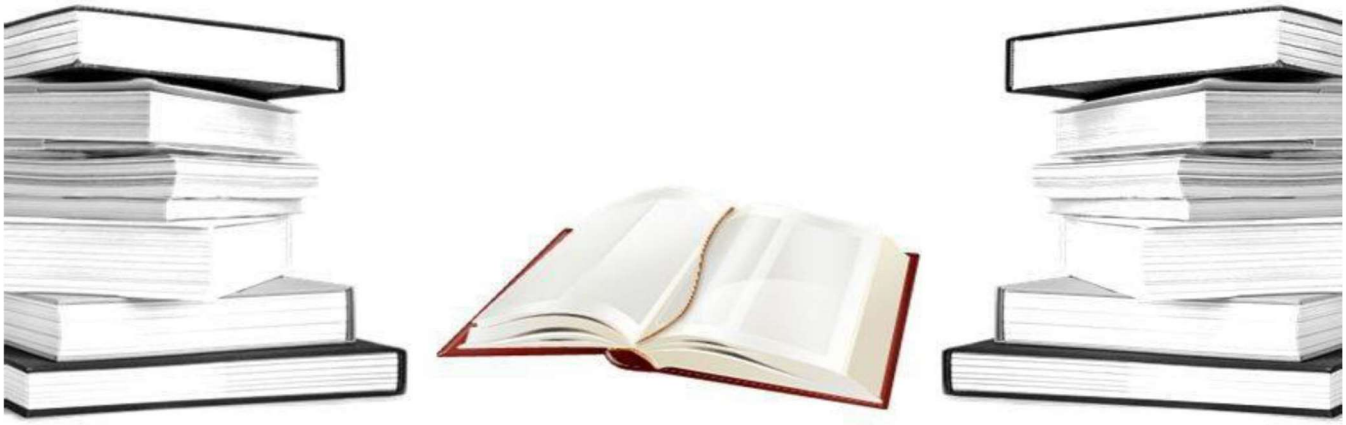
Flushing High School

Course Catalog

2026-2027



Dear Parents/Guardians and Students,

The *Flushing High School Course Catalog* handbook has been compiled by the staff and administration of Flushing High School for the purpose of assisting parents and students with educational and career planning. In this handbook, you will find the following:

- Course Descriptions
- Innovative Class Options
- Graduation Requirements
- Career Pathways
- College and Career Planning Information
- Additional Information

Please take the time to read the contents of this handbook. If you have any questions about the information in this guide, please contact your counselor (591-3759). We encourage students and parents to review the handbook together and to choose classes that will help students attain their academic and career goals.

A successful high school career rests heavily on the quality of decisions made each spring for the upcoming school year. As always, both our counseling and administrative staff are available to assist you in any way we can to ensure a successful academic year.

The Flushing High School staff is committed to preparing our students to the best of our abilities for life beyond high school. Please let us know how we may be of assistance.

Sincerely,

Kevin Foltz

Principal

Flushing High School

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GRADUATION REQUIREMENTS

1. A student must complete four school years (8 semesters of attendance in grades 9-12) unless an exception is granted by the administration.
2. A student's schedule must include a minimum of 3 credits per day.
3. A student must take the SAT/MME/M-STEP in a good faith effort.
4. A student must earn twenty-two (22) total credits and meet the requirements established by the Michigan Merit Curriculum. Each semester class that meets 5 days a week for one class period earns .5 credits. A class that meets for three class periods (i.e. GCI) earns 1.5 credits for the semester.

Classes required for graduation include the following or their equivalents:

Courses	Number of Credits	Class of 2028
English *Including English 9, English 10, English 11, English12*	4	4
Social Studies *Including World History, United States History, Economics/Civics*	3	3
Mathematics *Including Algebra I, Geometry, Algebra II, and a fourth math course in the senior year*	4	4
Science *Including Integrated Science Lab, Biology, and Chemistry/Physics*	3	3
Physical Education**	.5	.5
Health *(Recommended in the freshman year)*	.5	.5
Senior Seminar	.5	.5
Visual/Performing/Applied Arts	1	1
World Language*	2	2
Additional Credits/Electives	3.5	3
Personal Finance*		.5
Totals	**22 credits**	**22 credits**

Physical education is required of all students unless a student has a medical problem substantiated yearly by a written doctor's statement. A student who is enrolled in a physical education class but is unable to complete the work due to injury, illness, or other physical problem and who has a doctor's statement will receive a medical (M) on his/her transcript. The M indicates that no credit is granted, GPA is not affected, and the student has **not fulfilled the PE requirement.

*Starting with the Class of 2028, Personal Finance will be a graduation requirement.

**Students who complete 2 seasons of marching band will meet the physical education credit requirement.

*These credits are required to be obtained in the same language and recommended to be obtained in consecutive years.

