONAL CURRICULUM

Students may also request a Personal Curriculum, which allows for individualized adjustments to certain credit requirements. A Personal Curriculum may be requested for the following reasons: to earn additional credits in math, science, English language arts, or world languages; to modify the Algebra II requirement; for students who transfer from a nonpublic or out-of-state school after completing two years of high school; and for students with an Individualized Education Program (IEP). High school students and families may request a Personal Curriculum through their counselor.

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The District may offer online equivalents of all courses in the catalog.















ELEMENTARY & MIDDLE SCHOOL

Computer Science and Science, Technology, Engineering & Mathematics (STEM)

COMPUTER SCIENCE, BUILDING SUCCESS (GR K–2)

COURSE DESCRIPTION: In this course, students will develop foundational computer science concepts through hands-on, age-appropriate learning experiences. This course introduces computational thinking through sequencing, loops, and event-based programming using both screen-based and unplugged activities. Students build algorithmic thinking, pattern recognition, and problem decomposition skills while developing collaboration, persistence, and responsible digital citizenship habits.

COURSE LENGTH:	GRADES:	COURSE CODE:
Semester	K–2	PI001SGSB

COMPUTER SCIENCE, FUNDAMENTALS (GR 3)

COURSE DESCRIPTION: Students will gain experience with personal computer software and fundamental computer literacy. Students develop their understanding of algorithms, loops, conditionals, and events. Beyond coding, students learn about digital citizenship.

COURSE LENGTH:	GRADES:	COURSE CODE:
Semester	3	PI001SGS3

COMPUTER SCIENCE, PRINCIPLES (GR 4)

COURSE DESCRIPTION: Students will gain experience with personal computer software and fundamental computer literacy. Students will practice coding with algorithms, loops, conditionals, and events before they are introduced to functions. In the second part of the course, students design and create a capstone project they can share.

COURSE LENGTH:	GRADES:	COURSE CODE:
Semester	4	PI001SGS4

COMPUTER SCIENCE, APPLICATIONS (GR 5)

COURSE DESCRIPTION: In this course, students will deepen their programming knowledge by applying loops, events, functions, and conditionals while expanding into variables and iterative problem-solving techniques. Students examine the societal impacts of computing and the internet, connecting technical skills to real-world contexts. In the second part of the course, students design and develop an original capstone project demonstrating applied computational thinking and creativity.

COURSE LENGTH:	GRADES:	COURSE CODE:
Semester	5	PI004SGS5

COMPUTER SCIENCE, EXPLORATION (GR 6)

COURSE DESCRIPTION: In this course, students will be introduced to the middle school computer science sequence by exploring how everyday computing tools support creativity, collaboration, and innovation. Students apply computer science concepts to access, analyze, and evaluate information while designing and presenting solutions to real-world problems. Through project-based learning, students select appropriate technologies, synthesize knowledge, and evaluate outcomes. Digital citizenship is addressed through the examination of current laws, regulations, and the practice of integrity and respect in digital spaces.

COURSE LENGTH:	GRADES:	COURSE CODE:
Semester	6	PI004SGS6

COMPUTER SCIENCE, DISCOVERIES (GR 7)

COURSE DESCRIPTION: In this course, students will build on foundational computer science concepts by collaborating with peers, instructors, and digital communities to solve increasingly complex problems. Through data analysis, students identify task requirements, develop search strategies, and apply computational thinking to evaluate and act on information. Students select appropriate technologies, synthesize knowledge, create solutions, and assess results within real-world contexts. Digital citizenship continues with an emphasis on current laws, regulations, and ethical practice in digital environments.

COURSE LENGTH:	GRADES:	COURSE CODE:
Semester	7	PI004SGS7

Computer Science and Science, Technology, Engineering & Mathematics (STEM)

COMPUTER SCIENCE, BEGINNING (GR 8)

COURSE DESCRIPTION: In this course, students will advance their computer science skills through collaborative problem-solving with peers, instructors, and digital communities. Applying data analysis and computational thinking, students identify task requirements, evaluate information, and develop solutions to real-world challenges. Students select and apply appropriate technologies, synthesize knowledge, and assess outcomes across a range of contexts. Digital citizenship principles are reinforced through continued examination of laws, regulations, and ethical responsibility in digital spaces.

COURSE LENGTH:	GRADES:	COURSE CODE:
Semester	8	PI004SGS8

DETROIT AREA PRE-COLLEGE ENGINEERING PROGRAM (DAPCEP)

COURSE DESCRIPTION: This course connects students to science, technology, engineering, and math (STEM) educational experiences through projects and competition.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5–8	PT999SGY1

ROBOTICS (K–8)

COURSE DESCRIPTION: Students will develop computational thinking, engineering design, and collaborative problem-solving skills through hands-on robotics experiences tailored to each grade band. In grades K–2, students explore foundational building and design concepts using LEGO construction challenges that develop spatial reasoning, creativity, and early engineering habits in a non-competitive, discovery-based environment. In grades 3–5, students advance to mission-based programming and robot building challenges, applying iterative design and teamwork to increasingly complex tasks. In grades 6–8, students engage in competitive-level robotics, designing, building, and programming robots to meet rigorous performance specifications while developing technical documentation and strategic thinking skills. Students who demonstrate exceptional growth may have the opportunity to represent their school at the District's end-of-season robotics competition.

GRADUATION REQUIREMENT:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	Year	K–8	PT009SGYA

English Language Arts (ELA)

CREATIVE WRITING (GR K–2)

COURSE DESCRIPTION: Creative Writing for grades K–2 is designed to nurture young minds by enhancing their language skills, cognitive abilities, and creativity through the art of writing. This course provides a structured yet flexible environment where students can explore their imagination, express their thoughts and emotions, and develop essential communication skills. Through this course, educators can provide students with a powerful tool for personal and academic development, helping them become confident, articulate, and empathetic individuals through writing.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–2	PE104SGYB

CREATIVE WRITING (GR 3–5)

COURSE DESCRIPTION: Creative Writing for grades 3–5 is designed to nurture young minds by enhancing their language skills, cognitive abilities, and creativity through the art of writing. This course provides a structured yet flexible environment where students can explore their imagination, express their thoughts and emotions, and develop essential communication skills. Through this course, educators can provide students with a powerful tool for personal and academic development, helping them become confident, articulate, and empathetic individuals through writing.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–5	PE104SGYC

English Language Arts (ELA)

DEBATE (GR K–8)

COURSE DESCRIPTION: The Debate (Gr K–8) course engages students in activities to strengthen their skills in public speaking and critical thinking. Course curriculum is aligned to the Michigan Standards for Speaking and Listening (CCSS). This course focuses specifically on the production of clear and coherent writing and speaking. Verbal and nonverbal delivery skills (organization, projection, inflection, eye-contact, hand gestures, and more) are learned and practiced along with structured persuasive strategies and techniques used when debating.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PE199DGYA

ENRICHMENT, LANGUAGE ARTS (GR K), SS

COURSE DESCRIPTION: The English Language Arts (kindergarten) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Kindergarten Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PE028SEY0

ENRICHMENT, LANGUAGE ARTS (GR 1), SS

COURSE DESCRIPTION: The English Language Arts (grade 1) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 1 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PE029SEY1

ENRICHMENT, LANGUAGE ARTS (GR 2), SS

COURSE DESCRIPTION: The English Language Arts (grade 2) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 2 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PE030SEY2

ENRICHMENT, LANGUAGE ARTS (GR 3), SS

COURSE DESCRIPTION: The English Language Arts (grade 3) course engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum aligns to the Michigan Grade 3 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PE031SEY3

ENRICHMENT, LANGUAGE ARTS (GR 4), SS

COURSE DESCRIPTION: The English Language Arts (grade 4) course engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum is aligned to the Michigan Grade 4 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PE030SEY4

English Language Arts (ELA)

ENRICHMENT, LANGUAGE ARTS (GR 5), SS

COURSE DESCRIPTION: The English Language Arts (grade 5) course engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum aligns to the Michigan Grade 5 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PE033SEY5

ENRICHMENT, LANGUAGE ARTS (GR 6), SS

COURSE DESCRIPTION: The English Language Arts (grade 6) course engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum aligns to the Michigan Grade 6 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through close reading of informational texts, authentic literary novels with complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle. Also, students work in small groups to build proficiency in using textual evidence to support their research and writing skills using figurative language, vocabulary, grammar, usage, and mechanics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PE034SEY6

ENRICHMENT, LANGUAGE ARTS (GR 7), SS

COURSE DESCRIPTION: The English Language Arts (grade 7) course engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum aligns to the Michigan Grade 7 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the close reading of informational texts, authentic literary novels with complex texts based on compelling topics related to science, social studies, and literacy while building literacy skills by engaging in a continuous read, think, talk, and write cycle. Also, students build proficiency in using textual evidence to support ideas in writing short responses and extended essays.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PE035SEY7

ENRICHMENT, LANGUAGE ARTS (GR 8), SS

COURSE DESCRIPTION: The English Language Arts (grade 8) course engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum is aligned to the Michigan Grade 8 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through close reading and analyzing informational texts and authentic literary novels with complex texts based on universal themes and various cultures related to science, social studies, and literacy while building literacy skills and engaging in a continuous read, think, talk, and write cycle. Also, students will build proficiency in using textual evidence to develop their argumentative writing skills through scaffolded writing lessons.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PE036SEY8

JOURNALISM (GR K–8)

COURSE DESCRIPTION: Journalism (Gr K–8) engages students in writing practice with planning, revising, editing, and publishing. Course curriculum is aligned to the Michigan Standards for Writing (CCSS). Research projects are conducted during this course where students gather details, assess the credibility and accuracy of sources, and follow a standard format for citation. Students also learn to use precise language and domain-specific vocabulary to inform about or explain various topics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PK101SGYA

English Language Arts (ELA)

LANGUAGE ARTS (GR K–8)

COURSE DESCRIPTION: English Language Arts (Gr K–8) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan K–8 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle. Students analyze key details and cite textual evidence in various texts and excerpts.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PE037SGYA

LANGUAGE ARTS (GR K)

COURSE DESCRIPTION: English Language Arts (kindergarten) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Kindergarten Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PE028SGY0

LANGUAGE ARTS (GR 1)

COURSE DESCRIPTION: English Language Arts (Grade 1) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 1 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PE029SGY1

LANGUAGE ARTS (GR 2)

COURSE DESCRIPTION: English Language Arts (Grade 2) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 2 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PE030SGY2

LANGUAGE ARTS (GR 3)

COURSE DESCRIPTION: The English Language Arts (grade 3) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 3 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PE031SGY3

LANGUAGE ARTS (GR 4)

COURSE DESCRIPTION: The English Language Arts (grade 4) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 4 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PE032SGY4

English Language Arts (ELA)

LANGUAGE ARTS (GR 5)

COURSE DESCRIPTION: The English Language Arts (grade 5) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 5 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PE033SGY5

LANGUAGE ARTS (GR 6)

COURSE DESCRIPTION: English Language Arts (grade 6) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 6 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle. Also, students work in small groups to build proficiency in using textual evidence to support their research and writing skills using figurative language, vocabulary, grammar, usage, and mechanics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PE034SGY6

LANGUAGE ARTS (GR 6), DP

COURSE DESCRIPTION: English Language Arts (grade 6) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 6 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle. Also, students work in small groups to build proficiency in using textual evidence to support their research and writing skills using figurative language, vocabulary, grammar, usage, and mechanics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PE0342GY6

LANGUAGE ARTS (GR 6), DP, HONORS

COURSE DESCRIPTION: In addition to the Language Arts Grade 6 course, students will be required to explore a more intense and rigorous study of reading, writing, speaking, viewing, and listening. Students may engage in deeper novel studies on an accelerated path and experience the traditional sixth grade course through additional literary analysis and heightened performance tasks.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PE034DHY6

LANGUAGE ARTS (GR 7)

COURSE DESCRIPTION: The English Language Arts (grade 7) course engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum aligns to the Michigan Grade 7 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the close reading of informational texts, authentic literary novels with complex texts based on compelling topics related to science, social studies, and literacy while building literacy skills by engaging in a continuous read, think, talk, and write cycle. Also, students build proficiency in using textual evidence to support ideas in writing short responses and extended essays.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PE035SGY7

English Language Arts (ELA)

LANGUAGE ARTS (GR 7), DP

COURSE DESCRIPTION: The English Language Arts (grade 7) course engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum aligns to the Michigan Grade 7 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the close reading of informational texts, authentic literary novels with complex texts based on compelling topics related to science, social studies, and literacy while building literacy skills by engaging in a continuous read, think, talk, and write cycle. Also, students build proficiency in using textual evidence to support ideas in writing short responses and extended essays.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PE0352GY7

LANGUAGE ARTS (GR 8)

COURSE DESCRIPTION: English Language Arts (grade 8) engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum is aligned to the Michigan Grade 8 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through close reading and analyzing informational texts and authentic literary novels with complex texts based on universal themes and various cultures related to science, social studies, and literacy, while building literacy skills and engaging in a continuous read, think, talk, and write cycle. Also, students will build proficiency in using textual evidence to develop their argumentative writing skills through scaffolded writing lessons.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PE036SGY8

LANGUAGE ARTS (GR 8), ACCELERATED (ELA GR 9)

COURSE DESCRIPTION: This accelerated course is designed for Grade 8 students and provides a rigorous study of reading, writing, speaking, viewing, and listening. Students engage with complex texts, deeper literary analysis, and elevated performance tasks that extend beyond grade-level expectations. Instruction emphasizes advanced skill development and introduces students to honors-level expectations to prepare them for success in Grade 9 English Language Arts Honors.

GRADUATION REQUIREMENTS	GRADUATION CREDITS	COURSE LENGTH:	GRADES:	COURSE CODE:
English 9	0.5	Semester	8	PE036SCS8[1,2]

LANGUAGE ARTS (GR 8), DP

COURSE DESCRIPTION: English Language Arts (grade 8) engages students in activities to develop their skills in reading, writing, speaking, and listening. The course curriculum is aligned to the Michigan Grade 8 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through close reading and analyzing informational texts and authentic literary novels with complex texts based on universal themes and various cultures related to science, social studies, and literacy, while building literacy skills and engaging in a continuous read, think, talk, and write cycle. Also, students will build proficiency in using textual evidence to develop their argumentative writing skills through scaffolded writing lessons.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PE0362GY8

LANGUAGE ARTS (GR 8), DP, HONORS

COURSE DESCRIPTION: In addition to the Language Arts Grade 8 course, students will be required to explore a more intense and rigorous study of reading, writing, speaking, viewing, and listening. Students may engage in deeper novel studies on an accelerated path and experience the traditional 8th grade course through additional literary analysis and heightened performance tasks.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PE036DHY8

English Language Arts (ELA)

LANGUAGE INTERVENTION (GR 3)

COURSE DESCRIPTION: The additional Language and Literacy Block/Intervention course engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student-led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PE068IGY3

LANGUAGE INTERVENTION (GR 4)

COURSE DESCRIPTION: The additional Language and Literacy Block/Intervention course engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student-led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PE068IGY4

LANGUAGE INTERVENTION (GR 5)

COURSE DESCRIPTION: The additional Language and Literacy Block/Intervention course engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student-led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PE068IGY5

OG TIER 3 LITERACY INTERVENTION (GR K–8)

COURSE DESCRIPTION: The Orton-Gillingham Tier III Literacy Intervention course (K–8) utilizes a research-based multisensory approach to engage students in activities to develop and strengthen their skills in reading foundational skills, reading comprehension, writing, and speaking and listening. The course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing small-group intervention led by Academic Interventionists and/or ParaEducators. Students also have access to MaxScholar, an online tool, to support differentiation of instruction.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PE067SGYA

OG TIER 3 LITERACY INTERVENTION (GR K–8) (BEYOND BASICS)

COURSE DESCRIPTION: The Orton-Gillingham Tier III Literacy Intervention course (K–8) utilizes a research-based multisensory approach to engage students in activities to develop and strengthen their skills in reading foundational skills, reading comprehension, writing, and speaking and listening. The course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing small-group intervention led by Academic Interventionists and/or ParaEducators. Students also have access to MaxScholar, an online tool, to support differentiation of instruction.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PE067SGYAB

English Language Arts (ELA)

READING FOUNDATIONAL SKILLS (GR K)

COURSE DESCRIPTION: The Reading Foundational Skills (grade K) course engages students in activities to develop their skills in phonics, print concepts, phonological awareness, word recognition, and fluency. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on understanding spoken words, syllables, and phonemes (sounds) to develop and apply phonics and word analysis skills in decoding through small group teacher-led intervention.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PE040FGY0

READING FOUNDATIONAL SKILLS (GR 1)

COURSE DESCRIPTION: The Reading Foundational Skills (grade 1) course engages students in activities to develop their skills in phonics, print concepts, phonological awareness, word recognition, and fluency. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on understanding spoken words, syllables, and phonemes (sounds) to develop and apply phonics and word analysis skills in decoding through small group teacher-led intervention.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PE041FGY1

READING FOUNDATIONAL SKILLS (GR 2)

COURSE DESCRIPTION: The Reading Foundational Skills (grade 2) course engages students in activities to develop their skills in phonics, print concepts, phonological awareness, word recognition, and fluency. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on understa,nding spoken words, syllables, and phonemes (sounds) to develop and apply phonics and word analysis skills in decoding through small group teacher-led intervention.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PE042FGY2

RECOVERY, LANGUAGE ARTS (GR K), SS

COURSE DESCRIPTION: The English Language Arts (kindergarten) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Kindergarten Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PE028SRY0

RECOVERY, LANGUAGE ARTS (GR 1), SS

COURSE DESCRIPTION: The English Language Arts (grade 1) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 1 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PE029SRY1

RECOVERY, LANGUAGE ARTS (GR 2), SS

COURSE DESCRIPTION: The English Language Arts (grade 2) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 2 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PE030SRY2

English Language Arts (ELA)

RECOVERY, LANGUAGE ARTS (GR 3), SS

COURSE DESCRIPTION: The English Language Arts (grade 3) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 3 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PE031SRY3

RECOVERY, LANGUAGE ARTS (GR 4), SS

COURSE DESCRIPTION: The English Language Arts (grade 4) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 4 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PE032SRY4

RECOVERY, LANGUAGE ARTS (GR 5), SS

COURSE DESCRIPTION: The English Language Arts (grade 5) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 5 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PE033SRY5

RECOVERY, LANGUAGE ARTS (GR 6), SS

COURSE DESCRIPTION: The English Language Arts (grade 6) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 6 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle. Also, students work in small groups to build proficiency in using textual evidence to support their research and writing skills using figurative language, vocabulary, grammar, usage, and mechanics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PE034SRY6

RECOVERY, LANGUAGE ARTS (GR 7), SS

COURSE DESCRIPTION: The English Language Arts (grade 7) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 7 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle. Also, students build proficiency in using textual evidence to support ideas in writing short responses and extended essays.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PE035SRY7

English Language Arts (ELA)

RECOVERY, LANGUAGE ARTS (GR 8), SS

COURSE DESCRIPTION: The English Language Arts (grade 8) course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 8 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle. Also, students will build proficiency in using textual evidence to develop their argumentative writing skills through scaffolded writing lessons.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PE036SRY8

English Language Learners (ELL)

ENGLISH AS A SECOND LANGUAGE (GR K–8)

COURSE DESCRIPTION: Courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards and English Language Development Standards (ELDS) with an alignment to WIDA Can Do Strategies.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PE008SLYA

HOMEROOM (GR K–8), ESL

COURSE DESCRIPTION: Courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards and English Language Development Standards (ELDS) with an alignment to WIDA Can Do Strategies.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PJ012HLYA

LANGUAGE ARTS (GR K–8), ESL

COURSE DESCRIPTION: This course engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student-led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PE037SLYA

MATHEMATICS (GR K–8), ESL

COURSE DESCRIPTION: A year long Mathematics course taught in English for Multilingual Learners. DPSCD core curriculum is used as the main driver of instruction and course should be taught on grade level for the students.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PM039SLYA

English Language Learners (ELL)

SCIENCE (GR K–8), ESL

COURSE DESCRIPTION: A year-long science course taught in English often conducted with instructors as mentors, enables students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. Best practices for Multilingual instruction should be used to accommodate for students English language levels and DPSCD core curriculum for Science should be used.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PS239SLYA

SOCIAL STUDIES (GR K–8), ESL

COURSE DESCRIPTION: Through the use of inquiry under the C3 Framework, K–8 students in social studies classes explore their community, state, country, and world through the use of rich primary and secondary sources. K–8 Social Studies classes are aligned to the Michigan Grade Level Context Expectations.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PH439SLYA

Exceptional Student Education (ESE)

ESSENTIALS ADAPTED PHYSICAL EDUCATION (GR K–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. A basic physical education course stressing fitness, conditioning, individual sports skills, and seasonal sports. This course includes the development of basic movement skills through instruction in a variety of physical activities. This course is modified to fit the needs of students who may require adaptations per their individualized educational plan. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Adaptive Physical Education (K–8) (PP039GDYA).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PP039SDYA

ESSENTIALS ADAPTIVE PHYSICAL EDUCATION (GR K–2)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Adaptive Physical Education (K–2) courses cover the same content as Physical Education in grades K–2, emphasizing fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Essentials Adaptive Physical Education (K–2) has the following distinctions: Instruction is significantly modified to meet the needs of students who require adaptive physical education as directly related to their identified disability per the Individualized Education Plan, and the least restrictive environment for this course was determined by the IEP Team to be an ESE setting. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Adaptive Physical Education (K–2) (PP039GDY1).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–2	PP039SDY1

ESSENTIALS ADAPTIVE PHYSICAL EDUCATION (GR 3–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Adaptive Physical Education (3–8) courses will cover the same content as Physical Education in Grades 3–8, emphasizing fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Essentials Adaptive Physical Education (3–8) has the following distinctions: Instruction is significantly modified to meet the needs of students who require adaptive physical education as directly related to their identified disability per the Individualized Education Plan, and the least restrictive environment for this course was determined by the IEP Team to be an ESE setting. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Adaptive Physical Education (3–8) (PP039GDY2).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PP039SDY2

Exceptional Student Education (ESE)

ESSENTIALS ART (GR K–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Art (Gr K–8) covers the same content as Art (Gr K–8) with the following distinctions: Essentials Art (Gr K–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Art (Gr K–8) (PA189GDYA).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA189SDYA

ESSENTIALS ART (GR K–2)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Art (Gr K–2) covers the same content as Art (Gr K–2) with the following distinctions: Essentials Art (Gr K–2) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. Essentials Art (Gr K–2) is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Art (Gr K–2) (PA189GDY2).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–2	PA189SDY1

ESSENTIALS ART (GR 3–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Art (Gr 3–8) covers the same content as Art (Gr 3–8) with the following distinctions: Essentials Art (Gr 3–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. Essentials Art (Gr 3–8) is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Art (Gr 3–8) (PA189GDY2).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PA189SDY2

ESSENTIALS HOMEROOM (GR K–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. The Homeroom course (Gr K–8) is where students have their first gathering, announcements, and receive information about the day. It is the touchstone and organizational tool that begins each school day. The homeroom teacher meets with students to discuss the current progress in all courses, the upcoming week's assignments, goals for the week, plans for how to achieve them, and other skills needed to succeed in middle school and beyond. There is no numerical or letter grade for this course and it does not require work outside of the classroom. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Homeroom (Gr K–8) (PJ012GDYA).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PJ012HDYA

ESSENTIALS HOMEROOM (GR PreK)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. The Homeroom course (Gr PreK) is designed for children with an IEP age 2 years, 6 months through age 5 who are enrolled in an Early Childhood Special Education (ECSE) Program for all preschool core instruction. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Homeroom (Gr PreK) (PJ002GDYP).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	PreK	PJ002HDYP

Exceptional Student Education (ESE)

ESSENTIALS LANGUAGE ARTS (GR K–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Language Arts (Gr K–8) covers the same content as Language Arts (Gr K–8) with the following distinctions: Essentials Language Arts (Gr K–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Language Arts (Gr K–8) (PE037GDYA).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PE037SDYA

ESSENTIALS LANGUAGE ARTS (GR K–2)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Language Arts (Gr K–2) engages students in activities to develop skills in four targeted areas: comprehending text in increasingly complex ways, producing writing for a range of purposes and audiences, communicating for a range of purposes and audiences, and investigating topics and presenting information. Instruction is aligned to Common Core Essential Elements. Students taking this course have been determine eligible for special education, require significant curricular modifications and accommodations, and their IEP identifies the ESE setting as the least restrictive environment. Individual needs are supported through the student's IEP and geared for students working at functional, supported, or participation level. Essentials Language Arts (K–2) is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Language Arts (Gr K–2) (PE037GDY1).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–2	PE037SDY1

ESSENTIALS LANGUAGE ARTS (GR 3–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Language Arts (Gr 3–8) covers the same content as Language Arts (Gr 3–8) with the following distinctions: Essentials Language Arts (Gr 3–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at a functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. Essentials Language Arts (Gr 3–8) is aligned to Common Core Essential Elements and is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Language Arts (Gr 3–8) (PE037GDY2).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PE037SDY2

ESSENTIALS MATHEMATICS (GR K–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Mathematics (Gr K–8) covers the same content as Mathematics (Gr K–8) with the following distinctions: Essentials Mathematics (Gr K–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Mathematics (K–8) (PM039GDYA).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PM039SDYA

Exceptional Student Education (ESE)

ESSENTIALS MATHEMATICS (GR K–2)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Mathematics (Gr K–2) engages students in activities to develop skills in four targeted areas: demonstration of increasingly complex understanding of number sense, demonstration of increasingly complex spatial reasoning and understanding of geometric principles, demonstration of increasingly complex understanding of measurement, data, and analytic procedures, and solving increasingly complex mathematical problems, making productive use of algebra and functions. Instruction is aligned to Common Core Essential Elements. Students taking this course have been determine eligible for special education, require significant curricular modifications and accommodations, and their IEP identifies the ESE setting as the least restrictive environment. Individual needs are supported through the student's IEP and geared for students working at functional, supported, or participation level. Essentials Mathematics (K–2) is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Mathematics (K–2) (PM039GDY1).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–2	PM039SDY1

ESSENTIALS MATHEMATICS (GR 3–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Mathematics (Gr 3–8) covers the same content as Mathematics (Gr 3–8) with the following distinctions: Essentials Mathematics (Gr 3–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. Essentials Mathematics (Gr 3–8) is aligned to the Common Core Essential Elements and is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Mathematics (3–8) (PM039GDY2).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PM039SDY2

ESSENTIALS SCIENCE (GR K–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Science (Gr K–8) covers the same content as Science (Gr K–8) with the following distinctions: Essentials Science (Gr K–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Science (K–8) (PS239GDYA).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PS239SDYA

ESSENTIALS SCIENCE (GR K–2)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Science (Gr K–2) engages students in activities to develop skills in eight targeted areas: forces and interactions interdependent relationships in ecosystems, weather and climate, engineering design, waves: light and sound, structure, function, and information processing, space and Earth systems, and structure and properties of matter. Instruction is aligned to alternate content standards. Students taking this course have been determine eligible for special education, require significant curricular modifications and accommodations, and their IEP identifies the ESE setting as the least restrictive environment. Individual needs are supported through the student's IEP and geared for students working at functional, supported, or participation level. Essential Science (K–2) is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Science (K–2) (PS239GDY1).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–2	PS239SDY1

Exceptional Student Education (ESE)

ESSENTIALS SCIENCE (GR 3–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Science (Gr 3–8) covers the same content as Science (Gr 3–8) with the following distinctions: Essentials Science (Gr 3–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. Essentials Science (Gr 3–8) is aligned to alternate content standards and is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Science (3–8) (PS239GDY2).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PS239SDY2

ESSENTIALS SOCIAL STUDIES (GR K–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Social Studies (Gr K–8) covers the same content as Social Studies (Gr K–8) with the following distinctions: Essentials Social Studies (Gr K–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Social Studies (Gr K–8) (PH439GDYA).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PH439SDYA

ESSENTIALS SOCIAL STUDIES (GR K–2)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Social Studies (Gr K–2) engages students in activities to develop skills in five targeted areas: history, geography, civics, government, and economics. Students taking this course have been determine eligible for special education, require significant curricular modifications and accommodations, and their IEP identifies the ESE setting as the least restrictive environment. Individual needs are supported through the student's IEP and geared for students working at functional, supported, or participation level. Essentials Social Studies (K–2) is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Social Studies (Gr K–8) (PH439GDY1).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–2	PH439SDY1

ESSENTIALS SOCIAL STUDIES (GR 3–8)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Social Studies (Gr 3–8) covers the same content as Social Studies (Gr 3–8) with the following distinctions: Essentials Social Studies (Gr 3–8) instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. Essentials Social Studies (Gr 3–8) is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Social Studies (Gr 3–8) (PH439GDY2).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PH439SDY2

HOMEROOM (GR K) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Homeroom (Gr K) course is an opportunity for teachers to welcome students, take attendance, and cultivate relationships that support students socially, emotionally, and academically. The structure and routines of this course include relationship building, academic progress monitoring, and character development. Grade K Homeroom allows students to build positive connections with their peers and teacher through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PJ003HWY0

Exceptional Student Education (ESE)

HOMEROOM (GR 1) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Homeroom (Gr 1) course provides a welcoming environment where teachers take attendance and foster relationships that support students' social, emotional, and academic growth. Through consistent routines, students engage in relationship building, academic progress monitoring, and character development. The course encourages positive connections among peers and teachers through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PJ004HWY1

HOMEROOM (GR 2) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Homeroom (Gr 2) course provides a welcoming environment where teachers take attendance and foster relationships that support students' social, emotional, and academic growth. Through consistent routines, students engage in relationship building, academic progress monitoring, and character development. The course encourages positive connections among peers and teachers through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PJ005HWY2

HOMEROOM (GR 3–8) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Homeroom course (grade 3–8) is where students have their first gathering, announcements, and receive information about the day. It is the touchstone and organizational tool that begins each school day. The homeroom teacher meets with students to discuss the current progress in all courses, the upcoming week's assignments, goals for the week, plans for how to achieve them, and other skills needed to succeed in middle school and beyond. There is no numerical or letter grade for this course and it does not require work outside of the classroom.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PJ012HWY

LANGUAGE ARTS (GR K) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. This course engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Kindergarten Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PE028SWY0

LANGUAGE ARTS (GR 1) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. English Language Arts (Grade 1) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 1 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PE029SWY1

Exceptional Student Education (ESE)

LANGUAGE ARTS (GR 2) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. English Language Arts (Grade 2) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 2 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PE030SWY2

LANGUAGE ARTS (GR 3–8) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. English Language Arts (Gr 3–8) engages students in activities to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Grade 3–8 Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through the reading of authentic complex texts based on compelling topics related to science, social studies, and literacy, while growing literacy skills by engaging in a continuous read, think, talk, and write cycle.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PE037SWY

MATHEMATICS (GR K) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. In kindergarten mathematics students are representing, relating, and operating on whole numbers, initially with sets of objects; and describing shapes and space. More learning time in kindergarten should be devoted to numbers than to other topics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PM030SWY0

MATHEMATICS (GR 1) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. In grade 1 mathematics students are developing understanding of addition, subtraction, and strategies for addition and subtraction within 20, developing understanding of whole number relationships and place value, including grouping in tens and ones, developing understanding of linear measurement and measuring lengths as iterating length units, and reasoning about attributes of, and composing and decomposing geometric shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PM031SWY1

MATHEMATICS (GR 2) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. In grade 2 mathematics students are extending understanding of base-ten notation, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes. Key areas of focus are addition and subtraction concepts, skills, and problem solving.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PM032SWY2

MATHEMATICS (GR 3–8) *

COURSE DESCRIPTION: Mathematics grades 3–8 emphasizes the Standards for Mathematical Practice while focusing primarily on the major work of each grade level. Instruction supports the progression toward middle school algebra through targeted study of key domains, including number and operations in base ten, fractions, operations and algebraic thinking, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PM039SWY

Exceptional Student Education (ESE)

OG READING INTERVENTION (GR K–2) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Orton-Gillingham Intervention course for ESE students engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student-led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–2	PE068OWYB

OG READING INTERVENTION (GR 3–5) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Orton-Gillingham Intervention course for ESE students engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student-led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–5	PE068OWYC

OG READING INTERVENTION (GR 6–8) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Orton-Gillingham Intervention course for ESE students engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student-led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PE068OWYD

SCIENCE (GR K) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. A year-long science course in kindergarten allows students begin to explore science content through their natural curiosity and eagerness to learn. Students will utilize their five senses to gain information about the world around them, recognizing patterns and formulating answers to questions about real-world phenomena. Science and Engineering Practices are utilized throughout four major units of study to develop an understanding of disciplinary core ideas: Forces and Interactions, Interdependent Relationships in Ecosystems, Weather and Climate, and Engineering and Design. This course is based on Michigan Science Standards (MSS).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PS230SWY0

SCIENCE (GR 1) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. A year-long science course in first grade allows students to continue exploring science content through their natural curiosity and eagerness to learn. This inquisitiveness leads to students asking a variety of questions that deepen their understanding of the world around them, recognizing patterns and formulating answers to questions about real-world phenomena. Students will use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Light and Sound, Structure and Function, Space Systems, Engineering and Design. This course is based on Michigan Science Standards (MSS).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PS231SWY1

Exceptional Student Education (ESE)

SCIENCE (GR 2) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. A year-long science course in second grade allows students to begin to apply prior knowledge and skills to expand their comprehension of the natural world around them. Students continue recognizing patterns and formulating answers to questions about real-world phenomena. Students use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Structure and Properties of Matter, Interdependent Relationships in Ecosystems, Earth's Systems, Engineering and Design. This course is based on Michigan Science Standards (MSS).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PS232SWY2

SCIENCE (GR 3–8) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. A year-long science course, often conducted with instructors as mentors, enable students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. These courses may be offered in place of grade-level specific science courses when a homeroom has mixed grade levels.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PS239SWY

SOCIAL STUDIES (GR K) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Using a familiar context for five-and six-year olds, kindergartners learn about the social studies disciplines (history, geography, civics, government, and economics) through the lens of Myself and Others. Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PH430SWY0

SOCIAL STUDIES (GR 1) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. In first grade, students continue to explore the social studies disciplines of history, geography, civics, government, and economics through an integrated approach using the context of school and families. This is the students' first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PH431SWY1

SOCIAL STUDIES (GR 2) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. In second grade, students continue the integrative approach to social studies through the context of the local community. This is the first-time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics, government, and economics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PH432SWY2

SOCIAL STUDIES (GR 3–8) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Through the use of inquiry under the C3 Framework, 3–8 students in social studies classes explore their community, state, country, and world through the use of rich primary and secondary sources. Grade K–8 Social Studies classes are aligned to the Michigan Grade Level Context Expectations.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3–8	PH439SWY

Exceptional Student Education (ESE)

START PEER-TO-PEER (GR 6–8)

COURSE DESCRIPTION: This course will introduce students to the study of human behavior in society by providing comprehensive and engaging content about autism spectrum disorders and other disabilities. Peer-to-Peer provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on: journaling and or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PH259SGYD

STUDY SKILLS (GR K–8) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Study Skills is designed to support a student's progress in Michigan Merit Curriculum courses by providing the student with additional specialized instructional opportunity through preteaching and reteaching of concepts, as well as practice and application of required core content skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PZ003SGYA

Fine & Performing Arts

ART (GR K–5)

COURSE DESCRIPTION: Art courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for all K–5 grades.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–5	PA189SGY

ART (GR K–8)

COURSE DESCRIPTION: Art courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for all grades.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA189SGYA

ART (GR K)

COURSE DESCRIPTION: Art (kindergarten) courses provide to students developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for kindergarten.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PA180SGY0

Fine & Performing Arts

ART (GR 1)

COURSE DESCRIPTION: Art (grade 1) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 1.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PA181SGY1

ART (GR 2)

COURSE DESCRIPTION: Art (grade 2) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 2.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PA182SGY2

ART (GR 3)

COURSE DESCRIPTION: Art (grade 3) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 3.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PA183SGY3

ART (GR 4)

COURSE DESCRIPTION: Art (grade 4) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 4.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PA184SGY4

ART (GR 5)

COURSE DESCRIPTION: Art (grade 5) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 5.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PA185SGY5

Fine & Performing Arts

ART (GR 6)

COURSE DESCRIPTION: Art (grade 6) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 6.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PA186SGY6

ART (GR 6–8)

COURSE DESCRIPTION: Art courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for all grades.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA189SGYM

ART (GR 7)

COURSE DESCRIPTION: Art (grade 7) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 7.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PA187SGY7

ART (GR 8)

COURSE DESCRIPTION: Art (grade 8) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 8.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PA188SGY8

BAND I (GR K–8)

COURSE DESCRIPTION: Beginning multi-grade (K–8) band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of band literature styles. These courses emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA1011GYA

Fine & Performing Arts

BAND II (GR K–8)

Prerequisite: Band I

COURSE DESCRIPTION: Intermediate multi-grade (K–8) band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of band literature styles. These courses emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA1012GYA

BAND III (GR K–8)

Prerequisite: Band II

COURSE DESCRIPTION: Advanced multi-grade (K–8) band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of band literature styles. These courses emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA1013GYA

BAND IV (GR K–8)

Prerequisite: Band III

COURSE DESCRIPTION: High school level multi-grade (K–8) band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of band literature styles. These courses emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA1014GYA

CHOIR (GR K–8)

COURSE DESCRIPTION: Multi-grade chorus (K–8) courses develop student vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students vocal techniques and their ability to sing parts and include experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA110SGYA

CONSERVATORY ART STUDIO (GR 6–8), DP

COURSE DESCRIPTION: Middle School Art Conservatory (MSAC) Art Studio enables students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. This course emphasizes observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Courses cover the language, materials, media, and processes of a particular art form and the design elements used. This course also includes the study of major artists, art movements, and styles.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA189DGYD

CONSERVATORY BAND (GR 6–8), DP

COURSE DESCRIPTION: MSAC Band help students in the DSA Pathways Program develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of band literature styles. These courses emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA101DGYD

Fine & Performing Arts

CONSERVATORY DANCE STUDIO (GR 6–8), DP

COURSE DESCRIPTION: MSAC Dance explores dance content through the artistic processes of creating, performing, responding, and connecting. This course introduces dance history, culture, and vocabulary in the context of these processes. This course also develops students' ability to move expressively, without an emphasis on particular dance forms or on developing specific dance techniques.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA039DGYD

CONSERVATORY DIGITAL MEDIA (GR 6–8), DP

COURSE DESCRIPTION: MSAC Digital Media explores the creative and conceptual aspects of designing and producing digital imagery, graphics, and photography. Students study the techniques, genres, and styles from multiple mediums and forms. Topics include aesthetic meaning, appreciation and analysis; composing, capturing, processing, and programming of imagery and graphical information; their transmission, distribution, and marketing; and contextual, cultural, and historical aspects and considerations.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA251DGYD

CONSERVATORY ORCHESTRA AND STRINGS (GR 6–8), DP

COURSE DESCRIPTION: Intended for the Middle School Arts Conservatory Programs. This course provides students an introduction to, and refines the fundamentals of, music and bowed-string instrument literature and techniques and may include more advanced techniques. This course teaches students the appropriate care, handling, and maintenance of musical instruments. Formal and informal performances are included as part of string instrument instructional programs as well as experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA120DGYD