Students may have limited opportunities to change classes based on seat availability up until the first Friday of the semester. Students may be required to remain in yearlong classes. Students have the opportunity to take up to two online classes in grades 5-12.

Parents may submit a written request to Mr. Foltz if they would like their child **NOT** be schedule with a teacher. Requests from parents will be honored only if the student's sibling previously had a poor experience with the teacher. Requests are due to Mr. Foltz by the end of April.

A student may repeat a course that he/she has previously taken and passed. The **second grade** will be used to calculate the student's permanent grade point average (GPA). Although both grades will appear on the student's transcript, only one-half (.5) credit will be awarded toward graduation credit for the same course with the exception of certain designated classes. In addition, a student who fails a class may continue to repeat the class until he/she has successfully passed it.

TRANSFER CREDITS

All academic credit from other schools is transferable if the credit is equal to credit earned at Flushing High School. One-half (.5) credit is granted per semester for each subject meeting five (5) days per week, one (1) period per day. Courses in religion are not acceptable toward graduation unless they pertain to a specific subject area such as history or literature.

A transfer student will be accepted on the standards of the sending school except with regard to Advanced Placement classes (see below). Academic deficiencies incurred at the sending school (grades 9-12) must be made up prior to graduation from Flushing High School.

GPA/CLASS RANK

Flushing High School uses a +/- grading system for all classes. This grading system will use the following grade point average (G.P.A.) equivalents. A student's final grade is cumulative for the entire semester, and his scholastic ranking will be based on all semester grades earned. G.P.A. = total honor points divided by the number of classes attempted, excluding classes graded with S/U or pass/fail.

GRADE	HONOR POINTS	GRADE	HONOR POINTS
A	4.00	D+	1.50
A-	3.80	D	1.00
B+	3.50	D-	0.80
B	3.00	E	0.00
B-	2.80	M	0.00
C+	2.50	I	0.00
C	2.00	U	0.00
C-	1.80	S	0.00

To determine the numerical value of a letter grade earned in an Advanced Placement class offered at Flushing High School, the numerical value of the grade (as defined above) will be multiplied by a factor of 1.1. Advanced Placement classes taken by transfer students will be multiplied by the 1.1 factor only if offered at Flushing High School.

Seniors graduating from Flushing High School will receive a final ranking at the end of the 7th semester. Those seniors earning a grade point average of 3.0 to 3.599 after the completion of the 7th semester will be recognized as graduating with honors.

Seniors who have earned a grade point average of 3.6 and above, after the completion of the 7th semester, will be recognized for high honors.

All high school level classes will be counted towards a student's transcript and GPA regardless of how many credits they earn.

DUAL ENROLLMENT

Under Michigan Law, it is possible for 9th through 12th taking classes both at Flushing High School and a Michigan public or private college or university. Students are allowed to take up to 10 classes overall. Flushing High School covers a determined amount every calendar year which includes tuition, mandatory course fees, and materials fees (including textbooks required for a course). The full cost of these fees may not be entirely met by Flushing High School; any remaining charges should be covered by the family of the student. Transportation fees, parking costs, and activity fees are not eligible charges. A student that does not receive college credit for a course under the Dual Enrollment legislation is required to repay the school district. Classes taken at any public or private college or university must be taken within the academic year (Fall and Winter Semesters only). Summer Semester charges are not covered by Flushing High School. Students are responsible for their own transportation. For more information, please contact your student's counselor. All postsecondary courses shall count towards the requirement of graduation and will automatically be counted in a student's GPA, unless the student requests to make a different credit designation for a postsecondary course at the time of enrollment. The decision not to count a postsecondary class for credit on the high school transcript may not be made after the course has started.

COLLEGE REQUIREMENTS

	Average high school G.P.A. for freshmen	Average ACT Scores	Average SAT Scores
Central Michigan University	3.42	23	1100
Eastern Michigan University	3.26	22	1100
Ferris State University	3.38	22	1060
Grand Valley State University	3.50	24	1140
Kettering University	3.50	24	1275
Michigan State University	3.72	23-29	1180
Mott Community College	NA	NA	NA
Northern Michigan University	3.19	22.8	1050
Saginaw Valley State University	3.44	23	1090
University of Michigan - Ann Arbor	3.88	31-34	1380-1540
University of Michigan-Flint	3.4	18-22	1078
Western Michigan University	3.4	23	1090

Many colleges/universities re-compute the student's grade point average (GPA) using the following five (5) subject areas for admission purposes: English, mathematics, science, social studies, world language. A college entrance exam such as the ACT or SAT may be required. **See college catalogs/websites for specifics.**

Admission requirements vary from one college to another and are also dependent upon the program a student wishes to enter. The Michigan Merit Curriculum contains one of the most comprehensive sets of high school graduation requirements in the nation. It prepares students for a rigorous college curriculum and complies with the expectations for college preparation established by the President's Council of the State Universities of Michigan. Students should also check with the institution in which they are interested to see if there are additional curriculum requirements for admission, especially for specific degree programs. **(Two or more years of study in one world language are recommended.) Students should also make sure their senior year math course meets the requirements of the secondary institute they are considering.**

TESTING OUT PROCESS

In accordance with state law, Flushing High School allows students to test out of a class in which they are already proficient. Each semester students may sign up to test out of a class for the following semester. The process may differ between departments, and it is the student's responsibility to fulfill the requirements and meet the necessary deadlines. Testing out of a course is usually achieved by attaining a grade of 78% or better on the final exam for the course. However, departments have the right to require papers, projects, and presentations that they deem necessary to determine a student's proficiency. The "credit" granted will comply with the following guidelines:

1. Credit for test out classes will be counted toward meeting individual **department credit** requirements and will be applied toward the total credits required for graduation.
2. "Test out" classes will appear on student report cards and transcripts with a "TO" grade.
3. Credit earned through the test out process **does not** meet NCAA requirements.
4. Many colleges do not count test out credits as actual class credit. *

*Colleges will apply credit if a higher-level class replaces the class that was tested out of.

NCAA Eligibility

In order to receive a college athletic scholarship or even play collegiate athletics, certain high school courses, grade point, and test requirements must be met. Students are responsible for meeting these requirements. Athletes and parents are provided additional details regarding NCAA eligibility at the Meet the Team session that is held near the beginning of each athletic season. If you have any questions or need further information, see your counselor, or visit the website at www.eligibilitycenter.org

Listed below are the NCAA approved core curriculum courses as of September 2022.

ENGLISH

AP Language
AP Literature
Creative Writing
English 9
English 10
English 11
English 12
Public Speaking
Writing for College
Young Adult Literature

MATHEMATICS

Algebra I
Algebra II
Geometry
Trigonometry/Statistics
Pre-Calculus/Trigonometry
Calculus
AP Calculus
AP Statistics

NATURAL/PHYSICAL SCIENCE

Anatomy and Physiology (Lab)
Advanced Chemistry
AP Biology
AP Chemistry
AP Physics
Biology (Lab)
Advanced Biology
Chemistry (Lab)
Conceptual Physics
Environmental Science
Genetics (Lab)
Integrated Science Lab
Physics (Lab)
Botany/Forensic Science

SOCIAL STUDIES

American Government
American History
AP Human Geography
AP U.S. Government
AP U.S. History
Civics
Civil War
Criminal Justice
Economics
Global Issues
Holocaust
Introduction to Psychology
Michigan Local History
Sociology
World History
AP Psychology

ADDITIONAL NCAA CORE COURSES

French I, II, III, IV, V
Spanish I, II, III, IV, V

NOTE: Credit earned through the "testing out" process **DOES NOT** meet NCAA requirements.

RVA Online classes are NOT NCAA accredited and cannot be used for credit recovery.

ADVANCED PLACEMENT

Advanced Placement (AP) classes are part of a national program designed to allow high school students the opportunity to earn college credit for advanced work they have done during high school. College credit may be earned by successfully completing AP exams that are generally given in the spring of the senior year. Presently, there are thirteen AP classes offered at Flushing High School:

AP Biology	**AP English Language**	**AP Pre-Calculus/Trigonometry**
AP Calculus	**AP English Literature**	**AP Physics 1**
AP Chemistry	**AP Government**	**AP Statistics**
AP Drawing	**AP Human Geography**	**AP US History**
AP Psychology		**AP World History**

Due to the difficulty of these classes, it is suggested that o more than one class be taken in the sophomore year, two classes in the junior year, and three classes in the senior year. Students should also realize that extra time will be required outside of the school day and time management will be very important. Those students involved in extra-curricular activities should arrange their schedules accordingly. The College Board recommends that students set aside a minimum of five hours of study time per AP class per week.

SEX/HEALTH/COMMUNICABLE DISEASE EDUCATION

Several courses a student may select contain units of study related to Sex/Health/Communicable Disease Education. These courses are as follows:

All Physical Education Classes	Integrated Science Lab
Anatomy and Physiology	Introduction to Psychology
Genetics	Nutrition Science
Biology	Parenthood
Health	Personal Development

All course curriculums have been approved by the Board of Education and the district's Health, Drug, and Safety Education Advisory Board.

Parents of students considering the selection of any of the above-mentioned courses have the following rights:

- To review all Sex/Health/Communicable Disease instructional material that will be used in the class in question before the unit of study is taught,
- To attend any or all classroom instruction periods in Sex/Health/Communicable Disease Education.
- To have their son/daughter excused from any unit of study involving Sex/Health/Communicable Disease education without penalty or loss of academic credit.