CONSERVATORY THEATRE (GR 6–8), DP

COURSE DESCRIPTION: MSAC Theater provides an overview of the art, conventions, and history of the theater arts. This course includes experiential exercises and emphasizes learning about theater processes in addition to production and performance. Course topics include one or more of the following: basic techniques in acting, major developments in dramatic literature, major playwrights, the evolution of theater as a cultural tradition, and critical appreciation of the art and craft of the theater profession.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA079DGYD

CONSERVATORY VOCAL MUSIC (GR 6–8), DP

COURSE DESCRIPTION: MSAC Vocal Music develops students' vocal skills within the context of an ensemble in which they perform a variety of styles of repertoire. This course is designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA110DGYD

DANCE (GR K–5)

COURSE DESCRIPTION: The dance program is designed to educate, train, and develop talented students in the performance skills of dance. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–5	PA039SGY

Fine & Performing Arts

DANCE (GR K–8)

COURSE DESCRIPTION: The dance program is designed to educate, train, and develop talented students in the performance skills of dance. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA039SGYA

DANCE (GR K)

COURSE DESCRIPTION: Dance (kindergarten) courses provide developmentally appropriate activities to create awareness of bodily movement and its potential for creativity, expression, and communication. Specific course content conforms to any existing state standards for kindergarten.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PA030SGY0

DANCE (GR 1)

COURSE DESCRIPTION: Dance (grade 1) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 1.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PA031SGY1

DANCE (GR 2)

COURSE DESCRIPTION: Dance (grade 2) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 2.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PA032SGY2

DANCE (GR 3)

COURSE DESCRIPTION: Dance (grade 3) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 3.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PA033SGY3

DANCE (GR 4)

COURSE DESCRIPTION: Dance (grade 4) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen their critical abilities. Specific course content conforms to any existing state standards for grade 4.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PA034SGY4

Fine & Performing Arts

DANCE (GR 5)

COURSE DESCRIPTION: Dance (grade 5) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen the ability to discern and critique. Specific course content conforms to any existing state standards for grade 5.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PA035SGY5

DANCE (GR 6)

COURSE DESCRIPTION: Dance (grade 6) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen the ability to discern and critique. Specific course content conforms to any existing state standards for grade 6.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PA036SGY6

DANCE (GR 6–8)

COURSE DESCRIPTION: The dance program is designed to educate, train, and develop talented students in the performance skills of dance. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA039SGYM

DANCE (GR 7)

COURSE DESCRIPTION: Dance (grade 7) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen the ability to discern and critique. Specific course content conforms to any existing state standards for grade 7.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PA037SGY7

DANCE (GR 8)

COURSE DESCRIPTION: Dance (grade 8) courses typically provide activities that foster creative expression, communication through artistic endeavor, appreciation of culture and heritage, and evaluative and critical thinking using the art of dance. Activities may include those that enable students to develop their technique, learn different styles of dance, appreciate the culture and history of dance forms, and strengthen the ability to discern and critique. Specific course content conforms to any existing state standards for grade 8.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PA038SGY8

DRAMA (GR K–5)

COURSE DESCRIPTION: The elementary grades (K–5) drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–5	PA079SGY

Fine & Performing Arts

DRAMA (GR K–8)

COURSE DESCRIPTION: The multi-grade (K–8) drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA079SGYA

DRAMA (GR 1)

COURSE DESCRIPTION: The grade 1 drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PA071SGY1

DRAMA (GR 2)

COURSE DESCRIPTION: The grade 2 drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PA072SGY2

DRAMA (GR 3)

COURSE DESCRIPTION: The grade 3 drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PA073SGY3

DRAMA (GR 4)

COURSE DESCRIPTION: The grade 4 drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PA074SGY4

DRAMA (GR 5)

COURSE DESCRIPTION: The grade 5 drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PA075SGY5

DRAMA (GR 6)

COURSE DESCRIPTION: The grade 6 drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PA076SGY6

Fine & Performing Arts

DRAMA (GR 6–8)

COURSE DESCRIPTION: The middle school (grades 6–8) drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–8	PA079SGYM

DRAMA (GR 7)

COURSE DESCRIPTION: The grade 7 drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PA077SGY7

DRAMA (GR 8)

COURSE DESCRIPTION: The grade 8 drama program is designed to educate, train and develop talented students in the performance skills of drama. The program combines theory, technique, classroom instructions, rehearsal, and performance.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PA078SGY8

MUSIC (GR K–8)

COURSE DESCRIPTION: Music courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for each grade level.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA139SGYA

MUSIC (GR K)

COURSE DESCRIPTION: Music (kindergarten) courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards for kindergarten.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PA130SGY0

MUSIC (GR 1)

COURSE DESCRIPTION: Music (grade 1) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 1.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PA131SGY1

Fine & Performing Arts

MUSIC (GR 2)

COURSE DESCRIPTION: Music (grade 2) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and to incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 2.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PA132SGY2

MUSIC (GR 3)

COURSE DESCRIPTION: Music (grade 3) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 3.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PA133SGY3

MUSIC (GR 4)

COURSE DESCRIPTION: Music (grade 4) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 4.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PA134SGY4

MUSIC (GR 5)

COURSE DESCRIPTION: Music (grade 5) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 5.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PA135SGY5

MUSIC (GR 6)

COURSE DESCRIPTION: Music (grade 6) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for grade 6.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PA136SGY6

MUSIC (GR 7)

COURSE DESCRIPTION: Music (grade 7) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for grade 7.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PA137SGY7

Fine & Performing Arts

MUSIC (GR 8)

COURSE DESCRIPTION: Music (grade 8) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for grade 8.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PA138SGY8

ORCHESTRA I (GR K–8)

COURSE DESCRIPTION: Orchestra I multi-grade (K–8) courses help develop student technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA104AGYA

ORCHESTRA II (GR K–8)

Prerequisite: Orchestra I

COURSE DESCRIPTION: Orchestra II multi-grade (K–8) courses help develop student technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA104BGYA

ORCHESTRA III (GR K–8)

Prerequisite: Orchestra II

COURSE DESCRIPTION: Orchestra III multi-grade (K–8) courses help develop student technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences in creating and responding to music.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA104CGYA

PERCUSSION (GR K–8)

COURSE DESCRIPTION: Drum rudiments, mallet techniques for keyboard instruments, tympani techniques, cymbal effects and use of auxiliary percussion instruments are taught for a variety of percussion instruments from various cultures and ensembles.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PA106PGYA

Mathematics

ALGEBRA I (GR 8)

COURSE DESCRIPTION: In Algebra I, students learn representations of functions using graphs, tables, equations, and contexts. The course focuses on solving equations and inequalities using a variety of strategies. Students solve systems of two equations and inequalities with two variables using a variety of strategies. Students analyze representations of arithmetic and geometric sequences, use exponential models to solve problems, and investigate a variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions. The course also includes study of statistical analysis of two-variable data and distributions of one-variable data.

GRADUATION REQUIREMENT:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra 1	Year	8	PM052SGY8

ALGEBRA I (GR 8), BIL

COURSE DESCRIPTION: Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first-degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

GRADUATION REQUIREMENT:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra 1	Year	8	PM052XGY8

ENRICHMENT, MATHEMATICS (GR K), SS

COURSE DESCRIPTION: In kindergarten mathematics students are representing, relating, and operating on whole numbers, initially with sets of objects; and describing shapes and space. More learning time in kindergarten enrichment should be devoted to numbers than to other topics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PM030SEY0

ENRICHMENT, MATHEMATICS (GR 1), SS

COURSE DESCRIPTION: In grade 1 mathematics students are developing understanding of addition, subtraction, and strategies for addition and subtraction within 20, developing understanding of whole number relationships and place value, including grouping in tens and ones, developing understanding of linear measurement and measuring lengths as iterating length units, and reasoning about attributes of, and composing and decomposing geometric shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PM031SEY1

ENRICHMENT, MATHEMATICS (GR 2), SS

COURSE DESCRIPTION: In grade 2 mathematics students are extending understanding of base-ten notation, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes. Key areas of focus are addition and subtraction concepts, skills, and problem solving.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PM032SEY2

ENRICHMENT, MATHEMATICS (GR 3), SS

COURSE DESCRIPTION: In grade 3 mathematics students will develop understanding of strategies for multiplication and division within 100, develop understanding of fractions, especially unit fractions; develop understanding of the structure of rectangular arrays and of area and describe and analyze two-dimensional shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PM033SEY3

Mathematics

ENRICHMENT, MATHEMATICS (GR 4), SS

COURSE DESCRIPTION: In this course, students will develop understanding and fluency with multi-digit multiplication, and develop understanding of dividing to find quotients involving multi-digit dividends. This course also develops understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers. Students will develop understanding that geometric figures can be analyzed and classified based on their properties.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PM034SEY4

ENRICHMENT, MATHEMATICS (GR 5), SS

COURSE DESCRIPTION: This course develops fluency with addition and subtraction of fractions and develops understanding of multiplication of fractions and division of unit fractions and whole numbers. Students will extend division to two-digit divisors and develop understanding of operations with decimals. This course also develops fluency with whole number and decimal operations and develops understanding of volume.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PM035SEY5

ENRICHMENT, MATHEMATICS (GR 6), DP, SS

COURSE DESCRIPTION: In this course, students are connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems, completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers, writing, interpreting, and using expressions and equations, and developing understanding of statistical thinking.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PM036DEY6

ENRICHMENT, MATHEMATICS (GR 7), DP, SS

COURSE DESCRIPTION: In this course, students will be developing understanding of and applying proportional relationships, developing understanding of operations with rational numbers and working with expressions and linear equations, solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume, and drawing inferences about populations based on samples.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PM037DEY7

ENRICHMENT, MATHEMATICS (GR 8), DP, SS

COURSE DESCRIPTION: In this course, students will be formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations, grasping the concept of a function and using functions to describe quantitative relationships, analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PM038DEY8

MATHEMATICS (GR K)

COURSE DESCRIPTION: In kindergarten mathematics students are representing, relating, and operating on whole numbers, initially with sets of objects; and describing shapes and space. More learning time in kindergarten should be devoted to numbers than to other topics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PM030SGY0

Mathematics

MATHEMATICS (GR 1)

COURSE DESCRIPTION: In grade 1 mathematics students are developing understanding of addition, subtraction, and strategies for addition and subtraction within 20, developing understanding of whole number relationships and place value, including grouping in tens and ones, developing understanding of linear measurement and measuring lengths as iterating length units, and reasoning about attributes of, and composing and decomposing geometric shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PM031SGY1

MATHEMATICS (GR 2)

COURSE DESCRIPTION: In grade 2 mathematics students are extending understanding of base-ten notation, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes. Key areas of focus are addition and subtraction concepts, skills, and problem solving.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PM032SGY2

MATHEMATICS (GR 3)

COURSE DESCRIPTION: In this course, students will develop understanding of strategies for multiplication and division within 100, develop understanding of fractions, especially unit fractions; develop understanding of the structure of rectangular arrays and of area and describe and analyze two-dimensional shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PM033SGY3

MATHEMATICS (GR 4)

COURSE DESCRIPTION: In this course, students will develop understanding and fluency with multi-digit multiplication, and develop understanding of dividing to find quotients involving multi-digit dividends. This course also develops understanding of fraction equivalence, addition and subtraction of fractions with like denominators and multiplication of fractions by whole numbers. Students will develop understanding that geometric figures can be analyzed and classified based on their properties.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PM034SGY4

MATHEMATICS (GR 5)

COURSE DESCRIPTION: This course develops fluency with addition and subtraction of fractions and develops understanding of multiplication of fractions and division of unit fractions and whole numbers. Students will extend division to two-digit divisors and develop understanding of operations with decimals. This course also develops fluency with whole number and decimal operations and develops understanding of volume.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PM035SGY5

MATHEMATICS (GR 6), DP

COURSE DESCRIPTION: In this course, students are connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems, completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers, writing, interpreting, and using expressions and equations, and developing understanding of statistical thinking.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PM0362GY6

Mathematics

MATHEMATICS (GR 6), DP, HONORS

COURSE DESCRIPTION: In this grade students will advance to grade 7 content by developing understanding of and applying proportional relationships, developing understanding of operations with rational numbers and working with expressions and linear equations, solving problems involving scale drawings and informal geometric constructions, and working with two and three dimensional shapes to solve problems involving area, surface area, and volume, and drawing inferences about populations based on samples.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PM036DHY6

MATHEMATICS (GR 7), DP

COURSE DESCRIPTION: In this course, students will be developing understanding of and applying proportional relationships, developing understanding of operations with rational numbers and working with expressions and linear equations, solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume, and drawing inferences about populations based on samples.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PM0372GY7

MATHEMATICS (GR 7), DP, HONORS

COURSE DESCRIPTION: In this course, students will advance to grade 8 math content that deepens understanding of formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations, grasping the concept of a function and using functions to describe quantitative relationships, analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PM037DHY7

MATHEMATICS (GR 8), DP

COURSE DESCRIPTION: In this course, students will be formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations, grasping the concept of a function and using functions to describe quantitative relationships, analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PM0382GY8

MATHEMATICS (GR 8), DP, HONORS

COURSE DESCRIPTION: In this course, students will be formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations, grasping the concept of a function and using functions to describe quantitative relationships, analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem. The course may advance at an accelerated pace.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PM038DHY8

MATHEMATICS INTERVENTION, SGI (GR K)

COURSE DESCRIPTION: Consistent with the Common Core State Standards for Mathematics (CCSSM) for Kindergarten, the Mathematics (K) SGI Block Intervention course engages students in small group instruction and intervention activities to strengthen and enhance students knowledge and skills in representing, visualizing, relating, and operating on the set of whole numbers, initially with sets of objects and describing shapes and space, as well as and applying this knowledge in real-world contexts.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PM996IGY0

Mathematics

MATHEMATICS INTERVENTION, SGI (GR 1)

COURSE DESCRIPTION: Consistent with the Common Core State Standards for Mathematics (CCSSM) for grade 1, the Mathematics (grades 1) SGI Block Intervention course engages students in small group instruction and intervention activities to strengthen and enhance student knowledge and skills in understanding addition, subtraction, and strategies for addition and subtraction within 20, developing understanding of whole number relationships and place value, developing understanding of linear measurement and measuring lengths as iterating length units, and reasoning about attributes of, and composing and decomposing geometric shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PM996IGY1

MATHEMATICS INTERVENTION, SGI (GR 2)

COURSE DESCRIPTION: Consistent with the Common Core State Standards for Mathematics (CCSSM) for grade 2, the Mathematics (grades 2) SGI Block Intervention course engages students in small group instruction and intervention activities to strengthen and enhance students knowledge and skills in extending understanding of base-ten notation, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PM996IGY2

MATHEMATICS INTERVENTION, SGI (GR 3)

COURSE DESCRIPTION: Consistent with the Common Core State Standards for Mathematics (CCSSM) for grade 3, the Mathematics (grades 3) SGI Block Intervention course engages students in small group instruction and intervention activities to strengthen and enhance student knowledge and skills in developing understanding of strategies for performing multiplication and division within 100, understanding of fractions, especially unit fractions, understanding of the structure of rectangular arrays and of area, and describing and analyzing two-dimensional shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PM996IGY3

MATHEMATICS INTERVENTION, SGI (GR 4)

COURSE DESCRIPTION: Consistent with the Common Core State Standards for Mathematics (CCSSM) for grade 4, the Mathematics (grades 4) SGI Block Intervention course engages students in small group instruction and intervention activities to strengthen and enhance students understanding and fluency with multi-digit multiplication and understanding of dividing to find quotients involving multi-digit dividends. This course develops understanding of fraction equivalence, addition and subtraction of fractions with like denominators and multiplication of fractions by whole numbers. Students will deepen their understanding that geometric figures can be analyzed and classified based on their properties.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PM996IGY4

MATHEMATICS INTERVENTION, SGI (GR 5)

COURSE DESCRIPTION: Consistent with the Common Core State Standards for Mathematics (CCSSM) for grade 5, the Mathematics (grades 5) SGI Block Intervention course engages students in small group instruction and intervention activities to strengthen and enhance student fluency with addition and subtraction of fractions and develops understanding of multiplication of fractions and division of unit fractions and whole numbers. Students will extend division to two-digit divisors and develop understanding of operations with decimals. This course will reinforce, deepen and support student fluency with whole number and decimal operations and understanding of volume.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PM996IGY5

RECOVERY, MATHEMATICS (GR K), SS

COURSE DESCRIPTION: In kindergarten mathematics students are representing, relating, and operating on whole numbers, initially with sets of objects; and describing shapes and space. More learning time in kindergarten should be devoted to numbers than to other topics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PM030SRY0

Mathematics

RECOVERY, MATHEMATICS (GR 1), SS

COURSE DESCRIPTION: In grade 1 mathematics students are developing understanding of addition, subtraction, and strategies for addition and subtraction within 20, developing understanding of whole number relationships and place value, including grouping in tens and ones, developing understanding of linear measurement and measuring lengths as iterating length units, and reasoning about attributes of, and composing and decomposing geometric shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PM031SRY1

RECOVERY, MATHEMATICS (GR 2), SS

COURSE DESCRIPTION: In grade 2 mathematics students are extending understanding of base-ten notation, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes. Key areas of focus are addition and subtraction concepts, skills, and problem solving.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PM032SRY2

RECOVERY, MATHEMATICS (GR 3), SS

COURSE DESCRIPTION: In this course, students will develop understanding of strategies for multiplication and division within 100, develop understanding of fractions, especially unit fractions; develop understanding of the structure of rectangular arrays and of area and describe and analyze two-dimensional shapes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PM033SRY3

RECOVERY, MATHEMATICS (GR 4), SS

COURSE DESCRIPTION: In this course, students will develop understanding and fluency with multi-digit multiplication, and develop understanding of dividing to find quotients involving multi-digit dividends. This course also develops understanding of fraction equivalence, addition and subtraction of fractions with like denominators and multiplication of fractions by whole numbers. Students will develop understanding that geometric figures can be analyzed and classified based on their properties.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PM034SRY4

RECOVERY, MATHEMATICS (GR 5), SS

COURSE DESCRIPTION: This course develops fluency with addition and subtraction of fractions and develops understanding of multiplication of fractions and division of unit fractions and whole numbers. Students will extend division to two-digit divisors and develop understanding of operations with decimals. This course also develops fluency with whole number and decimal operations and develops understanding of volume.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PM035SRY5

RECOVERY, MATHEMATICS (GR 6), DP, SS

COURSE DESCRIPTION: In this course, students are connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems, completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers, writing, interpreting, and using expressions and equations, and developing understanding of statistical thinking.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PM036DRY6

Mathematics

RECOVERY, MATHEMATICS (GR 7), DP, SS

COURSE DESCRIPTION: In this course, students will be developing understanding of and applying proportional relationships, developing understanding of operations with rational numbers and working with expressions and linear equations, solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume, and drawing inferences about populations based on samples.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PM037DRY7

RECOVERY, MATHEMATICS (GR 8), DP, SS

COURSE DESCRIPTION: In this course, students will be formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations, grasping the concept of a function and using functions to describe quantitative relationships, analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PM038DRY8

TIER 3 MATHEMATICS INTERVENTION (GR K–8)

COURSE DESCRIPTION: Designed to be scheduled as an optional, third instructional mathematics block, this course provides additional intervention to targeted students to further develop and strengthen their foundational procedural, skill and fluency, and prerequisite conceptual knowledge of mathematics content aligned to the major work standards of the Michigan Standards for Mathematics (CCSSM) in grades K–8. Students enrolled within this course will be provided small group instruction and intervention to address unfinished learning needs for any grade level standards related to Operations and Algebraic Thinking (OA), and Number and Base Ten Operations (NBT) led by Academic Interventionists, ParaEducators and/or additional instructional support staff.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PM039SGYA

Miscellaneous

HOMEROOM (GR PreK)

COURSE DESCRIPTION: Students will be provided experiences and opportunities that connect them across all developmental objectives preparing them for success. Those objectives are: approaches to learning, social and emotional development, physical development and health, language, literacy, communication, creative arts, science, technology, and social studies. Course curriculum is aligned to the Michigan's Early Childhood Standards of Quality for Pre-Kindergarten.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	PreK	PJ002HGYP

HOMEROOM (GR K)

COURSE DESCRIPTION: The Homeroom (kindergarten) course is an opportunity for teachers to welcome students, take attendance, and cultivate relationships that support students socially, emotionally, and academically. The structure and routines of this course include relationship building, academic progress monitoring, and character development. Grade K Homeroom allows students to build positive connections with their peers and teacher through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PJ003HGY0

Miscellaneous

HOMEROOM (GR 1)

COURSE DESCRIPTION: The Homeroom (grade 1) course provides a welcoming environment where teachers take attendance and foster relationships that support students' social, emotional, and academic growth. Through consistent routines, students engage in relationship building, academic progress monitoring, and character development. The course encourages positive connections among peers and teachers through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PJ004HGY1

HOMEROOM (GR 2)

COURSE DESCRIPTION: The Homeroom (grade 2) course provides a welcoming environment where teachers take attendance and foster relationships that support students' social, emotional, and academic growth. Through consistent routines, students engage in relationship building, academic progress monitoring, and character development. The course encourages positive connections among peers and teachers through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PJ005HGY2

HOMEROOM (GR 3)

COURSE DESCRIPTION: The Homeroom course (grade 3) is where students have their first gathering, announcements, and receive information about the day. It is the touchpoint and organizational tool that begins each school day. The homeroom teacher meets with students to discuss the current progress in all courses, the upcoming week's assignments, goals for the week, and plans for how to achieve them.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PJ006HGY3

HOMEROOM (GR 4)

COURSE DESCRIPTION: The Homeroom course (grade 4) is where students have their first gathering, announcements, and receive information about the day. It is the touchpoint and organizational tool that begins each school day. The homeroom teacher meets with students to discuss the current progress in all courses, the upcoming week's assignments, goals for the week, and plans for how to achieve them.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PJ007HGY4

HOMEROOM (GR 5)

COURSE DESCRIPTION: The Homeroom course (grade 5) is where students have their first gathering, announcements, and receive information about the day. It is the touchpoint and organizational tool that begins each school day. The homeroom teacher meets with students to discuss the current progress in all courses, the upcoming week's assignments, goals for the week, and plans for how to achieve them.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PJ008HGY5

HOMEROOM (GR 6)

COURSE DESCRIPTION: The Homeroom course (grade 6) is where students have their first gathering, announcements, and receive information about the day. It is the touchpoint and organizational tool that begins each school day. The homeroom teacher meets with students to discuss the current progress in all courses, the upcoming week's assignments, goals for the week, plans for how to achieve them, and other skills needed to succeed in middle school and beyond. There is no numerical or letter grade for this course and it does not require work outside of the classroom.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PJ009HGY6

Miscellaneous

HOMEROOM (GR 7)

COURSE DESCRIPTION: The Homeroom course (grade 7) is where students have their first gathering, announcements, and receive information about the day. It is the touchpoint and organizational tool that begins each school day. The homeroom teacher meets with students to discuss the current progress in all courses, the upcoming week's assignments, goals for the week, plans for how to achieve them, and other skills needed to succeed in middle school and beyond. There is no numerical or letter grade for this course and it does not require work outside of the classroom.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PJ010HGY7

HOMEROOM (GR 8)

COURSE DESCRIPTION: The Homeroom course (grade 8) is where students have their first gathering, announcements, and receive information about the day. It is the touchpoint and organizational tool that begins each school day. The homeroom teacher meets with students to discuss the current progress in all courses, the upcoming week's assignments, goals for the week, plans for how to achieve them, and other skills needed to succeed in middle school and beyond. There is no numerical or letter grade for this course and it does not require work outside of the classroom.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PJ011HGY8

PROJECT-BASED LEARNING (GR 6)

COURSE DESCRIPTION: The Project-Based Learning (Gr 6) course starts with students engaging with a guiding question that lends itself to collaborative research and tasks that develop their skills in reading, writing, speaking, and listening. The course curriculum aligns to the Michigan Kindergarten Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through project-based learning leveraging complex texts based on compelling topics related to science, social studies, and literacy. Students use their research and knowledge on the topic to complete a culminating task to be presented to their peers, family, and community.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PJ009PGY6

PROJECT-BASED LEARNING (GR 7)

COURSE DESCRIPTION: The Project-Based Learning (Gr 7) course starts with students engaging with a guiding question that lends itself to collaborative research and tasks that develop their skills in reading, writing, speaking, and listening. The course curriculum aligns to the Michigan Kindergarten Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through project-based learning leveraging complex texts based on compelling topics related to science, social studies, and literacy. Students use their research and knowledge on the topic to complete a culminating task to be presented to their peers, family, and community.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PJ010PGY7

PROJECT-BASED LEARNING (GR 8)

COURSE DESCRIPTION: The Project-Based Learning (Gr 8) course starts with students engaging with a guiding question that lends itself to collaborative research and tasks that develop their skills in reading, writing, speaking, and listening. The course curriculum aligns to the Michigan Kindergarten Standards for English Language Arts (CCSS). This course focuses specifically on building content knowledge through project-based learning leveraging complex texts based on compelling topics related to science, social studies, and literacy. Students use their research and knowledge on the topic to complete a culminating task to be presented to their peers, family, and community.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PJ011PGY8

Montessori

MONTESSORI HOMEROOM (GR PreK–K)

COURSE DESCRIPTION: The Homeroom (grades PreK–K) course is an opportunity for teachers to welcome students, take attendance, and cultivate relationships that support students socially, emotionally, and academically. The structure and routines of this course include relationship building, academic progress monitoring, and character development. Montessori Homeroom allows students to build positive connections with their peers and with their teacher through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	PreK–K	PJ012MGYF

MONTESSORI HOMEROOM (GR 1–3)

COURSE DESCRIPTION: The Homeroom (grades 1–3) course is an opportunity for teachers to welcome students, take attendance, and cultivate relationships that support students socially, emotionally, and academically. The structure and routines of this course include relationship building, academic progress monitoring, and character development. Montessori Homeroom allows students to build positive connections with their peers and with their teacher through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1–3	PJ012MGYG

MONTESSORI HOMEROOM (GR 4–6)

COURSE DESCRIPTION: The Homeroom (grades 4–6) course is an opportunity for teachers to welcome students, take attendance, and cultivate relationships that support students socially, emotionally, and academically. The structure and routines of this course include relationship building, academic progress monitoring, and character development. Montessori Homeroom allows students to build positive connections with their peers and with their teacher through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4–6	PJ012MGYH

MONTESSORI HOMEROOM (GR 6–7)

COURSE DESCRIPTION: The Homeroom (grades 6–7) course is an opportunity for teachers to welcome students, take attendance, and cultivate relationships that support students socially, emotionally, and academically. The structure and routines of this course include relationship building, academic progress monitoring, and character development. Montessori Homeroom allows students to build positive connections with their peers and with their teacher through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–7	PJ012MGYK

MONTESSORI HOMEROOM (GR 7–8)

COURSE DESCRIPTION: The Homeroom (grades 7–8) course is an opportunity for teachers to welcome students, take attendance, and cultivate relationships that support students socially, emotionally, and academically. The structure and routines of this course include relationship building, academic progress monitoring, and character development. Montessori Homeroom allows students to build positive connections with their peers and with their teacher through collaborative conversations and activities.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7–8	PJ012MGYI

Montessori

MONTESSORI LANGUAGE ARTS (GR PreK–K)

COURSE DESCRIPTION: Montessori Language Arts (PreK–K) student's pre-reading skills are fostered through an immersion approach that exposes preschool and kindergarten students to phonemic awareness and phonological awareness. Course curriculum is aligned to the Michigan Kindergarten Standards for English Language Arts (CCSS). Materials such as moveable alphabets support early stages of word creation. Students are introduced to literature through reading aloud of classic stories and poetry. Writing is explored on upright blackboards, unlined, wide-lined paper as well as tracing letters into the sand.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	PreK–K	PE037MGYF

MONTESSORI LANGUAGE ARTS (GR 1–3)

COURSE DESCRIPTION: Students analyze abstract concepts of language: how, what, why, where, and when. Course curriculum is aligned to the Michigan Grade 1–3 Standards for English Language Arts (CCSS). Montessori elementary students explore written and spoken language through conversations, exposure to high quality literature, and writing experiences. Grammar and syntax are learned through active learning experiences that are embedded in the context of learning. Through every conversation, every book read aloud, and every new word that is taught, the Montessori student is learning language which supports emergent literacy skills. Knowledge is constructed by mental and physical activity rather than passive learning. Writing is taught before reading through the direct and indirect goals of the Montessori Practical Life and Sensorial works. In the Montessori Language Arts (1–3) curriculum, writing is regarded as direct preparation for reading.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1–3	PE037MGYG

MONTESSORI LANGUAGE ARTS (GR 4–6)

COURSE DESCRIPTION: The student's analysis of language begins to transition from abstract to concrete. Course curriculum is aligned to the Michigan Grade 4–6 Standards for English Language Arts (CCSS). Montessori upper elementary students focus on skill development in reading, speaking, listening, handwriting, and grammar. Interpretative reading for comprehension supports student's interests in core areas of science, geography, nature, and history through high interest books. Research skills are fostered through the preparation of reports that support writing skills and the writing process.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4–6	PE037MGYH

MONTESSORI LANGUAGE ARTS (GR 6–7)

COURSE DESCRIPTION: The student's concrete analysis of language supports the exploration of the world's classical children's literature. Course curriculum is aligned to the Michigan Grade 6–7 Standards for English Language Arts (CCSS). Creative and expository composition skills develop through the composition of short stories, poems, plays, reports, and articles. The analysis of sentence structure is studied through concrete materials and exercises that foster writing, oral language, and comprehension skills. The activities related to speaking and listening are especially important for this age group. They provide practice in public speaking, drama, interviewing, and debate.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–7	PE037MGYK

MONTESSORI LANGUAGE ARTS (GR 7–8)

COURSE DESCRIPTION: The student's concrete analysis of language supports the exploration of the world's classical children's literature. Course curriculum is aligned to the Michigan Grade 7–8 Standards for English Language Arts (CCSS). Creative and expository composition skills develop through the composition of short stories, poems, plays, reports, and articles. The analysis of sentence structure is studied through concrete materials and exercises that foster writing, oral language, and comprehension skills. The activities related to speaking and listening are especially important for this age group. They provide practice in public speaking, drama, interviewing, and debate.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7–8	PE037MGYI

Montessori

MONTESSORI MATHEMATICS (GR PreK–K)

COURSE DESCRIPTION: Students will gain awareness of numbers and number symbols one to 10. Course curriculum is aligned to the Michigan Kindergarten Standards for Mathematics Arts (CCSS). Units as tens, hundreds, and thousands are represented by specially prepared concrete learning materials that show the decimal hierarchy in three-dimensional form.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	PreK–K	PM039MGYF

MONTESSORI MATHEMATICS (GR 1–3)

COURSE DESCRIPTION: Students foster an awareness of the four basic mathematical operations: addition, subtraction, division, and multiplication through work with the Montessori Golden Bead Material. Course curriculum is aligned to the Michigan Grade 1–3 Grade Standards for Mathematics (CCSS). Abstract understanding of addition, subtraction, division, and multiplication through the Stamp Game in support of the decimal system. Fractions and geometry, using geometric inserts and three-dimensional models, are explored when introducing plane and solid shapes. Money is explored through units and exchange with real life problems.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1–3	PM039MGYG

MONTESSORI MATHEMATICS (GR 4–6)

COURSE DESCRIPTION: Students develop an understanding and fluency of multi-digit multiplication. Course curriculum is aligned to the Michigan Grade 4–6 Standards for Mathematics (CCSS). Upper elementary students develop an understanding of fraction equivalence, addition, and subtraction. Students continue to apply math in a wide range of projects and challenges such as scale drawings and calculating area and volume. Statistics and probability are explored through real life problems.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4–6	PM039MGYH

MONTESSORI MATHEMATICS (GR 6–7)

COURSE DESCRIPTION: Students develop understanding and applying proportional relationships. Course curriculum is aligned to the Michigan Grade 6–7 Standards for Mathematics (CCSS). The development of understanding of operations with rational numbers and working with expressions and linear equations. Problem solving involving scale drawings of geometric shapes help students apply these skills to solve real world problems. The study of practical application of mathematics in everyday life, such as measurement, handling finances, making economic comparisons, and statistical analysis are explored.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–7	PM039MGYK

MONTESSORI MATHEMATICS (GR 7–8)

COURSE DESCRIPTION: Students develop understanding and applying proportional relationships. Course curriculum is aligned to the Michigan Grade 7–8 Standards for Mathematics (CCSS). The development of understanding of operations with rational numbers and working with expressions and linear equations. Problem solving involving scale drawings of geometric shapes help students apply these skills to solve real world problems. The study of practical application of mathematics in everyday life, such as measurement, handling finances, making economic comparisons, and statistical analysis are explored.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7–8	PM039MGYI

Montessori

MONTESSORI SCIENCE (GR PreK–K)

COURSE DESCRIPTION: Students will differentiate between living and non-living things and animals and plants. Course curriculum is aligned to the Michigan Kindergarten Standards for Science (CCSS). In addition, early childhood students will focus on botany by identifying, naming, and labeling the external parts of plants, trees, leaves, roots, and flowers. Students will also explore the study of vertebrates in support of the animal discovery.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	PreK–K	PS239MGYF

MONTESSORI SCIENCE (GR 1–3)

COURSE DESCRIPTION: Students will differentiate between living and non-living things and animals and plants. Course curriculum is aligned to the Michigan Grade 1–3 Standards for Science (CCSS). In addition, early childhood students will focus on botany by identifying, naming, and labeling the external parts of plants, trees, leaves, roots, and flowers. Students will also explore the study of vertebrates in support of the animal discovery.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1–3	PS239MGYG

MONTESSORI SCIENCE (GR 4–6)

COURSE DESCRIPTION: Students will explore animal behavior through detailed observation systems of the human and animal body. Course curriculum is aligned to the Michigan Grade 4–6 Standards for Science (CCSS). Upper elementary students will explore health and nutrition as well as the advanced study of the inter-relationships of life forms. The development of skills using certain scientific apparatus such as microscopes, telescopes, and hand lens will be investigated.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4–6	PS239MGYH

MONTESSORI SCIENCE (GR 6–7)

COURSE DESCRIPTION: Students will explore field science skills such as tracking, listening, and observing. Course curriculum is aligned to the Michigan Grade 6–7 Standards for Science (CCSS). The development of scientific inquiry skills such as forming a hypothesis, designing experiments, and recording results will also be explored.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–7	PS239MGYK

MONTESSORI SCIENCE (GR 7–8)

COURSE DESCRIPTION: Students will explore field science skills such as tracking, listening, and observing. Course curriculum is aligned to the Michigan Grade 7–8 Standards for Science (CCSS). The development of scientific inquiry skills such as forming a hypothesis, designing experiments, and recording results will also be explored.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7–8	PS239MGYI

MONTESSORI SOCIAL STUDIES (GR PreK–K)

COURSE DESCRIPTION: Montessori Social Studies (PreK–K) students will develop a global perspective of cultures, people, and places through the study and exploration of physical geography, cultural geography, and economic geography.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	PreK–K	PH439MGYF

Montessori

MONTESSORI SOCIAL STUDIES (GR 1–3)

COURSE DESCRIPTION: Montessori Social Studies Grade 1–3 students will develop a global perspective of cultures, people, and places through the study and exploration of physical geography, cultural geography, and economic geography.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1–3	PH439MGYG

MONTESSORI SOCIAL STUDIES (GR 4–6)

COURSE DESCRIPTION: Montessori Social Studies (grades 4–6) students will develop a global perspective of cultures, people, and places through the study and exploration of physical geography, cultural geography, and economic geography.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4–6	PH439MGYH

MONTESSORI SOCIAL STUDIES (GR 6–7)

COURSE DESCRIPTION: Montessori Social Studies (grades 6–7) students will develop a global perspective of cultures, people, and places through the study and exploration of physical geography, cultural geography, and economic geography.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6–7	PH439MGYK

MONTESSORI SOCIAL STUDIES (GR 7–8)

COURSE DESCRIPTION: Montessori Social Studies (grades 7–8) students will develop a global perspective of cultures, people, and places through the study and exploration of physical geography, cultural geography, and economic geography.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7–8	PH439MGYI

Multilingual

HOMEROOM (GR K–8), BIL

COURSE DESCRIPTION: Courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards and English Language Development Standards (ELDS) with an alignment to WIDA Can Do Strategies.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PJ012XGYA

LANGUAGE ARTS (GR K–8), BIL

COURSE DESCRIPTION: This course engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student-led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PE037XGYA

Multilingual

MATHEMATICS (GR K–8), BIL

COURSE DESCRIPTION: A year long Mathematics course taught in both Spanish and English for Multilingual Learners. DPSCD core curriculum is used as the main driver of instruction and course should be taught on grade level for the students using best practices for Multilingual instruction.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PM039XGYA

SCIENCE (GR K–8), BIL

COURSE DESCRIPTION: A year-long science course taught in English and Spanish, often conducted with instructors as mentors, enables students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. Best practices for Multilingual instruction should be used to accommodate for students English and Spanish language levels and DPSCD core curriculum for Science should be used.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PS239XGYA

SOCIAL STUDIES (GR K–8), BIL

COURSE DESCRIPTION: Through the use of inquiry under the C3 Framework, K–8 students in social studies classes explore their community, state, country, and world through the use of rich primary and secondary sources. K–8 Social Studies classes are aligned to the Michigan Grade Level Context Expectations.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PH439XGYA

Physical Education & Health

HEALTH EDUCATION (GR K–8)

COURSE DESCRIPTION: Topics covered within Health Education courses may vary, but typically include personal health (nutrition, mental health, drug/alcohol abuse prevention, disease prevention, social/emotional health, physical health, body systems, and first aid) and consumer health issues. Course may also include brief studies of environmental health, personal development, and/or community resources.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PP051SGYA

PHYSICAL EDUCATION (GR K–8)

COURSE DESCRIPTION: Physical Education general courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., by third grade, students should know and be able to...). These courses provide broad content that is not organized as described elsewhere (i.e., Physical Education, early childhood education through grade 8).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PP039SGYA

PHYSICAL EDUCATION (GR K)

COURSE DESCRIPTION: Physical Education (kindergarten) courses emphasize fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon Michigan State Standards and Common Core for kindergarten.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PP030SGY0

Physical Education & Health

PHYSICAL EDUCATION (GR 1)

COURSE DESCRIPTION: Physical Education (grade 1) emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon Michigan State Standards and Common Core for first grade.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PP031SGY1

PHYSICAL EDUCATION (GR 2)

COURSE DESCRIPTION: Physical Education (grade 2) emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon Michigan State Standards and Common Core for second grade.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PP032SGY2

PHYSICAL EDUCATION (GR 3)

COURSE DESCRIPTION: Physical Education (grade 3) emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon Michigan State Standards and Common Core for third grade.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PP033SGY3

PHYSICAL EDUCATION (GR 4)

COURSE DESCRIPTION: Physical Education (grade 4) emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon Michigan State Standards and Common Core for fourth grade.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PP034SGY4

PHYSICAL EDUCATION (GR 5)

COURSE DESCRIPTION: Physical Education (grade 5) emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon Michigan State Standards and Common Core for fifth grade.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PP035SGY5

PHYSICAL EDUCATION (GR 6)

COURSE DESCRIPTION: Physical Education (grade 6) emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon Michigan State Standards and Common Core for sixth grade.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PP036SGY6

PHYSICAL EDUCATION (GR 7)

COURSE DESCRIPTION: Physical Education (grade 7) emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon Michigan State Standards and Common Core for seventh grade.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PP037SGY7

Physical Education & Health

PHYSICAL EDUCATION (GR 8)

COURSE DESCRIPTION: Physical Education (grade 8) emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon Michigan State Standards and Common Core for eighth grade.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PP038SGY8

Science

SCIENCE, SUPPLEMENTAL (GR K–8)

COURSE DESCRIPTION: Life and Physical Sciences Supplemental is designed to be taken in addition or in coordination with other life and physical science courses, providing instruction to assist students in acquiring science skills so that students attain necessary grade-level skills or reach a desired competency level.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PS996SGYA

SCIENCE (GR K)

COURSE DESCRIPTION: This year-long kindergarten science course allows students begin to explore science content through their natural curiosity and eagerness to learn. Students will utilize their five senses to gain information about the world around them, recognizing patterns and formulating answers to questions about real-world phenomena. Science and Engineering Practices are utilized throughout four major units of study to develop an understanding of disciplinary core ideas: Forces and Interaction, Interdependent Relationships in Ecosystems, Weather and Climate, and Engineering and Design. This course is based on Michigan Science Standards.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PS230SGY0

SCIENCE (GR 1)

COURSE DESCRIPTION: This year-long first grade science course allows students to continue exploring science content through their natural curiosity and eagerness to learn. This inquisitiveness leads to students asking a variety of questions that deepen their understanding of the world, recognizing patterns and formulating answers to questions about real-world phenomena. Students will use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Light and Sound; Structure and Function; Space Systems; Engineering and Design. This course is based on Michigan Science Standards.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PS231SGY1

SCIENCE (GR 2)

COURSE DESCRIPTION: This year-long second grade science course allows students to begin to apply prior knowledge and skills to expand their comprehension of the natural world. Students continue recognizing patterns and formulating answers to questions about real-world phenomena. Students use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Structure and Properties of Matter, Interdependent Relationships in Ecosystems, Earth's Systems, and Engineering and Design. This course is based on Michigan Science Standards.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PS232SGY2

Science

SCIENCE (GR 3)

COURSE DESCRIPTION: This year-long third grade science course allows students to become increasingly aware of the patterns and processes of the natural world. As students continue recognizing these patterns and formulating answers to questions about real-world phenomena, they begin to communicate this information in a more sophisticated manner. Students use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Forces and Interactions, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, and Engineering and Design. This course is based on Michigan Science Standards.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PS233SGY3

SCIENCE (GR 4)

COURSE DESCRIPTION: This year-long fourth grade science course requires students to become increasingly aware of scientifically accurate components involved in processes of the natural world around them. As students recognize these patterns and formulate answers to questions about real-world phenomena, they begin to realize the importance of identifying evidence when communicating explanations and constructing models. Students use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Energy; Structure and Function, Earth's System, and Engineering and Design. This course is based on Michigan Science Standards.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PS234SGY4

SCIENCE (GR 5)

COURSE DESCRIPTION: This year-long fifth grade science course requires students to utilize skills that they have developed to conduct more refined measurements of data and communicate scientific explanations with evidence about the natural world around them. As students continue identifying patterns and formulating answers to questions about real-world phenomena, they revise explanations and model-based new information. Students use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Structure and Properties of Matter, Earth's Systems, Space Systems, and Engineering and Design. This course is based on Michigan Science Standards.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PS235SGY5

SCIENCE (GR 6)

COURSE DESCRIPTION: This year-long sixth grade science course requires students to become more responsible learners and utilize skills that they have developed to define problems more precisely, conduct more refined measurements of data, and analyze that data to optimize the final solution for a problem based on real-world phenomena. Students use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Structure and Properties of Matter, Chemical Reactions, Interdependent Relationships in Ecosystems, and Engineering and Design. This course is based on Michigan Science Standards.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PS236SGY6

SCIENCE (GR 7)

COURSE DESCRIPTION: This year-long science seventh grade course requires students to become more responsible learners and utilize skills they have developed to define problems more precisely, conduct more refined measurements of data, and analyze that data to optimize the final solution for a problem based on real-world phenomena. Students use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Forces and Interactions, Weather and Climate, Chemical Reactions, and Engineering and Design. This course is based on Michigan Science Standards.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PS237SGY7

Science

SCIENCE (GR 8)

COURSE DESCRIPTION: This year-long eighth grade science course requires students to become more responsible learners and utilize skills they've developed to define problems more precisely, conduct more refined measurements of data, and analyze that data to optimize the final solution for a problem based on real-world phenomena. Students use Science and Engineering Practices to collaborate, take ownership of their learning, and make meaningful connections throughout four major units of study to deepen their understanding of disciplinary core ideas: Forces and Interactions, Weather and Climate, Chemical Reactions, and Engineering and Design. This course is based on Michigan Science Standards.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PS238SGY8

STEM LAB (GR K–8)

COURSE DESCRIPTION: Using inquiry, reflection, and social implications of essential and core standards, students develop inquiry, exploration, reflection, social implications, and develop basic research techniques. This course is designed for students with an interest in science and STEM for the purpose of developing their knowledge and skills in independent scientific study and research. Students will learn to develop a research plan based on a specific problem, develop and implement an investigation, collect and analyze information and data, and formulate conclusion(s) based on collected data. Students will write research and present their project(s).