Students who choose any of the above courses should discuss this selection with their parents prior to placement on their schedule request list. Parents who desire to review materials related to the units of instruction in Sex/Health/Communicable Disease Education should contact the principal at the high school. Parents wishing to have their son/daughter enroll in one or more of the above mentioned courses but ask that they be excluded from any unit of study in Sex/Health/Communicable Disease instruction, need to make such a request in writing to the building principal. Students excused from such units of study will be provided with an equivalent value study unit.

FHS Career Pathways

Unlimited opportunities await Flushing High School students in the 21st century. FHS strives to prepare our students to make informed decisions regarding career choices through the exploration of Career Pathways and the development of EDPs. These programs encourage students to define and assess their career interests and abilities in order to better provide career direction for pursuing lifelong goals after high school.

The Educational Development Plan (EDP) is a program designed to assist your child both with future educational plans and in making course selections for high school classes. These EDPs are web- based and may be viewed and updated by students and parents at home by visiting: www.xello.world/en/.

What are the 6 Career Clusters?



Arts and Communication

Careers in this path are related to humanities and performing, visual, literary and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.



Business Management Marketing and Technology

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



Engineering Manufacturing Industrial Technology

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



Health Sciences

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



Human Services

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



Natural Resources and Agriscience

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

CAREER AND TECHNICAL EDUCATION (CTE) DEPARTMENT



CTE is Learning that Works!

Become Career and College Ready* Earn College Credit, Meet Graduation Requirements, Prepare for Success *Gain Real World Advantage!

CTE presents a complete range of related career options to students, helps them discover their interests and passions, and empowers them to choose the educational pathway that can lead to success in high school, college, and their chosen career. CTE is developing America's most valuable resource-it's people; helping them gain the skills, technical knowledge, academic foundation and real-world experience they need to prepare for high-skill, high-demand, high-wage careers and keep America working in every sense of the word. CTE works for postsecondary placement – 70% of students concentrating in CTE areas stayed in postsecondary education or transferred to a 4-year degree program. CTE works for America's jobs of tomorrow.

BUSINESS EDUCATION

All CTE courses meet the VPA graduation requirement and can substitute for one credit of the World Language graduation requirement.

7004/7005 BMA I - BUSINESS MANAGEMENT FULL YEAR 10, 11, 12

BMA is an exciting course that covers business management and employability skills that students will utilize throughout life. This is a hands-on learning experience that will give students real-world opportunities. Students will also be working with communication lessons, teamwork, leadership, personal finance, entrepreneurship, and development of general business skills needed in the workplace. Students will incorporate various computer software and information technology concepts to complete projects as they would in a business environment.

Michigan's ***HOT 50 High-Demand High-Wage Careers:*** General and Operations Managers, Management Analysts, Social and Community Service Managers

7024/7025 BMA II - BUSINESS MANAGEMENT FULL YEAR 10, 11, 12

This course is for those interested in applying business management concepts in a non-traditional class format. Some of the topics covered in this class will include; employability, management functions, forms of business ownership, business operations, entrepreneurship, organizational development, and management of others. It is a project-based class in which students will be given individual or team projects dealing with current business issues of today and tomorrow. Students will apply and develop their problem solving, critical thinking, leadership, communication, and teamwork skills. This class will use case studies, speakers, and relevant articles to develop student's interest and opportunities in the world of business.

Michigan's ***HOT 50 High-Demand High-Wage Careers:*** General and Operations Managers, Insurance Sales Agents, Management Analysts, Operations Research Analysts, Social and Community Service Managers

PREREQUISITE: Successful completion of BMA I with a 2.0.

NOTE: BMA II students will be required to participate in DECA, which is an outside of school activity.

7064/7065	ACCOUNTING I	FULL YEAR	10, 11, 12

This beginning accounting course will teach you how to keep financial records and prepare financial statements for a business. Students will study the complete accounting cycle. Computer software will be used throughout the year to expand the student's knowledge of how technology and accounting are linked and applied in the business world. Using the text, as well as the Internet, we will study business ethics and current trends in the business world; and we will see how careers in accounting may apply to you.

Michigan's HOT 50 High-Demand High-Wage Careers: Accountants and Auditors, Cost Estimators, Financial Analysts, Financial Managers, Personal Financial Advisors

NOTE: This class can count as a senior year math credit.

7124/7125	ACCOUNTING II	FULL YEAR	10, 11, 12

Accounting II is an advanced study of concepts, principles, and techniques used in keeping the financial records of a sole proprietorship, partnership, and corporation. Departmental, management, cost, and not for profit accounting systems are explored.

Michigan's HOT 50 High-Demand High-Wage Careers: Accountants and Auditors, Cost Estimators, Financial Analysts, Financial Managers, Personal Financial Advisors

PREREQUISITE: Successful completion of Accounting I with a 2.0.