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PS996LGYA

Social Studies

AFRICAN AMERICAN HISTORY (GR K–8)

COURSE DESCRIPTION: This course explores the unique African heritage and culture that has influenced the lives of African Americans in the Diaspora. The major purpose of this course is to develop an understanding of the role and contributions of African Americans to the growth and development of the United States. The course offers opportunities to examine the historical significance of African Americans from African origins through present times.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PH107AGYA

CONTEMPORARY WORLD ISSUES (GR K–8)

COURSE DESCRIPTION: This course surveys the political, social, economic, and environmental issues facing contemporary human society. Students move beyond basic geography skills and participate in civic discussions around issues of the contemporary world.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K–8	PH064SGSA

SOCIAL STUDIES (GR K)

COURSE DESCRIPTION: Using a familiar context for five and six-year olds, kindergartners learn about the social studies disciplines (history, geography, civics, government, and economics) through the lens of the Myself and Others text. Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PH430SGY0

Social Studies

SOCIAL STUDIES (GR 1)

COURSE DESCRIPTION: In first grade, students continue to explore the social studies disciplines of history, geography, civics, government, and economics through an integrated approach using the context of school and families. This is the students' first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PH431SGY1

SOCIAL STUDIES (GR 2)

COURSE DESCRIPTION: In second grade, students continue the integrative approach to social studies through the context of the local community. This is the first-time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics, government, and economics.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PH432SGY2

SOCIAL STUDIES (GR 3)

COURSE DESCRIPTION: Third grade students explore the social studies disciplines of history, geography, civics, government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third-grade content expectations help prepare students for more sophisticated studies of their country and world in later grades.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PH433SGY3

SOCIAL STUDIES (GR 4)

COURSE DESCRIPTION: Using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics, government, and economics through the lens of Michigan history and the United States.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PH434SGY4

SOCIAL STUDIES (GR 5)

COURSE DESCRIPTION: The fifth-grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics, government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth-grade expectations begin a more disciplinary-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon student understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PH435SGY5

SOCIAL STUDIES (GR 6)

COURSE DESCRIPTION: Sixth grade content includes North America, Central America, the Caribbean, and South America. Europe and Russia may be included with either Western or Eastern Hemisphere Studies. World History Eras 1–3 are included in grades 6 and 7 as a foundation for high school World History and Geography.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PH436SGY6

Social Studies

SOCIAL STUDIES (GR 6), HONORS

COURSE DESCRIPTION: The honors 6th grade Social Studies course functions at an accelerated pace. In this course students study the same content outlined in the general course description but go deeper into topics through the study of more primary sources and document-based questions.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PH436DHY6

SOCIAL STUDIES (GR 7)

COURSE DESCRIPTION: Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1–3, of the Eastern Hemisphere and will study contemporary geography of the Eastern Hemisphere. Contemporary civics, government, and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they compose civic persuasive essays using reasoned argument.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PH437SGY7

SOCIAL STUDIES (GR 7), HONORS

COURSE DESCRIPTION: The honors 7th grade Social Studies course functions at an accelerated pace. In this course students study the same content outlined in the general course description but go deeper into topics through the study of more primary sources and document-based questions.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PH437DHY7

SOCIAL STUDIES (GR 8)

COURSE DESCRIPTION: Eighth grade students continue their study of United States history from the writing of the Constitution through Reconstruction. Geographic, civics, government, and economics content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context. Where appropriate, they make comparisons to relevant contemporary issues.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PH438SGY8

SOCIAL STUDIES (GR 8), HONORS

COURSE DESCRIPTION: The honors 8th grade Social Studies course functions at an accelerated pace. In this course students study the same content outlined in the general course description but go deeper into topics through the study of more primary sources and document-based questions.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PH438DHY8

World Languages

AMERICAN SIGN LANGUAGE (GR K)

COURSE DESCRIPTION: In the kindergarten grade ASL curriculum, students focus on developing their receptive and expressive language skills. They begin by learning common greeting phrases seen at school used with their teacher and classmates. The class is divided into three units. In the introductory unit students learn how to fingerspell their names and classroom vocabulary. The second unit introduces students to numbers and colors, and food vocabulary. In the final unit, ASL vocabulary, non-manual markers and ASL grammar are taught and applied through students learning to communicate likes and dislikes.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PL850SGY0

AMERICAN SIGN LANGUAGE (GR 1)

COURSE DESCRIPTION: In the first grade, students continue to develop their receptive and expressive language skills. In unit one, the number and color vocabulary is expanded, and the full alphabet is introduced. Students learn vocabulary related to nature, animals, and the environment. In the second unit, students' grammar expands by learning common words and phrases related to family, home, and emotions. Students learn time vocabulary, giving them the ability to answer, who, what, and when questions. In the last unit, students are familiarized with classifiers by learning how to sign classroom items and their relative shape, size, and movement. Students learn basic ASL grammar structure and incorporate non-manual markers within their phrases to convey more information.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PL850SGY1

AMERICAN SIGN LANGUAGE (GR 2)

COURSE DESCRIPTION: Foundational expressive and receptive skills in ASL through using their eyes and body for language is established in the second grade and moves to understanding natural concepts. Unit one expands number vocabulary and introduces basic arithmetic concepts and time vocabulary. They learn to incorporate numbers into signs, and learn time signs and where they are placed in an ASL statement. In unit two, students focus on fingerspelling; students begin to learn and use native fingerspelling techniques. Also, they are introduced to a new statement type, the WH-question. The third unit focuses on classifier rules and students learn to build it into their statements, further expanding on their vocabulary used outside the classroom, such as additional words and phrases related to school and their community.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PL850SGY2

AMERICAN SIGN LANGUAGE (GR 3)

COURSE DESCRIPTION: Third grade's focus is to build on concepts learned. Students expand on ASL words and phrases related to the students' world around them too. In unit one, students expand their understanding of classifiers by adding new, larger objects that are harder to manipulate. They also expand on their number vocabulary; students learn counting and arithmetic with large numbers, and are introduced to money signs. In unit two, students continue to use WH-questions and personal pronouns, and learn how to use possessive pronouns. Students break away from traditional ASL statements and begin to use ASL within their 3D space and learn about Point of Reference. They also learn to use Passive Hand Reference. In unit three, students expand on school related words and phrases and learn school subjects' vocabulary. They are introduced to a new statement type, Yes-No questions, and are also taught conjunctions and lexicalized fingerspelling. Students begin to learn differences between English and ASL by translating simple phrases and sentences from English to ASL and vice versa.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PL850SGY3

World Languages

AMERICAN SIGN LANGUAGE (GR 4)

COURSE DESCRIPTION: In fourth grade, students pull together concepts learned in previous grades and begin to develop ASL literacy skills. They develop receptive and expressive skills as they learn to express concepts in ASL, using their 3D space and classifier rules as they continue to develop their translation skills. Students are first introduced in unit one to non-, uni- and multi-directional verbs and to the concept of shared space interactions, expanding on their communication skills in ASL. Unit two focuses on expanding students' learning of number rules by learning the difference between cardinal and ordinal numbers. Students learn how to sign calendar years, and are introduced to a new statement type, conditional clauses, to further expand their non-manual marker use and to be able to express cause and effect. In the last unit, students learn to fingerspell names of the U.S. states. Students are introduced to ASL storytelling, narratives, literature, and to ASL sentence structure.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PL850SGY4

AMERICAN SIGN LANGUAGE (GR 5)

COURSE DESCRIPTION: Foundational ASL skills are established in fifth grade and focus shifts to the expansion of students' skills in the areas of vocabulary, grammar, and the practical application of the language. The focus of fifth grade is on improving students' receptive and expressive skills in ASL. In the first unit, students expand on number knowledge and learn large numbers, fractions, and decimals. They go a step further and problem solve using the ASL numbers system. Also, they continue to expand their use of Point of Reference by showing relationships between nouns. In the second unit, students' vocabulary expands to include how to sign religions and vocabulary found in daily routines while exploring ASL storytelling and narratives. To develop ASL comprehension skills, students learn idiomatic expressions found in the deaf community. The third unit focuses on rules of fingerspelling, the rule of assimilation and double letters; and to expand language use, they are taught the four different types of plurality found in ASL. They expand their non-manual marker use by learning about incorporated adverbs.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PL850SGY5

AMERICAN SIGN LANGUAGE (GR 6)

COURSE DESCRIPTION: In the sixth grade ASL curriculum, the focus is on utilizing 3D space to describe events. Students expand their signing by learning to describe large areas in unit one. They expand on their receptive skills by understanding Point of View in spaces around them relative to their locations, and are introduced to rhetorical questions to expand on their sentence structure skills. In the second unit, to sign stories and narratives, students learn to use the space around them to show the location of characters and objects, role shifting between characters, repetition, and rhythm. The focus of this unit is on expanding students' vocabulary of words and phrases through ASL storytelling. The third unit focuses on structuring a narrative/argument in ASL using the diamond feature of discourse. Students learn about ASL variations and dialects found in the U.S., as well as more idiomatic signs found in the deaf communities. Students are introduced to the grammatical feature called temporal aspects and learn how verbs are inflicted with specific handshapes and movements to indicate what type of action is taking place.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PL850SGY6

AMERICAN SIGN LANGUAGE (GR 7)

COURSE DESCRIPTION: ASL storytelling employs various literary devices and elements not found in spoken literature, and in the seventh grade, students learn to employ features unique to ASL. The focus of seventh grade ASL is to expand on students' learning of words, phrases, and sentence structure, and to further develop their language, literacy, and biliteracy skills through ASL storytelling and narrative. In the first unit, students are introduced to new verb concepts called reciprocal and geographical verbs, and learn to use more of their facial expressions and non-manual markers to represent levels of intensity in order to be able to enhance their narrative and communication skills. In unit two, students learn to use classifiers, markers, and palm orientation to visually describe their home, and they are introduced to the fingerspelling rules of vowel and consonant clusters. In unit three, students learn how to incorporate time into verbs to indicate the frequency and length of time that an action occurs. They also learn the rules of signing an address, including fingerspelling and number rules, and how to give walking/driving directions in ASL.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PL850SGY7

World Languages

AMERICAN SIGN LANGUAGE (GR 8)

COURSE DESCRIPTION: With the focus of the curriculum being on expansion of students' proficiency in ASL, students use vocabulary, grammar, and sentence structures to present information and to engage storytelling and narrative in ASL. In the first unit, students learn a lot of vocabulary. Students learn new types of verbs called body anchor verbs and geographical verbs; they also learn to express complaints and ailments. They learn the rules of descriptor classifiers allowing students to convey physical characteristics of objects, people, and animals. The second unit is focused on presentational skills in ASL with an added layer of teaching them to present and lay out data within their 3D space in ASL. In the same unit, they are introduced to concept words in ASL where one word may have many different signs depending on the meaning behind the word. Students also learn about negations in ASL to indicate something is not true or doesn't exist. In the last unit, students will have a strong foundation in ASL vocabulary and several different areas of ASL are pulled together, such as classifiers, non-manual marker rules, indexing in space, showing actions/verbs, and dialogues for students to learn how to sequence a narrative within 3D space.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PL850SGY8

ARABIC (GR K)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for kindergartners, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PL750SGY0

ARABIC (GR 1)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for first graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PL750SGY1

ARABIC (GR 2)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for second graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PL750SGY2

ARABIC (GR 3)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for third graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PL750SGY3

World Languages

ARABIC (GR 4)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fourth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PL750SGY4

ARABIC (GR 5)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fifth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PL750SGY5

ARABIC MS A

COURSE DESCRIPTION: This course is recommended for students taking the first Arabic course in middle school. This standard-based, proficiency-oriented language course focuses on engaging learners grades 6–8 in learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on frequency of exposure to the language. Compelling, age-appropriate, and authentic comprehensible input in the target language is provided to develop the three modes of communication and interculturality.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PL750SGY6

ARABIC MS B

COURSE DESCRIPTION: This course is recommended for students taking the second Arabic course in middle school. This standard-based, proficiency-oriented language course focuses on engaging learners grades 6–8 in learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on frequency of exposure to the language. Compelling, age-appropriate, and authentic comprehensible input in the target language is provided to develop the three modes of communication and interculturality.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PL750SGY7

ARABIC MS C

COURSE DESCRIPTION: This course is recommended for students taking the third Arabic course in middle school. This standard-based, proficiency-oriented language course focuses on engaging learners grades 6–8 in learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on frequency of exposure to the language. Compelling, age-appropriate, and authentic comprehensible input in the target language is provided to develop the three modes of communication and interculturality.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PL750SGY8

World Languages

CHINESE (GR K)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for kindergartners, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PL400SGY0

CHINESE (GR 1)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for first graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PL400SGY1

CHINESE (GR 2)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for second graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PL400SGY2

CHINESE (GR 3)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate, and authentic age-appropriate content for third graders, comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PL400SGY3

CHINESE (GR 4)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fourth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PL400SGY4

CHINESE (GR 5)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fifth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PL400SGY5

World Languages

CHINESE (GR 6)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate, and authentic age-appropriate content for sixth graders, comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PL400SGY6

CHINESE (GR 7)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for seventh graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PL400SGY7

CHINESE (GR 8)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for eighth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PL400SGY8

FRENCH (GR K)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for kindergartners, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PL100SGY0

FRENCH (GR 1)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for first graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PL100SGY1

FRENCH (GR 2)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for second graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PL100SGY2

World Languages

FRENCH (GR 3)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for third graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PL100SGY3

FRENCH (GR 4)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fourth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PL100SGY4

FRENCH (GR 5)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fifth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PL100SGY5

FRENCH (GR 6)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for sixth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PL100SGY6

FRENCH (GR 7)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for seventh graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PL100SGY7

FRENCH (GR 8)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for eighth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PL100SGY8

World Languages

JAPANESE (GR K)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for kindergartners, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PL450SGY0

JAPANESE (GR 1)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for first graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PL450SGY1

JAPANESE (GR 2)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for second graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PL450SGY2

JAPANESE (GR 3)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for third graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PL450SGY3

JAPANESE (GR 4)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fourth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PL450SGY4

JAPANESE (GR 5)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging learners grades 5–8 into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fifth graders, and authentic comprehensible input in the target language is provided to develop the three modes of communication and interculturality.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PL450SGY5

World Languages

JAPANESE (GR 6)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging learners grades 5–8 into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for sixth graders, and authentic comprehensible input in the target language is provided to develop the three modes of communication and interculturality.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PL450SGY6

JAPANESE (GR 7)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging learners grades 5–8 into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for seventh graders, and authentic comprehensible input in the target language is provided to develop the three modes of communication and interculturality.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PL450SGY7

JAPANESE (GR 8)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging learners grades 5–8 into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for eighth graders, and authentic comprehensible input in the target language is provided to develop the three modes of communication and interculturality.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PL450SGY8

SPANISH (GR K)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for kindergartners, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	K	PL050SGY0

SPANISH (GR 1)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for first graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	1	PL050SGY1

SPANISH (GR 2)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for second graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	2	PL050SGY2

World Languages

SPANISH (GR 3)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for third graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	3	PL050SGY3

SPANISH (GR 4)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fourth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	4	PL050SGY4

SPANISH (GR 5)

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging young learners into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate content for fifth graders, and authentic comprehensible input in the target language is provided to develop interpretive listening and speaking skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	5	PL050SGY5

SPANISH MS A

COURSE DESCRIPTION: Spanish grades 6–8 are language courses in which comprehensible input in Spanish is integrated into the classroom routine and classroom activities. Language instruction is grade appropriate with deliberate attention on progression in proficiency and competency. Students acquire and progress in reading, writing, speaking, and listening skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	6	PL050SGY6

SPANISH MS B

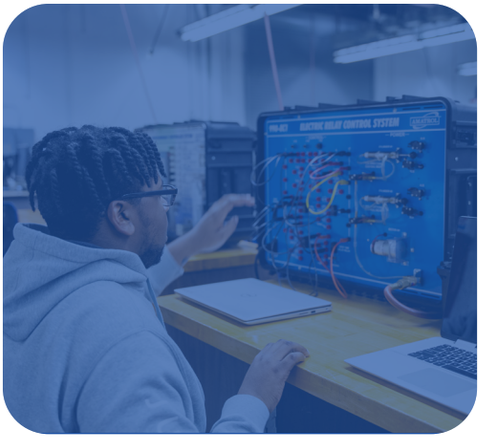
COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging learners grades 6–8 into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate, and authentic comprehensible input in the target language is provided to develop the three modes of communication and interculturality.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	7	PL050SGY7

SPANISH MS C

COURSE DESCRIPTION: This standard-based, proficiency-oriented language course focuses on engaging learners grades 6–8 into learning languages in an inviting, rich-language environment. Learners acquire the target language and progress to higher levels of language proficiency, based on the frequency of exposure to the language. Compelling, age-appropriate, and authentic comprehensible input in the target language is provided to develop the three modes of communication and interculturality.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	8	PL050SGY8















HIGH SCHOOL

Career & Technical Education
CTE at Technical Centers (CTC)

CTC APPLIED HORTICULTURE AND OPERATIONS

COURSE DESCRIPTION: Also known as Agriscience, this program focuses on the general production and processing of domesticated plants, shrubs, flowers, foliage, trees, ground covers, and related plant materials. It also covers the management of technical and business operations connected with horticultural services, and basic scientific principles needed to understand plant management and care.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC010601R[1,2]

CTC APPLIED HORTICULTURE AND OPERATIONS, COMZ

COURSE DESCRIPTION: Also known as Agriscience, this advanced program focuses further on the general production and processing of domesticated plants, shrubs, flowers, foliage, trees, ground covers, and related plant materials. It also covers the management of technical and business operations connected with horticultural services, and basic scientific principles needed to understand plant management and care.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC010601Z[1,2]

CTC AUTO TECH (ASE CERT) I

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed their approved CTE program. The course may lead to industry-recognized certifications and/or licenses. In semester two of this course, students will learn horn, wiper/washer, and accessory diagnosis and repair; fuel, air induction, and exhaust systems diagnosis and repair; general brake systems diagnosis/hydraulic system diagnosis and repair; and miscellaneous (wheel bearings, parking brakes, electrical, etc.)

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC470604R[1,2]

CTC AUTO TECH (ASE CERT) II

Prerequisite: CTC Auto Tech (ASE Cert) I

COURSE DESCRIPTION: This course focuses student learning on suspension system diagnosis and repair, steering system diagnosis and repair, wheel and tire diagnosis and repair, leadership, customer service and teamwork, drum and disc brake diagnosis, and repair of anti-lock brake and traction control systems. The culminating semester of this course focuses on automotive service repair competencies with an emphasis on professional service and diagnostic procedures. They learn the operation of automotive systems and perform hands-on job orders relative to: engine performance, brakes, steering/suspension, electrical/electronic systems, and engine repair. Students who successfully complete these courses are expected to take the Michigan Mechanic Certification Examination(s).

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC470604R[3,4]

CTC AUTO TECH (ASE CERT), COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Automotive Technician (CC470604R[1,2] and CC470604R[3,4]), a a two-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and/or dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC470604Z[1,2]

Career & Technical Education
CTE at Technical Centers (CTC)

CTC COLLISION REPAIR TECH (ASE CERT) I

COURSE DESCRIPTION: In this introductory course students explore the auto body shop while learning the importance of shop safety. Students will also learn about collision repair careers. Students are introduced to paint spraying equipment, car surface and preparation, as well as mixing and applying paints and primers.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC470603R[1,2]

CTC COLLISION REPAIR TECH (ASE CERT) II

Prerequisite: CTC Collision Repair Tech (ASE Cert) I

COURSE DESCRIPTION: In this sequence course, students study car and panel detailing, damage analysis/estimating, and refinishing certifications. Students use advanced refinish equipment while studying advanced color mixing/refining and paint problems/defects.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC470603R[3,4]

CTC COLLISION REPAIR TECH (ASE CERT), COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Collision Repair Technician (CC470603R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and/or dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC470603Z[1,2]

CTC CONSTRUCTION TRADES

COURSE DESCRIPTION: This course introduces students to the concepts of carpentry, masonry, and plumbing. Students will identify and safely operate all hand and power tools used in the trade. This course emphasizes safety and career awareness. Students begin to conduct advance builds and repairs in carpentry, masonry, and plumbing. Students also have an opportunity to earn OSHA-10 or OSHA 30 certifications.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC460000R[1,2]

CTC CONSTRUCTION TRADES, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Construction Trades (CC460000R[1,2]), a one-year program. The course may lead to an additional industry-recognized certifications. license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC460000Z[1,2]

CTC COOKING AND RELATED CULINARY ARTS

COURSE DESCRIPTION: In this course, students are introduced to basic culinary arts and services, sanitation and safety, and employment opportunities. Students have the opportunity to rotate through all areas of employment in a commercial food establishment. Students explore gourmet cuisines and services, strengthening their basic skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC120500R[1,2]

Career & Technical Education
CTE at Technical Centers (CTC)

CTC COOKING AND RELATED CULINARY ARTS, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Cooking and Related Culinary Arts (CC120500R[1,2]), a one-year program. The course may lead to an additional industry-recognized certifications. license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC120500Z[1,2]

CTC COSMETOLOGY I

COURSE DESCRIPTION: This course provides training in the care and services that are directed toward beautifying hair, skin, and nails. Students learn and practice cosmetology laws and rules, as well as safety and sanitation. Students explore careers in cosmetology and the services of beauty culture such as manicuring, arching, makeup, and facials are all demonstrated and practiced.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC120400R[1,2]

CTC COSMETOLOGY II

Prerequisite: CTC Cosmetology I

COURSE DESCRIPTION: This course focuses on learning and practicing client communications, scalp and hair treatments, and chemical hair restructuring. This course also features a study of applied chemistry while learning and practicing the art of hair coloring. Students receive instruction in anatomy, physiology, bacteriology, electricity, and salon management.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC120400R[3,4]

CTC COSMETOLOGY, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Cosmetology (CC120400R[1,2]), a one-year program. The course may lead to an additional industry-recognized certifications. license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC120400Z[1,2]

CTC ELECTRICAL AND POWER TRANSMISSION INSTALLATION I

COURSE DESCRIPTION: In this course, students learn basic electrical theory; as well as the basics of commercial wiring. Students are able to wire a small home with supervision.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC460301R[1,2]

CTC ELECTRICAL AND POWER TRANSMISSION INSTALLATION II

Prerequisite: CTC Electrical and Power Transmission Installation I

COURSE DESCRIPTION: In this course, students learn basic commercial and industrial wiring skills such as symbols, relays, and contractors.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC460301R[3,4]

Career & Technical Education
CTE at Technical Centers (CTC)

CTC ELECTRICAL AND POWER TRANSMISSION INSTALLATION, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Electrical and Power Transmission Installation (CC460301R[1,2]), a one-year program. The course may lead to an additional industry-recognized certifications. license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC460301Z[1,2]

CTC GRAPHIC PRINT TECHNOLOGIES AND COMMUNICATIONS

COURSE DESCRIPTION: This introductory course exposes students to graphic design and desktop publishing. This course introduces concept development, thumb-nailing, typography, and image designs. Advanced photo and digital imaging, website design, and concepts of drawing, painting, coloring, shading, and applying texture and layer to create illusionary 3-D images are included.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC100301R[1,2]

CTC GRAPHIC PRINT TECHNOLOGIES AND COMMUNICATIONS, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Graphics and Printing Technology and Communication (CC100301R[1,2]), a one-year program. The course may lead to an additional industry-recognized certifications. license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC100301Z[1,2]

CTC HEATING, A/C, VENTILATION, AND REFRIGERATION I

COURSE DESCRIPTION: In this course, students install and service various types of climate control systems, read wiring diagrams, learn troubleshooting techniques using multi-meters and other testing equipment, recover refrigerant, and learn charging systems and soldering and brazing techniques. This course also focuses on gas heating and troubleshooting procedures. Students learn to recognize and calculate problems in heating systems. Students are introduced to specialized tools and equipment used to accomplish these tasks.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC470201R[1,2]

CTC HEATING, A/C, VENTILATION, AND REFRIGERATION II

Prerequisite: CTC Heating, A/C, Ventilation, and Refrigeration I

COURSE DESCRIPTION: In this course, students learn to locate system malfunctions in heating, cooling, and refrigeration systems. Students focus on using electrical testing instruments and qualifying as an entry level H-VAC technician. Portfolios will be developed as students prepare to sit for the EPA Certification (Stationery HVACR Systems and Equipment).

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC470201R[3,4]

Career & Technical Education
CTE at Technical Centers (CTC)

CTC HEATING, A/C, VENTILATION, AND REFRIGERATION, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Heating, Air Conditioning, Ventilation, and Refrigeration (HVAC) (CC470201R[1,2]), a one-year program. The course may lead to an additional industry-recognized certifications. license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC470201Z[1,2]

CTC HOME FURNISHING, EQUIPMENT INSTALL, AND CONSULTING

COURSE DESCRIPTION: In this introductory course, students learn measurement techniques and drafting. They are introduced to the principles and elements of design and color theory. Students practice methods of painting, drywall, and design techniques. Students further develop employability skills through the practice of leadership and teamwork.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC190605R[1,2]

CTC HOME FURNISHING, EQUIPMENT INSTALL, AND CONSULTING, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Home Furnishings Equipment and Installation Consultants (CC190605R[1,2]), a one-year program. The course may lead to an additional industry-recognized certifications. license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC190605Z[1,2]

CTC LINEWORKER

COURSE DESCRIPTION: A program that prepares students to apply technical knowledge to install, operate, maintain, and repair local, long-distance, and rural electric power cables and communication lines; erect and construct pole and tower lines; and install underground lines and cables.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC460303R[1,2]

CTC LINEWORKER COMZ

COURSE DESCRIPTION: An advanced program with further technical training for students who have completed CTC Lineworker (CC460303R[1,2]), a one-year program. This course prepares students to further apply their technical knowledge to install, operate, maintain, and repair local, long-distance, and rural electric power cables and communication lines; erect and construct pole and tower lines; and install underground lines and cables. The course may lead to an additional industry-recognized certifications, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC460303Z[1,2]

Career & Technical Education
CTE at Technical Centers (CTC)

CTC MECHATRONICS I

COURSE DESCRIPTION: In this course, students explore the integrated principles from four engineering disciplines: electrical, mechanical, computer, and industrial. Students will learn about robots, machines, electronics, hydraulics, pneumatics, electrical motor controls, sensors, computer-aided design (CAD), programming, programmable logic controls (PLC), diagnostics, computer numeric control (CNC), and other topics that together form the basis of smart devices used in robotics and advanced automated systems. Concepts will begin to intersect through a combination of learning strategies including: hands-on learning, computer-based lessons, use of high tech trainers and equipment, industry experts and site visits, and student-created projects that apply learning and allow students to develop novel solutions to challenges.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC144201R[1,2]

CTC MECHATRONICS II

Prerequisite: CTC Mechatronics I

COURSE DESCRIPTION: In this second year course, students will incorporate and build upon their knowledge of mechatronics learned in the first year through more complex, project based application. Additional opportunity for work-based learning, student leadership, and competition will be incorporated.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC144201R[3,4]

CTC MECHATRONICS, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Mechatronics (CC144201R[1,2]), a one-year program. The course may lead to an additional industry-recognized certifications, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC144201Z[1,2]

CTC SPECIALIZED MERCHANDISING, SALES, AND MARKETING OPERATIONS

COURSE DESCRIPTION: In this course, students are introduced to the basic functions of marketing, economics, and customer relations. Students become more familiar with selling, promotion, distribution, and entrepreneurship experiences.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC521999R[1,2]

CTC SPECIALIZED MERCHANDISING, SALES, AND MARKETING OPERATIONS, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Merchandise, Sales, & Services, Marketing & Entrepreneurship (CC521999R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC521999Z[1,2]

Career & Technical Education
CTE at Technical Centers (CTC)

CTC WELDING, BRAZING & SOLDERING

COURSE DESCRIPTION: In this introductory course, students receive an occupational orientation that focuses on safety and health for welders. Students are introduced to shielding metal arc welding. Students are trained in the complete comprehensive basics of welding, cutting, and fabrication. Students gain experience with oxyacetylene welding, brazing, shielded metal, and gas tungsten arc welding. Students are exposed to gas cutting, drawing, and welding symbols.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC480508R[1,2]

CTC WELDING, BRAZING & SOLDERING, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTC Welding, Brazing, and Soldering (CC480508R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	CC480508Z[1,2]

Career & Technical Education
CTE at High School (CTE)

CTE ANIMAL HEALTH & VETERINARY SCIENCE

COURSE DESCRIPTION: In this initial course, students will explore careers in veterinary medicine. Students will study veterinary terminology, anatomy, physiology, animal health and care, safety and treatment, pet emergency care, and veterinary office practices. Career related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH010903R[1,2]

CTE ANIMAL HEALTH & VETERINARY SCIENCE, COMZ

Prerequisite: CTE Animal Health & Veterinarian Science

COURSE DESCRIPTION: This is the second year continuation of CTE Animal Health & Veterinarian Science. Students will gain more technical understanding and working knowledge of the veterinary industry. Students will prepare for their pathway through robust projects, work-based learning experiences, and pre-apprenticeships where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH010903Z[1,2]

CTE BUSINESS ADMINISTRATION MANAGEMENT AND OPERATIONS I

COURSE DESCRIPTION: This introductory course teaches essential business skills while focusing on professional development and information management. Students will increase their knowledge and experience as well as gaining essential employment skills by learning the roles and responsibilities of an entrepreneur.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH520299R[1,2]

Career & Technical Education

CTE at High School (CTE)

CTE BUSINESS ADMINISTRATION MANAGEMENT AND OPERATIONS II

Prerequisite: Business Administration Management and Operations I

COURSE DESCRIPTION: This course is designed to focus on financial analysis, economics, and advanced applications. Students will further their knowledge and experience in management support through the study of strategic management, business law, operations, and business processes.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH520299R[3,4]

CTE BUSINESS ADMINISTRATION MANAGEMENT AND OPERATIONS, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Business Administration, Management, and Operations (CH52099R[1,2] and CH52099R[3,4]), a two-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH520299Z[1,2]

CTE COMPUTER AND INFORMATION SYSTEM SECURITY

COURSE DESCRIPTION: A program that prepares students for computer and network maintenance of security devices, systems, and procedures, which includes security system design, law and regulations, risk assessment, investigation techniques, troubleshooting, and more.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH111003R[1,2]

CTE COMPUTER PROGRAMMING/PROGRAMMER

COURSE DESCRIPTION: This CTE program focuses on the general writing and implementation of generic and customized programs to drive operating systems, and prepares individuals to apply the methods and procedures of software design and programming to software installation and maintenance.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH110201R[1,2]

CTE COMPUTER SYSTEMS, NETWORKING, AND TELECOMMUNICATIONS I

COURSE DESCRIPTION: This course provides a study of the computer environment and practice of selected applications on the personal computer. Students will develop skills and learn business-related procedures common to various entry-level technology jobs.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH110901R[1,2]

CTE COMPUTER SYSTEMS, NETWORKING, AND TELECOMMUNICATIONS II

Prerequisite: CTE Computer Systems, Networking, and Telecommunications I

COURSE DESCRIPTION: This course follows the Cisco CCNA curriculum which is primarily designed for Cisco Networking Academy students who are seeking entry-level information and communication technology (ICT) skills. CCNA provides general networking theory, practical experience, opportunities for career exploration, and soft-skills development.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH110901R[3,4]

Career & Technical Education

CTE at High School (CTE)

CTE COMPUTER SYSTEMS, NETWORKING, AND TELECOMMUNICATIONS, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Computer Systems Networking and Telecommunications (CH110901R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH110901Z[1,2]

CTE DIGITAL MULTIMEDIA AND INFORMATION RESEARCH DESIGN

COURSE DESCRIPTION: Multimedia is designed to allow students to become technologically literate. Technological literacy is the ability to use appropriate technologies to create information, communicate ideas, develop strategies for problem solving, and making informed decisions for real world situations. In this class, students will learn how to efficiently and effectively use Web Design in a hands-on introduction to designing, building, and launching websites.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH110801R[1,2]

CTE DIGITAL MULTIMEDIA AND INFORMATION RESEARCH DESIGN, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Digital Multimedia and Information Research Design (CH110801R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH110801Z[1,2]

CTE EDUCATION GENERAL

COURSE DESCRIPTION: This initial course includes competencies and skills needed to become a professional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, and other skills needed to support the learning activities of students. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH130000R[1,2]

CTE EDUCATION GENERAL, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Education General (CH130000R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH130000Z[1,2]

Career & Technical Education

CTE at High School (CTE)

CTE ENGINEERING TECH

COURSE DESCRIPTION: A program that prepares students to apply basic engineering principles and technical skills in support of engineers who are engaged in a wide variety of projects. Instruction includes various engineering support functions for research, production, operations, and applications to specific engineering specialties.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH150000R[1,2]

CTE ENGINEERING TECH, COMZ

COURSE DESCRIPTION: An advanced program with coursework and further technical training for students who have completed CTE Engineering Tech (CH150000R[1,2]), a one-year program. This course prepares students to apply their learned engineering principles and technical skills in support of engineers who are engaged in a wide variety of projects. Instruction includes various engineering support functions for research, production, operations, and applications to specific engineering specialties. The CTC counselor or program instructor must approve student enrollment in this course. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH150000Z[1,2]

CTE FINANCE AND FINANCIAL MANAGEMENT SERVICES I

COURSE DESCRIPTION: In this course, students will learn basic financial literacy skills and explore journalizing, posting, and financial reporting. Students may become eligible to earn the EverFi Financial Literacy certification.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH520800R[1,2]

CTE FINANCE AND FINANCIAL MANAGEMENT SERVICES II

COURSE DESCRIPTION: This is the second-year CTE course for Finance and Financial Management Services I (CH520800R[1,2]). Students must compete the full first-year course before enrolling. In this second year CTE course, students will learn advance financial literacy skills and explore journalizing, posting, and financial reporting. Students will become eligible to earn industry certifications.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH520800R[3,4]

CTE FINANCE AND FINANCIAL MANAGEMENT SERVICES, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Finance and Financial Management Services (CH520800R[1,2] and CH520800R[3,4]), a two-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH520800Z[1,2]

Career & Technical Education

CTE at High School (CTE)

CTE GRAPHIC PRINT TECHNOLOGIES AND COMMUNICATIONS I

COURSE DESCRIPTION: This introductory course exposes students to the field of graphic design and desktop publishing. This course introduces concept development, thumb-nailing, typography, and image designs. Advanced photo and digital imaging, website design, and concepts of drawing, painting, coloring, shading, and applying texture and layer to create illusionary 3-D images are included. These courses help students investigate printmaking media, techniques, and processes, in addition to providing instruction about the purposeful arrangement of images, symbols, and text to communicate a message.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH100301R[1,2]

CTE GRAPHIC PRINT TECHNOLOGIES AND COMMUNICATIONS II

COURSE DESCRIPTION: This course provides advance coursework for students who have completed CTE Graphic Print Technologies and Communications I, (CH100301R[1,2]). They will learn concept development, thumb-nailing, typography, and image designs. Advanced photo and digital imaging, website design, and concepts of drawing, painting, coloring, shading, and applying texture and layers to create illusionary 3-D images are included.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH100301R[3,4]

CTE GRAPHIC PRINT TECHNOLOGIES AND COMMUNICATIONS, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Graphics and Print Technologies and Communications (CH00301R[1,2] and CH00301R[3,4]), a two-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH100301Z[1,2]

CTE HEALTH SERVICES, ALLIED HEALTH, AND HEALTH SCIENCE

COURSE DESCRIPTION: In this course, students learn the importance of safety in the medical industry. Students receive multi-skilled training responsive to current changes in the health care industry. Students use anatomy and physiology knowledge while studying medical terminology. Communication, technical skills, and employability are central topics. Students focus on basic medical assisting skills: blood pressure, pulse, respiratory, and up to 53 other nursing skills. Students work in teams while focusing on systems, legal charting, and ethics.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH510000R[1,2]

CTE HEALTH SERVICES, ALLIED HEALTH, AND HEALTH SCIENCE, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Health Service, Allied Health, and Health Science (CH51000R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH510000Z[1,2]

Career & Technical Education

CTE at High School (CTE)

CTE MECHANICAL DRAFTING I

COURSE DESCRIPTION: This is an introductory computer aided drawing and design course. It will provide the student with an overview of drawings produced with the use of the computer. Students will explore software capability by generating various configurations and develop operational skills to include among others; input of graphic commands, editing, filing, imaging, rotating and copying, plotting and printing for drawings.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH151306R[1,2]

CTE MECHANICAL DRAFTING II

Prerequisite: CTE Mechanical Drafting I

COURSE DESCRIPTION: This course covers the fundamentals of blueprint reading as applied to specific problems. Designed for pre-engineers, draftsmen, machine operators, machine repairmen, electronic technicians, inspectors, and supervisors.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH151306R[3,4]

CTE MECHANICAL DRAFTING, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Mechanical Drafting (CH151306R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH151306Z[1,2]

CTE PUBLIC SAFETY AND PROTECTION SERVICES I

COURSE DESCRIPTION: This course begins with history, traditions, terminology, organization and operation of the service. This course is primarily designed to cover basic concepts of fire science and safety and to introduce students to the physical rigors of firefighting. This course is taught at the Detroit Fire Department Training Facility by Detroit Fire trainers.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH430100R[1,2]

CTE PUBLIC SAFETY AND PROTECTION SERVICES, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Public Safety and Protection Services (CH430100R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH430100Z[1,2]

CTE RADIO AND TV BROADCASTING TECH I

COURSE DESCRIPTION: In this introductory course, students will learn the fundamentals of theory, pre-production, and production.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH100202R[1,2]

Career & Technical Education

CTE at High School (CTE)

CTE RADIO AND TV BROADCASTING TECH II

Prerequisite: CTE Radio and TV Broadcasting Tech I

COURSE DESCRIPTION: In this course, students will gain leadership and employability skills while studying media's effect on society and post-production. During the last semester of this course, students will explore emerging technology, post-production, and employment.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH100202R[3,4]

CTE RADIO AND TV BROADCASTING TECH, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Radio and TV Broadcasting Tech (CH1000202R[1,2] and CH1000202R[3,4]), a two-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH100202Z[1,2]

CTE SPECIALIZED MERCHANDISING, SALES, AND MARKETING OPERATIONS

COURSE DESCRIPTION: In this course, students are introduction to the basic functions of marketing, economics, and customer relations. Students will become familiar with selling, promotion, and distribution.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH521999R[1,2]

CTE SPECIALIZED MERCHANDISING, SALES, AND MARKETING OPERATIONS II

Prerequisite: CTE Specialized Merchandising, Sales, and Marketing Operations I

COURSE DESCRIPTION: This course focuses on marketing, information management, and product planning. Students explore the concepts of entrepreneurship and career development.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH521999R[3,4]

CTE SPECIALIZED MERCHANDISING, SALES, AND MARKETING OPERATIONS, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Specialized Merchandise Sales and Marketing Operations (CH521999R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH521999Z[1,2]

CTE WELDING, BRAZING, AND SOLDERING

COURSE DESCRIPTION: In this introductory course, students receive an occupational orientation that focuses on the safety and health for welders. Students also be introduced to shielding metal arc welding. Students are trained in the complete comprehensive basics of welding, cutting, and fabrication. Students gain experience with oxyacetylene welding, brazing, shielded metal, and gas tungsten arc welding. Students are exposed to gas cutting, drawing, and welding symbols.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH480508R[1,2]

Career & Technical Education

CTE at High School (CTE)

CTE WELDING, BRAZING, AND SOLDERING, COMZ

COURSE DESCRIPTION: This course provides advanced coursework and further technical training for students who have completed CTE Welding, Brazing, and Soldering (CH480508R[1,2]), a one-year program. The course may lead to an additional industry-recognized certification, license, WBL internship, apprenticeship, and dual-enrollment opportunities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	CH480508Z[1,2]

Career Pathways

Non-CTE Electives

ANIMAL HEALTH & VETERINARY SCIENCE I

COURSE DESCRIPTION: In this initial course, students will explore careers in veterinary medicine. Students will study veterinary terminology, anatomy, and physiology, animal health and care, safety and treatment, pet emergency care, and veterinary office practices. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SF105SGS[1,2]

ANIMAL HEALTH & VETERINARY SCIENCE II

Prerequisite: Animal Health & Veterinary Science I

COURSE DESCRIPTION: This is the second year continuation of Animal Health & Veterinarian Science I. Students will gain more technical understanding and working knowledge of the veterinary industry. Students will prepare for their pathway through robust projects, work-based learning experiences, and pre-apprenticeships where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SF105SGS[3,4]

AVIATION I

COURSE DESCRIPTION: This initial course will provide the foundation for advanced exploration in the areas of flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible. Students will gain an understanding of career opportunities in aviation and aerospace and the critical issues affecting the aviation system. Career related activities, projects and work-based learning experiences are included, where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SN053SGS[1,2]

AVIATION II

Prerequisite: Aviation I

COURSE DESCRIPTION: This course is designed to deepen students understanding and working knowledge of careers in Aviation. Advanced simulators are used to teach flying skills as part of the curriculum during class. Students will rotate through different labs that help them foster technical skills through hands-on group work. These settings gives students the chance to be in leadership roles as the foreman of the class or crew chief of their small group. Students will continue the exploration of their pathway through projects and work-based learning experiences.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SN053SGS[3,4]

Career Pathways
Non-CTE Electives

BUSINESS AND OFFICE CAREER EXPLORATION

COURSE DESCRIPTION: The Business and Office Career Exploration (non-CTE) course engages students in activities that will allow them to explore careers and develop the necessary skills to make meaningful decisions about their career choice. This course is designed to help students explore career pathways and gain knowledge about the expectations, skills, training, and education required by careers in business. Topics include functional office tasks such as answering phones, filing, using Microsoft programs, and customer service.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB001SGS[1,2]

BUSINESS LAW

COURSE DESCRIPTION: This course is designed to provide students with an overview of our legal system, including statutes and regulations that affect businesses, families, and individuals in a variety of ways. Areas of study will include how laws are formed, procedures in civil and criminal cases, making contracts, terminating contracts, responsibilities of minors, being a consumer, purchasing power, purchasing insurance, personal and real property rights, starting a business, and leadership skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB054SGS[1,2]

BUSINESS MANAGEMENT I

COURSE DESCRIPTION: This course provides opportunities to learn and experience a variety of topics in the field of business. Students are exposed to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media. Course activities involve students in writing, investigating, problem-solving, demonstrating, and reporting. Career related activities, projects and work-based learning experiences are included, where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB052SGS[1,2]

CAREER EXPLORATION

COURSE DESCRIPTION: This course is designed to help students explore their career interests and introduce them to career pathways available at the school while studying the options they have for education, careers and the world of work. The course will cover the career development process including self-awareness, career awareness, exploration, and preparation. Students will set goals, develop plans of study, improve communication, identify leadership qualities, develop a resume, and interviewing skills. Students will also understand a variety of career clusters, attributes, and aptitudes needed in particular occupations and careers.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ151PGS[1,2]

CAREER PREPARATION, JAG

COURSE DESCRIPTION: This course is only available for students enrolled in Jobs for America's Graduates. Students work daily on building competencies in career-related skills, such as resume writing, interviewing for jobs, time management, verbal and written communication, team leadership, goal-setting, computer skills, and financial literacy.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SU001OGS[1,2]

Career Pathways
Non-CTE Electives

CAREER PREPARATION, WBLE

COURSE DESCRIPTION: This course is only available for students who have completed Career Exploration (A or B) and have an assigned work-site placement verified by a work-based learning training agreement and training plan. Students participate in job-readiness pre-work sessions and are assigned to an employment site for work-based learning experience.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	SZ998UGS[1,2]

DIGITAL MEDIA DESIGN AND PRODUCTION

COURSE DESCRIPTION: This class explores what it means to be a producer in this digital age. Students will function as the lead producer for several projects: a commercial for a real-world product or client, a news feature/profile and a final comprehensive project of a 3–5 minute mini-documentary featuring themselves as the product/client. This project will serve as the student's portfolio assignment.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SK153SGS[1,2]

DIGITAL MULTIMEDIA I

COURSE DESCRIPTION: This initial course is designed to educate students on a wide range of introductory topics including graphic design, animation, audio production, video production, and web design. Students develop skills to produce web-ready communications, learn graphic design principles, and website and app development. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI249IGS[1,2]

DIGITAL MULTIMEDIA II

Prerequisite: Digital Multimedia I

COURSE DESCRIPTION: This course provides a deeper understanding of Digital Multimedia including film and video production techniques, graphic and website design with emphasis on composition, color theory, and principles of design and production. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI249IGS[3,4]

DIGITAL MUSIC AND EDITING

COURSE DESCRIPTION: Students will build on previously learned editing skills by learning and becoming certified in the industry standard Adobe Premiere Pro digital video editing software. Nesting, multi-cam, adjustment layers, color correction, and effects will be some of the concepts taught.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SK051EGS[1,2]

EMPLOYABILITY SKILLS

COURSE DESCRIPTION: The Employability Skills (non-CTE) course is designed to help students realize the importance of education, recognize personal strengths, and build self-esteem, while learning a career planning process. Students continue to gain knowledge about the expectations, skills, training, and education required by multiple careers.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ152SGS[1,2]

Career Pathways
Non-CTE Electives

ENGINEERING I

COURSE DESCRIPTION: This initial course explores the different disciplines of engineering and provides students with a broad background in different areas of engineering. Students will have an opportunity to investigate and employ engineering and scientific concepts to find solutions to engineering design problems. Students will develop skills in problem solving and design, while learning strategies for design process documentation, collaboration, and presentation. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST005PGS[1,2]

ENGINEERING II

Prerequisite: Engineering I

COURSE DESCRIPTION: This course is designed to deepen students understanding and technical knowledge of the engineering field. Students will explore the invention process and work through the engineering design process to find a solution to a problem. Students will also work with engineers to design, build, and test a product. Students will continue the exploration of their pathway through projects and work-based learning experiences.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST005PGS[3,4]

FOUNDATIONS OF IT AND CYBERSECURITY

COURSE DESCRIPTION: This initial pathway course will introduce students to Information Technology including foundational cybersecurity topics like computer networking fundamentals, software security, and basics of cryptography. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI002IGS[1,2]

FUNDAMENTALS OF GIS

COURSE DESCRIPTION: GIS (Geographic Information Systems) is a computer-based tool that uses spatial (geographic) data to analyze and solve real-world problems. This course is designed to introduce the student to the basic introductory principles and techniques of GIS.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST058PGS2

HEALTH CARE OCCUPATIONS I

COURSE DESCRIPTION: This initial course focuses on fundamental knowledge and clinical skills necessary for various occupations in the healthcare field. Students will build a foundation of basic patient care skills and an understanding of health care systems, communication, medical terminology, basic anatomy and physiology, legal and ethical issues, safety, and infection control principles. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SO002SGS[1,2]

Career Pathways
Non-CTE Electives

HEALTH CARE OCCUPATIONS II

Prerequisite: Health Care Occupations I

COURSE DESCRIPTION: This course provides a deeper understanding of advanced medical terminology integrated with Anatomy and Physiology. The students do a study of basic medical math, an individual career study project relating to their future health career area and investigate current issues in health care. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SO002SGS[3,4]

INTERNATIONAL BUSINESS

COURSE DESCRIPTION: This course focuses on a wide range of international business topics including the essentials of managing organizations, business economics, marketing, and accounting.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB056SGS1

INTRO TO COACHING

COURSE DESCRIPTION: Coaching courses emphasize the responsibilities, duties, and problems in training and instructing athletes and athletic teams. Course topics typically include principles of behavior, teaching, physical and mental training, and team management. Different coaching philosophies, outcomes, and styles may also be covered.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SP018PGS1

INTRO TO ENTREPRENEURSHIP

COURSE DESCRIPTION: This course focuses on recognizing a business opportunity, starting a business, operating, and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal, and economic environments will be developed throughout projects in this course. Work-based learning experiences will be included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB053SGS[1,2]

MARKETING AND ENTREPRENEURSHIP I

COURSE DESCRIPTION: This initial course is the gateway to a career in business, marketing, and management. Students will gain an understanding of the role marketing plays in the global economy and its importance. Students will apply creative thinking skills in the areas of social media, selling, promotion, strategic market planning, product/service planning, and career exploration. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB164EGS[1,2]

Career Pathways
Non-CTE Electives

MARKETING AND ENTREPRENEURSHIP II

Prerequisite: Marketing and Entrepreneurship I

COURSE DESCRIPTION: This course provides a deeper understanding of marketing, management, and entrepreneurship. Marketing concepts including salesmanship, interviewing, merchandising, management, retailing, and promotion. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB164EGS[3,4]

MEDICAL TERMINOLOGY

COURSE DESCRIPTION: This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate medical procedures, human anatomy and physiology, and pathophysiology.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SO154SGS[1,2]

MULTIMEDIA DESIGN

COURSE DESCRIPTION: Students learn to convey cohesive messages across multiple media platforms while developing introductory skills in vector and bitmap design, animation and motion graphics, video and audio production, and interactive tools. The course emphasizes visual design elements and principles, wireframing and prototyping methodologies, and the creation of print, video, and interactive media products.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI205PGS

MUSIC AND MEDIA PRODUCTION I

COURSE DESCRIPTION: This initial pathway course will introduce students to a broad range of music and media production careers such as AV and printing technology, visual arts, journalism and broadcast, telecommunications, and performing arts. Career-related activities, projects, and work-based learning experiences are included where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SK051MGS[1,2]

MUSIC AND MEDIA PRODUCTION II

Prerequisite: Music and Media Production I

COURSE DESCRIPTION: This course provides a deeper understanding of the music and media production pathway. Students will describe the history, terminology, occupations, and value of audio, video and film technology; demonstrate the use of basic tools and equipment used in audio, video and film production; analyze the importance of health, safety and policies/procedures common in arts, audio/video technology, and explore their pathway through projects and work-based learning experiences where possible.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SK051MGS[3,4]

Career Pathways
Non-CTE Electives

OFFICE AND ADMINISTRATIVE TECH

COURSE DESCRIPTION: The Office and Administrative Technologies (non-CTE) course engages students in activities that help prepare them for entry-level positions as administrative assistants and office specialists in variety of professional settings. Students will learn essential business skills while focusing on professional development and information management.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB003SGS[1,2]

SOCIOLOGY OF SPORTS

COURSE DESCRIPTION: This course examines institutionalized sport from a sociological perspective. Gender, race, and social class will be the primary topics from which to understand sport as a social institution. This course is intended to help you develop a better understanding of how sports is related to broader sociological processes in society, with special focus on community.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH259PGS1

SPORTS ANALYTICS

COURSE DESCRIPTION: This course explores three primary areas of sports analytics: measuring and predicting player and team performance, strategic decision-making in sports, and applications in fantasy sports and sports betting. Students learn how to rank players and teams, forecast performance, assess player value, evaluate streaks and performance patterns, and analyze game-time decisions. The course also introduces lineup optimization for fantasy sports, bankroll management for sports betting, and analytical approaches to proposition bets.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SM205PGS1

SPORTS MARKETING

COURSE DESCRIPTION: Sports Marketing allows students to develop techniques in building various marketing campaigns, growing a customer base, and attracting sponsors related to sporting events. Students also learn about the various techniques to improve fan engagement.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB001PGS1

SPORTS MEDIA

COURSE DESCRIPTION: This course introduces students to the specialized field of sports journalism, with a focus on reporting across high school, collegiate, professional, and Olympic sports. Students engage with sports journalists from various media platforms while developing skills in writing, reporting, and producing sports stories in multimedia formats.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SK101PGS1

Career Pathways
Non-CTE Electives

SPORTS MEDICINE

COURSE DESCRIPTION: This course provides high school students with a general overview of athletic training, sports medicine, and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management, and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines, and the role they play in the physically active community. Students enrolled in this class will not provide patient care.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SO062PGS1

VETERINARY SCIENCE I

COURSE DESCRIPTION: This course will expose students to Biomedical Science and Pre-Veterinary Medicine. Students will use this knowledge to develop their understanding of the human and animal body, conduct medical research, and create innovative technologies, cures, bionics, and equipment to save and change human and animal lives.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SF105PGS[1,2]

WRITING FOR MEDIA

COURSE DESCRIPTION: This course emphasizes scriptwriting for various forms of digital media and film, while developing foundational technical production skills that support and enhance written storytelling.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SK056WGS[1,2]

Computer Science and Science, Technology, Engineering & Mathematics (STEM)

ACADEMIC GAMES (9–12)

COURSE DESCRIPTION: Students will be introduced to the foundational concepts and competitive strategies of Academic Games, a district initiative designed to develop critical thinking, logical reasoning, and academic excellence. This course is designed for schools with a certified district Academic Games coach and an active competing team. Students explore core games including Equations, On-Sets, and Wff 'N Proof, developing mathematical reasoning and problem-solving skills through structured gameplay, practice, and strategic analysis. This course prepares students for competitive participation at the district and regional level.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM999GGS[1,2]

AP COMPUTER SCIENCE A

COURSE DESCRIPTION: AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS[1,2] courses in colleges and universities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI157SAS[1,2]

Computer Science and Science, Technology, Engineering & Mathematics (STEM)

AP COMPUTER SCIENCE PRINCIPLES

COURSE DESCRIPTION: In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI019SAS[1,2]

CHESS (9–12)

COURSE DESCRIPTION: In this course, students will develop critical thinking, strategic planning, and analytical reasoning skills through the study and practice of chess. This course covers foundational principles including piece movement, piece value, tactics, openings, and middle and endgame theory. Students progressively build competitive chess skills through structured gameplay, problem-solving exercises, and strategic analysis. This course is designed to support the District's Chess initiative – schools with a certified district chess coach and an active competing team may use this course to formally prepare students for competitive play. Students who demonstrate exceptional skill and dedication may have the opportunity to represent their school in the Metro Detroit Scholastic Chess League, as well as State, Regional, and National competitions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SZ999SGS[1,2]

CIVIL ENGINEERING

COURSE DESCRIPTION: In this course, students will be introduced to contemporary civil engineering disciplines with an emphasis on foundational problem-solving tools and the engineering design process. Working collaboratively in teams, students develop technical skills essential to a civil engineering career while building an appreciation for professional ethics, respect, and the role of professional societies.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST011SGS[1,2]

CIVIL ENGINEERING AND ARCHITECTURE, DP

COURSE DESCRIPTION: Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. This course includes an introduction to many of the varied factors involved in building design and construction, including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1	Semester	9–12	ST012DGS[1,2]

COMPUTER PROGRAMMING

COURSE DESCRIPTION: In this course, students will be introduced to object-oriented programming and foundational software development concepts, including classes, objects, control structures, and basic data structures. Through hands-on lab experiences, students apply programming skills to solve common problems while building a strong conceptual foundation in software design and development.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI152SGS[1,2]

Computer Science and Science, Technology, Engineering & Mathematics (STEM)

COMPUTER SCIENCE PRINCIPLES

COURSE DESCRIPTION: In this course, Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing, so all students understand how these concepts are transforming the world we live in.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI011SGS[1,2]

DIGITAL ELECTRONICS

COURSE DESCRIPTION: This course is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world electronics. Digital electronics is the foundation of all modern electronic devices such as cell phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST008SGS[1,2]

ENGINEERING APPLICATIONS

COURSE DESCRIPTION: in this course, students will be introduced to the core design and analysis of algorithms and foundational data structures, including lists, trees, graphs, and traversal methods. Students develop essential programming skills in C and C++, exploring pointers, structures, unions, and encoding techniques while building a strong foundation in abstraction and computational problem-solving.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST002SGS[1,2]

ENGINEERING COMPREHENSIVE

COURSE DESCRIPTION: In this course, students will be introduced to the engineering design process, research methodologies, and technical documentation standards. Through activity- and project-based learning, students develop foundational teamwork and communication skills while examining the global and human impacts of engineering solutions. Students begin building creative problem-solving abilities and an understanding of engineering standards as applied to real-world challenges.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST005SGS[1,2]

ENGINEERING TECHNOLOGY

COURSE DESCRIPTION: In this course, Engineering Technology emphasizes practice and the application of theory to solve real-world problems. Although the subject areas of core courses in both engineering technology and traditional engineering are similar, engineering technology courses stress the application of engineering techniques, while traditional engineering courses focus on the development of concepts.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST003SGS[1,2]

Computer Science and Science, Technology, Engineering & Mathematics (STEM)

EXPLORATION IN CODING

COURSE DESCRIPTION: Students will build their understanding of core computing concepts through interactive coding practices that help students gain familiarity with Python syntax and commands. Additional online and offline activities will challenge students to problem solve and think critically.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI152EGS[1,2]

FOUNDATIONS OF PROGRAMMING

COURSE DESCRIPTION: This course provides the core knowledge to begin programming. The course will cover creating small programs to explore conditions, loops, variables, and expressions. Students work with different types of data and begin to understand how they affect memory, writing modular code.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI152FGS[1,2]

GAME DESIGN

COURSE DESCRIPTION: This course will focus on making production art functional in a video game environment. Students will learn the skills necessary to make their characters animatable and will obtain a thorough understanding of the different tasks that are associated with technical animation. In addition to contributing to the student's base of artistic and technical knowledge, this course will provide students with the knowledge necessary to create art that will function in a video game environment. Topics covered include: creating complex character rigs, working with motion capture files, the generation of sprite-based animation and effects, and the implementation of particle effects for use in a game engine.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI203GGS[1,2]

INTRO TO PROGRAMMING

COURSE DESCRIPTION: Introduction to Programming uses Python as a basis for learning general programming skills. Students learn programming principles by comparing Python to other programming languages. They use models as a way to quickly solve new problems using knowledge and techniques already learned. Students complete over 60 programs in the course, including both text and graphics/animation programs. In addition to programming, students learn program design, documentation, formal debugging, and testing. Finally, students examine career opportunities in programming.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI152PGS

INTRODUCTION TO COMPUTER TECHNOLOGY

COURSE DESCRIPTION: In this course, students will be introduced to the foundational concepts of computer science and its technologies, including computational systems, hardware, software, and data interpretation. Students explore internet connectivity, the World Wide Web, and basic computer networking principles while developing an understanding of digital media and big data in contemporary computing environments.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI001SGS[1,2]

Computer Science and Science, Technology, Engineering & Mathematics (STEM)

INTRODUCTION TO ENGINEERING DESIGN

COURSE DESCRIPTION: In this course, students will be introduced to the engineering design cycle, exploring the foundational stages of design, prototyping, and development. Students examine core engineering concepts including properties of materials and stress analysis while applying the design process to hands-on projects that build an understanding of engineering principles and their real-world applications.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST006IGS[1,2]

PRE-ENGINEERING TECH

COURSE DESCRIPTION: This course is designed to give students a strong foundation in math, science, and basic engineering principles that you can build upon through further and more specialized study. Students will be introduced to the engineering professions and learn about workplace expectations and problem-solving through teamwork.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	ST001SGS[1,2]

PRINCIPLES OF ENGINEERING

COURSE DESCRIPTION: This course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. The course gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST004SGS[1,2]

ROBOTICS (9–12)

COURSE DESCRIPTION: This is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots. Course information will be tied to lab experiments; students will work in groups to build and test increasingly more complex mobile robots, culminating in an end-of-semester robotics competition. Students will be divided into groups and complete a variety of construction and programming activities within the confines of these groups.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST009SGS[1,2]

WEB DESIGN

COURSE DESCRIPTION: In this course, students will be introduced to the foundational languages of the web through HTML and CSS, developing the technical skills necessary to structure and style web content. Students explore the planning and visual design process, examining principles of layout, typography, color theory, and user experience. Through hands-on projects, students design and develop original web pages that demonstrate both technical proficiency and creative design thinking.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SA254SGS[1,2]

Computer Science and Science, Technology, Engineering & Mathematics (STEM)

WEB DEVELOPMENT I

COURSE DESCRIPTION: This course, with Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS) as its foundation, will teach students to develop and design responsive web sites through coding, testing, debugging and implementation of web-based services. This course will also allow students to learn about content management systems, client-side languages, server-side languages, and database concepts. The course is designed to give students foundational knowledge of front-end and back-end development to address the presentation and data access layers of web site development.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI201SGS[1,2]

English Language Arts (ELA)

AP ENGLISH LANGUAGE AND COMPOSITION

COURSE DESCRIPTION: AP English Language and Composition is typically an 11th grade English course. The course is aligned to the Michigan Common Core State Standards. AP English Language also aligns with the national SAT standardized assessment. The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts, including images as forms of text, from a range of disciplines and historical periods.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 11	0.5	Semester	9–12	SE005SAS[1,2]

AP ENGLISH LITERATURE AND COMP

COURSE DESCRIPTION: AP English Language and Composition is typically a 12th grade English course. The course aligns to the standards and structure of the Michigan Common Core State Standards. The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 12	0.5	Semester	9–12	SE006SAS[1,2]

AP RESEARCH

COURSE DESCRIPTION: This course is designed for students who are simultaneously taking AP ELA 12 Literature or Comp. The course design comes from College Board.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE105SAS[1,2]

English Language Arts (ELA)

AP SEMINAR

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

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ110SAS[1,2]

AP SEMINAR: ENGLISH (GR 10)

COURSE DESCRIPTION: AP Seminar is a foundational course in the AP Capstone program that engages students in inquiry-based learning across a range of texts and topics. Students develop skills in critical reading, research, evidence-based writing, collaboration, and presentation through analysis of complex issues and multiple perspectives. Instruction aligns to Grade 10 ELA standards while advancing students' ability to construct and communicate well-supported arguments.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 10	0.5	Semester	10	SE013SAS[1,2]

CREATIVE WRITING I

COURSE DESCRIPTION: Creative Writing I engages students in learning to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course explores various aspects of writing, including poetry and prose. Emphasis is placed on the writing process, portfolio building and the effective traits of writing.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE104SGS[1,2]

CREATIVE WRITING II

Prerequisite: Creative Writing I

COURSE DESCRIPTION: Creative Writing II engages students in learning to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course follows Creative Writing I and continues to explore various aspects of writing, including poetry and prose. Emphasis is placed on the writing process, portfolio building and extensive editing.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE104SGS[3,4]

DEBATE FORENSICS

COURSE DESCRIPTION: This course engages students in learning to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course continues to strengthen their listening and thinking skills, while employed in the preparation of affirmative and negative briefs. Debate Forensics extends learning from other debate courses as students continue to write precise and clear debate briefs and engages students in forensic debates.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SE153FGS[1,2]

English Language Arts (ELA)

DEBATE I

COURSE DESCRIPTION: This course engages students in developing their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course prepares students to think quickly and logically in competitive settings. Students are taught to use debate protocols in both teacher-led and student-led activities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SE153SGS[1,2]

DEBATE II

Prerequisite: Debate I

COURSE DESCRIPTION: This course engages students developing their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course continues to prepare students to think quickly and logically in competitive settings. Debate II extends learning and students become more confident with using debate protocols during an argument.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SE153SGS[3,4]

ENGLISH LANGUAGE ARTS I (GR 9)

COURSE DESCRIPTION: Ninth grade English Language Arts I engages students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards. The course specifically builds content around themes and essential questions that drive classroom instructional routines to facilitate critical thinking and college and career readiness. Students will engage in close reading, collaborative discussions, analysis of text details, analysis of craft and structure, style, tone, and word choice analysis through multiple entries into fiction, nonfiction, and informational texts. The course focuses on reading of diverse texts through national and world perspectives, excerpts and full-texts of literature, and novel studies. Students will engage in various modes of writing such as narrative, explanatory, informational, argumentative, and nonfiction narrative writing. Student knowledge in grammar, mechanics, and usage will also be reinforced through interaction with literature.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 9	0.5	Semester	9	SE001SGS[1,2]

ENGLISH LANGUAGE ARTS I (GR 9), HONORS

COURSE DESCRIPTION: In addition to English I course content, students will be required to explore a more intense and rigorous study of reading, writing, speaking, viewing, and listening. Students may engage in deeper novel studies on an accelerated path and experience the traditional ninth grade course through additional literary analysis and heightened performance tasks.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 9	0.5	Semester	9	SE001SHS[1,2]

ENGLISH LANGUAGE ARTS II (GR 10)

Prerequisite: English Language Arts I

COURSE DESCRIPTION: The English Language Arts II course for 10th grade continues engagement of students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards. The course specifically builds content around core themes and essential questions that drive classroom instructional routines to facilitate critical thinking and college and career readiness. Students will engage in close reading, collaborative discussions, analysis of text details, analysis of craft and structure, style, tone, and word choice analysis through multiple entries into fiction, nonfiction, and informational texts. The course focuses on reading of diverse texts through national and world perspectives, excerpts and full-texts of literature and novel studies that foster the analysis of stories, characters, and informational text that allow for conclusions about human condition. Students will engage in writing in various modes such as narrative, explanatory, informational, argumentative, and nonfiction narrative writing. Student knowledge in grammar, mechanics, and usage will also be reinforced through interaction with literature.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 10	0.5	Semester	10	SE002SGS[1,2]

English Language Arts (ELA)

ENGLISH LANGUAGE ARTS II (GR 10), HONORS

Prerequisite: English Language Arts I

COURSE DESCRIPTION: In addition to English II, students will be required to explore a more intense and rigorous study of reading, writing, speaking, viewing, and listening. Students may engage in deeper novel studies on an accelerated path and experience the traditional 10th grade course through additional literary analysis and heightened performance tasks.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 10	0.5	Semester	10	SE002SHS[1,2]

ENGLISH LANGUAGE ARTS III (GR 11)

Prerequisite: English Language Arts II

COURSE DESCRIPTION: The 11th grade English Language Arts III course continues engagement of students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards. The course specifically builds content around core themes and essential questions that drive classroom instructional routines to facilitate critical thinking, college and career readiness. Students will engage in close reading, collaborative discussions, analysis of text details, analysis of craft and structure, style, tone, and word choice analysis through multiple entries into fiction, nonfiction, and informational texts. The course deepens understanding of the impact of language on culture and language's ability to drive initiatives within society. The course focuses on reading of diverse texts through analysis of seminal and other historical founding documents, and historical events and experiences through excerpts, poetry, short stories, and full-texts of literature and novel studies that foster critical analysis. Students will engage in writing in various modes such as narrative, explanatory, informational, argumentative, and nonfiction narrative writing. Student knowledge in grammar, mechanics, and usage will also be reinforced through interaction with literature.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 11	0.5	Semester	11	SE003SGS[1,2]

ENGLISH LANGUAGE ARTS III (GR 11), HONORS

Prerequisite: English Language Arts II

COURSE DESCRIPTION: In addition to English III, students will be required to explore a more intense and rigorous study of reading, writing, speaking, viewing, and listening. Students may engage in deeper novel studies on an accelerated path and experience the traditional 11th grade course through additional literary analysis and heightened performance tasks.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 11	0.5	Semester	11	SE003SHS[1,2]

ENGLISH LANGUAGE ARTS IV (GR 12)

Prerequisite: English Language Arts III

COURSE DESCRIPTION: The 12th grade English Language Arts IV course continues engagement of students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards for eleventh grade. The course specifically builds content around core themes and essential questions that drive classroom instructional routines to facilitate critical thinking, college and career readiness. Students will engage in close reading, collaborative discussions, analysis of text details, analysis of craft and structure, style, tone, and word choice analysis through multiple entries into fiction, nonfiction, and informational texts. The course deepens understanding of the impact of language on culture and language's ability to drive initiatives within society. The course offers an immersion into British literature through canonical themes, poetry, plays and full-texts of literature and novel studies that foster critical analysis. Students will engage in writing in various modes such as narrative, explanatory, informational, argumentative, and nonfiction narrative writing. Student knowledge in grammar, mechanics, and usage will also be reinforced through interaction with literature.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 12	0.5	Semester	12	SE004SGS[1,2]

English Language Arts (ELA)

ENGLISH LANGUAGE ARTS IV (GR 12), HONORS

Prerequisite: English Language Arts III

COURSE DESCRIPTION: In addition to English IV, students will be required to explore a more intense and rigorous study of reading, writing, speaking, viewing, and listening. Students may engage in deeper novel studies on an accelerated path and experience the traditional eleventh grade course through additional literary analysis and heightened performance tasks.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 12	0.5	Semester	12	SE004SHS[1,2]

ENGLISH LANGUAGE ARTS LAB

COURSE DESCRIPTION: The Language Arts Lab is a course designed to improve the reading, writing, speaking, and listening skills of high school learners and adheres to the guidelines of the Michigan Common Core State Standards. This class will focus on providing small group differentiated instruction. The Literacy Lab course is tailored to meet each student's individual needs and support classroom instruction.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE009SGS[1,2]

ENGLISH TEST PREP, SAT (GR 10)

COURSE DESCRIPTION: In this one semester course, students engage in preparation to take the SAT exam in the spring. The course includes focus on the SAT English Language Arts domains of reading, writing, speaking, and listening, and additional topics in related content areas. Khan Academy's Official SAT Practice is also integrated into the course framework.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	10	SE203AGS1

ENGLISH TEST PREP, SAT (GR 11)

COURSE DESCRIPTION: In this one semester course, students engage in preparation to take the SAT exam in the spring. The course includes focus on the SAT English Language Arts domains of reading, writing, speaking, and listening, and additional topics in related content areas. Khan Academy's Official SAT Practice is also integrated into the course framework.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	11	SE203BGS1

INTRODUCTION TO COMMUNICATION

COURSE DESCRIPTION: This course engages students in learning to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course is an introduction to the field of communication with emphasis on the contexts in which communication occurs. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SK001SGS[1,2]

English Language Arts (ELA)

JOURNALISM

COURSE DESCRIPTION: Journalism engages students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards. This course covers the fundamentals of news writing through reading-to-write skills and strategies that identify and reveal news, accommodate audience, determine story value, and uncover sources of information and general news.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SK101SGS[1,2]

LATINO LITERATURE IN THE U.S.