NOTE: This class can count as a senior year math credit. Accounting II students will be required to participate in DECA, which is an outside of school activity.

7224/7225	MARKETING SALES/PROMOTIONS	FULL YEAR	10, 11, 12

This course is for the student who is interested in a marketing or business management career. Career and postsecondary opportunities and requirements will be explored. Other topics include sales, customer relations, advertising and promotions, and career preparation. Marketing students will work on creative marketing/management projects in conjunction with other classes and school programs. Marketing will also be piloting a small student-run school store. Students will be involved in the decision-making processes for the store including buying, stocking, and selling.

Michigan's HOT 50 High-Demand High-Wage Careers: Market Research Analysts and Marketing Specialists

NOTE: Marketing students may choose to join the Distributive Education Club of America (DECA).

INDUSTRIAL TECHNOLOGY EDUCATION

All CTE courses meet the VPA graduation requirement and can substitute for one credit of the World Language graduation requirement.

7064/7065 INTRODUCTION TO ENGINEERING DESIGN I FULL YEAR 9, 10, 11, 12

Engineering I will teach students to dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work.

Michigan's HOT 50 High-Demand High-Wage Careers: Architects, Architectural and Engineering Managers, Civil Engineers, Industrial Engineers, Mechanical Engineer Technicians, Mechanical Engineers, Operating Engineers, Electrical Engineers.

NOTE: This class can count as a senior year math credit. Engineering students may choose to join MITES.

7714/7715 INTRODUCTION TO ENGINEERING DESIGN II FULL YEAR 9, 10, 11, 12

An advanced level course designed to further the student's experience in Engineering and its related fields. Students will extend their learning of parametric modeling to create 3D virtual models of mechanical parts and utilize those parts to generate the necessary drawings learned in Introduction to Engineering Design. This is a career-oriented course; therefore, students will be expected to exhibit good judgment and a professional work ethic at all times. This is an excellent course for students interested in visual communication and engineering careers.

Michigan's HOT 50 High-Demand High-Wage Careers: Architects, Architectural and Engineering Managers, Civil Engineers, Industrial Engineers, Mechanical Engineer Technicians, Mechanical Engineers, Operating Engineers

PREREQUISITE: Successful completion of Introduction to Engineering Design with a 2.0.

NOTE: This class can count as a senior year math credit. Engineering students may choose to join MITES.

7734/7735 CAD I FULL YEAR 9, 10, 11, 12

An introductory course designed to introduce the student to the exciting world of computer-aided drafting (CAD) and design and its related fields. Students will learn specific topics including organizational and professional skills, as well as the construction of 2-D technical drawings, multi-views, section views, auxiliary views, isometric drawings, threads, fasteners, developments, and GD&T. Students will also gain exposure to manufacturing through the use of a laser engraving/cutting machine. This is an excellent course for students interested in visual communications and engineering careers. CAD 1 is a prerequisite for Advanced CAD.

Michigan's HOT 50 High-Demand High-Wage Careers: Architects, Architectural and Engineering Managers, Civil Engineers, Industrial Engineers, Mechanical Engineer Technicians, Mechanical Engineers, Operating Engineers, Millwrights, Machinists.

NOTE: This class can count as a senior year math credit. CAD students may choose to join MITES.

7924/7925 ARCHITECTURAL CAD I FULL YEAR 9, 10, 11, 12

This course is designed to give students a sense of appreciation for architecture. CAD (Computer Aided Drafting) will be used to create working drawings including floor plans, plot plans, section drawings, and elevation. The students will also get to create 3D virtual models of residential structures and utilize the 3D model to generate similar working drawings. Building codes and architectural documents will also be discussed.

Michigan's HOT 50 High-Demand High-Wage Careers: Architects, Architectural and Engineering Managers, Civil Engineers, Industrial Engineers, Mechanical Engineer Technicians, Mechanical Engineers, Operating Engineers, Millwrights, Machinists.

NOTE: This class can count as a senior year math credit. CAD students may choose to join MITES.

7926/7927	ADVANCED ARCHITECTURAL CAD	FULL YEAR	11, 12

An advanced level course designed to further the student's experience in the computer-aided drafting (CAD) and design and its related fields. Students will delve deeper into the field of architecture by working on projects utilizing the skills that they learned in Architectural CAD but using those skills to a deeper level. Students can create photo-realistic renderings, build 3D models, or more intricate working drawings. This is a career-oriented course; therefore, students will be expected to exhibit good judgment and a professional attitude and work ethic at all times. This is an excellent course for students interested in visual communications and engineering careers.

Michigan's HOT 50 High-Demand High-Wage Careers: Architects, Architectural and Engineering Managers, Civil Engineers, Industrial Engineers, Mechanical Engineer Technicians, Mechanical Engineers, Operating Engineers, Millwrights, Machinists.