COURSE DESCRIPTION: This elective course is designed for 9th to 12th grade students and offers an in-depth exploration of Latino literature, highlighting the significant contributions of Latino writers and cultural figures in the U.S. Students will engage with a variety of themes including movement and migration, labor, family, and modern identity through novels, short stories, poetry, nonfiction texts, and other forms of media. The course aims to provide a comprehensive understanding of the Latino experience in the United States, enhancing students' appreciation of the diverse perspectives and cultural narratives that shape contemporary society.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE064SGS[1,2]

LITERATURE OF THE 21ST CENTURY

COURSE DESCRIPTION: Literature of the 21st Century engages students in learning to develop their skills in reading, writing, speaking, and listening using contemporary texts that are relevant to our times and our spaces. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course specifically focuses on the analysis of complex texts that reside in the present. Students also engage in collaborative small and whole group discussion to deepen understanding of complex ideas presented in course literature.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE062TGS[1,2]

LITERATURE THROUGH FILM

COURSE DESCRIPTION: This course will focus on reading literature, viewing filmed pieces based on that literature, and analyzing the literary aspects of films based on literature. Emphasis will be on comparing and contrasting novels, novellas, and short stories to subsequent films. This course could be taken before or after the Film Studies course.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE065SGS[1,2]

NEWSPAPER

COURSE DESCRIPTION: The Newspaper course engages students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards. This course covers the fundamentals of newswriting through reading-to-write skills and strategies that identify and reveal news, accommodate audience, determine story value, and uncover sources of information and general news. This course also focuses on the elements of graphics, design and photojournalism in advertising, marketing, headlines, and captions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SK101NGS[1,2]

English Language Arts (ELA)

OG TUTORING SEMINAR (GR 9)

COURSE DESCRIPTION: This OG Tier III Literacy Intervention course (grade 9) is offered to high school students to support mastery of literacy skills needed for college and career readiness. The course utilizes a research-based multisensory approach to engage students in activities to develop and strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. The course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing small-group intervention led by Academic Interventionists.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9	SE068SGS[1,2]

OG TUTORING SEMINAR (GR 10)

COURSE DESCRIPTION: This course is offered to high school students to support literacy growth through tutors (via District partnership) and a qualified certified teacher of record. This course is designed to support students who are aspiring to master literacy skills to prepare for college and career readiness.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	10	SE068SGS[3,4]

OG TUTORING SEMINAR-AFTER SCHOOL

COURSE DESCRIPTION: This OG Tier III Literacy Intervention course is offered after school to high school students to support mastery of literacy skills needed for college and career readiness. It does not award grades or credit. The course utilizes a research-based multisensory approach to engage students in activities to develop and strengthen their skills in reading foundational skills, reading comprehension, writing, speaking, and listening. The course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing small-group intervention.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
N/A	0	Semester	9–12	SE068GGS1

POETRY

COURSE DESCRIPTION: This course engages students in learning to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course introduces students to the study of poetry and its cultural, social, and historical contexts. Content includes terminology and methods for analyzing and evaluating poetry including form, thematic development, and style.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE104PGS[1,2]

RESEARCH/TECHNICAL WRITING

COURSE DESCRIPTION: This course engages students in learning to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). Research/Technical Writing engages students in objective writing and reporting of factual information for practical use in the workplace.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE105SGS[1,2]

English Language Arts (ELA)

SPEECH I

COURSE DESCRIPTION: This course engages students in learning to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This introductory course is designed to develop students' oral communication and research skills. Students engage in projects and opportunities to gain poise and confidence in public speaking.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SE151SGS[1,2]

SPEECH II

Prerequisite: Speech I

COURSE DESCRIPTION: This is the second course in a two-course series for high school Speech. This course engages students in learning to develop their skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This introductory course is designed to develop students' oral communication and research skills. Students engage in projects and opportunities to gain poise and confidence in public speaking.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SE151SGS[3,4]

YEARBOOK

COURSE DESCRIPTION: Yearbook engages students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards. This course will teach students to design layouts, write copy, and produce publications. Meeting deadlines and organizational skills are a priority.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SK104YGS[1,2]

English Language Learners (ELL)

ENGLISH AS A SECOND LANGUAGE

COURSE DESCRIPTION: Courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards and English Language Development Standards (ELDS) with an alignment to WIDA Can Do Strategies.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE008SLS[1,2]

ENGLISH LANGUAGE ARTS I (GR 9), ESL

COURSE DESCRIPTION: English/Language Arts I (9th grade) courses build upon students prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 9	0.5	Semester	9	SE001SLS[1,2]

English Language Learners (ELL)

ENGLISH LANGUAGE ARTS II (GR 10), ESL

COURSE DESCRIPTION: English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver their message.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 10	0.5	Semester	10	SE002SLS[1,2]

ENGLISH LANGUAGE ARTS III (GR 11), ESL

COURSE DESCRIPTION: English/Language Arts III (11th grade) courses continue to develop student writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 11	0.5	Semester	11	SE003SLS[1,2]

ENGLISH LANGUAGE ARTS IV (GR 12), ESL

COURSE DESCRIPTION: English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 12	0.5	Semester	12	SE004SLS[1,2]

SPANISH I, ESL

COURSE DESCRIPTION: Learners participate in conversations on a number of familiar topics beyond self, school, and home in simple sentences. They participate in short social interactions in everyday social and survival situations that may present some complications by asking and answering simple questions. They are consistently understood by native speakers accustomed to interacting with language learners. Learners write briefly about most familiar topics and present information using a series of simple sentences. They can understand the main idea in short, simple messages about familiar topics. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL052SLS[1,2]

U.S. HISTORY & GEOGRAPHY, ESL

COURSE DESCRIPTION: U.S. History comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
U.S. History & Geography	0.5	Semester	9–12	SH101SLS[1,2]

English Language Learners (ELL)

WORLD HISTORY AND GEOGRAPHY, ESL

COURSE DESCRIPTION: In addition to covering the objectives of World History overview courses, World History and Geography courses provide an overview of world geography. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
World History & Geography	0.5	Semester	9–12	SH052SLS[1,2]

Exceptional Student Education (ESE)

ALGEBRA I *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. In Algebra I, students learn representations of functions using graphs, tables, equations, and contexts. The course focuses on solving equations and inequalities using a variety of strategies. Students solve systems of two equations and inequalities with two variables using a variety of strategies. Students analyze representations of arithmetic and geometric sequences, use exponential models to solve problems, and investigate a variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions. The course also includes study of statistical analysis of two-variable data and distributions of one-variable data.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra I	0.5	Semester	9–12	SM052SWS[1,2]

ALGEBRA II *

Prerequisite: Algebra I*

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. In Algebra II, students visualize, express, interpret, describe, and graph functions (and their inverses, in many cases). Students will represent functions with an equation, and vice-versa, and transform graphs, including those from the following function families: absolute value, exponential, linear, logarithmic, piecewise-defined, polynomial, quadratic, square root, and trigonometric. Students will recognize the connections among multiple representations. Students rewrite rational expressions, perform arithmetic operations on polynomials, and study the relationship between zeros and factors of polynomials.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra II	0.5	Semester	9–12	SM056SWS[1,2]

AFRICAN AMERICAN HISTORY *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. This course explores the unique African heritage and culture that has influenced the lives of African Americans in the Diaspora. Emphasis is on a greater awareness of the role of African Americans in the development of America and its history. The course will start with the introduction of Africans to the Americas, enslavement, emancipation, and the political and social challenges and triumphs through today. The course will also spotlight social, cultural, and political contributions of African Americans on American society.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH107AWS[1,2]

BIOLOGY *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. A year-long laboratory science course that investigates the processes of living things, biochemical cycles, and cellular mechanisms that maintain homeostasis. Inquiry standards are taught in the context of stable internal environments, photosynthesis, respiration, mitosis and meiosis, heredity, organization of living things, and evolution. This course is based on the MDE state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Biology	0.5	Semester	9–12	SS051SWS[1,2]

Exceptional Student Education (ESE)

CHEMISTRY *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. A year-long laboratory science course that is designed to help students understand basic chemical principles and master problem-solving skills. Students develop an understanding of concepts of chemistry with a focus on chemical bonding, chemical structure, reactions and reactivity, matter and its changing composition, families of elements and equation writing. The performance expectations of the course will focus on scientific practices including developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations and engaging in argument from evidence. This course is based on the MDE state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chemistry	0.5	Semester	9–12	SS101SWS[1,2]

CIVICS *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Through inquiry under the C3 Framework, students explore political systems and structures in order to navigate those systems effectively. They will deepen their knowledge of the U.S. democratic system through an understanding of constitutional principles. Students will explore current political policy issues both domestic and foreign. Students learn about civic engagement to inspire them to become engaged in our political system. This course is aligned to the Michigan High School Content Expectations and is a semester long.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Civics	0.5	Semester	9–12	SH161SWS1

COMPUTER APPLICATIONS *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Computer Applications is an online course supported through the use of specialized instruction and resources to meet the unique needs of students with IEPs. This course introduces students to features and functionality of the most widely used productivity software: Microsoft Office. Through video instruction, interactive skill demonstrations, and numerous hands-on practice assignments, students learn to develop, edit, and share Office documents for both personal and professional use. By the end of this course, students will develop basic proficiency in the most common tools and features of the Microsoft Office suite of applications: Word, Excel, PowerPoint, and Outlook.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SI004SWS[1,2]

ECONOMICS *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Through the use of inquiry under the C3 Framework, students explore economic principles and structures in order to navigate those systems effectively. They will deepen their knowledge of the United States economic system from a micro to macro level. Students will explore current economic policy issues both domestically and internationally. Students will also learn wise consumer habits. This course is aligned to the Michigan High School Content Expectations and is one semester long.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Economics	0.5	Semester	9–12	SH201SWS1

Exceptional Student Education (ESE)

ENGLISH LANGUAGE ARTS I (GR 9) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Ninth grade English Language Arts I engages students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards. The course specifically builds content around themes and essential questions that drive classroom instructional routines to facilitate critical thinking and college and career readiness. Students will engage in close reading, collaborative discussions, analysis of text details, analysis of craft and structure, style, tone, and word choice analysis through multiple entries into fiction, nonfiction, and informational texts. The course focuses on reading of diverse texts through national and world perspectives, excerpts and full-texts of literature, and novel studies. Students will engage in various modes of writing such as narrative, explanatory, informational, argumentative, and nonfiction narrative writing. Student knowledge in grammar, mechanics, and usage will also be reinforced through interaction with literature.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 9	0.5	Semester	9	SE001SWS[1,2]

ENGLISH LANGUAGE ARTS II (GR 10) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The English Language Arts II course for 10th grade continues engagement of students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards. The course specifically builds content around core themes and essential questions that drive classroom instructional routines to facilitate critical thinking and college and career readiness. Students will engage in close reading, collaborative discussions, analysis of text details, analysis of craft and structure, style, tone, and word choice analysis through multiple entries into fiction, nonfiction, and informational texts. The course focuses on reading of diverse texts through national and world perspectives, excerpts and full-texts of literature and novel studies that foster the analysis of stories, characters, and informational text that allow for conclusions about human condition. Students will engage in writing in various modes such as narrative, explanatory, informational, argumentative, and nonfiction narrative writing. Student knowledge in grammar, mechanics, and usage will also be reinforced through interaction with literature.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 10	0.5	Semester	10	SE002SWS[1,2]

ENGLISH LANGUAGE ARTS III (GR 11) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The 11th grade English Language Arts III course continues engagement of students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards. The course specifically builds content around core themes and essential questions that drive classroom instructional routines to facilitate critical thinking, college and career readiness. Students will engage in close reading, collaborative discussions, analysis of text details, analysis of craft and structure, style, tone, and word choice analysis through multiple entries into fiction, nonfiction, and informational texts. The course deepens understanding of the impact of language on culture and language's ability to drive initiatives within society. The course focuses on reading of diverse texts through analysis of seminal and other historical founding documents, and historical events and experiences through excerpts, poetry, short stories, and full-texts of literature and novel studies that foster critical analysis. Students will engage in writing in various modes such as narrative, explanatory, informational, argumentative, and nonfiction narrative writing. Student knowledge in grammar, mechanics, and usage will also be reinforced through interaction with literature.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 11	0.5	Semester	11	SE003SWS[1,2]

Exceptional Student Education (ESE)

ENGLISH LANGUAGE ARTS IV (GR 12) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The 12th grade English Language Arts IV course continues engagement of students in activities that develop skills in reading, writing, speaking, and listening. Course curriculum is aligned to the Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language domains of the Michigan Common Core State Standards for eleventh grade. The course specifically builds content around core themes and essential questions that drive classroom instructional routines to facilitate critical thinking, college and career readiness. Students will engage in close reading, collaborative discussions, analysis of text details, analysis of craft and structure, style, tone, and word choice analysis through multiple entries into fiction, nonfiction, and informational texts. The course deepens understanding of the impact of language on culture and language's ability to drive initiatives within society. The course offers an immersion into British literature through canonical themes, poetry, plays and full-texts of literature and novel studies that foster critical analysis. Students will engage in writing in various modes such as narrative, explanatory, informational, argumentative, and nonfiction narrative writing. Student knowledge in grammar, mechanics, and usage will also be reinforced through interaction with literature.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 12	0.5	Semester	12	SE004SWS[1,2]

ESSENTIALS ADAPTED HEALTH AND FITNESS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course is designed for students with IEPs and will concentrate on utilizing exercise equipment with the appropriate modifications for students requiring adaptive equipment and adaptations for physical activity. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Adapted Health and Fitness (SP052GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SP052ADS[1,2]

ESSENTIALS ADAPTED PHYSICAL EDUCATION

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. A basic physical education course stressing fitness, conditioning, individual sports skills, and seasonal sports. This course includes the development of basic movement skills through instruction in a variety of physical activities. This course is modified to fit the needs of students who may require adaptations per their individualized educational plan. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Adapted Physical Education (SP001GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	14	SP001ADS[1,2]

ESSENTIALS ADAPTED TEAM SPORTS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course covers the same content as Team Sports. Instruction is delivered to a student with an Individualized Educational Plan. It is for the student who requires adaptive physical education. Individual needs are supported by the student's IEP inclusive of accommodations and modifications. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Adapted Team Sports (SP002GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SP002ADS[1,2]

ESSENTIALS ADAPTIVE AQUATICS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course emphasizes swimming skills modified and adapted to accommodate students with disabilities. It focuses on skills including pool entry and exit, water safety and survival, and swimming skill development. Additionally, the pool's temperature is adapted to help students circulation, attention spans, and comfort. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Adaptive Aquatics (SP010GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SP010SGS[1,2]A

Exceptional Student Education (ESE)

ESSENTIALS AFRICAN AMERICAN HISTORY

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. African American History Certificate of Completion Track covers the same content of African American History with the following distinctions: Essentials African American History instruction is delivered to a student with an Individualized Educational Plan. It is for the student who requires significant modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, participation, or supported level. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional African American History (SH107GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SH107ADS[1,2]

ESSENTIALS ALGEBRA I

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Algebra I covers the same content as Algebra I with the following distinctions: Essentials Algebra I, instruction is delivered to students with an IEP who require significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Algebra I (SM052GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SM052SDS[1,2]

ESSENTIALS ALGEBRA II

Prerequisite: Essentials Algebra I

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Algebra II covers the same content as Algebra II with the following distinctions: Essentials Algebra II, instruction is delivered to students with an IEP who require significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Algebra II (SM056GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SM056SDS[1,2]

ESSENTIALS ARTS & CRAFTS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Students explore the useful and decorative crafts in modern and fold art. A variety of wood, leather, metal, fiber, clay, raffia, and reed techniques may be introduce according to teacher preference. This course will provide modifications according to the student's individual needs. This particular Arts and Crafts course is directed toward students who are on the certificate of completion track within a center-based program. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Arts & Crafts (SA165GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SA165SDS[1,2]

Exceptional Student Education (ESE)

ESSENTIALS BIOLOGY

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Biology covers the same content as Biology with the following distinctions: Essentials Biology, instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at the functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Biology (SS051GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SS051SDS[1,2]

ESSENTIALS CAREER EXPLORATION

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course is designed to help students explore career pathways and gain knowledge about expectations, skills, training, and education required by various careers. Students use a multi-media approach for the exploration and designing individual career boards to help focus their learning. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Career Exploration (SZ151GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	14	SZ151SDS[1,2]

ESSENTIALS CAREER EXPLORATION (PS)

COURSE DESCRIPTION: This course is designed to help students explore career pathways and gain knowledge about expectations, skills, training, and education required by various careers. Students use a multi-media approach for the exploration and designing individual career boards to help focus their learning.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SZ151SDS[1,2]P

ESSENTIALS CAREER MATH

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course will enable students to apply mathematics skills they have learned in real life applications. Students will review basic mathematics operations. They will learn mathematics life skills: money and banking concepts, financial home, management/maintenance, entertainment/clothing budget, taxes, nutrition, fitness numbers, measurements, and mathematics in various careers. This course will be individualized to fit the needs of the student according to their IEP and transition goals. Students enrolled in this course are working at the functional, supported, or participation level and are on a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Career Math (SM151GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SM151SDS[1,2]

ESSENTIALS CAREER PREPARATION

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course is designed to help students realize the importance of education, recognize personal strengths, and build self-esteem, while learning a career planning process. Students continue to explore career pathways and begin focusing on 2–3 specific pathways gaining knowledge about expectations, skills, training and education required by those careers. Topics include but are not limited to: completing job applications, resume writing, interviewing skills, career exploration, paychecks, banking, budgeting, and self-advocacy.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SZ151PDS[1,2]

Exceptional Student Education (ESE)

ESSENTIALS CHEMISTRY

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Chemistry covers the same content as Chemistry with the following distinctions: Essentials Chemistry, instruction is delivered to students with an IEP who require significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Chemistry (SS101GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SS101SDS[1,2]

ESSENTIALS CIVICS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Civis covers the same content as Civics with the following distinctions: Essentials Civics, instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at the functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Civics (SH161GDS1)

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SH161SDS1

ESSENTIALS COMMERCIAL FOODS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Students are introduced to basic culinary arts and services, sanitation and safety, and employment opportunities. Students have the opportunity to rotate through all areas of employment in a commercial food establishment. Students gain hands-on experience in a preparation and customer retail service. Commercial Foods is geared toward students in the certificate program within center-based schools. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Commercial Foods (SY053GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SY053SDS[1,2]

ESSENTIALS COMPUTER APPLICATIONS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course is designed to teach students basic computer skills including introduction to the keyboard, internet usage, and how to send and retrieve emails. Students will also learn how to use Microsoft Office Tools, such as Word, Excel, and Power Point to complete reports and presentations. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Computer Applications (SI004GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	14	SI004SDS[1,2]

ESSENTIALS CONFLICT RESOLUTION

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. In this course students will learn the methods and process of negotiation and arbitration, which promotes the peaceful ending of social conflict. Students will use social stories and role playing to carry out successful problem techniques to resolve conflicts. Conflict resolution is geared toward students in the certificate program within center-based schools. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Conflict Resolution (SU260GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SU260CDS[1,2]

Exceptional Student Education (ESE)

ESSENTIALS DAILY LIVING ESSENTIALS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Student will learn personal grooming, basic food preparation, housekeeping, and community based instruction. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Fuctional Essentials of Daily Living (SO060GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SO060SDS[1,2]

ESSENTIALS EARTH SCIENCE

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Earth Science covers the same content as Earth Science with the following distinctions: Essentials Earth Science, instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at the functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Earth Science (SS001GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SS001SDS[1,2]

ESSENTIALS ECONOMICS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Economics covers the same content as Economics with the following distinctions: Essentials Economics, instruction is delivered to a student with an IEP who requires significant curricular modifications. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at the functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Economics (SH201GDS1)

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SH201SDS1

ESSENTIALS EMPLOYABILITY SKILLS (PS)

COURSE DESCRIPTION: This course is designed to help students recognize the importance of accomplishing tasks within a given period of time, developing working skills, exploring personal strengths, building self-esteem, and strengthening problem skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SZ152SDS[1,2]

ESSENTIALS EMPLOYABILITY: CARPENTRY (PS)

COURSE DESCRIPTION: This course is designed to help students achieve fundamental life skills using innovative and hands on job preparation. Carpentry allows students to develop skills in production, restoration, and refinishing of various structures to become viable, employable, and contributing citizens. This course is part of a course leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SX003TDS[1,2]

Exceptional Student Education (ESE)

ESSENTIALS EMPLOYABILITY: COMMERCIAL FOODS (PS)

COURSE DESCRIPTION: Students will have a introduction to the study of food service industry. Areas explored are food preparation, service, and food storage. This course is a part of study leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SU251TDS[1,2]

ESSENTIALS EMPLOYABILITY: COPY CENTER (PS)

COURSE DESCRIPTION: Students will develop basic office skills while learning appropriate work habits and behavior. This course is part of a course leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SK158TDS[1,2]

ESSENTIALS EMPLOYABILITY: CORNER STORE (PS)

COURSE DESCRIPTION: Students will have training in the following areas: greeters, security workers, baggers, cashiers, stock attendants, custodians, and concessions attendants. These skills will support students in becoming viable, employable, and contributing citizens. This course is part of a course of study leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SB161TDS[1,2]

ESSENTIALS EMPLOYABILITY: FLOWER SHOP (PS)

COURSE DESCRIPTION: Students will learn job skills transferable to a real world setting. This course is part of a study leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SF053TDS[1,2]

ESSENTIALS EMPLOYABILITY: HORTICULTURE (PS)

COURSE DESCRIPTION: Students will develop skills in production, consumption, and the sale of food and food-related products to become viable, employable, and contributing citizens. This course is part of a course of study leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SF052TDS[1,2]

ESSENTIALS EMPLOYABILITY: LAUNDRY (PS)

COURSE DESCRIPTION: Students will develop laundry skills including sequencing, sorting, and reading labels. This course is part of a course of study leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SY103TDS[1,2]

Exceptional Student Education (ESE)

ESSENTIALS EMPLOYABILITY: POST OFFICE (PS)

COURSE DESCRIPTION: Students will learn sorting, sequencing, and organizational skills. This course is a part of a course of study leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SK151TDS[1,2]

ESSENTIALS EMPLOYABILITY: RECYCLING (PS)

COURSE DESCRIPTION: Students will develop skills in recycling, upcycling, and repurposing various materials and items that would have ended up in landfills. This course is part of a course of study leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SS003TDS[1,2]

ESSENTIALS EMPLOYABILITY: RETAIL CLOTHES (PS)

COURSE DESCRIPTION: Students will develop training in the following areas: greeting, customer service, folding, hanging, sorting, and steaming clothes. These skills will support students in becoming viable, employable, and contributing citizens. This course is part of a course of study leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SU201TDS[1,2]

ESSENTIALS ENGLISH LANGUAGE ARTS I (GR 9–12)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials English Language Arts 9 covers the same content as English Language Arts 9 with the following distinctions: Essentials English Language Arts 9 instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at the functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI ELA I (SE001GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SE001SDS[1,2]

ESSENTIALS ENGLISH LANGUAGE ARTS II (GR 9–12)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials English Language Arts 10 covers the same content as English Language Arts 10 with the following distinctions: Essentials English Language Arts 10 instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI ELA II (SE002GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SE002SDS[1,2]

Exceptional Student Education (ESE)

ESSENTIALS ENGLISH LANGUAGE ARTS III (GR 9–12)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials English Language Arts 11 covers the same content as English Language Arts 11 with the following distinctions: Essentials English Language Arts 11 instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI ELA III (SE003GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SE003SDS[1,2]

ESSENTIALS ENGLISH LANGUAGE ARTS IV (GR 9–12)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials English Language Arts 12 covers the same content as English Language Arts 12 with the following distinctions: Essentials English Language Arts 12 instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI ELA IV (SE004GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SE004SDS[1,2]

ESSENTIALS ENVIRONMENTAL SCIENCE

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Environmental Science covers the same content as Environmental Science with the following distinctions: Essentials Environmental Science, instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at the functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Environmental Science (SS003GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SS003SDS[1,2]

ESSENTIALS FITNESS AND CONDITIONING

Prerequisite: Essentials Adapted Physical Education

COURSE DESCRIPTION: Only schedule non-MiCI program students in this course. Essentials Fitness and Conditioning is an advanced Adaptive Physical Education course which combines a variety of conditioning and aerobic activities with the intention of conveying the importance of lifelong wellness habits. This course emphasizes conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness. The course is modified to fit the needs of students who may require adaptations per their individualized educational plan. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Fitness and Conditioning (SP005GDS1)

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SP005SDS1

Exceptional Student Education (ESE)

ESSENTIALS FUNCTIONAL COMMUNICATIONS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This ELA course of study is designed to assist the limited language user to develop expressive, receptive, auditory, and visual communication skills in order to communicate effectively with others. This may be accomplished with or without accommodations and/or assistive technology. This course may be individualized for students working at the functional, supported, or participation level and on a course of study leading to a Certificate of Completion. This course focuses on student understanding and differentiation models that support various learning styles and individualized educational plans. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Fundamental Communications (SE155GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	14	SE155SDS[1,2]

ESSENTIALS FUNCTIONAL MATH

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course will provide instruction in mathematics concepts and procedures for students working at the functional, supported, or participation level. Emphasis will be placed on real life mathematics skills that will prepare students to participate effectively in post-secondary adult living and in the world of work. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Functional Math (SM002GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	14	SM002SDS[1,2]

ESSENTIALS FUNDAMENTAL COMPOSITION

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course is designed to improve written communication skills and assist students with Individualized Educational Plan (IEP) in their course work and career pathways. Individual needs are supported through the student's IEP. This course will focus on writing for purpose, writing process, spatial organization, and technical writing for skills. Enrolled students are on a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Fundamental Composition (SE103GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SE103SDS[1,2]

ESSENTIALS GEOMETRY

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Geometry covers the same content as Geometry with the following distinctions: Essentials Geometry, instruction is delivered to students with an IEP who require significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Geometry (SM072GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SM072SDS[1,2]

ESSENTIALS HEALTH AND LIFE MANAGEMENT

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course covers the same content as PHM. Instruction will be delivered to students with an Individualized Educational Plan. Accommodations and modifications will address various learning styles. Students enrolled in this course require instruction at the functional, supported, or participation level. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Health and Management (SP057GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	14	SP057SDS[1,2]

Exceptional Student Education (ESE)

ESSENTIALS INTEGRATED U.S. HISTORY

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials U.S. History and Geography covers the same content as U.S. History and Geography with the following distinctions: Essentials U.S. History and Geography, instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at the functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Integrated U.S. History (SH101GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SH101SDS[1,2]

ESSENTIALS LIFE MANAGEMENT SKILLS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course will provide students with practical hands-on instruction in personal and home skills to enable them to function and participate effectively at home and in the community. Topics to be covered include: personal care, living arrangements, household maintenance, and food preparation and nutrition.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SP057TDS[1,2]

ESSENTIALS MICROENTERPRISES (PS)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Students will learn valuable vocational skills that can be transferred to future employment such as teamwork, communication, accepting constructive criticism, following directions from supervisors, and working at appropriate rates. This course is part of a course study leading to a Certificate of Completion.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SB151SDS[1,2]

ESSENTIALS PHYSICAL SCIENCE

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Physical Science covers the same content as Physical Science with the following distinctions: Essentials Physical Science, instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at the functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. Enrolled students are on a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Physical Science (SS159GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SS159SDS[1,2]

Exceptional Student Education (ESE)

ESSENTIALS PROBABILITY AND STATISTICS

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials Probability and Statistics covers the same content as Probability and Statistics with the following distinctions: Essentials Probability and Statistics, instruction is delivered to students with an IEP who require significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional Probability and Statistics (SM201GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SM201SDS[1,2]

ESSENTIALS SOCIAL DEVELOPMENT

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Social Development Instruction courses teach students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, decision-making, appropriate situational behavior, interacting with others, and maintaining relationships. Students may develop independence, self-confidence, and self-reliance.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SZ253VDS[1,2]

ESSENTIALS SOCIAL RESPONSIBILITY

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Supports the development of responsible citizens. Self-discipline, conflict resolutions, good communication, personal finance, basic law and social skills will be addressed in this course. Social Responsibility is geared toward students in the certificate program within center-based schools. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Social Development (SZ253GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SZ253RDS[1,2]

ESSENTIALS SOCIAL RESPONSIBILITY (PS)

COURSE DESCRIPTION: Supports the development of responsible citizens. Self-discipline, conflict resolutions, good communication, personal finance, basic law, and social skills will be addressed in this course. Social Responsibility is geared toward students in the certificate program within center-based schools.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SZ253SDS[1,2]

ESSENTIALS START PEER-TO-PEER (GR 9)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course will introduce students to the study of human behavior in society by providing comprehensive and engaging content about autism spectrum disorders and other disabilities. Peer to Peer provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on; journaling and or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI START Peer-to-Peer (Gr 9) (SH259GDS1)

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9	SH259SDS1

Exceptional Student Education (ESE)

ESSENTIALS START PEER-TO-PEER (GR 10)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course will introduce students to the study of human behavior in society by providing comprehensive and engaging content about autism spectrum disorders and other disabilities. Peer to Peer provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on; journaling and or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI START Peer-to-Peer (Gr 10) (SH259GDS2)

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	10	SH259SDS2

ESSENTIALS START PEER-TO-PEER (GR 11)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course will introduce students to the study of human behavior in society by providing comprehensive and engaging content about autism spectrum disorders and other disabilities. Peer to Peer provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on; journaling and or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI START Peer-to-Peer (Gr 11) (SH259GDS3)

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	11	SH259SDS3

ESSENTIALS START PEER-TO-PEER (GR 12)

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. This course will introduce students to the study of human behavior in society by providing comprehensive and engaging content about autism spectrum disorders and other disabilities. Peer to Peer provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on; journaling and or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI START Peer-to-Peer (Gr 12) (SH259GDS4)

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	12	SH259SDS4

ESSENTIALS WORK-BASED LEARNING

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Work-Based Learning courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials FI Work-Based Learning (SZ998GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SZ998TDS[1,2]

Exceptional Student Education (ESE)

ESSENTIALS WORK-BASED LEARNING (PS)

COURSE DESCRIPTION: Work-Based Learning courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SZ998SDS[1,2]

ESSENTIALS WORLD HISTORY AND GEOGRAPHY

COURSE DESCRIPTION: Only schedule non-MiCI students in this course. Essentials World History and Geography covers the same content as World History and Geography with the following distinctions: Essentials World History and Geography, instruction is delivered to a student with an IEP who requires significant curricular modifications and accommodations, and the IEP Team has determined the ESE setting is the least restrictive environment for this course. Instruction is provided in an individualized or small group setting. Individual needs are supported by the student's IEP and geared for students working at the functional, supported, or participation level. This course focuses on student understanding and differentiation models that support various learning styles. This course is part of a course of study leading to a Certificate of Completion. *Schedule Mild Cognitive Impairment (MiCI) program students in Essentials Functional World History and Geography (SH052GDS[1,2])

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0	Semester	9–12	SH052SDS[1,2]

GEOMETRY *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. In this course, students study geometric transformations (reflection, rotation, translation, dilation) and symmetry. Students explore relationships between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations. Proofs of geometric theorems, using coordinates to prove geometric theorems, and modeling with geometry are also studied in detail. Students also study tools for analyzing and measuring right triangles, general triangles, and complex shapes. This study includes the Pythagorean Theorem, trigonometric ratios, the Law of Sines, and the Law of Cosines. Geometry also includes the study of theorems about circles, including arc lengths, and areas of sectors. Topics on probability and statistics are also covered.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Geometry	0.5	Semester	9–12	SM072SWS[1,2]

HEALTH EDUCATION *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Topics covered within Health Education courses may vary widely, but typically include infectious diseases (STIs - HIV/AIDS, etc.), personal health (nutrition, mental health, physical health, abuse prevention, social/emotional health, body systems, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Health	0.5	Semester	9–12	SP051SWS1

LIFE SKILLS *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Life Skills courses provide students with information about a wide range of subjects to assist them in becoming wise consumers and productive adults. These courses often emphasize such topics as goal-setting, decision-making, and setting priorities, money and time management, relationships, and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to the course.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SU257SWS[1,2]

Exceptional Student Education (ESE)

NEXT GEN EARTH AND SPACE SCIENCE *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. A year-long laboratory science course that explores the processes that shape the Earth and explain the universe. This course will explore the four main branches of Earth Science, which includes the following: geology, oceanography, meteorology, and astronomy. Students will learn in detail about the Earth's interior and the theory of plate tectonics and Earth's systems and their interactions. Students will also explore the current theories that describe the formation or Earth, our Solar System, and the universe. This course is based on MDE state standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Science (3rd Year)	0.5	Semester	9–12	SS008SWS[1,2]

OG READING INTERVENTION (GR 9) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Orton-Gillingham Intervention course for ESE students engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, and speaking and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9	SE068OWS[1,2]

OG READING INTERVENTION (GR 10) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Orton-Gillingham Intervention course for ESE students engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, and speaking and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	10	SE068OWS[3,4]

OG READING INTERVENTION (GR 11) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Orton-Gillingham Intervention course for ESE students engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, and speaking and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	11	SE068OWS[5,6]

Exceptional Student Education (ESE)

OG READING INTERVENTION (GR 12) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. The Orton-Gillingham Intervention course for ESE students engages students in activities to strengthen their skills in reading foundational skills, reading comprehension, writing, and speaking and listening. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course focuses specifically on providing teacher-led small group intervention for students to build their literacy skills. Students also engage in student-led small group activities that are differentiated to meet their specific needs leading to grade level proficiency in reading. Student led small groups focus on independent reading, speaking fluency/grammar, usage and mechanics, writing practice, and word study/vocabulary.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	12	SE068OWS[7,8]

PERSONAL FINANCE *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. This course is designed to assist students in understanding on how to apply math concepts learned in previous math courses with a focus on mathematical operations, numbers, math logic and money management principles as it applies to various financial decisions they will be faced with in everyday life. Some of the topics to be covered will include budgeting, savings, investments, insurance, credit and debt.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM157SWS[1,2]

PERSONAL DEVELOPMENT *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Conflict Resolutions is an online course supported through the use of specialized instruction and resources to meet the unique needs of students with IEPs. This course will teach students the basic concepts of conflict resolution and how to apply these concepts in real-world situations as well as their own lives. Students will explore key theories and skills associated with conflict resolution in a variety of contexts, including organizational, intercultural, family, and interpersonal. Upon course completion, students will be able to describe conflict resolution and theories of conflict, examine the fundamentals of conflict order, and develop conflict resolution skills. They will be able to interpret the role of culture and gender in conflict resolution, analyze group conflict, and apply the strategies of conflict resolution to real-world scenarios.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SU260SWS[1,2]

PHYSICS *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. A year-long laboratory science course that examines the relationships between matter and energy, and the importance and applicability of this interaction. Using foundational concepts of physics and basic Algebra I skills, students solve real-life problems. Inquiry standards are taught with a focus on force and motion of objects and electricity and magnetism. Content areas include: physics process skills, mechanics, and thermodynamics. This course is based on state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physics	0.5	Semester	9–12	SS151SWS[1,2]

PRECALCULUS *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. In Precalculus, students focus on functions, rational expressions, polynomial functions, rational functions, exponentials, logarithms, vectors, limits, rates, and trigonometric identities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM110SWS[1,2]

Exceptional Student Education (ESE)

SPANISH I *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Learners communicate minimally on very familiar topics by using simple, highly contextualized words, sentences, and questions related to themselves, home, family, friends, neighborhood, school, community, professions and environment that have been practiced and memorized. They recognize some familiar words and phrases when they hear or read them. They communicate some basic information about their everyday life using two or three words or memorized expressions. They can reproduce a modest number of words and phrases in context when writing about well-practiced, familiar topics and supply limited information on simple forms and documents. They may be understood with difficulty by sympathetic native speakers who are very accustomed to interacting with language learners. Learners show awareness of the most obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL052SWS[1,2]

SPANISH II *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Learners communicate and exchange basic information about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment using phrases and simple sentences. They recombine and reformulate memorized language in the present and in the future, and report series of isolated events in the past. They interact in short, social, everyday situations by asking and answering simple questions. They write short messages, postcards, and simple notes within the context in which the language was learned. They are understood primarily by native speakers who are sympathetic and accustomed to interacting with language learners. They recognize pieces of information (familiar words, phrases, and sentences) within short and simple messages related to everyday life and understand the main topics of what is being said or read. They show awareness of the most obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL053SWS[1,2]

START PEER-TO-PEER (GR 9)

COURSE DESCRIPTION: This course will introduce students to the study of human behavior in society by providing comprehensive and engaging content about autism spectrum disorders and other disabilities. Peer to Peer provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on journaling and/or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9	SH259SGS1

START PEER-TO-PEER (GR 10)

COURSE DESCRIPTION: This course will introduce students to the study of human behavior in society by providing comprehensive and engaging content about autism spectrum disorders and other disabilities. Peer to Peer provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on journaling and/or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	10	SH259SGS2

Exceptional Student Education (ESE)

START PEER-TO-PEER (GR 11)

COURSE DESCRIPTION: This course will introduce students to the study of human behavior in society by providing comprehensive and engaging content about autism spectrum disorders and other disabilities. Peer to Peer provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on journaling and/or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	11	SH259SGS3

START PEER-TO-PEER (GR 12)

COURSE DESCRIPTION: This course will introduce students to the study of human behavior in society by providing comprehensive and engaging content about autism spectrum disorders and other disabilities. Peer to Peer provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on journaling and/or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	12	SH259SGS4

STUDY SKILLS (GR 9–12) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Study Skills is an elective course designed to support a student's with an IEP in Grades 9–12 progress in Michigan Merit Curriculum courses by providing the student with additional specialized instructional opportunity through preteaching and reteaching of concepts, as well as practice and application of required core content skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ003SGS[1,2]

STUDY SKILLS (GR 9) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Study Skills is an elective course designed to support a student with an IEP in Grades 9 in Michigan Merit Curriculum courses by providing the student with additional specialized instructional opportunity through preteaching and reteaching of concepts, as well as practice and application of required core content skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9	SZ003SWS[1,2]

STUDY SKILLS (GR 10) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Study Skills is an elective course designed to support a student with an IEP in Grades 10 in Michigan Merit Curriculum courses by providing the student with additional specialized instructional opportunity through preteaching and reteaching of concepts, as well as practice and application of required core content skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	10	SZ003SWS[3,4]

Exceptional Student Education (ESE)

STUDY SKILLS (GR 11) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Study Skills is an elective course designed to support a student with an IEP in Grades 11 in Michigan Merit Curriculum courses by providing the student with additional specialized instructional opportunity through preteaching and reteaching of concepts, as well as practice and application of required core content skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	11	SZ003SWS[5,6]

STUDY SKILLS (GR 12) *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Study Skills is an elective course designed to support a student with an IEP in Grades 12 in Michigan Merit Curriculum courses by providing the student with additional specialized instructional opportunity through preteaching and reteaching of concepts, as well as practice and application of required core content skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	12	SZ003SWS[7,8]

U.S. HISTORY & GEOGRAPHY *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Through the use of inquiry under the C3 Framework, students explore the post-Civil War Industrial Age through the present day. Students gain broader awareness of major political, philosophical, and historical underpinnings of our government, which they use to analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Within this framework, major geographic themes are infused using historical context. This course is aligned to the Michigan High School Content Expectations and is a yearlong core curriculum course.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
U.S. History & Geography	0.5	Semester	9–12	SH101SWS[1,2]

WORLD HISTORY AND GEOGRAPHY *

COURSE DESCRIPTION: Only schedule ESE students on the High School Diploma track in this course. Through the use of inquiry under the C3 Framework, students explore the growth and development of major religions, the rise and fall of civilizations and empires, the spread of ideas and technology, the impact of imperialism, nationalism, and independence movements, and global conflicts from about 1200 AD to the present. Students will expand their historical thinking skills by analyzing primary sources for context, corroboration, and sourcing. This course is aligned to the Michigan High School Content Expectations and is a year long core curriculum course.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
World History & Geography	0.5	Semester	9–12	SH052SWS[1,2]

Fine & Performing Arts

ACTING I

COURSE DESCRIPTION: This course provides students with experience and skill development in one or more aspects of theatrical production, by concentrating on acting and performance skills. It explores fundamental techniques, expands student exposure to different types of theatrical craft and traditions from varied social and historical contexts, and increases their participation in public productions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA055SGS[1,2]

ACTING II

Prerequisite: Acting I

COURSE DESCRIPTION: This course provides concentrated study in advanced acting techniques and dramaturgy. Students engage in special projects involving script-writing for various mediums, expand their exposure to different types of theatrical craft and traditions from varied social and historical contexts, and increase their participation in public productions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA055SGS[3,4]

AFRICAN AMERICAN LITERATURE

COURSE DESCRIPTION: The African American Literature course engages students in learning to develop their skills in reading, writing, speaking, and listening. Students will explore the unique African heritage and culture that have influenced literature to the present day. Course curriculum is aligned to the Michigan Standards for English Language Arts (CCSS). This course specifically focuses on the role of African Americans in the development of growing body of literature that reflects American culture and society.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SE064AGS[1,2]

AFRICAN DANCE I

COURSE DESCRIPTION: African Dance builds student knowledge of dance as an art form while exploring and demonstrating the dance styles of Western and Central Africa. Students will analyze, evaluate and perform dances of these different regions as well as discover the historical background and relevance of the vast cultures within.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA001AGS[1,2]

AFRICAN DANCE II

Prerequisite: African Dance I

COURSE DESCRIPTION: African Dance II builds students' knowledge of dance as an art form while exploring and demonstrating the dance styles of Western and Central Africa. Students will analyze, evaluate and perform dances of these different regions as well as discover the historical background and relevance of the vast cultures within.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA001AGS[3,4]

Fine & Performing Arts

AP ART HISTORY

COURSE DESCRIPTION: AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA153SAS[1,2]

AP MUSIC THEORY

COURSE DESCRIPTION: AP Music Theory is two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA114SAS[1,2]

AP STUDIO ART - DRAWING

COURSE DESCRIPTION: AP Studio Art: Drawing is designed for students with a professional or academic interest in drawing. This course focuses on a variety of concepts and approaches in drawing and creation, enabling students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. They can demonstrate such conceptual variety through the use of one or several media. Students refine their skills and create artistic works to submit via portfolio to the College Board for evaluation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA172SAS[1,2]