PREREQUISITE: Successful completion of Architecture CAD I with a 2.0 or higher each semester.

NOTE: This class can count as a senior year math credit. Adv. Arch. CAD students may choose to join MITES.

7754/7755	ADVANCED CAD	FULL YEAR	10, 11, 12

An advanced level course designed to further the student's experience in computer-aided drafting (CAD) and design and its related fields. Students will learn parametric modeling to create 3D virtual models of mechanical parts and utilize those parts to generate the necessary drawings learned in CAD I. Students will also gain exposure to manufacturing through the use of a 3D printer. This is a career-oriented course, therefore, students will be expected to exhibit good judgment and a professional attitude and work ethic at all times. This is an excellent course for students interested in visual communications and engineering careers.

Michigan's HOT 50 High-Demand High-Wage Careers: Architects, Architectural and Engineering Managers, Civil Engineers, Industrial Engineers, Mechanical Engineer Technicians, Mechanical Engineers, Operating Engineers, Millwrights, Machinists.

PREREQUISITE: Successful completion of CAD I/Architecture CAD I with a 2.0.

NOTE: This class can count as a senior year math credit. CAD students may choose to join MITES.

7756/7757	ADVANCED CAD II	FULL YEAR	11, 12

Students will be able to extend their learning of parametric modeling and computer aided design through reverse-engineering an assembly and creating the virtual 3D model in the parametric modeling software. The model can be utilized to generate drawings, renderings, or animations of the assembly. This is a career-oriented course; therefore, students will be expected to always exhibit good judgment and a professional attitude and work ethic.

Michigan's HOT 50 High-Demand High-Wage Careers: Architects, Architectural and Engineering Managers, Civil Engineers, Industrial Engineers, Mechanical Engineer Technicians, Mechanical Engineers, Operating Engineers

PREREQUISITE: Successful completion of Advanced CAD I with a 2.0 or higher.

NOTE: This class can count as a senior year math credit. CAD students may choose to join MITES.

WORK-BASED LEARNING EDUCATION

Work-Based Learning experiences are essential for students to form and develop education and career goals and to make informed choices about their future. This experience allows students to apply hands-on knowledge and skills obtained from the classroom to an engaging, rigorous, and relevant workplace experience.

Work-Based Learning (WBL) consists of Co-op, Unpaid Learner, and Teacher Cadet. It is designed for qualified high school juniors and seniors who are at least 16 years of age. Students accepted into the program attend school a minimum of four class periods per day (based on grade level) and work on the job (training station) for part of the day. The program is designed to develop basic occupational competencies for future employment. The student is supervised and trained by the employer in cooperation with the school Work-Based Learning Coordinator. The employer is considered a partner in the program by providing required documentation, training, supervision, and work experience.

WBL is an independent program which requires students to follow and meet requirements without classroom instruction and daily support. Students are required to work hours required by their placement and complete/submit coursework. Grades and credit are issued based on successfully meeting program requirements. Students must be self-driven, responsible, independent learners, able to manage time and meet deadlines, able to seek assistance if needed, and have general workplace skills. GPA, attendance, and behavior records will be reviewed, and students will only be accepted if criteria is met. Students behind in Graduation Requirements are not eligible to participate in WBL. Students must apply and meet criteria by the Spring Deadline of the previous school year to be placed in a 1st Semester Placement. Students must apply and meet criteria by the Spring Deadline of the previous school year to be placed in a 2nd Semester Placement. Students must meet Grading Criteria Requirements and Hours Requirements to pass this program. This is not the same as a traditional course at Flushing High School and additional criteria, guidelines, and requirements apply.

PREREQUISITE: Students must complete/submit a WBL application and receive approval from the Work-Based Learning Coordinator. The Work-Based Learning Coordinator will confer with students to determine the student's eligibility based on the WBL Contract and Requirements to Pass.

NOTE: Students must be concurrently enrolled in a WBL related class while taking WBL. The Work-Based Learning Coordinator will also determine the enrollment eligibility for the WBL related class. Students must have selected an EDP career pathway and their WBL placement must be in the occupational area of the pathway. Students must have their own transportation for Co-op and Teacher Cadet. Co-op employers must meet criteria and agree to the requirements for the program.

WORK-BASED LEARNING EDUCATION/CO-OP	FULL YEAR	11, 12

Students will work outside of the high school in a paid placement related to their future educational/career goals. Students must work a minimum of 10 hours a week (average per semester) determined by the employer and within labor laws. Students will receive two release hours from FHS for work. This is a great opportunity for students to gain a better understanding and experience in a career field of interest to them and gain transferrable skills for future employment in their career.

NOTE: Students will actively seek placement and the Work-Based Learning Coordinator will assist in finding a placement if employment opportunities are available. Placements must be within 35 miles of the High School.