AP STUDIO ART: 2-D DESIGN

COURSE DESCRIPTION: AP Studio Art: 2-D Design is designed for students with a professional or academic interest in two-dimensional art. These courses focus on a variety of concepts and approaches in drawing and 2-D design, enabling students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. Such conceptual variety can be demonstrated through the use of one or several media. Students refine their skills and create artistic works to submit via a portfolio to the College Board for evaluation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA174SAS[1,2]

AP STUDIO ART: 3-D DESIGN

COURSE DESCRIPTION: AP Studio Art: 3-D Design is designed for students with a professional or academic interest in three-dimensional art. These courses focus on a variety of concepts and approaches in 3-D design and creation, enabling students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. They can demonstrate such conceptual variety through the use of one or several media. Students refine their skills and create artistic works to submit via portfolio to the College Board for evaluation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA175SAS[1,2]

Fine & Performing Arts

ARCHITECTURAL DESIGN & DRAFTING

COURSE DESCRIPTION: Architectural Design & Drafting prepares students to develop drafting techniques and skills required for employment in the manufacturing, engineering, or architectural fields.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SA192SGS[1,2]

ARCHITECTURAL DESIGN & DRAFTING, DP

COURSE DESCRIPTION: Architectural Design & Drafting, DP prepares students to develop drafting techniques and skills required for employment in the manufacturing, engineering, or architectural fields.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1	Semester	9–12	SA192DGS[1,2]

ART HISTORY

COURSE DESCRIPTION: Art History introduces students to significant works of art, artists, and artistic movements that have shaped the world and influenced or reflected various periods of history. These courses may emphasize the sequential evolution of art forms, techniques, symbols, and themes. Art History courses also develop an understanding of art in relation to social, cultural, political, and historical events throughout the world, while covering multiple artists, aesthetic issues, and the evolution of art.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA152SGS[1,2]

ART PORTFOLIO

COURSE DESCRIPTION: Art Portfolio is designed to address a variety of factors and methods including evolving technologies when preparing and refining artwork for portfolio presentation and or when deciding if and how to preserve and protect art. Students will create, select, respond to, and present work that clearly reflects newly obtained technical skills, increasing conceptual thinking and is a reflection of their personal interests. This course includes individual critiques and peer review.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA170SGS[1,2]

BALLET I

COURSE DESCRIPTION: Introductory Ballet courses provide students with ongoing training in ballet and emphasize improving students' technique.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA014SGS[1,2]

BALLET II

Prerequisite: Ballet I

COURSE DESCRIPTION: Intermediate Level Ballet courses provide students with ongoing training in ballet and emphasize improving students' technique.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA014SGS[3,4]

Fine & Performing Arts

BALLET III

Prerequisite: Ballet II

COURSE DESCRIPTION: Intermediate Level Ballet courses provide students with ongoing training in ballet and emphasize improving students' technique.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA014SGS[5,6]

BALLET IV

Prerequisite: Ballet III

COURSE DESCRIPTION: Advanced Level Ballet courses provide students with ongoing training in ballet and emphasize improving students' technique.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA014SGS[7,8]

BAND I

COURSE DESCRIPTION: Beginning Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA101SGS[1,2]

BAND II

Prerequisite: Band I

COURSE DESCRIPTION: Intermediate Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA101SGS[3,4]

BAND III

Prerequisite: Band II

COURSE DESCRIPTION: Advanced Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA101SGS[5,6]

Fine & Performing Arts

BRASS

COURSE DESCRIPTION: Brass provides individuals with instruction in brass instrumental literature and techniques. This course may be conducted either individually or in a small group; formal and informal performances are typically included as well as experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA109BGS[1,2]

CHOIR I

COURSE DESCRIPTION: Beginning Choir I courses develop student vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students vocal techniques and their ability to sing parts and include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA110SGS[1,2]

CHOIR II

Prerequisite: Choir I

COURSE DESCRIPTION: Intermediate Choir II courses develop student vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students vocal techniques and their ability to sing parts and include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA110SGS[3,4]

CHOIR III

Prerequisite: Choir II

COURSE DESCRIPTION: Advanced Choir III courses develop student vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students vocal techniques and their ability to sing parts and include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA110SGS[5,6]

CHOREOGRAPHY

COURSE DESCRIPTION: In this course students will apply choreographic principles and dance forms to create fully developed choreography for formal or informal presentations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA005SGS[1,2]

Fine & Performing Arts

CINEMATOGRAPHY/VIDEO PRODUCTION

COURSE DESCRIPTION: Cinematography/Video Production emphasizes the application of the fundamental processes of artistic expression for the purpose of shooting and processing of the image. This course includes the history and development of cinema, television, and video production. Students explore a range of skills needed to explore contemporary social, cultural, and political issues and creatively solve problems within and through cinematic or video productions. Students engage in critiques of their cinematic or video productions, those of others, and productions of professional cinematographers or video artists for the purpose of reflecting on and refining work for presentation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA168SGS[1,2]

CONCERT BAND

COURSE DESCRIPTION: Courses in Concert Band are designed to promote student technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances and also include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA102SGS[1,2]

CONCERT CHOIR

COURSE DESCRIPTION: Concert Choir is an audition-based choir that develops student vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. This sequence of courses are designed to develop student vocal techniques and their ability to sing parts and include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA110CGS[1,2]

CRAFTS I

COURSE DESCRIPTION: Crafts I helps students apply fundamental processes of artistic expression to the materials and accompanying aesthetics of crafts. Students will explore types of folk art and the materials and ways in which objects have been created for practical, religious, spiritual, and cultural needs of people around the world. These courses survey a wide range of crafts; some possibilities include calligraphy, quilting, silk-screening, cake-decorating, tole-painting, mask-making, knitting, crocheting, and paper-making. These courses also explore aesthetic issues surrounding folk art and artists and engage in critiques of this authentic art form.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA165SGS[1,2]

DANCE TECHNIQUE

COURSE DESCRIPTION: Dance Technique includes an overview of human anatomy as it relates to dance movement, along with various injury-prevention techniques and standard dance terms. Nutrition and fluid intake will also be presented. A large portion of the introductory, beginning classes are devoted to stretching and conditioning, emphasizing proper placement and technique. As the class progresses and the students become more familiar with the basic stretches, isolation, and walks, more focus and time can be shifted to combinations. Beginning combinations can be simple, with the stress on clean technique and repetitions. Students will explore varied tempos.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA001SGS[1,2]

Fine & Performing Arts

DANCE WORKSHOP

COURSE DESCRIPTION: This course will prepare students to take dance assessments and help students develop skills in the composition, performance, and analysis of dance. This course also helps students form a historical and global awareness of dance forms and styles.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA002WGS[1,2]

DIGITAL SOUND DESIGN I

COURSE DESCRIPTION: Digital Sound Design explores the creative and conceptual aspects of designing and producing sound for a variety of multimedia and popular musical forms, including artistic and experimental presentations and installations; soundtracks for moving image; an interactive, immersive and performance media. Topics include aesthetic meaning, appreciation, and analysis of sound and music; processes of development; and contextual culture, and historical aspects and considerations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA123SGS[1,2]

DRAWING/PAINTING I

COURSE DESCRIPTION: Drawing/Painting I focuses on the interrelationships that occur between drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. This course includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA155SGS[1,2]

DRAWING/PAINTING II

Prerequisite: Drawing/Painting I

COURSE DESCRIPTION: Drawing/Painting II focuses on the interrelationships that occur between drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. This course includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. This intermediate course encourages students to refine their creative process and develop their own artistic styles following and breaking from traditional conventions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA155SGS[3,4]

DRAWING/PAINTING III

Prerequisite: Drawing/Painting II

COURSE DESCRIPTION: Drawing/Painting III focuses on the interrelationships that occur between drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. This course includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. This advanced course encourages students to refine their creative process and develop their own artistic styles following and breaking from traditional conventions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA155SGS[5,6]

Fine & Performing Arts

DRAWING/PAINTING IV

Prerequisite: Drawing/Painting III

COURSE DESCRIPTION: Drawing/Painting III focuses on the interrelationships that occur between drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. This course includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. This professional course encourages students to refine their creative process and develop their own artistic styles following and breaking from traditional conventions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA155SGS[7,8]

ENSEMBLE, HARP

COURSE DESCRIPTION: Harp Ensemble is for advanced harpists that have developed techniques presented in Harp I. Students will receive private and group instruction as they study compositions that have been arranged for various combinations of harps. The harp ensemble performs regularly as an independent ensemble and may also accompany the Harp and Vocal Ensemble. They also perform in semester recitals.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA106HGS[1,2]

FASHION I

COURSE DESCRIPTION: Fashion Design I emphasizes applying the fundamental processes of artistic expression in creating and merchandising apparel. Drawing the figure is a foundation of this courses. Students identify the relationships between design, clothing, and expression of self through fashion statements. Courses include a study of historical and contemporary fashion design from a worldwide perspective. Students engage in critique of their designs, the designs of others, and those of professional fashion designers for the purpose of reflecting and refining work for presentation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA190SGS[1,2]

FIBERS AND TEXTILE DESIGN I

COURSE DESCRIPTION: Fibers and Textile Design I emphasizes applying the fundamental processes of artistic expression in creating textiles and fiber works using fiber and fiber-related media, techniques, and processes. These courses may help students understand the suitability of design to materials and the artist's intent in creating textile works of art. Students will create their own work following and breaking from traditional conventions. They may also include the study of the history of fiber and textile art from a worldwide perspective. Students respond to their art and that of others including professional fiber artists through analysis, critique, and interpretation for the purpose of reflecting on and refining work.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA164SGS[1,2]

FIBERS AND TEXTILE DESIGN II

Prerequisite: Fibers and Textile Design I

COURSE DESCRIPTION: Fibers and Textile Design II emphasizes applying the fundamental processes of artistic expression in creating textiles and fiber works using fiber and fiber-related media, techniques, and processes. These courses may help students understand the suitability of design to materials and the artist's intent in creating textile works of art. Students will create their own work following and breaking from traditional conventions. They may also include the study of the history of fiber and textile art from a worldwide perspective. Students respond to their art and that of others including professional fiber artists through analysis, critique, and interpretation for the purpose of reflecting on and refining work.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA164SGS[3,4]

Fine & Performing Arts

FIGURE DRAWING

COURSE DESCRIPTION: Figure Drawing provides a foundation in figure drawing using a variety of techniques in both black and white and color, emphasizing observation and interpretation of the visual environment and life drawing. This course includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA155FGS[1,2]

FILM STUDY 101

COURSE DESCRIPTION: Film Study helps students understand the critical historical and stylistic elements of cinema. This course helps students form an aesthetic framework to examine social, political, and historical events in the world and to understand how moving images express the ideas of individuals and society. Course content may include analysis, discussion, and evaluation of multiple film styles including, but not limited to, documentary, short film, drama, horror, and comedy.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA168FGS[1,2]

GLEE CLUB

COURSE DESCRIPTION: Glee Club is an audition-based choir which develops student vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. This sequence of courses are designed to develop vocal techniques and student ability to sing parts and include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA111GGS[1,2]

GRAPHIC DESIGN

COURSE DESCRIPTION: Graphic Design provides a hands-on introduction to the technical and creative skills of a professional graphic designer. First, students learn the distinguishing features of communicating visually through graphic design. They gain technical skills in Adobe Photoshop to equip them for graphic design work. From there, students master the basic principles of graphic design, and delve into the elements of graphic design, such as color, typography, and images.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA162SGS

GUITAR

COURSE DESCRIPTION: The Guitar course provides students an introduction and fundamentals of music and guitar literature and techniques, such as strumming and chords and may offer instruction in more advanced techniques. These courses may include bass, ukelele, and other plucked string instruments. Formal and informal performances are included as well as experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA108SGS[1,2]

Fine & Performing Arts

HARP

COURSE DESCRIPTION: Harp is designed to teach non-music readers and music readers to play the harp. Students will be given a solid technical foundation, taught elements of music/music theory, and learn ensemble skills. Students receive private and group instruction and perform in semester recitals.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA109HGS[1,2]

HARP AND VOCAL

COURSE DESCRIPTION: Harp and Vocal is a Soprano-Soprano Alto choral group that is accompanied by harps. Student vocalists must audition to gain admittance to this select group. Auditions require a traditional solo, an aural skills assessment, and sight-singing. It is open to any student that successfully auditions for the director. Harp and Vocal performs regularly as an independent ensemble for school, religious, and civic events.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA111HGS[1,2]

HISTORY AND LITERATURE OF THE THEATER

COURSE DESCRIPTION: History and Literature of the Theatre explores in depth the structure, elements, and style of dramatic compositions, and, as an extension, how the dramatic literature influenced theatrical production and acting styles throughout history. Course may focus more on the literature component than on the theatre (with increased emphasis on critique and analysis), but most courses connect these subjects, exploring their interrelationship. Major contributors (i.e. playwrights, directors, designers) and the architecture of the theater may also be included as topics of study.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA059SGS[1,2]

IMPROVISATION

COURSE DESCRIPTION: This class reviews the basics of improvisation and allows students to further explore improvisational techniques in acting, including improvisational scene building and characterization. Students participate in improvisational showcases and scene building, in partnership with the Detroit Creativity Project.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA999SGS[1,2]

INTRODUCTION TO THE THEATER

COURSE DESCRIPTION: Introduction to Theater courses provide an overview of the art, conventions, and history of the theater arts. Although the courses sometimes include experiential exercises, they emphasize learning about theater processes rather than theatrical production and performance. Course topics include one or more of the following: basic techniques in acting, major developments in dramatic literature, major playwrights, the evolution of theater as a cultural tradition, and critical appreciation of the art and craft of the theater profession.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA051SGS[1,2]

Fine & Performing Arts

JAZZ BAND I

COURSE DESCRIPTION: Formerly known as Contemporary Band, Jazz Band helps students perform a variety of contemporary styles, such as traditional jazz, jazz improvisation, and rock. At the same time, this course cultivates student technique on instruments appropriate to the style(s) performed: brass, woodwind, string, percussion instruments, and/or electronic. These ensembles emphasize instrumental music but may also include vocal music. Advanced coursework provides students with opportunities for growth through rehearsal and performance, improvisation, or creating and performing their own compositions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA105JGS[1,2]

JAZZ ENSEMBLE I

COURSE DESCRIPTION: Jazz Ensemble I is designed for vocal students to learn and perform jazz music. Jazz style and history will be incorporated in the curriculum. Improvisation will be highly stressed. Can perform in a large ensemble or smaller groups (combos). Instrumentalists can be added with the recommendation of the instructor.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA106JGS[1,2]

JEWELRY I

COURSE DESCRIPTION: Jewelry I helps students apply fundamental processes of artistic expression to the fabrication of small-scale objects and pieces of jewelry, and include the study of ornamental design, its media, techniques, and processes. This course helps students develop expressive and technical skills in creating jewelry, using art metals, and exploring design concepts in form and surface decoration. This course presents a historical and contemporary view of using art metals and other elements in jewelry design and provides instruction in the critique process. Students participate in critiques of their jewelry and metal works, the jewelry and metal works of others, and those by professional jewelers and gemologists for the purpose of reflecting on and refining work for presentation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA166SGS[1,2]

JEWELRY II

Prerequisite: Jewelry I

COURSE DESCRIPTION: Jewelry II helps students explore and expand on the fundamental processes of artistic expression to the fabrication of small-scale objects and pieces of jewelry, and include the study of ornamental design, its media, techniques, and processes. This course helps students develop expressive and technical skills in creating jewelry, using art metals, and exploring design concepts in form and surface decoration. This course expands the historical and contemporary view of using art metals and other elements in jewelry design and provides instruction in the critique process. Students participate in critiques of their jewelry and metal works, the jewelry and metal works of others, and those by professional jewelers and gemologists for the purpose of reflecting on and refining work for presentation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA166SGS[3,4]

MADRIGALS

COURSE DESCRIPTION: Madrigals is an audition-based choral group in which students develop vocal techniques and refine their ability to sing parts in a small ensemble. Course goals may include helping students develop their craft in the ensemble literature of madrigals.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA111MGS[1,2]

Fine & Performing Arts

MARCHING BAND

COURSE DESCRIPTION: Courses in Marching Band are intended to develop student technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA103SGS[1,2]

MICHIGAN ARCHITECTURAL PREP PROGRAM, TP

COURSE DESCRIPTION: This course is designed around a college-level architecture course curriculum that focuses on architecture, urbanism, and design-related fields. Students meet for three hours per day, five days a week over the course of a semester. The ArcPrep program focuses on Architecture Studio, a college-level course for high school credit focused on architecture, and includes robust assignments in mathematics and visual art, Career Exposure Module (CEM), career-focused exposure to professional architecture and design practices, the places of work, and direct engagement with practitioners, and Career Counseling Module (CCM), individual and collective career counseling that includes workshops on post-secondary education, financing college, and producing an effective college application essay and portfolio.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	1.5	Semester	9–12	SA192AGS1

MODERN DANCE I

COURSE DESCRIPTION: Modern Dance I provides students with foundational training in modern dance and emphasizes improving student technique.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA016SGS[1,2]

MODERN DANCE II

Prerequisite: Modern Dance I

COURSE DESCRIPTION: Modern Dance II courses provide students with developing training in modern dance and emphasize improving student technique.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA016SGS[3,4]

MODERN DANCE III

Prerequisite: Modern Dance II

COURSE DESCRIPTION: Modern Dance III courses provide students with advanced level training in modern dance and emphasize improving student technique.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA016SGS[5,6]

MODERN DANCE IV

Prerequisite: Modern Dance III

COURSE DESCRIPTION: Modern Dance IV courses provide students with professional level training in modern dance and emphasize improving student technique.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA016SGS[7,8]

Fine & Performing Arts

MULTICULTURAL DANCE

COURSE DESCRIPTION: This course builds students knowledge of dance as an art form while exploring and demonstrating the dance styles of selected cultures or historical periods. Students will analyze, evaluate, and perform dance of different genres representing cultures and works of dance innovators from various time periods.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SA001MGS[1,2]

MUSIC APPRECIATION

COURSE DESCRIPTION: Music Appreciation provides students with an understanding of music and its importance in their lives. Course content focuses on how various styles of music apply musical elements to create an expressive or aesthetic impact. Students also have the ability for informal music performance and creation within the classroom.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA118SGS[1,2]

MUSIC HISTORY

COURSE DESCRIPTION: Music History provides students with an understanding of music, its importance, and context in a selected range of historical periods and/or cultural styles. Students also have the ability for informal music performance and creation within the classroom.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA117SGS[1,2]

MUSIC THEORY I

COURSE DESCRIPTION: Music Theory I provides students with an understanding of the fundamentals of music and include the following topics: composition, arranging, analysis, aural development, and sight reading.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA113SGS[1,2]

MUSIC THEORY II

Prerequisite: Music Theory I

COURSE DESCRIPTION: Music Theory II provide students with a refinement of the fundamentals of music and include the following topics: composition, arranging, analysis, aural development, and sight reading.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA113SGS[3,4]

MUSICAL THEATRE I

COURSE DESCRIPTION: Musical Theater I provides students with the opportunity to explore and/or participate in various aspects of musical theater, including auditioning, singing, acting, and dancing. This course reviews the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA060SGS[1,2]

Fine & Performing Arts

MUSICAL THEATRE II

Prerequisite: Musical Theatre I

COURSE DESCRIPTION: The Musical Theatre II course provides students with the opportunity to participate in advanced studies involving various aspects of musical theater, including auditioning, singing, acting, and dancing. This course requires a deep dive into the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA060SGS[3,4]

OBSERVATIONAL DRAWING

COURSE DESCRIPTION: Observational Drawing provides a foundation in observational drawing using a variety of techniques in both black and white and color, emphasizing observation and interpretation of the visual environment and life drawing. This course includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA155OGS[1,2]

ORCHESTRA I

COURSE DESCRIPTION: Orchestra I begins developing student technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA104SGS[1,2]

ORCHESTRA II

Prerequisite: Orchestra I

COURSE DESCRIPTION: Orchestra II develops student technique for playing strings along with woodwind, brass, and percussion instruments further. These courses may emphasize collaboration through rehearsal and performance experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA104SGS[3,4]

ORCHESTRA III

Prerequisite: Orchestra II

COURSE DESCRIPTION: Orchestra III develops student technique at an advanced level for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA104SGS[5,6]

PAINTING I

COURSE DESCRIPTION: Painting I provides a foundation in painting using a variety of techniques and media (such as watercolor, tempera, oils, acrylics), emphasizing observation and interpretation of the visual environment, life drawing, and imaginative painting. This course includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA157SGS[1,2]

Fine & Performing Arts

PERCUSSION

COURSE DESCRIPTION: Percussion provides individuals with instruction in percussion instrumental literature and techniques. This course may be conducted either individually or in a small group; formal and informal performances are typically included as well as experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA109PGS[1,2]

PHOTOGRAPHY I

COURSE DESCRIPTION: Photography I provides students with an understanding of photographic media, techniques, and processes. This course focuses on development of photographic compositions through manipulation of the fundamental processes of artistic expression. Students learn to make meaningful visual statements with an emphasis on personal creative expression to communicate ideas, feelings, or values. Photography courses also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects. Students engage in critiques of their photographic images, the works of other students, and those by professional photographers for the purpose of reflecting on and refining work.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA167SGS[1,2]

PIANO I

COURSE DESCRIPTION: Piano I provides students an introduction to, and refine the fundamentals of, music and keyboard including literature and techniques such as scales, chords, and melodic lines and offer instruction in more advanced techniques. Formal and informal performances are included as well as experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA107SGS[1,2]

PIANO II

Prerequisite: Piano I

COURSE DESCRIPTION: Piano II provides students the opportunity to refine the fundamentals of music and keyboard including literature and techniques such as scales, chords, and melodic lines and offer instruction in more advanced techniques. Formal and informal performances are included as well as experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA107SGS[3,4]

SCULPTURE I

COURSE DESCRIPTION: Sculpture I promotes creative expression through three-dimensional works. These courses explore representational and abstract sculpture through subtractive (carving), additive (modeling), and assemblage techniques in one or more media. Sculpture courses include the production of representational and abstract sculptures while incorporating elements of art and principles of design, along with a study of historical and contemporary sculpture and sculptors from a worldwide perspective. These courses also provide instruction in the process of responding to art through analysis, critique, and interpretation for the purpose of reflecting on and refining work.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA158SGS[1,2]

Fine & Performing Arts

STAGECRAFT

COURSE DESCRIPTION: The stagecraft course provides students with an understanding of the various aspects of theatrical production, including lighting, costuming, sound, set construction, makeup, stage management, and the use of computer and media-based applications. This course prepares students to engage in the hands-on application of these production elements in design and technology courses.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA056SGS[1,2]

STAGECRAFT - STAGE DESIGN I

COURSE DESCRIPTION: The Stage Design I course provides students with an understanding of the various aspects of theatrical production, including lighting, costuming, sound, set construction, makeup, stage management, and the use of computer and media-based applications. The course prepare students to engage in the hands-on application of these production elements in design and technology courses including the design of light and sound and the rendering of light and sound onto a space/set, as well as the basic aspects of technician work, such as lighting grids, call sheets, and sound balancing.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA056SGS[3,4]

STAGECRAFT - STAGE DESIGN II

Prerequisite: Stagecraft - Stage Design I

COURSE DESCRIPTION: Stage Design II offers the more advanced aspects of designing, rendering, and set-building. Aspects of the course include exploring the production process through discussion with directors and producers, the rendering and building of scale models, and building of sets from models.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA056SGS[5,6]

STRINGS

COURSE DESCRIPTION: Strings courses provide students an introduction to, and refine the fundamentals of, music and bowed-string instrument literature and techniques and may include more advanced techniques. These courses teach students the appropriate care, handling, and maintenance of musical instruments. Formal and informal performances are included as part of string instrument instructional programs as well as experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA120SGS[1,2]

SYMPHONIC BAND I

COURSE DESCRIPTION: Symphonic Band helps develop student's technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA104YGS[1,2]

Fine & Performing Arts

THEATRE - DIGITAL MEDIA

COURSE DESCRIPTION: The Theatre – Digital Media course is a mix of dramaturgy and theatrical techniques beyond the stage. This course requires students to perform collaboratively, be involved in the critique of dramatic works, and learn methods for self-expression including broadcasting for the camera, self-taping, individual storytelling (specifically for children), interviewing and podcasting, and writing and producing devised theatre/performance art.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA052SGS[1,2]

THEATRE - SENIOR SEMINAR

COURSE DESCRIPTION: The emphasis of this college preparatory class is audition preparation and personal portfolio presentation. In this course students will lead senior projects consisting of selecting, directing, and mounting performance presentations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA099SGS[1,2]

THEATRICAL PRODUCTION AND MANAGEMENT

COURSE DESCRIPTION: Theatrical Production and Management courses prepare students to manage the planning, design, preparation, and production of plays and other theatrical performances. Course content may include instruction in theatrical design, program management, dramatic production, rehearsal management, personnel management and casting, actor coaching, directing concepts and techniques, dramaturgy, script interpretation, business management, marketing, public relations, and communications skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA061SGS[1,2]

THEATRICAL PRODUCTION & MANAGEMENT II

Prerequisite: Theatrical Production & Management I

COURSE DESCRIPTION: This course provides students with an understanding of the many aspects of theatrical business including managing, self-promotion, programming, marketing, fundraising, and budgeting.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA061SGS[3,4]

TREBLE AND BASS VOCAL ENSEMBLE

COURSE DESCRIPTION: Tenor and Bass Vocal Ensemble is an audition-based choir which develops student vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. This sequence of courses are designed to develop student vocal techniques and their ability to sing parts and include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA111BGS[1,2]

TREBLE VOCAL ENSEMBLE

COURSE DESCRIPTION: Treble Vocal Ensemble is an audition-based choir which develops student vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. This sequence of courses is designed to develop student vocal techniques and ability to sing parts and include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA111TGS[1,2]

Fine & Performing Arts

VISUAL ARTS - 2D

COURSE DESCRIPTION: Visual Art: 2-D is designed for students to learn the fundamentals of two-dimensional art. This course focuses on a variety of concepts and approaches in drawing and 2-D design, enabling students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. Such conceptual variety can be demonstrated through the use of one or several media.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA199AGS[1,2]

VISUAL ARTS - 3D

COURSE DESCRIPTION: Visual Art: 3-D is designed for students to learn the fundamentals of three-dimensional art. These courses focus on a variety of concepts and approaches in 3-D design and creation, enabling students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. They can demonstrate such conceptual variety through the use of one or several media. Students refine their skills and create artistic works to submit via portfolio to the College Board for evaluation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA199BGS[1,2]

VISUAL ARTS - COMPREHENSIVE

COURSE DESCRIPTION: Visual Arts - Comprehensive enables students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. This initial course emphasizes observations, interpretation of the visual environment, visual communication, imagination, and symbolism. This course covers the language, materials, media, and processes of various art forms and the design elements.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA154SGS[1,2]

VOCAL ENSEMBLE

COURSE DESCRIPTION: Vocal Ensemble courses help students develop vocal techniques and refine their ability to sing parts in small ensembles (e.g., madrigal, barber shop, gospel). Course goals may include helping students develop their solo singing ability and emphasize one or several ensemble literature styles. These ensembles may include both instrumental and vocal music and include experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA111SGS[1,2]

VOCAL JAZZ

COURSE DESCRIPTION: This audition-based course provides advanced vocal training through the study and performance of works by master and contemporary composers and arrangers. Students examine composers' lives and historical contexts while developing intermediate to advanced sight-singing skills aligned to MSVMA standards. The course strengthens vocal technique, posture, aural skills, and stylistic understanding across jazz, blues, R&B, and popular music. Students perform in concerts, recitals, and masterclasses and explore how their musical interests and skills inform artistic choices in performance and interpretation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA121SGS[1,2]

Fine & Performing Arts

VOICE STUDIO

COURSE DESCRIPTION: This course develops students' foundational skills in solo vocal performance and provides strategies for efficiently learning and preparing solo repertoire. Students build a diverse portfolio of works suitable for college music program auditions and vocal competitions. Opportunities include community performances, recitals, masterclasses, and local, regional, state, and national competitions. Students also explore how their musical interests, knowledge, and skills inform artistic choices in performance and interpretation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA112SGS[1,2]

WINDS

COURSE DESCRIPTION: Winds (or woodwinds) provides individuals with instruction in wind (woodwind) instrumental literature and techniques. This course may be conducted either individually or in a small group; formal and informal performances are typically included as well as experiences in creating and responding to music.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA109WGS[1,2]

International Baccalaureate (IB)

GEOMETRY, PRE-IB

COURSE DESCRIPTION: In this course, students study geometric transformations (reflection, rotation, translation, dilation) and symmetry. Students explore relationships between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations. Proofs of geometric theorems, using coordinates to prove geometric theorems, and modeling with geometry are also studied in detail. Students also study tools for analyzing and measuring right triangles, general triangles, and complex shapes. This study includes the Pythagorean Theorem, trigonometric ratios, the Law of Sines, and the Law of Cosines. Geometry also includes the study of theorems about circles, including arc lengths, and areas of sectors. Topics on probability and statistics are also covered. This course is considered a prerequisite course for students that desire to enter the International Baccalaureate Diploma Programme.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Geometry	0.5	Semester	9–12	SM072PHS[1,2]

IB ALGEBRA II

COURSE DESCRIPTION: In Algebra II, students visualize, express, interpret, describe, and graph functions (and their inverses, in many cases). Students will represent functions with an equation, and vice-versa, and transform graphs, including those from the following function families: absolute value, exponential, linear, logarithmic, piecewise-defined, polynomial, quadratic, square root, and trigonometric. Students will recognize the connections among multiple representations. Students rewrite rational expressions, perform arithmetic operations on polynomials, and study the relationship between zeros and factors of polynomials. This course is considered a prerequisite course for students that desire to enter into the International Baccalaureate Diploma Programme.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra II	0.5	Semester	9–12	SM056SIS[1,2]

International Baccalaureate (IB)

IB ART: VISUAL ARTS I

COURSE DESCRIPTION: IB Visual Arts courses prepare students to take the International Baccalaureate (IB) Visual Arts exams. IB Visual Arts provides experiences that develop student aesthetic and creative faculties, provide experiences in various visual art forms, offer training in awareness and criticism of art, and enable students to create their own quality works of art. Students perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail. These courses were formerly known as IB Art/Design.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA173SIS[1,2]

IB BIOLOGY

COURSE DESCRIPTION: A year-long course, IB Biology is the study of life. Students will learn about the vast diversity of species that makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. This progress is important at a time of growing pressure on the human population and the environment. By studying biology, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Students will have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Biology	0.5	Semester	9–12	SS057SIS[1,2]

IB BUSINESS LAW

COURSE DESCRIPTION: This course provides students with an understanding of the legal framework. Topics covered include the history, development, and classification of laws, personal and business law related to everyday life, contract law, the court system and courtroom procedures, legal terminology, constitutional rights, ethics, technology law, intellectual property, social responsibility, international law, and consumer protection.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB054SIS[1,2]

IB CHEMISTRY

COURSE DESCRIPTION: A year-long course, IB Chemistry provides students with higher-order investigative experiences and activities to promote a deeper understanding of critical concepts in Chemistry. It will also help students to develop the ability to analyze scientific literature critically and to develop manipulative and experimental skills necessary to perform college level scientific investigations. Topics include Stoichiometry, Atomic Theory, Chemical Bonding, States of Matter, Carbon Chemistry, and the Periodic Table. Students will be required to demonstrate knowledge in experimental methodology, data collection, and the interpretation of experimental data. Theory of Knowledge (TOK) concepts and global connections will be discussed and integrated throughout the course.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chemistry	0.5	Semester	9–12	SS107SIS[1,2]

IB CHINESE III

COURSE DESCRIPTION: Learners participate in conversations on a number of familiar topics beyond self, school, and home in simple sentences. They participate in short social interactions in everyday social and survival situations that may present some complications by asking and answering simple questions. They are consistently understood by native speakers accustomed in interacting with language learners. Learners write briefly about most familiar topics and present information using a series of simple sentences. They can understand the main idea in short, simple messages about familiar topics. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chinese	0.5	Semester	9–12	SL404SIS[1,2]

International Baccalaureate (IB)

IB CHINESE IV

Prerequisite: IB Chinese III

COURSE DESCRIPTION: Learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and express what they want to say about themselves and their everyday life and personal interests or studies. They communicate consistently about present and future events, but inconsistently about past events and create with the language. They are consistently understood by native speakers accustomed to interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a wide variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chinese	0.5	Semester	9–12	SL405SIS[1,2]

IB COLOR & DESIGN

COURSE DESCRIPTION: The IB Diploma Programme Color & Design course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA195CIS[1,2]

IB CREATIVITY, ACTIVITY, SERVICE

COURSE DESCRIPTION: The IB Creativity, Action, Service (CAS) course is organized around the three strands of creativity, activity, and service defined as follows: Creativity - exploring and extending ideas leading to an original or interpretive product or performance. Activity - physical exertion contributing to a healthy lifestyle. Service - collaborative and reciprocal engagement with the community in response to an authentic need.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ108SIS[1,2]

IB DANCE WORKSHOP

COURSE DESCRIPTION: IB Dance courses prepare students to take the International Baccalaureate (IB) Dance assessments. IB Dance courses help students develop skills in the composition, performance, and analysis of dance. These courses also help students form an historical and global awareness of dance forms and styles.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA002WIS[1,2]

IB DANCE: MODERN DANCE III

COURSE DESCRIPTION: IB Dance courses prepare students to take the International Baccalaureate (IB) Dance assessments. IB Dance courses help students develop skills in the composition, performance, and analysis of dance. These courses also help students form an historical and global awareness of dance forms and styles.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA016SIS[5,6]

International Baccalaureate (IB)

IB DANCE: MODERN DANCE IV

Prerequisite: IB Dance: Modern Dance III

COURSE DESCRIPTION: IB Dance courses prepare students to take the International Baccalaureate (IB) Dance assessments. IB Dance courses help students develop skills in the composition, performance, and analysis of dance. These courses also help students form an historical and global awareness of dance forms and styles.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA016SIS[7,8]

IB ENGLISH LANGUAGE ARTS III (GR 11)

COURSE DESCRIPTION: The International Baccalaureate Diploma Programme Language A: Literature course develops students' understanding of literary criticism and their ability to form independent literary judgments. Students engage in formal analysis of a wide range of works studied both in the original language and in translation, while examining how literary conventions shape readers' responses. The course builds extensive knowledge of diverse texts and cultural perspectives, strengthens analytical writing skills, and prepares students for success in university studies, particularly in literature and related fields such as philosophy, law, and language.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 11	0.5	Semester	11	SE003SIS[1,2]

IB ENGLISH LANGUAGE ARTS IV (GR 12)

Prerequisite: IB English Language Arts III

COURSE DESCRIPTION: The International Baccalaureate Diploma Programme Language A: Literature course develops students' understanding of literary criticism and their ability to form independent literary judgments. Students engage in formal analysis of a wide range of works studied both in the original language and in translation, while examining how literary conventions shape readers' responses. The course builds extensive knowledge of diverse texts and cultural perspectives, strengthens analytical writing skills, and prepares students for success in university studies, particularly in literature and related fields such as philosophy, law, and language.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 12	0.5	Semester	12	SE004SIS[1,2]

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES

COURSE DESCRIPTION: A year-long course, IB Environmental Science, provides students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Science (3rd Year)	0.5	Semester	9–12	SS208SIS[1,2]

IB EXTENDED ESSAY

COURSE DESCRIPTION: The IB Extended Essay course is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent, and appropriate manner.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ109SIS[1,2]

International Baccalaureate (IB)

IB FILM STUDY

COURSE DESCRIPTION: IB Film Study develops students as proficient interpreters and makers of film texts. Course content includes textual analysis of film sequences, film theory and history, and the creative process of producing films.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SA194SIS[1,2]

IB FINANCIAL LITERATURE

COURSE DESCRIPTION: This advanced course will help students develop an understanding of business and financial theories and practices. A wide range of financial concepts will be explored with an emphasis placed on strategic decision-making in daily business functions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB101LIS1

IB FRENCH III

COURSE DESCRIPTION: Learners participate in conversations on a number of familiar topics beyond self, school, and home in simple sentences. They participate in short social interactions in everyday social and survival situations that may present some complications by asking and answering simple questions. They are consistently understood by native speakers accustomed to interacting with language learners. Learners write briefly about most familiar topics and present information using a series of simple sentences. They can understand the main idea in short, simple messages about familiar topics. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
French	0.5	Semester	9–12	SL104SIS[1,2]

IB FRENCH IV

Prerequisite: IB French III

COURSE DESCRIPTION: Learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and say what they want to say about themselves and their everyday life and personal interests or studies. They communicate consistently about present and future, but inconsistently about past events and create with the language. They are consistently understood by native speakers accustomed to interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a wide variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
French	0.5	Semester	9–12	SL105SIS[1,2]

IB GLOBAL POLITICS

COURSE DESCRIPTION: IB Global Politics explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. This is one of the required International Baccalaureate courses for Category 3: Individuals & Society.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH169SIS[1,2]

International Baccalaureate (IB)

IB HISTORY I

COURSE DESCRIPTION: This Diploma Programme (DP) course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. This course requires students to study and compare examples from different regions of the world, helping to foster international mindedness.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH054SIS[1,2]

IB HISTORY II

Prerequisite: IB History I

COURSE DESCRIPTION: This is the second course in this sequence. This Diploma Programme (DP) course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. This course requires students to study and compare examples from different regions of the world, helping to foster international mindedness.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH054SIS[3,4]

IB INTERNATIONAL BUSINESS

COURSE DESCRIPTION: This advanced course will help students develop an understanding of business and financial theories and practices. A wide range of financial concepts will be explored with an emphasis placed on strategic decision-making in daily business functions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SB056SIS1

IB JAPANESE III

COURSE DESCRIPTION: Learners participate in conversations on a number of familiar topics beyond self, school, and home in simple sentences. They participate in short social interactions in everyday social and survival situations that may present some complications by asking and answering simple questions. They are consistently understood by native speakers accustomed in interacting with language learners. Learners write briefly about most familiar topics and present information using a series of simple sentences. They can understand the main idea in short, simple messages about familiar topics. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Japanese	0.5	Semester	9–12	SL454SIS[1,2]

IB JAPANESE IV

Prerequisite: IB Japanese III

COURSE DESCRIPTION: In this course, learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and say what they want to say about themselves and their everyday life and personal interests or studies. They communicate consistently about present and future, but inconsistently about past events and create with the language. They are consistently understood by native speakers accustomed by interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a wide variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Japanese	0.5	Semester	9–12	SL455SIS[1,2]

International Baccalaureate (IB)

IB LANGUAGE A: LANGUAGE AND LITERATURE (GR 11)

COURSE DESCRIPTION: This is a required two-year course for Diploma Programme (DP) Candidates. The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students should be enrolled in this course for two years.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 11	0.5	Semester	11	SE011SIS[1,2]

IB LANGUAGE A: LANGUAGE AND LITERATURE (GR 12)

Prerequisite: IB Language A: Language and Literature (Gr 11)

COURSE DESCRIPTION: This is a required two-year course for Diploma Programme (DP) Candidates. The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students should be enrolled in this course for two years.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 12	0.5	Semester	12	SE011SIS[3,4]