UNPAID LEARNER EDUCATION	FULL YEAR	11, 12

Students will work an hour each school day in an unpaid placement in a high school office. The student will work directly with an assigned secretary/supervisor to assist in various office related tasks/duties. This is a great opportunity for students to gain work experience and employability skills to assist them in future employment. Unpaid Learner allows students to gain workplace experience without having to give up athletic or extra-curricular commitments as the placement time is during the school day.

NOTE: Students must have successfully completed BMA or concurrently enroll in order to apply for In-District Unpaid Learner. Some exemptions for BMA could apply. Students should reach out to the Work-Based Learning Coordinator for further information on that opportunity.

TEACHER CADET	FULL YEAR	11, 12

Students will be assigned to placement rotations with mentor teachers and in elementary classrooms. Students must work a minimum of 10 hours a week (average per semester) determined by the mentor teacher and within the school day. Students will receive two release hours from FHS for the placement. Students will have assignments to complete throughout this program in addition to the WBL coursework. This is a great opportunity for students to gain quality classroom and field experiences that will develop fundamental skills for a career in education.\

Annual Public Notice of Career and Technical Education Opportunities

Each year, Flushing Community Schools offers Career and Technical Education (CTE) courses at Flushing High School.

Courses consist of Business Management Administration (BMA), Accounting, Marketing Sales and Promotion, Computer Aided Drafting (CAD), Architectural Drafting, Engineering, and Work-Based Learning (Co-op, Unpaid Learner, and Teacher Cadet). BMA, CAD, Accounting, and Marketing are also local district CTE Early Middle College Programs.

These programs are designed to prepare youth for a broad range of employment and training services and are offered under the guidance of the CTE Director, certified teachers, and a Work-Based Learning Coordinator. For general information about the CTE programs offered through Flushing Community Schools, please contact: Kevin Foltz, CTE Director, Flushing High School, 5039 Deland Rd., Flushing, MI 48433. Phone: 810-591-3773 and email: kevin.foltz@flushingschools.org.

All CTE programs follow the district's policies of nondiscrimination as stated below.

Flushing Community Schools does not discriminate on the basis of race, color, national origin, sex, including sexual orientation and transgender identity, disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities including employment opportunities. Any inquiries or complaints regarding discrimination or denial of equal access should be addressed to the district compliance officer as it relates to nondiscrimination for Title II, of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973 (as amended). Compliance Officer, Jason Melynchek, Deputy Superintendent, Flushing Community Schools, 522 N. McKinley Rd., Flushing, MI 48433.

NON-CTE BUSINESS EDUCATION COURSES

7320	COMPUTER APPLICATIONS	EITHER SEMESTER	9, 10, 11, 12

This course is for students who need an introduction to computer software applications. Students will gain proficiency in keyboarding skills and in the use of Windows Applications. Students will work with the Microsoft Office Suite, including Word, Excel, Access, and PowerPoint. Emphasis will be placed on integration between the Microsoft Office applications. This course will give students the necessary skills to effectively use a computer to benefit them both in their academics and in the workplace.

NOTE: This class is a VPA .5 credit.

7460	PERSONAL FINANCE	EITHER SEMESTER	11, 12

This course focuses on the development of the skills necessary for sound consumer decision-making in a complex socio-economic environment. Students will have an opportunity to explore different careers, saving and investment options, credit and debt dangers, budgeting, insurance research, and real estate/housing options.

NOTE: This class will be required, starting with the graduating class of 2028.

7190	SENIOR SEMINAR	EITHER SEMESTER	12

This course is organized to improve the knowledge, research, problem solving, organization, and communication skills of seniors as each is planning an individual career pathway to the workplace and/or an institution of higher learning. Students will complete their individual EDP projects which were started in earlier years. Each student will gain skills and knowledge on how to succeed after high school. This will be done through research on self, careers, training/schooling after high school, community service projects, various presentations, and a final exit presentation demonstrating his/her documented career knowledge and experienced preparation for a successful career selection.

NOTE: Required class for seniors.

ENGLISH DEPARTMENT

Michigan Merit Curriculum requirements: 4 credits in English

Required classes: English 9, English 10, English 11, English 12

Michigan Merit Curriculum requirements: 1 VPA Credit. Courses that meet the requirement are Drama, Speech, & Publications.

1004/1005	ENGLISH 9	FULL YEAR	9

This course is designed to give students skills to understand the basics of reading literature, grammar, and writing. Activities will be used to support critical thinking and organizational skills. A study of various literary genres, both fiction and non-fiction, will be explored, and students will be required to write essays of various lengths, styles, and difficulties. Students will continue career exploration and development of their EDP. Reading selections include but are not limited to *To Kill a Mockingbird, The Giver*, and other choice reading selections.