IB LANGUAGE B - CHINESE

COURSE DESCRIPTION: This course is an IB-endorsed course with specific requirements. In this course, learners participate with ease and confidence in conversations in social interactions in everyday social and survival situations related to everyday life, personal interests, and studies and sometimes handle simple transactions with unexpected complications in various time frames. They understand the main idea and few details on various topics and follow stories and descriptions. They write and present on topics they have researched via organized paragraphs. They are consistently understood by native speakers accustomed to interacting with language learners. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chinese	0.5	Semester	9–12	SL413SIS[1,2]

IB LANGUAGE B - SPANISH I

COURSE DESCRIPTION: This course is an IB-endorsed course with specific requirements. In this course, learners participate with ease and confidence in conversations in social interactions in everyday social and survival situations related to everyday life, personal interests, and studies and sometimes handle simple transactions with unexpected complications in various time frames. They understand the main idea and few details on various topics and follow stories and descriptions. They write and present on topics they have researched via organized paragraphs. They are consistently understood by native speakers accustomed to interacting with language learners. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL063SIS[1,2]

International Baccalaureate (IB)

IB LANGUAGE B - SPANISH II

Prerequisite: IB Language B - Spanish I

COURSE DESCRIPTION: This course is an IB-endorsed course with specific requirements. This is the second course in the sequence where learners participate with ease and confidence in conversations in social interactions in everyday social and survival situations related to everyday life, personal interests, and studies and sometimes handle simple transactions with unexpected complications in various time frames. They understand the main idea and few details on various topics and follow stories and descriptions. They write and present on topics they have researched via organized paragraphs. They are consistently understood by native speakers accustomed to interacting with language learners. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL063SIS[3,4]

IB MATH: ANALYSIS AND APPROACHES

COURSE DESCRIPTION: The IB Mathematics: Analysis and Approaches course develops strong analytical thinking through a rigorous and balanced study of mathematical concepts. Students learn to solve both abstract and real-world problems while constructing, communicating, and justifying mathematical arguments. The course emphasizes understanding structure, making connections across topics, and building the skills needed for continued study. Through an independent exploration, students deepen their mathematical thinking and engage thoughtfully with a range of mathematical ideas.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM140SIS[1,2]

IB MATH: APPLICATION AND INTERPRETATION

COURSE DESCRIPTION: The IB Mathematics: Applications and Interpretation course emphasizes the role of mathematics and technology in a data-rich world. Students explore real-world problems through modeling and applied contexts, while building a foundation in key topics such as statistics and calculus. The course develops students' ability to analyze, represent, and communicate mathematical ideas, and to interpret results within meaningful contexts.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM139SIS[1,2]

IB MODERN DANCE I

COURSE DESCRIPTION: IB Dance courses prepare students to take the International Baccalaureate (IB) Dance assessments. IB Dance courses help students develop skills in the composition, performance, and analysis of dance. These courses also help students form an historical and global awareness of dance forms and styles.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA016SIS[1,2]

IB MUSIC

COURSE DESCRIPTION: IB Music courses prepare students to take the International Baccalaureate Music exams. IB Music courses develop student knowledge and understanding of music through study of musical perception, including study of musical elements, form and structure, notations, musical terminology, and context. These courses include exploration of music from different places, cultures, and time periods. They also involve training in at least one of the following: creating, solo performing, and group performing.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA115SIS[1,2]

International Baccalaureate (IB)

IB MUSIC HISTORY

COURSE DESCRIPTION: IB Music History prepares students to take the International Baccalaureate Music History exam. IB Music History develops student knowledge and understanding of musical history through study of musical perception, including study of time, place, social and historical events, musical conventions and structure, notations, musical terminology, and context. Students also have the ability for informal music performance and creation within the classroom.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA117SIS[1,2]

IB ORCHESTRA I

COURSE DESCRIPTION: IB Orchestra I is an advanced performance-based ensemble requiring permission of the instructor to enroll. The emphasis is on developing individual and ensemble skills, and building musical strength and sensitivity. This is a rigorous course, designed to prepare students for success in college level music programs. Before and after school rehearsals and performances and private instruction are required.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA104SIS[1,2]

IB ORCHESTRA II

Prerequisite: IB Orchestra I and permission of course instructor

COURSE DESCRIPTION: IB Orchestra II is an advanced performance-based ensemble. The emphasis is on developing individual and ensemble skills, and building musical strength and sensitivity. This is a rigorous course, designed to prepare students for success in college level music programs. Before and after school rehearsals and performances and private instruction are required.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Art	0.5	Semester	9–12	SA104SIS[3,4]

IB PHYSICS I

COURSE DESCRIPTION: A year-long course, IB Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Students develop models to try to understand these observations and develop theories to explain them. By studying physics, students become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physics	0.5	Semester	9–12	SS157SIS[1,2]

IB PHYSICS II

Prerequisite: IB Physics I

COURSE DESCRIPTION: A year-long course, IB Physics II, keeps with the general aim of IB Experimental Sciences courses. IB Physics promotes the understanding of the facts, patterns, and principles underlying the field of physics; critical analysis, evaluation, prediction, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of physics and scientific advances in physics upon both society and issues of ethical, philosophical, and political importance. Course content is determined by the IB syllabus for Physics. Laboratory experimentation is an essential part of this course.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physics	0.5	Semester	9–12	SS157SIS[3,4]

International Baccalaureate (IB)

IB QUALITATIVE ANALYSIS

COURSE DESCRIPTION: A year-long course, Qualitative and Quantitative Analysis are the means by which chemists, biochemists, and scientists in related fields determine the identity, purity, or amount of a chemical of interest. Analytical chemistry has turned towards more modern and spectroscopic methods that use electromagnetic radiation to similar ends, and chromatography which uses solvent properties to separate compounds. In biochemistry and biomedical science, researchers use a variety of similar methods, along with a variety that derive from antibody recognition. This class will be an exploration of modern analytical methods and context in which they are embedded. A student will gain exposure to modern research practices, and a leg up for assisting research in internships or their collegiate career. IB Qualitative Analysis and IB Quantitative Analysis are taken concurrently.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SS108DIS[1,2]

IB SPANISH AB INITIO

COURSE DESCRIPTION: Spanish ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Spanish ab initio students develop their receptive, productive, and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SL068SIS[1,2]

IB SPANISH III

COURSE DESCRIPTION: Learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and express what they want to say about themselves and their everyday life and personal interests or studies. They communicate consistently about present and future events, but inconsistently about past events and create with the language. They are consistently understood by native speakers accustomed to interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a wide variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL054SIS[1,2]

IB SPANISH IV

Prerequisite: IB Spanish III

COURSE DESCRIPTION: Learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and express what they want to say about themselves and their everyday life and personal interests or studies. They communicate consistently about present and future events, but inconsistently about past events and create with the language. They are consistently understood by native speakers accustomed to interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a wide variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL055SIS[1,2]

International Baccalaureate (IB)

IB SPANISH V

Prerequisite: IB Spanish IV

COURSE DESCRIPTION: This course, along with IB Language B the following year, prepares learners for the IB exam. Learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and say what they want to express about themselves and their everyday life and personal interest or studies. They communicate consistently about present and future events, but inconsistently about past events. They are consistently understood by native speakers accustomed to interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a wide variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL056SIS[1,2]

IB THEORY OF KNOWLEDGE

COURSE DESCRIPTION: The Diploma Programme (DP) Theory of Knowledge (TOK) course provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. This course is central to the IB philosophy. TOK is comprised almost entirely of questions, pushing students to analyze the definition of knowledge and how we know it by focusing on types of evidence, evaluating best models, and real-world implications of theories. Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH304SIS[1,2]

IB WORLD CIVILIZATIONS I

COURSE DESCRIPTION: The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
World History & Geography	0.5	Semester	9–12	SH054WIS[1,2]

IB WORLD CIVILIZATIONS II

Prerequisite: IB World Civilizations I

COURSE DESCRIPTION: The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
World History & Geography	0.5	Semester	9–12	SH054WIS[3,4]

Mathematics

ALGEBRA I

COURSE DESCRIPTION: In Algebra I, students learn representations of functions using graphs, tables, equations, and contexts. The course focuses on solving equations and inequalities using a variety of strategies. Students solve systems of two equations and inequalities with two variables using a variety of strategies. Students analyze representations of arithmetic and geometric sequences, use exponential models to solve problems, and investigate a variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions. The course also includes study of statistical analysis of two-variable data and distributions of one-variable data.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra I	0.5	Semester	9–12	SM052SGS[1,2]

ALGEBRA I, HONORS

COURSE DESCRIPTION: In Algebra I Honors, students learn representations of functions using graphs, tables, equations, and contexts. The course focuses on solving equations and inequalities using a variety of strategies. Students solve systems of two equations and inequalities with two variables using a variety of strategies. Students analyze representations of arithmetic and geometric sequences, use exponential models to solve problems, and investigate a variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions. The course also includes study of statistical analysis of two-variable data and distributions of one-variable data. The course may advance at an accelerated pace.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra I	0.5	Semester	9–12	SM052SHS[1,2]

ALGEBRA II

Prerequisite: Algebra I

COURSE DESCRIPTION: In Algebra II, students visualize, express, interpret, describe, and graph functions (and their inverses, in many cases). Students will represent functions with an equation, and vice-versa, and transform graphs, including those from the following function families: absolute value, exponential, linear, logarithmic, piecewise-defined, polynomial, quadratic, square root, and trigonometric. Students will recognize the connections among multiple representations. Students rewrite rational expressions, perform arithmetic operations on polynomials, and study the relationship between zeros and factors of polynomials.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra II	0.5	Semester	9–12	SM056SGS[1,2]

ALGEBRA II, HONORS

Prerequisite: Algebra I

COURSE DESCRIPTION: In Algebra II Honors, students visualize, express, interpret, describe, and graph functions (and their inverses, in many cases). Students will represent functions with an equation, and vice-versa, and transform graphs, including those from the following function families: absolute value, exponential, linear, logarithmic, piecewise-defined, polynomial, quadratic, square root, and trigonometric. Students will recognize the connections among multiple representations. Students rewrite rational expressions, perform arithmetic operations on polynomials, and study the relationship between zeros and factors of polynomials. Topics from probability and statistics are also included. The course may advance at an accelerated pace.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra II	0.5	Semester	9–12	SM056SHS[1,2]

ALGEBRA LAB SGI

COURSE DESCRIPTION: In Algebra Lab, students receive extra support to help them succeed in their Algebra I course. Students must be concurrently enrolled in Algebra I to enroll in Algebra lab. This course includes solving equations and inequalities, linearity, systems of equations and inequalities, arithmetic and geometric sequences, exponential models, and families of functions. Students will also study statistical analysis of two-variable data and distributions of one-variable data.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SM069LGS[1,2]

Mathematics

AP CALCULUS AB

COURSE DESCRIPTION: AP Calculus AB includes the study limits, continuity, differentiation, applications of differentiation, integration, differential equations, area, and volume. Students enrolling in AP Calculus AB are expected to register for and take the AP exam in the spring. This course advances at an accelerated pace.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM124SAS[1,2]

AP CALCULUS AB, DP

COURSE DESCRIPTION: This is a double period course. AP Calculus AB includes the study limits, continuity, differentiation, applications of differentiation, integration, differential equations, area, and volume. Students enrolling in AP Calculus AB are expected to register for and take the AP exam in the spring. This course advances at an accelerated pace.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM124SAS2D

AP CALCULUS BC

COURSE DESCRIPTION: AP Calculus BC includes the study of limits, continuity, differentiation, applications of differentiation, integration, advanced integration techniques, differential equations, area, and volume. Students also study convergence and divergence of infinite series, logistic growth, Taylor and Maclaurin Polynomials, areas bounded by polar curves, and derivatives and integrals of parametric equations. Students enrolling in AP Calculus BC are expected to register for and take the AP exam in the spring. This course advances at an accelerated pace.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM125SAS[1,2]

AP PRECALCULUS

COURSE DESCRIPTION: Following the College Board's suggested curriculum designed to parallel college-level precalculus courses, AP Precalculus courses introduce students to mathematical modeling and functions that serve as a foundation for calculus and other college-level mathematics needed for a variety of STEM majors and careers. Topics typically include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM114SAS[1,2]

AP STATISTICS

COURSE DESCRIPTION: AP Statistics includes the exploratory analysis of data, planning a study, and probability and statistical inference. Students will describe patterns and departures from patterns, plan and conduct studies, explore random phenomena using probability and simulation, estimate population parameters, and test hypotheses. Students use computers and graphing calculators to fit mathematical models to data and also to produce graphs designed for statistical analysis. Students interpret problem situations described in writing and to write reports. This course prepares students to take the Advanced Placement Statistics examination, and students are expected to register for and take the AP exam in the spring.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM203SAS[1,2]

Mathematics

CALCULUS

COURSE DESCRIPTION: Calculus includes the study of limits, continuity, differentiation, applications of differentiation, integration, differential equations, area, and volume. Students study multiple representations and focus on application in the course.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM121SGS[1,2]

GEOMETRY

COURSE DESCRIPTION: In this course, students study geometric transformations (reflection, rotation, translation, dilation) and symmetry. Students explore relationships between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations. Proofs of geometric theorems, using coordinates to prove geometric theorems, and modeling with geometry are also studied in detail. Students also study tools for analyzing and measuring right triangles, general triangles, and complex shapes. This study includes the Pythagorean Theorem, trigonometric ratios, the Law of Sines, and the Law of Cosines. Geometry also includes the study of theorems about circles, including arc lengths, and areas of sectors. Topics on probability and statistics are also covered.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Geometry	0.5	Semester	9–12	SM072SGS[1,2]

GEOMETRY LAB SGI

COURSE DESCRIPTION: In Geometry Lab, students receive extra support to help them succeed in their Geometry course. Students must be concurrently enrolled in Geometry to enroll. This course addresses transformations, rigid motions, proof, modeling, trigonometry, theorems about circles, and probability.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SM079LGS[1,2]

GEOMETRY, HONORS

COURSE DESCRIPTION: In this course, students study geometric transformations (reflection, rotation, translation, dilation) and symmetry. Students explore relationships between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations. Proofs of geometric theorems, using coordinates to prove geometric theorems, and modeling with geometry are also studied in detail. Students also study tools for analyzing and measuring right triangles, general triangles, and complex shapes. This study includes the Pythagorean Theorem, trigonometric ratios, the Law of Sines, and the Law of Cosines. Geometry also includes the study of theorems about circles, including arc lengths, and areas of sectors. Course operates at an accelerated pace with greater depth in the content.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Geometry	0.5	Semester	9–12	SM072SHS[1,2]

INTEGRATED MATHEMATICS I

COURSE DESCRIPTION: This course is designed to assist student understanding in recognizing and developing patterns using tables, graphs, and equations. Mathematical modeling will be emphasized as an appropriate approach for finding the solution to problems. Students will explore operations on algebraic expressions and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs, and tables, and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Topics from two-dimensional Geometry and Statistics are integrated into this curriculum. This includes application of rigid transformations of shapes, calculation of area and perimeter, application of the Pythagorean Theorem, performing geometric constructions and proofs, and statistical analysis of two-variable data, including determining regression lines, correlation coefficients, creating residual plots, and calculation of mathematical probability.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra I	0.5	Semester	9–12	SM062SGS[1,2]

Mathematics

INTEGRATED MATHEMATICS II

Prerequisite: Integrated Mathematics I

COURSE DESCRIPTION: Integrated Mathematics II, a second-year high school math course, focuses on extending the number systems to include irrational and complex numbers, as well as computation with quadratic polynomials. This course extends their geometric knowledge from other courses. The course also introduces probability as a way to make better decisions when given limited information.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Geometry	0.5	Semester	9–12	SM063SGS[1,2]

INTEGRATED MATHEMATICS III

Prerequisite: Integrated Mathematics II

COURSE DESCRIPTION: Integrated Mathematics III, a third-year high school math course, focuses on extending the number systems to include irrational and complex numbers, as well as computation with quadratic polynomials. This course extends their geometric knowledge from other courses. The course also introduces probability as a way to make better decisions when given limited information.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Algebra II	0.5	Semester	9–12	SM064SGS[1,2]

MATH TEST PREP, SAT (GR 10)

COURSE DESCRIPTION: In this course, students engage in preparation to take the PSAT 10 exam in the spring. The course includes focus on the SAT Math domains of the Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Mathematics, and Additional Topics in Mathematics. Khan Academy's Official SAT Practice is also integrated into the course framework.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	10	SM993AGS1

MATH TEST PREP, SAT (GR 11)

COURSE DESCRIPTION: In this course, students engage in preparation to take the SAT exam in the spring. The course includes focus on the SAT Math domains of the Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Mathematics, and Additional Topics in Mathematics. Khan Academy's Official SAT Practice is also integrated into the course framework.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	11	SM993BGS1

MATHEMATICS SEMINAR

COURSE DESCRIPTION: This course is designed for seniors to engage in a directed independent research of relevant, advanced Mathematics course content for students seeking to gain an additional general elective credit for graduation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM999EGS[1,2]

MATHEMATICS, AP LAB

COURSE DESCRIPTION: This course is designed to provide an additional instructional hour daily to students at schools offering AP Statistics or AP Calculus AB, or BC courses to students. Students may earn a 0.5 general elective credit per semester of enrollment. This course cannot be offered as a stand-alone course for students; students can only be offered this course while being enrolled in AP Statistics, AP Calculus AB, or BC concurrently.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SM996AGS[1,2]

Mathematics

PERSONAL FINANCE

COURSE DESCRIPTION: This course is designed to assist students in understanding on how to apply math concepts learned in previous math courses with a focus on mathematical operations, numbers, math logic and money management principles as it applies to various financial decisions they will be faced with in everyday life. Some of the topics to be covered will include budgeting, savings, investments, insurance, credit and debt.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM157SGS[1,2]

PRECALCULUS

COURSE DESCRIPTION: In Precalculus, students focus on functions, rational expressions, polynomial functions, rational functions, exponentials, logarithms, vectors, limits, rates, and trigonometric identities.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM110SGS[1,2]

PRECALCULUS, HONORS

COURSE DESCRIPTION: In Precalculus, students focus on functions, rational expressions, polynomial functions, rational functions, exponentials, logarithms, vectors, limits, rates, and trigonometric identities. This course advances at an accelerated pace.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM110SHS[1,2]

STATISTICS

COURSE DESCRIPTION: This course aims to provide students with a thorough understanding of statistical concepts and methods, preparing them for college-level coursework and real-world applications. Students will explore various topics including descriptive statistics, probability theory, inferential statistics, and data analysis. The course emphasizes the development of critical thinking skills and the ability to interpret and communicate statistical information effectively. Through hands-on activities, projects, and the use of technology, students will learn to collect, analyze, and draw conclusions from data.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM201SGS[1,2]

TUTORING SEMINAR 9TH GRADE - C/D

COURSE DESCRIPTION: This course is offered to high school students to support math growth through interventionists/tutors and a qualified certified teacher of record. This course is designed to support students who are aspiring to master math skills to prepare for college and career readiness.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ106SGS[1,2]T

Military Science

ARMY JUNIOR ROTC I

COURSE DESCRIPTION: The course focuses study on leadership theory and application, foundations for success, communication and study skills, citizenship, military customs and courtesies, physical training, drill, map reading, and the history and objective of JROTC.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SR051SGS[1,2]

ARMY JUNIOR ROTC II

Prerequisite: Army JROTC I

COURSE DESCRIPTION: The course focuses on the study of wellness, fitness and first aid, drug awareness, ethical values and principals of good citizenship in American history and government. Students demonstrate knowledge of drill, map reading and physical training, with emphasis on methods of instruction.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SR052SGS[1,2]

ARMY JUNIOR ROTC III

Prerequisite: Army JROTC II

COURSE DESCRIPTION: The course focuses on the study of leadership strategies, foundations for success, managing conflict, career planning, financial planning, and citizenship in American history and government with continued practical work in leadership, drill, technology awareness, methods of instruction, map reading, and physical training.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SR053SGS[1,2]

ARMY JUNIOR ROTC IV

Prerequisite: JROTC III

COURSE DESCRIPTION: The course focuses on the demonstration of leadership potential as a management skill to be a role model, coach, counselor, and assistant instructor. Students study service to the nation, financial planning, and continued practical work in drill, technology awareness, physical training and command, and staff principles.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SR054SGS[1,2]

NAVAL JUNIOR ROTC I

COURSE DESCRIPTION: This course introduces students to the NJROTC program and foundational concepts in leadership, citizenship, and American government. Students develop knowledge of wellness, fitness, and first aid, including nutrition, exercise, and drug awareness, while also exploring geography, orienteering, survival, and map-reading skills. The course also introduces personal financial literacy and the history and role of the U.S. Navy.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SR101SGS[1,2]

Military Science

NAVAL JUNIOR ROTC II

Prerequisite: Navy Junior ROTC I

COURSE DESCRIPTION: This course provides continued instruction in leadership development while introducing major eras of maritime history, including the American Revolution, Civil War, the rise of the United States as a world power, the World Wars, the Cold War era, and modern global developments. Students also study nautical sciences, including maritime geography, oceanography, meteorology, astronomy, and physical sciences.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SR102SGS[1,2]

NAVAL JUNIOR ROTC III

Prerequisite: Navy Junior ROTC II

COURSE DESCRIPTION: This course provides advanced instruction in leadership development while expanding students' study of maritime history, including the American Revolution, Civil War, the rise of the United States as a global power, the World Wars, the Cold War era, and contemporary global developments. Students further explore nautical sciences, including maritime geography, oceanography, meteorology, astronomy, and physical sciences.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SR103SGS[1,2]

NAVAL JUNIOR ROTC IV

Prerequisite: Navy Junior ROTC III

COURSE DESCRIPTION: This course provides instruction in both theoretical and applied aspects of leadership, including training methods and performance evaluation. Students learn techniques for motivating others, setting goals, organizing group activities, and modeling effective leadership. The course also supports college and career readiness through ACT and SAT preparation, guidance in college selection and scholarship opportunities, and mentoring to help students establish long-range personal and professional goals.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SR104SGS[1,2]

Miscellaneous

LEADERSHIP

COURSE DESCRIPTION: Leadership engages students in activities that explore the principals of leadership. This course helps students develop leadership skills that will impact their lives and communities. Content areas include decision-making, goal setting, effective communication, servant leadership, organization and time management skills, and concrete strategies to implement change.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ101SGS[1,2]

SAT TEST PREPARATION

COURSE DESCRIPTION: This test preparation course effectively prepares students for all sections of the SAT exam. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ001SGS[5,6]

Miscellaneous

SCHOOL GOVERNANCE

COURSE DESCRIPTION: The School Governance course will prepare students to become knowledgeable and active citizens and leaders within our community. The program will provide students a practice forum for parliamentary procedures, where they can critically dialogue on various issues which affect our schools and community, develop and improve leadership skills, and actively participate in solving real community problems through various Service Learning Projects.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ103SGS[1,2]

SEMINAR

COURSE DESCRIPTION: The Seminar course is an elective designed to support study skills, content area subjects, test-taking skill development, and career and college awareness and readiness.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ106SGS[1,2]

SEMINAR: PASS-FAIL

COURSE DESCRIPTION: This course is designed to build student study skills, provide time for additional academic enrichment, and develop social emotional skills while building relationships. This course will allow students to have additional time during school hours to work with their teachers on academic assignments as well as make up quizzes or exams missed.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ106GGS[1,2]

STANDARDIZED TEST PREPARATION

COURSE DESCRIPTION: The Standardized Test Preparation course engages students in activities that develop test taking skills and prepares students to engage successfully in high stakes testing situations. This course prepares students to achieve higher scores on standardized tests. It is designed to assist students in the mastery of proper study skills, test taking techniques, and wise choices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SZ001SGS[1,2]

Multilingual

PROBABILITY AND STATS, BIL

COURSE DESCRIPTION: Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Mathematics (4th Year)	0.5	Semester	9–12	SM201XGS[1,2]

Physical Education & Health

FITNESS AND CONDITIONING

Prerequisite: Physical Education

COURSE DESCRIPTION: Fitness and Conditioning is an honors Physical Education course which combines a variety of advanced conditioning and aerobic activities with the intention of conveying the importance of life-long wellness habits. This course emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SP005SGS1

HEALTH EDUCATION

COURSE DESCRIPTION: Topics covered within Health Education courses may vary, but typically include infectious diseases (STIs - HIV/AIDS, etc.), personal health (nutrition, mental health, physical health, abuse prevention, social/emotional health, body systems, and first aid) and consumer health issues. Course may also include brief studies of environmental health, personal development, and/or community resources.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Health	0.5	Semester	9–12	SP051SGS1

HEALTHY FAMILY LIVING & LIFE MANAGEMENT

COURSE DESCRIPTION: Health and Life Management is an advanced course that focuses on consumer education topics (such as money management, evaluation of consumer information, and advertising). Course objectives include helping students develop decision-making, communication, interpersonal, and coping skills and strategies.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Health	0.5	Semester	9–12	SP057SGS1

PHYSICAL EDUCATION

COURSE DESCRIPTION: This Physical Education course involves physical education content that is not grade differentiated and is applicable to a range of consecutive grades.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SP001SGS1

SWIMMING I

COURSE DESCRIPTION: Swimming I is a course that helps students develop skills useful or necessary in an aquatic environment. This class is a beginners course which focuses on teaching a variety of fundamental swimming mechanics, such as kicks, strokes, and proper breathing, In addition, students will learn how to doggy paddle, tread water, and elementary backstroke.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SP010SGS[1,2]

SWIMMING II

Prerequisite: Swimming I

COURSE DESCRIPTION: Swimming II is a course that helps enhance skills learned in Swimming I. This course will cover advance swimming techniques and competitive strokes, such as freestyle, breaststroke, butterfly, and backstroke.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SP010SGS[3,4]

Physical Education & Health

SWIMMING III

Prerequisite: Swimming II

COURSE DESCRIPTION: Swimming III is a course that will focus on aquatic games involved in team-oriented water sports, such as water polo, water basketball, pom pom, and relay swimming. This course will also include (or concentrate exclusively on) diving and/or lifesaving skills.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SP010SGS[5,6]

TEAM SPORTS

Prerequisite: Student must be a current participant on a school athletic team.

COURSE DESCRIPTION: Team Sports is an advanced Physical Education course for student athletes who have an interest in competitive team sports on the high school level or recreational/intramural level. The students are taught the importance of cognitive, psychomotor, and character traits needed to participate in sports as required by the Michigan High School Athletic Association covering the Michigan State Standards and Common Core. This course focuses on a variety of team sports, such as baseball, floor hockey, volleyball, soccer, cheerleading, basketball, and football.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SP002SGS[1,2]

WEIGHT TRAINING

COURSE DESCRIPTION: Weight Training is an honors Physical Education course that helps students develop extensive knowledge and advanced skills with an extensive concentration on free weights and universal stations while emphasizing safety and proper body positioning; course may include other components such as anatomy and conditioning.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physical Education	0.5	Semester	9–12	SP009SGS1

Science

ANATOMY AND PHYSIOLOGY

COURSE DESCRIPTION: A year-long elective collegiate lecture/laboratory course that provides students an in depth examination of structures (Anatomy) and functions (Physiology) of the human body. Inquiry standards are used to provide an overview of the human body followed by examinations of various organs and systems. All instructional pedagogy and student engagement are directly related to real-world applications with emphasis on health, medical conditions, physical activity, and sports. Students' multimedia project-based research and presentations demonstrate depth of knowledge of the above concepts. This course is based on the state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Science (3rd Year)	0.5	Semester	9–12	SS053SGS[1,2]

ANATOMY AND PHYSIOLOGY, HONORS

COURSE DESCRIPTION: A year-long course, Honors Anatomy and Physiology functions at an accelerated pace. In this course students study the same content outlined in the general course description but go more in depth into examination of structures (Anatomy) and functions (Physiology) of the human body. Inquiry standards are used to provide an overview of the human body followed by examinations of various organs and systems. All instructional pedagogy and student engagement are directly related to real-world applications with an emphasis on health, medical conditions, physical activity, and sports. Student's multimedia project-based research and presentations demonstrate depth of knowledge of the above concepts. This course is based on state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Science (3rd Year)	0.5	Semester	9–12	SS053SHS[1,2]

Science

AP BIOLOGY

COURSE DESCRIPTION: A year-long laboratory science course that is designed to be equivalent to a two-semester college introductory biology course. This elective science course is for students who are highly motivated with a strong interest in science. Major topics of study include biochemistry, cells, cellular energetics, genetics, evolution, classification, organism structure/function, and ecology. At completion, students are expected to take the College Board AP Biology exam and will receive college credit if they earn the required score determined by the College Board.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Biology	0.5	Semester	9–12	SS056SAS[1,2]

AP CHEMISTRY

COURSE DESCRIPTION: A year-long laboratory science course that is designed to be equivalent to a two-semester college introductory Chemistry course. This elective science course is for students who are highly motivated with a strong interest in science. Major topics of study include atomic structure, stoichiometry, advanced bonding, thermodynamics, redox/equilibrium, and states of matter. At completion, students are expected to take the College Board AP Biology exam and will receive college credit if they earn the required score determined by the College Board.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chemistry	0.5	Semester	9–12	SS106SAS[1,2]

AP ENVIRONMENTAL SCIENCE

COURSE DESCRIPTION: A year-long course, AP Environmental Science, is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. At the completion of this course, students are expected to take the College Board AP Environmental Science exam and will receive college credit if they earn the required score.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Science (3rd Year)	0.5	Semester	9–12	SS207SAS[1,2]

AP PHYSICS C: MECHANICS

COURSE DESCRIPTION: A year-long course, AP Physics C is a calculus-based, college-level physics course. It covers kinematics, Newton laws of motion, systems of particles and linear momentum, circular motion and rotation, oscillations, and gravitation. At the completion of this course, students are expected to take the College Board AP Physics C exam and will receive college credit if they earn the required score determined by the College Board.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physics	0.5	Semester	9–12	SS164GAS[1,2]

AP PHYSICS I

COURSE DESCRIPTION: A year-long course, AP Physics I, is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. At the completion of this course, students are expected to take the College Board AP Physics 1 exam and will receive college credit if they earn the required score determined by the College Board.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physics	0.5	Semester	9–12	SS165GAS[1,2]

Science

AP PHYSICS II

Prerequisite: AP Physics I

COURSE DESCRIPTION: A year-long course, 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 these topics: fluids, thermodynamics, electrical force, field, and potential, electric circuits, magnetism and electromagnetic induction, geometric and physical optics, and quantum, atomic, and nuclear physics. At the completion of this course, students are expected to take the College Board AP Physics 2 exam and will receive college credit if they earn the required score determined by the College Board.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physics	0.5	Semester	9–12	SS166GAS[1,2]

ASTRONOMY

COURSE DESCRIPTION: A year-long laboratory science course that explores the universe with emphasis on conceptual understanding, as contrasted with mathematical comprehension. Modern theories, observations, ideas concerning nature, evolution of galaxies, quasars, stars, black holes, planets, and solar systems will be explored. This course is based on state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SS004SGS[1,2]

CHEMISTRY

COURSE DESCRIPTION: A year-long laboratory science course that is designed to help students understand basic chemical principles and master problem-solving skills. Students develop an understanding of concepts of chemistry with a focus on chemical bonding, chemical structure, reactions and reactivity, matter and its changing composition, families of elements and equation writing. The performance expectations of the course will focus on scientific practices including developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations and engaging in argument from evidence. This course is based on the MDE state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chemistry	0.5	Semester	9–12	SS101SGS[1,2]

CHEMISTRY, HONORS

COURSE DESCRIPTION: A year-long laboratory science course, Honors Chemistry functions at an accelerated pace. In this course, students study the same content outlined in the general course description but go deeper into topics of chemical bonding, chemical structure, reactions and reactivity, matter and its changing composition, families of elements, and equation writing. The performance expectations of the course will focus on scientific practices including developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations and engaging in argument from evidence. This course is based on the MDE state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chemistry	0.5	Semester	9–12	SS101SHS[1,2]

EARTH SCIENCE

COURSE DESCRIPTION: A year-long laboratory science course that explores and reinforces the interconnectedness between the physical, chemical, and biological processes of the Earth System, incorporating a blend of essential and core content expectations, in the context of inquiry. This course is based on the MDE state-adopted standards. *Please refer to Next Gen Earth & Space Science for the course that is aligned to the Grade 11 M-STEP.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Science (3rd Year)	0.5	Semester	9–12	SS001SGS[1,2]

Science

ENGINEERING AND DESIGN

COURSE DESCRIPTION: In this course, students will continue in the Next Generation Science Standards design cycle, guided by principles of human-centered design and engineering (HCED). Using big data collection techniques, sensing and 3D-printing, along with HCED design thinking tools, students will develop data-driven designs themselves, for their school, and their community. This course will support and deepen the HCED habits of mind and communication tools to explore problems, develop and iterate on solutions, and present their designs to stakeholders to their community.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	ST006SGS[1,2]

ENVIRONMENTAL SCIENCE

COURSE DESCRIPTION: A year-long laboratory science course that explores topics on the interactions of humans, other living organisms, and the environment. Content areas include ecology, biotechnology, population, biodiversity, conservation, natural resources, natural hazards, and the human impact on the earth, global climate change, and human health. This course is based on the MDE state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Science (3rd Year)	0.5	Semester	9–12	SS003SGS[1,2]

FORENSICS FOR SCIENCE

COURSE DESCRIPTION: Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. Skills include: collecting biological evidence, ethics, fingerprint identification system, forensic photography, hair evaluation, and DNA analysis.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SG053SGS[1,2]

GLOBAL HEALTH

COURSE DESCRIPTION: Global Health introduces students to public health on a global scale. Students learn what disease is and investigate how it impacts world populations. By studying different societies, they learn about the relationship between health and socioeconomic development. Students learn how environmental, nutritional, and behavioral risk factors jeopardize health. And then they learn how communities, the government, and cooperative global efforts can intervene to improve health. Wherever possible, students first study each concept as it applies to their own community, and then look at it in a more global context. In many lessons students practice deciphering and interpreting the data they find in tables, charts, graphs, and maps. Students are exposed to working with information compiled by the foremost global health agencies, such as the World Health Organization, the Centers for Disease Control and Prevention, the World Bank, and UNICEF. At the conclusion of the course, students have a chance to explore what it would be like to have a career in global health.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SS999GGS1

MICROBIOLOGY

Prerequisite: Biology

COURSE DESCRIPTION: A year-long elective collegiate lecture and laboratory course that investigates microscopic organisms, viruses, and other microbes. Inquiry standards are taught in the context of diseases, environmental and industrial ethics issues, and applications, examining the microbes that inhabit our planet and their effect on the biosphere. This course is based on the MDE state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SS060SGS[1,2]

Science

NEXT GEN BIOLOGY

COURSE DESCRIPTION: A year-long laboratory science course that investigates the processes of living things, biochemical cycles, and cellular mechanisms that maintain homeostasis. Inquiry standards are taught in the context of stable internal environments, photosynthesis, respiration, mitosis and meiosis, heredity, organization of living things, and evolution. Course is based on the state-adopted standards assessed on the Grade 11 Science M-STEP.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Biology	0.5	Semester	9–12	SS051SGS[1,2]

NEXT GEN BIOLOGY, HONORS

COURSE DESCRIPTION: The honors Biology course functions at an accelerated pace. In this course students study the same content outlined in the general course description but go deeper into topics of investigating processes of living things, biochemical cycles, and cellular mechanisms that maintain homeostasis. Inquiry standards are included in this course. Students are engaged in additional laboratory investigations, and in-depth coverage of biological concepts through project-based activities. This course is based on MDE state-adopted standards. Standards in this course are assessed on the Grade 11 Science M-STEP.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Biology	0.5	Semester	9–12	SS051SHS[1,2]

NEXT GEN EARTH AND SPACE SCIENCE

COURSE DESCRIPTION: A year-long laboratory science course that explores the processes that shape the Earth and explain the universe. This course will explore the four main branches of Earth Science, which includes the following: geology, oceanography, meteorology, and astronomy. Students will learn in detail about the Earth's interior and the theory of plate tectonics and Earth's systems and their interactions. Students will also explore the current theories that describe the formation of Earth, our Solar System, and the Universe. Course is based on state-adopted standards that are assessed on the Grade 11 Science M-STEP.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Science (3rd Year)	0.5	Semester	9–12	SS008SGS[1,2]

NEXT GEN PHYSICAL SCIENCE

COURSE DESCRIPTION: This grade 9 year-long laboratory science course develops an understanding of the forces and energy involved in atomic and molecular interactions. Students will develop and use models of interactions at the atomic, molecular scale to explain and observe phenomena and develop a model of the flow of energy and cycles of matter for phenomena at macroscopic and submicroscopic scales. Scientific practices and engagement with phenomena help illustrate and involve students with disciplinary core ideas. Physical models and computer simulations help students connect observable phenomena with sub-microscopic mechanisms. This course is based on MDE state standards. Standards in this course are assessed on the Grade 11 Science M-STEP.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physics	0.5	Semester	9–12	SS159NGS[1,2]

ORGANIC CHEMISTRY

COURSE DESCRIPTION: A year-long laboratory course, Organic Chemistry is the chemistry of carbon compounds. Students focus on a qualitative and quantitative analysis of organic compounds, delving into acid and base chemistry, intermolecular forces, kinetics and thermodynamics, and reactivity of carbon-carbon double bonds. The goal of this course is to teach students how to understand the mechanisms of reactions. This course is based on the MDE state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chemistry	0.5	Semester	9–12	SS103SGS[1,2]

Science

PHYSICS

COURSE DESCRIPTION: A year-long laboratory science course that examines the relationships between matter and energy, and the importance and applicability of this interaction. Using foundational concepts of physics and basic Algebra I skills, students solve real-life problems. Inquiry standards are taught with a focus on force and motion of objects and electricity and magnetism. Content areas include: physics process skills, mechanics, and thermodynamics. This course is based on state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physics	0.5	Semester	9–12	SS151SGS[1,2]

PHYSICS, HONORS

COURSE DESCRIPTION: A year-long laboratory science course, Honors Physics functions at an accelerated pace. In this course, students study the same content outlined in the general course description but go deeper into the relationships between matter and energy, and the importance and applicability of this interaction. Using foundational concepts of physics and basic Algebra I skills, students solve real-life problems. Inquiry standards are taught with a focus on the force and motion of objects and electricity and magnetism. Content areas include: physics process skills, mechanics and thermodynamics. This course is based on the MDE state-adopted standards.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Physics	0.5	Semester	9–12	SS151SHS[1,2]

PLTW PRINCIPLES OF BIOMEDICAL SCIENCE

COURSE DESCRIPTION: A year-long course that provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that may have prolonged a woman's life and demonstrate how the development of disease is related to changes in human body systems.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SS066SGS[1,2]

SCIENCE RESEARCH AND DESIGN - STEM LAB

COURSE DESCRIPTION: Using inquiry, reflection, and social implications of essential and core standards, students develop inquiry, exploration, reflection, social implications and develop basic research techniques. This course is designed for students with an interest in science and STEM for the purpose of developing their knowledge and skills in independent scientific study and research. Students will learn to develop a research plan based on a specific problem, develop and implement an investigation, collect and analyze information and data, and formulate conclusion(s) based on collected data. Students will write research and present their project(s).

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SS212LGS[1,2]

SCIENCE, TECHNOLOGY, AND SOCIETY

COURSE DESCRIPTION: In this course, students will continue to participate in the Next Generation Science Standards design cycle, guided by the principles of human-centered design and engineering (HCED). Using big data collection techniques, sensing and 3D-printing, along with HCED design thinking tools, students will develop data-driven designs themselves, for their school and their community. This course will support and deepen the HCED habits of mind and communication tools to explore problems, develop and iterate on solutions and present their designs to stakeholders to their community.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SS210SGS[1,2]

Science

SPORTS MEDICINE

COURSE DESCRIPTION: This course provides high school students with a general overview of athletic training, sports medicine, and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management, and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class will not provide patient care.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Health	0.5	Semester	9–12	SP055SGS1

Social Studies

AFRICAN AMERICAN HISTORY

COURSE DESCRIPTION: This course explores the unique African heritage and culture that has influenced the lives of African Americans in the Diaspora. Emphasis is on a greater awareness of the role of African Americans in the development of America and its history. The course will start with the introduction of Africans to the Americas, enslavement, emancipation, and the political and social challenges and triumphs through today. The course will also spotlight social, cultural, and political contributions of African Americans on American society.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH107AGS[1,2]

AP AFRICAN AMERICAN STUDIES

COURSE DESCRIPTION: AP African American Studies is a multidisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. The course focuses on four thematic units that move across the instructional year chronologically, providing students opportunities to delve into key topics that extend from the medieval kingdoms of West Africa to the ongoing challenges and achievements of the contemporary moment. Given the multidisciplinary character of African American studies, students in the AP course will develop skills across multiple disciplines, with an emphasis on historical, literary, visual, and data analysis skills. This new course foregrounds a study of the diversity of Black communities in the United States while considering the broader context of Africa and the African diaspora.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH302SAS[1,2]

AP HUMAN GEOGRAPHY

COURSE DESCRIPTION: AP Human Geography explores how humans have understood, used, and changed the surface of Earth. This course examines patterns of human population, migration, and land use.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH004SAS[1,2]

AP MACROECONOMICS

COURSE DESCRIPTION: The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places emphasis on the study of national income and price-level determination, and develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH204GAS[1,2]

Social Studies

AP MICROECONOMICS

COURSE DESCRIPTION: The purpose of AP Microeconomics is to give students a thorough understanding of 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.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH203SAS[1,2]

AP PSYCHOLOGY

COURSE DESCRIPTION: AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH256SAS[1,2]

AP U.S. GOVERNMENT AND POLITICS

COURSE DESCRIPTION: AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Civics	0.5	Semester	9–12	SH157SAS[1,2]

AP U.S. HISTORY

COURSE DESCRIPTION: This Advanced Placement course invites students to study cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students act as historians in this course by analyzing primary and secondary sources, developing arguments, analyzing events for change and continuity, analyzing for contextualization, and making historical comparisons. Students use AP-developed themes to connect historical events and developments over time and place: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
U.S. History & Geography	0.5	Semester	9–12	SH104SAS[1,2]

AP WORLD HISTORY - MODERN

COURSE DESCRIPTION: This Advanced Placement course invites students to analyze six historical periods from 8000 BCE to the present. Students act as historians in this course by analyzing primary and secondary sources, developing arguments, analyzing events for change and continuity, analyzing for contextualization, and making historical comparisons. Students use AP-developed themes to connect historical events and developments over time and place: interactions between the humans and environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
World History & Geography	0.5	Semester	9–12	SH067SAS[1,2]

Social Studies

CIVICS

COURSE DESCRIPTION: Through inquiry under the C3 Framework, students explore political systems and structures in order to navigate those systems effectively. They will deepen their knowledge of the U.S. democratic system through an understanding of constitutional principles. Students will explore current political policy issues both domestic and foreign. Students learn about civic engagement to inspire them to become engaged in our political system. This course is aligned to the Michigan High School Content Expectations and is a semester long.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Civics	0.5	Semester	9–12	SH161SGS1

CIVICS, HONORS

COURSE DESCRIPTION: The honors Civics Social Studies course functions at an accelerated pace. In this course students study the same content outlined in the general Civics course but go deeper into topics through the study of more primary sources and document-based questions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Civics	0.5	Semester	9–12	SH161SHS1

CONTEMPORARY WORLD ISSUES

COURSE DESCRIPTION: This course surveys political, social, economic, and environmental issues facing contemporary human society. Emphasis will be placed on skill development in analyzing point of view, empathy, research, writing, and argumentation.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH064SGS[1,2]

CRIMINAL JUSTICE

COURSE DESCRIPTION: This course provides students with an overview of the administration of criminal justice and the history and philosophy of agencies that comprise the criminal justice system in the United States. The course will also deepen student's understanding of the inner workings of criminal investigations as well as the prosecution, adjudication, and incarceration of those suspected of committing criminal offenses.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SG051SGS1

ECONOMICS

COURSE DESCRIPTION: Through the use of inquiry under the C3 Framework, students explore economic principles and structures in order to navigate those systems effectively. They will deepen their knowledge of the United States economic system from a micro to macro level. Students will explore current economic policy issues both domestically and internationally. Students will also learn wise consumer habits. This course is aligned to the Michigan High School Content Expectations and is one semester long.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Economics	0.5	Semester	9–12	SH201SGS1

ECONOMICS, HONORS

COURSE DESCRIPTION: The honors Economics Social Studies course functions at an accelerated pace. In this course students study the same content outlined in the general course description but go deeper into topics through the study of more primary sources and document-based questions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Economics	0.5	Semester	9–12	SH201SHS1

Social Studies

HISTORY OF AVIATION

COURSE DESCRIPTION: Students learn how the aviation industry is evolving. Students also study the history of aviation and how practices of the past are still present today. There will be a focus on the influence African Americans have had in aviation as well.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH065SGS[1,2]

HISTORY OF DETROIT

COURSE DESCRIPTION: The study of local history allows students to develop a sense of identity and pride in their hometown. In this course, students analyze the development of Detroit through primary sources, visuals, and stories that shaped our great city. Students will examine the local history of Detroit to understand the broader context of American historical developments.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH109DGS[1,2]

HISTORY OF SCIENCE AND MEDICINE

COURSE DESCRIPTION: The History of Science and Medicine introduces students to important content, historic people, and historic advances in medicine and science in world history. This course provides students with the background knowledge needed to make progress within their course studies in science and medicine. This course is a precursor to additional history, science, and medicine courses and at the post-secondary level if students follow the career path of science and medicine.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH999SGS1

HUMANITIES

COURSE DESCRIPTION: In this interdisciplinary course, students explore the arts, literature, painting, music, sculpture, and architecture in the context of significant historical, technological, and scientific developments. Students will use art to understand human responses to the environment and events happening around them. Emphasis will be placed on historical analysis using primary and secondary sources.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH302SGS[1,2]

LANGUAGES, SOCIETY, AND CULTURE

COURSE DESCRIPTION: In this course students will analyze why language is a social construction and examine how it relates to cultural identity and society. Students will start by exploring what language is, how it relates to the way we think and how it is shaped by the culture it originates from. Students will learn how language is used and explore cases of intercultural communication. Students will examine the difficulties of translation and how politeness is expressed across cultures. Finally, students will learn about the controversial issue of language loss and examine the reasons that cause it and its implications for cultural identity.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH349LGS[1,2]

Social Studies

LAW STUDIES

COURSE DESCRIPTION: In this course, students will explore the functions, principles, and theories of our legal system in order to effectively navigate that system. Through the use of case studies, research, debate, and mock trials, students will gain a better understanding of the law and its impact on everyday life.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH162SGS[1,2]

POLITICAL SCIENCE

COURSE DESCRIPTION: Developing student's political competence will be the focus of this course. Students will explore American democracy ideals and its fundamental principles, functions, authority, governance, and impact on citizens. By gaining a deep understanding of the American political system, students will be able to effectively navigate the political forces and institutions that affect their lives.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH153SGS[1,2]

PSYCHOLOGY

COURSE DESCRIPTION: This course surveys the basic theories and principles of elementary psychology that focuses on social behavior, personality, research methods, designing reports, and analyzing theories and concepts. The course will encourage students to develop analytical and research skills in the areas of mind-body connection, consciousness, theories of personality, psychological disorders, the role and effectiveness of treatments, and theories of intelligence.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH254SGS[1,2]

SOCIOLOGY

COURSE DESCRIPTION: This one semester course is designed to introduce students to the study of society. Special attention will be given to the nature of culture and the role it plays for individual and for society, social interaction, social nature, groups, deviance as a social construct relative to time, place and social circumstances, functions and structure of social institutions, social problems, and how society changes.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH258SGS1

U.S. ETHNIC STUDIES

COURSE DESCRIPTION: Ethnic Studies courses operate from the consideration that race and racism, have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Chicanas/so and Latinas/so, Native Americans, and other racialized peoples in the U.S. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions. The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own. This course will focus on the experiences of African American, Asian Americans, Latino American, and American Indians. This course will also include an identity section where students will consider concepts related to their own personal, group, and/or national identity.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SH107SGS[1,2]

Social Studies

U.S. HISTORY & GEOGRAPHY

COURSE DESCRIPTION: Through the use of inquiry under the C3 Framework, students explore the post-Civil War Industrial Age through the present day. Students gain broader awareness of major political, philosophical, and historical underpinnings of our government, which they use to analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Within this framework, major geographic themes are infused using historical context. This course is aligned to the Michigan High School Content Expectations and is a yearlong core curriculum course.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
U.S. History & Geography	0.5	Semester	9–12	SH101SGS[1,2]

U.S. HISTORY & GEOGRAPHY, HONORS

COURSE DESCRIPTION: The honors U.S. History & Geography Social Studies course functions at an accelerated pace. In this course students study the same content outlined in the general course description but go deeper into topics through the study of more primary sources and document-based questions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
U.S. History & Geography	0.5	Semester	9–12	SH101SHS[1,2]

WORLD HISTORY AND GEOGRAPHY

COURSE DESCRIPTION: Through the use of inquiry under the C3 Framework, students explore the growth and development of major religions, the rise and fall of civilizations and empires, the spread of ideas and technology, the impact of imperialism, nationalism, and independence movements, and global conflicts from about 1200 AD to the present. Students will expand their historical thinking skills by analyzing primary sources for context, corroboration, and sourcing. This course is aligned to the Michigan High School Content Expectations and is a year long core curriculum course.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
World History & Geography	0.5	Semester	9–12	SH052SGS[1,2]

WORLD HISTORY AND GEOGRAPHY, HONORS

COURSE DESCRIPTION: The honors World History and Geography Social Studies course functions at an accelerated pace. In this course students study the same content outlined in the general course description but go deeper into topics through the study of more primary sources and document-based questions.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
World History & Geography	0.5	Semester	9–12	SH052SHS[1,2]

World Languages

AP CHINESE LANGUAGE AND CULTURE

COURSE DESCRIPTION: Designed by the College Board to parallel fourth semester college-level courses in Mandarin Chinese language, AP Chinese Language and Culture courses build upon prior knowledge and develop students' ability to express ideas, exchange opinions, and present information in Chinese, both orally and in writing. These courses also help students understand and interpret written and spoken Chinese. In addition, students explore the culture of Chinese-speaking people in historical and contemporary contexts.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	9–12	SL414SAS[1,2]

World Languages

AP FRENCH LANGUAGE AND CULTURE

COURSE DESCRIPTION: AP French Language is a College Board endorsed course with specific requirements. In this course, learners participate with ease and confidence in conversations in social interactions in everyday social and survival situations related to everyday life, personal interests, and studies and sometimes handle simple transactions with unexpected complications in various time frames. They understand main idea and details on various topics and follow stores and descriptions. They write and present on topics they've researched via organized paragraphs. They are consistently understood by native speakers accustomed to interacting with language learners. They recognize and use culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
French	0.5	Semester	9–12	SL114SAS[1,2]

AP SPANISH LANGUAGE AND CULTURE

COURSE DESCRIPTION: Spanish Language AP is a College Board endorsed Advanced Placement course with specific requirements. In this course, learners participate with ease and confidence in conversations in social interactions in everyday social and survival situations related to everyday life, personal interests, and studies and sometimes handle simple transactions with unexpected complications. They understand the main idea and details on various topics and follow stories and descriptions. They write and present on topics they have researched via organized paragraphs. They are consistently understood by native speakers accustomed to interacting with language learners. They recognize and use culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL064SAS[1,2]

AP SPANISH LITERATURE AND CULTURE

COURSE DESCRIPTION: AP Spanish Literature and Culture is a College Board endorsed Advanced Placement course with specific requirements. In this course, learners participate with ease and confidence in conversations around authentic literature text in social interactions in everyday social and survival situations related to everyday life, personal interests, and studies and sometimes handle simple transactions with unexpected complications. They understand main idea and few details on various topics and follow stories and descriptions. They write and present on topics they have researched via organized paragraphs. They are consistently understood by native speakers accustomed to interacting with language learners. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL065SAS[1,2]

ARABIC I

COURSE DESCRIPTION: Learners communicate and exchange basic information about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment using phrases and simple sentences. They recombine and reformulate memorized language in the present and future tenses, and report series of isolated events in the past. They interact in short, social, everyday situations by asking and answering simple questions. They write short messages, postcards, and simple notes within the context of the language learned. They recognize information (familiar words, phrases, and sentences) within short and simple messages related to everyday life and understand the main topics of what is being said or read. They may be understood with difficulty by sympathetic native speakers who are very accustomed to interacting with language learners. Learners show awareness of obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Arabic	0.5	Semester	9–12	SL753SGS[1,2]

World Languages

ARABIC II

Prerequisite: Arabic I

COURSE DESCRIPTION: Level II course where learners communicate and exchange basic information about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment using phrases and simple sentences. They recombine and reformulate memorized language in the present and future tenses, and report series of isolated events in the past. They interact in short, social, everyday situations by asking and answering simple questions. They write short messages, postcards, and simple notes within the context of the language learned. They understand exchanges primarily by native speakers who are sympathetic and accustomed to interacting with language learners. They recognize information (familiar words, phrases, and sentences) within short and simple messages related to everyday life and understand the main topics of what is being said or read. They show awareness of the most obvious cultural differences or culturally unacceptable practices. This course is designed to expand on prior knowledge from the Level I course and further increase Arabic proficiency.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Arabic	0.5	Semester	9–12	SL753SGS[3,4]

CHINESE I

COURSE DESCRIPTION: Learners communicate minimally on very familiar topics by using simple, highly contextualized words, sentences, and questions related to themselves, home, family, friends, neighborhood, school, community, professions and environment that have been practiced and memorized. They recognize some familiar words and phrases when they hear or read them. They communicate basic information about their everyday life using two or three words or memorized expressions. They can reproduce a modest number of words and phrases in context when writing about well-practiced, familiar topics and supply limited information on simple forms and documents. They may be understood with difficulty by sympathetic native speakers who are very accustomed to interacting with language learners. Learners show awareness of obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chinese	0.5	Semester	9–12	SL402SGS[1,2]

CHINESE II

Prerequisite: Chinese I

COURSE DESCRIPTION: Learners communicate and exchange basic information about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment using phrases and simple sentences. They recombine and reformulate memorized language in the present and future tense, and report series of isolated events in the past. They interact in short, social, everyday situations by asking and answering simple questions. They write short messages, postcards, and simple notes within the context in which the language was learned. They are understood primarily by native speakers who are sympathetic and accustomed to interacting with language learners. They recognize pieces of information (familiar words, phrases, and sentences) within short and simple messages related to everyday life and understand the main topics of what is being said or read. They show awareness of obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chinese	0.5	Semester	9–12	SL403SGS[1,2]

CHINESE III

Prerequisite: Chinese II

COURSE DESCRIPTION: Learners participate in conversations on familiar topics beyond self, school, and home in simple sentences. They participate in short social interactions in everyday social and survival situations that may present some complications by asking and answering simple questions. They are consistently understood by native speakers accustomed to interacting with language learners. Learners write briefly about most familiar topics and present information using a series of simple sentences. They can understand the main idea in short, simple messages about familiar topics. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chinese	0.5	Semester	9–12	SL404SGS[1,2]

World Languages

CHINESE IV

Prerequisite: Chinese III

COURSE DESCRIPTION: This course is intended for learners who want to continue improving their language proficiency, but do not want to pursue the AP track. In this course, learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and say what they want to say about themselves and their everyday life and personal interests or studies. They communicate consistently in present and future tense. They are consistently understood by native speakers accustomed by interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Chinese	0.5	Semester	9–12	SL405SGS[1,2]

FRENCH I

COURSE DESCRIPTION: Learners communicate minimally on very familiar topics by using simple, highly contextualized words, sentences, and questions related to themselves, home, family, friends, neighborhood, school, community, professions, and environment that have been practiced and memorized. They recognize some familiar words and phrases when they hear or read them. They communicate some basic information about their everyday life using two or three words or memorized expressions. They can reproduce a modest number of words and phrases in context when writing about well-practiced, familiar topics and supply limited information on simple forms and documents. They may be understood with difficulty by sympathetic native speakers who are very accustomed to interacting with language learners. Learners show awareness of the most obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
French	0.5	Semester	9–12	SL102SGS[1,2]

FRENCH II

Prerequisite: French I

COURSE DESCRIPTION: Learners communicate and exchange basic information about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment using phrases and simple sentences. They recombine and reformulate memorized language in the present and in the future, and report series of isolated events in the past. They interact in short, social, everyday situations by asking and answering simple questions. They write short messages, postcards, and simple notes within the context in which the language was learned. They are understood primarily by native speakers who are sympathetic and accustomed to interacting with language learners. They recognize pieces of information (familiar words, phrases, and sentences) within short and simple messages related to everyday life and understand the main topics of what is being said or read. They show awareness of the most obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
French	0.5	Semester	9–12	SL103SGS[1,2]

FRENCH III

Prerequisite: French II

COURSE DESCRIPTION: Learners participate in conversations on a number of familiar topics beyond self, school, and home in simple sentences. They participate in short social interactions in everyday social and survival situations that may present some complications by asking and answering simple questions. They are consistently understood by native speakers accustomed to interacting with language learners. Learners write briefly about most familiar topics and present information using a series of simple sentences. They can understand the main idea in short, simple messages about familiar topics. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
French	0.5	Semester	9–12	SL104SGS[1,2]

World Languages

FRENCH IV

Prerequisite: French III

COURSE DESCRIPTION: This course is intended for learners who would like to continue improving their language proficiency, but do not want to pursue the AP/IB track. Learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and say what they want to say about themselves and their everyday life and personal interests or studies. They communicate consistently about present and future, but inconsistently about past events and create with the language. They are consistently understood by native speakers accustomed to interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a wide variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
French	0.5	Semester	9–12	SL105SGS[1,2]

JAPANESE I

COURSE DESCRIPTION: Learners communicate minimally on very familiar topics by using simple, highly contextualized words, sentences, and questions related to themselves, home, family, friends, neighborhood, school, community, professions and environment that have been practiced and memorized. They recognize some familiar words and phrases when they hear or read them. They communicate some basic information about their everyday life using two or three words or memorized familiar topics and supply limited information on simple forms and documents. They may be understood with difficulty by sympathetic native speakers who are very accustomed to interacting with language learners. Learners show awareness of the most obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Japanese	0.5	Semester	9–12	SL452SGS[1,2]

JAPANESE II

Prerequisite: Japanese I

COURSE DESCRIPTION: Learners communicate and exchange basic information about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment using phrases and simple sentences. They recombine and reformulate memorized language in the present and in the future, and report series of isolated events in the past. They interact in short, social, everyday situations by asking and answering simple questions. They write short messages, postcards, and simple notes within the context in which the language was learned. They understood primarily by native speakers who are sympathetic and accustomed to interacting with language learners. They recognize pieces of information (familiar words, phrases, and sentences) within short and simple messages related to everyday life and understand the main topics of what is being said or read. They show awareness of the most obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Japanese	0.5	Semester	9–12	SL453SGS[1,2]

JAPANESE III

Prerequisite: Japanese II

COURSE DESCRIPTION: Learners participate in conversations on a number of familiar topics beyond self, school, and home in simple sentences. They participate in short social interactions in everyday social and survival situations that may present some complications by asking and answering simple questions. They are consistently understood by native speakers accustomed in interacting with language learners. Learners write briefly about most familiar topics and present information using a series of simple sentences. They can understand the main idea in short, simple messages about familiar topics. They recognize and se some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Japanese	0.5	Semester	9–12	SL454SGS[1,2]

World Languages

JAPANESE IV

Prerequisite: Japanese III

COURSE DESCRIPTION: This course is intended for learners who would like to continue improving their language proficiency, but do not want to pursue the AP/ IB track. In this course, learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and say what they want to say about themselves and their everyday life and personal interests or studies. They communicate consistently about present and future, but inconsistently about past events and create with the language. They are consistently understood by native speakers accustomed by interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a wide variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Japanese	0.5	Semester	9–12	SL455SGS[1,2]

SPANISH FOR CAREERS

Prerequisite: Completion of three years of Spanish or demonstrated Intermediate Mid/High proficiency

COURSE DESCRIPTION: Spanish for Careers is a year-long course designed to strengthen students' Spanish proficiency while preparing them to use the language in real-world professional settings.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL099SGS[1,2]

SPANISH I

COURSE DESCRIPTION: Learners communicate minimally on very familiar topics by using simple, highly contextualized words, sentences, and questions related to themselves, home, family, friends, neighborhood, school, community, professions and environment that have been practiced and memorized. They recognize some familiar words and phrases when they hear or read them. They communicate some basic information about their everyday life using two or three words or memorized expressions. They can reproduce a modest number of words and phrases in context when writing about well-practiced, familiar topics and supply limited information on simple forms and documents. They may be understood with difficulty by sympathetic native speakers who are very accustomed to interacting with language learners. Learners show awareness of the most obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL052SGS[1,2]

SPANISH II

Prerequisite: Spanish I

COURSE DESCRIPTION: Learners communicate and exchange basic information about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment using phrases and simple sentences. They recombine and reformulate memorized language in the present and in the future, and report series of isolated events in the past. They interact in short, social, everyday situations by asking and answering simple questions. They write short messages, postcards, and simple notes within the context in which the language was learned. They are understood primarily by native speakers who are sympathetic and accustomed to interacting with language learners. They recognize pieces of information (familiar words, phrases, and sentences) within short and simple messages related to everyday life and understand the main topics of what is being said or read. They show awareness of the most obvious cultural differences or culturally unacceptable practices.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL053SGS[1,2]

World Languages

SPANISH III

Prerequisite: Spanish II

COURSE DESCRIPTION: Learners participate in conversations on a number of familiar topics beyond self, school, and home in simple sentences. They participate in short social interactions in everyday social and survival situations that may present some complications by asking and answering simple questions. They are consistently understood by native speakers accustomed to interacting with language learners. Learners write briefly about most familiar topics and present information using a series of simple sentences. They can understand the main idea in short, simple messages about familiar topics. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL054SGS[1,2]

SPANISH IV

Prerequisite: Spanish III

COURSE DESCRIPTION: This course is intended for learners who would like to continue improving their language proficiency, but do not want to pursue the AP/IB track. Spanish IV and V are rotating courses. Learners electing Spanish IV one year will have the opportunity to elect Spanish V the following year. Learners participate in short social interactions in everyday social and survival situations that may present complications. They are able to ask and answer a variety of questions and express what they want to say about themselves and their everyday life and personal interests or studies. They communicate consistently about present and future events, but inconsistently about past events and create with the language. They are consistently understood by native speakers accustomed to interacting with language learners. They understand the main idea of texts related to everyday life and personal interests or studies. They write briefly on a wide variety of familiar topics using connected sentences and present information. They recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Spanish	0.5	Semester	9–12	SL055SGS[1,2]









CREDIT RECOVERY

Detroit Public Schools Community District offers students access to Course Recovery through the use of a certified teacher and course software. District students are able to recover courses throughout the academic year and through summer programming focused on providing support to students in order to graduate on time. Courses available for recovery are based on student need and can be identified through the school's guidance counselor.

Elementary & Middle School

LANGUAGE ARTS (GR 6), VIRT IC

VARIATION:	CREDITS:	COURSE CODE:
CR	N/A	PE034IGY6M

LANGUAGE ARTS (GR 7), VIRT IC

VARIATION:	CREDITS:	COURSE CODE:
CR	N/A	PE035IGY7M

LANGUAGE ARTS (GR 8), VIRT IC

VARIATION:	CREDITS:	COURSE CODE:
CR	N/A	PE036IGY8M

English Language Arts (ELA)

ELA I (GR 9), VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SE001VGS[1,2]M
CR	1	SE001VGSYM
NCAA	0.5	SE001VNS[1,2]M

ELA II (GR 10), VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SE002VGS[1,2]M
CR	1	SE002VGSYM
NCAA	0.5	SE002VGSYM

ELA III (GR 11), VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SE003VGS[1,2]M
CR	1	SE003VGSYM
NCAA	0.5	SE003VNS[1,2]M

ELA IV (GR 12), VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SE004VGS[1,2]M
CR	1	SE004VGSYM
NCAA	0.5	SE004VNS[1,2]M

Fine and Performing Arts

ART HISTORY, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SA152VGS[1,2]M
NCAA	0.5	SA152VNS[1,2]M

FASHION I, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SA190VGS[1,2]M

MUSIC APPRECIATION, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SA118VGS[1,2]M

VISUAL ARTS - COMPREHENSIVE, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SA154VGS[1,2]M

Mathematics

ALGEBRA I, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SM052VGS[1,2]M
CR	1	SM052VGSYM
NCAA	0.5	SM052VNS[1,2]M

ALGEBRA II, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SM056VGS[1,2]M
CR	1	SM056VGSYM
NCAA	0.5	SM056VNS[1,2]M

CALCULUS, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SM121VGS[1,2]M

GEOMETRY, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SM072VGS[1,2]M
CR	1	SM072VGSYM
NCAA	0.5	SM072VNS[1,2]M

PERSONAL FINANCE, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	1	SM157VGSYM
CR	0.5	SM157VGS[1,2]M
NCAA	0.5	SM157VNS[1,2]M

PRECALCULUS, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SM110VGS[1,2]M
CR	1	SM110VGSYM
NCAA	0.5	SM110VNS[1,2]M

PROBABILITY AND STATISTICS, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SM201VGS[1,2]M
CR	1	SM201VGSYM
NCAA	0.5	SM201VNS[1,2]M

Physical Education & Health

HEALTH EDUCATION, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SP051VGS1M
NCAA	0.5	SP051VNS1M

Science

BIOLOGY, VIRT

VARIATION:	CREDITS:	COURSE CODE:
NCAA	0.5	SS051VNS[1,2]M

CHEMISTRY, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SS101VGS[1,2]M
CR	1	SS101VGSYM
NCAA	0.5	SS101VNS[1,2]M

EARTH SCIENCE, VIRT

VARIATION:	CREDITS:	COURSE CODE:
NCAA	0.5	SS001VNS[1,2]M

ENVIRONMENTAL SCIENCE, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SS003VGS[1,2]M
CR	1	SS003VGSYM
NCAA	0.5	SS003VNS[1,2]M

NEXT GEN BIOLOGY, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SS051NGS[1,2]M
CR	1	SS051NGSYM

NEXT GEN EARTH AND SPACE, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SS008NGS[1,2]M
CR	1	SS008NGSYM

NEXT GEN PHYSICAL SCIENCE, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SS159NGS[1,2]M
CR	1	SS159NGSYM

PHYSICAL SCIENCE, VIRT

VARIATION:	CREDITS:	COURSE CODE:
NCAA	0.5	SS159VNS[1,2]M

PHYSICS, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SS151VGS[1,2]M
CR	1	SS151VGSYM
NCAA	0.5	SS151VNS[1,2]M

Social Studies

CIVICS, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SH161VGS1M
NCAA	0.5	SH161VNS1M
IC	0.5	SH161IGS1M

ECONOMICS, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SH201VGS1M
NCAA	0.5	SH201VNS1M

PSYCHOLOGY, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SH254VGS[1,2]M
NCAA	0.5	SH254VNS[1,2]M

SOCIOLOGY, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SH258VGS1M
NCAA	0.5	SH258VNS1M

U.S. HISTORY & GEOGRAPHY, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SH101VGS[1,2]M
CR	1	SH101VGSYM
NCAA	0.5	SH101VNS[1,2]M

WORLD HISTORY AND GEOGRAPHY, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SH052VGS[1,2]M
CR	1	SH052VGSYM
NCAA	0.5	SH052VNS[1,2]M

World Languages

FRENCH I, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SL102VGS[1,2]M
CR	1	SL102VGSYM
NCAA	0.5	SL102VNS[1,2]M

FRENCH II, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SL103VGS[1,2]M
CR	1	SL103VGSYM
NCAA	0.5	SL103VNS[1,2]M

SPANISH I, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SL052VGS[1,2]M
CR	1	SL052VGSYM
NCAA	0.5	SL052VNS[1,2]M

SPANISH II, VIRT

VARIATION:	CREDITS:	COURSE CODE:
CR	0.5	SL053VGS[1,2]M
CR	1	SL053VGSYM
NCAA	0.5	SL053VNS[1,2]M





ADULT EDUCATION

English Language Arts (ELA)

ABE, ENGLISH LANGUAGE ARTS

COURSE DESCRIPTION: This course assists adult learners who are pre-tested below the ninth-grade to improve their reading and writing levels. Adult learners will read, listen to, analyze, and comprehend stories. They will read various texts for fluency and comprehension. Through fiction, nonfiction, and poetry, adult learners will learn new vocabulary and comprehension skills.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AE992BGY1

AE ENGLISH AS A SECOND LANGUAGE

COURSE DESCRIPTION: This course assists non-native, English speakers to improve their English skills. Adult learners will begin to understand English spoken words, express themselves orally using English, read English text and comprehend, and write in English with proficiency. Adult learners will be able to use their English skills in diverse situations, settings, such as the workplace and at home.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AE008SLY1

AE ENGLISH LANGUAGE ARTS I (GR 9)

COURSE DESCRIPTION: In this course, adult learners will learn basic English language arts concepts including vocabulary, reading strategies, and literary elements, devices and techniques. The course also covers communication skills, such as giving speeches, using visual aids, and communicating in the workplace, as well as writing and revising using MLA style guidelines. This is a hybrid class where the teacher uses supplemental materials and resources to teach the online curriculum.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
English 9	0.5	Semester	20	AE001HGS[1,2]

AE LIFE SKILLS, ESL

COURSE DESCRIPTION: This course helps non-native English speakers improve their English skills while building language for family, community, and workplace settings.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AU257SLY1

GED, ENGLISH LANGUAGE ARTS

COURSE DESCRIPTION: This course assists adult learners who pre-tested above the ninth-grade improve their reading and writing skills. Through fiction, nonfiction, and poetry, adult learners will learn new vocabulary and comprehension skills. As a result of this course, adult learners will be able to pass the GED RLA exam.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AE992GGY1

Mathematics

ABE, MATHEMATICS

COURSE DESCRIPTION: This course assists adult learners who are pre-tested below the ninth-grade to help improve their mathematics skills. In this course, adult learners will learn basic math concepts, including ratio, proportion, and the relationship between fractions, decimals, and percents. Adult learners will also explore higher level Algebra and Geometry concepts.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AM994BGY1

AE PRE-ALGEBRA

COURSE DESCRIPTION: In this course, adult learners learn pre-algebra concepts including writing algebraic expressions, performing operations with integers and fractions, factoring, simplifying expressions with exponents, solving one-step equations and inequalities. This course also addresses writing and solving proportions and percent problems, recognizing linear functions and their graphs, displaying data, and solving multi-step equations that contain integers, fractions, and decimals. This is a hybrid class where the teacher uses supplemental materials and resources to teach the online curriculum.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	20	AM051HGS[1,2]

GED, MATHEMATICS

COURSE DESCRIPTION: This course assists adult learners who pre-tested above the ninth-grade improve their mathematics skills. This course addresses concepts such as pre-algebra, algebra, geometry, and calculus. The course also shows how to solve multi-step equations and inequalities, and it presents concepts related to writing and solving proportions and percent problems. As a result of this course, adult learners will pass the math GED exam.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AM994GGY1

Miscellaneous

AE ELECTIVE (ABE-GED)

COURSE DESCRIPTION: Adult learners will select an organization such as Journalism Club, Website Team, Academic Games, Nation Adult Education, Honor Society or adult learner Ambassadors for an elective and meet daily to plan and prepare projects with an advisor.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AZ999EGY1

AE INTEGRATED EDUCATION TRAINING (ABE-GED)

COURSE DESCRIPTION: In this course adult learners will learn a career of their choice through a contextualized class setting. The adult learner will learn the role and responsibilities of certain careers and have hands-on training along with real life applications. Certification will be offered after successful completion of the course.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AZ152IGY1

AE SEMINAR

COURSE DESCRIPTION: In this course, adult learners practice the fundamentals of scientific research methodology by examining a social issue. They develop a research question, find and evaluate existing research, and design and implement an objective research method.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Elective	0.5	Semester	20	AZ106SGS[1,2]

Science

ABE, SCIENCE

COURSE DESCRIPTION: This course assists adult learners who are pre-tested below the ninth-grade in math or English to improve their general science skills. This is an introduction to science with a focus on a variety of concepts including the scientific method, mathematics in science, technology in science, the human body, and the power of water.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AS994BGY1

AE EARTH SCIENCE

COURSE DESCRIPTION: This course addresses major Earth Science concepts, such as the materials which compose earth, the rock cycle and types of rocks, Earth's resources, formation and movement of soil, glaciers, deserts, alluvial landscapes, earthquakes, volcanoes, plate tectonics, mountain building, and geologic time. Laboratory concepts are explored through videos and careers in Earth Science are explored. This is a hybrid class where the teacher uses supplemental materials and resources to teach the online curriculum.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
Science (3rd Year)	0.5	Semester	20	AS001HGS[1,2]

GED, SCIENCE

COURSE DESCRIPTION: This course assists adult learners who pre-tested above the ninth-grade in math or English to review general science. The course will address high school science: Biology, Earth Science, and Chemistry. As a result of this course, adult learners will pass the science GED exam.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AS994GGY1

Social Studies

ABE, SOCIAL STUDIES

COURSE DESCRIPTION: This course assists adult learners who are pre-tested below the ninth-grade improve their social studies knowledge. This course will cover basic American, world, and local history as well and an introduction to U.S. Government.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AH994BGY1

AE CITIZENSHIP, ESL

COURSE DESCRIPTION: This course teaches non-native English language learners United States history and civics by learning the systems and culture for naturalization or citizenship.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AZ002CLY1

Social Studies

AE U.S. HISTORY & GEOGRAPHY

COURSE DESCRIPTION: In this course, adult learners will learn about key historical concepts, important historical figures, and significant events to help students gain an understanding of the political, economic, military, and social structures of the early years of the United States through its emergence as a global superpower. The course also addresses key concepts of physical and human geography for the United States and other countries. This is a hybrid class where the teacher uses supplemental materials and resources to teach the online curriculum.

GRADUATION REQUIREMENT:	GRADUATION CREDITS:	COURSE LENGTH:	GRADES:	COURSE CODE:
U.S. History & Geography	0.5	Semester	20	AH101HGS[1,2]

GED, SOCIAL STUDIES

COURSE DESCRIPTION: This course assists adult learners who pre-tested above the ninth-grade in math or English to review general high school social studies. The course will address high school subjects such as U.S. History, Government, World History, Geography, and Economics. As a result of this course, adult learners will pass the social studies GED exam.

COURSE LENGTH:	GRADES:	COURSE CODE:
Year	20	AH994GGY1

Acknowlegements

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Scott VanKampen

Sharon Hopkins

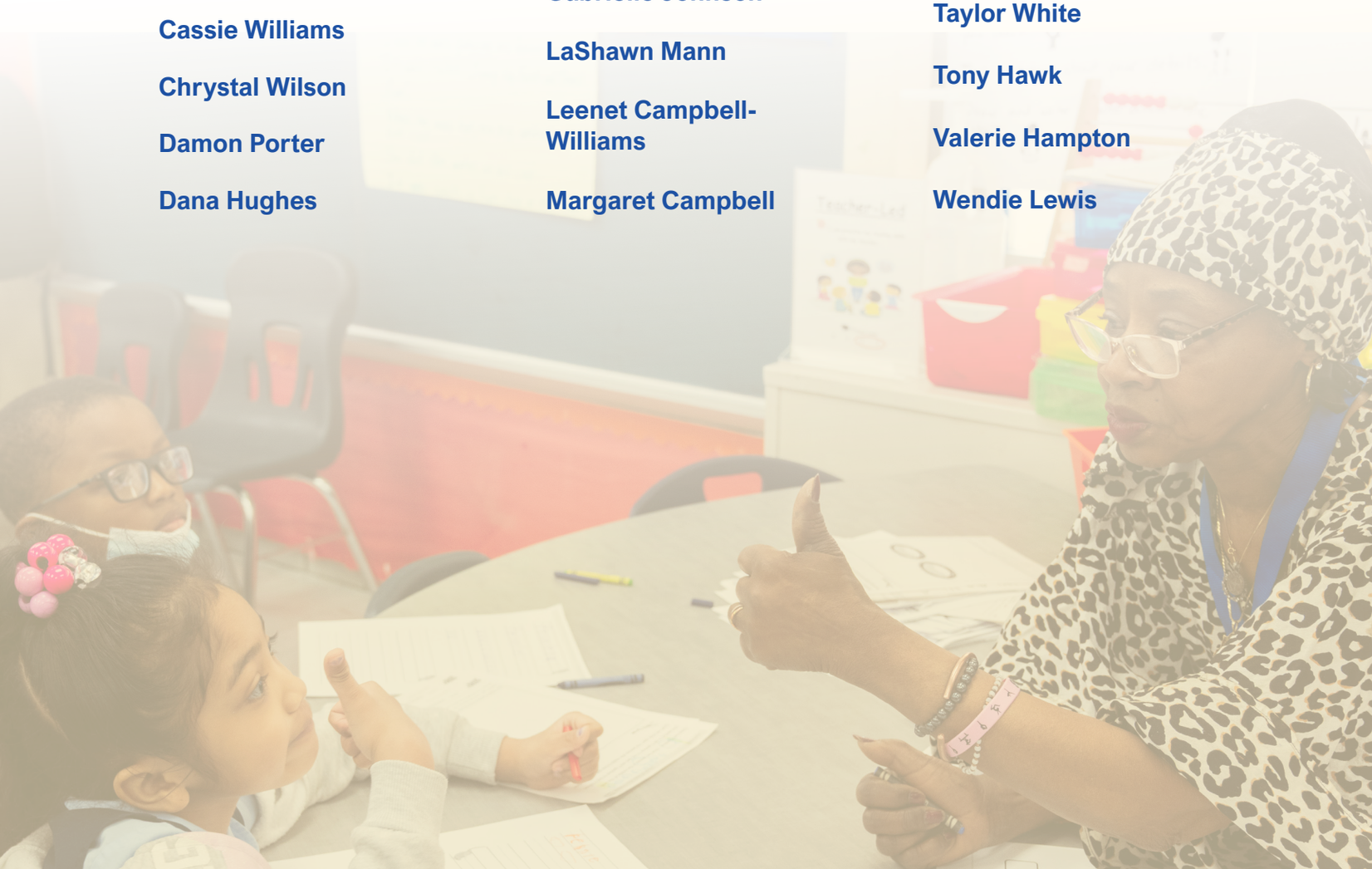
Sharon Wilcox

Taylor White

Tony Hawk

Valerie Hampton

Wendie Lewis



DETROIT
PUBLIC SCHOOLS
COMMUNITY DISTRICT

Students Rise. We All Rise.