NOTE: Required course for 9th grade.

1044/1045	ENGLISH 10	FULL YEAR	10

This course is designed to help students expand upon the skills developed in English 9 and continue to improve their reading, writing, grammar, and research skills. Activities will be used to support critical thinking and organizational skills. A study of various literary genres, both fiction and non-fiction, will be explored, and students will be required to write essays of various lengths, styles, and difficulties. Students will continue career exploration and development of their EDP. Reading selections include but are not limited to *The Great Gatsby, Divergent*, "Raisin in the Sun," and choice novel selections.

NOTE: Required course for 10th grade.

1054/1055	ENGLISH 11	FULL YEAR	11

This course is designed to help students expand upon the skills developed in English 10 and continue to improve their reading, writing, grammar, and research skills. Activities will be used to support critical thinking and organizational skills. A study of various literary genres, both fiction and non-fiction, will be explored, and students will be required to write essays of various lengths, styles, and difficulties. Reading selections include but are not limited to *Hunter Games, Glass Castle, MacBeth, Frankenstein*, and a choice novel selection. Students will continue career exploration and development of their EDP.

NOTE: Required course for 11th grade.

1064/1065	ENGLISH 12	FULL YEAR	12

The purpose of this course is to provide students with an opportunity to practice a wide variety of reading and writing genres that are often found at the collegiate level. Students will be encouraged to consider their role as part of a global community, look critically at the world they live in, and use literature as a lens for that examination. Students will write essays of various lengths, styles, and difficulties, learn APA research methods, and study the following pieces of literature: *1984, Fahrenheit 451, Night, Maus*, and *Just Mercy*. Podcasts and other forms of media will be analyzed. Grammar instruction continues.

NOTE: Required course for 12th grade.

1174/1175	AP ENGLISH LANGUAGE & COMP.	FULL YEAR	11, 12

This course is for the serious, college-bound junior or senior who is planning on taking the Advanced Placement Exam in English Language and Composition. This course engages the student in becoming a skilled reader of prose written in a variety of periods, disciplines, and rhetorical contexts, and helps the student develop more sophisticated writing skills.

NOTE: Students enrolling in AP classes should expect rigorous coursework as these classes are challenging. Students should be conscious of balancing class-work and extra-curricular activities/a job when selecting an AP class. Before you finalize a request for this class, be aware that if you are scheduled for an AP class, you **will not** have the option of dropping the class.

PREREQUISITE: Completion of English 10.

1194/1195	AP ENGLISH LITERATURE & COMP.	FULL YEAR	12

This course is for the serious, college-bound senior who is planning to take the Advanced Placement Exam in English Literature and Composition. This course includes literature from a variety of genres, time periods, and cultures, as well as the analysis of novels, poetry, and drama.

NOTE: Students enrolling in AP classes should expect a rigorous course that includes significant reading and writing. Students should be conscious of balancing classwork and extra-curricular activities/a job when selecting an AP class. Before you finalize a request for this class, be aware that if you are scheduled for an AP class, you **will not** have the option of dropping the class.

PREREQUISITE: Completion of English 11 or AP Language

ENGLISH ELECTIVES

1060	WRITING FOR COLLEGE	EITHER SEMESTER	11, 12

This course is designed to prepare students for the types of writing they will encounter during their first years of college. Students will focus upon improving basic elements of writing such as paragraph support and development, effective sentence structure, vocabulary, and research skills. Writing stamina will be developed, and students taking this course should be prepared to write several full-length essays per semester. **Students should be college bound and/or already achieved proficiency in writing.**

Note: This course may be repeated with teacher permission.

1120	CREATIVE WRITING	EITHER SEMESTER	11, 12

This course is for the student who loves to read and write. Objectives include specific skills of narration, such as description, creation of mood, character development, dialogue, and plotting. This course also features poetry as well as a variety of genres of fiction. Students taking this course should be prepared to read and write several full-length short works of fiction per semester. **Those considering this class should have already achieved proficiency in writing.**

Note: This course may be repeated with teacher permission.

1200	PUBLIC SPEAKING	EITHER SEMESTER	10, 11, 12

This course is for the student who wants to work on public speaking skills. The main emphasis is on the performance of the student in various speaking situations: group discussions; informative, persuasive and demonstrative speeches; and work-related language arts.

1294/1295	PUBLICATIONS	FULL YEAR	10, 11, 12

This course is for the student who wishes to contribute to the yearbook, which is a journalistic and photographic endeavor. The emphasis is on interviewing, feature writing, photography, and graphic design. Students are also expected to meet marketing goals and participate outside of the school day on multiple occasions, including leaving during the school day for the sake of sponsorships. This class may be repeated if a student shows success and responsibility in the current year.

PREREQUISITE: Application form/approval from instructor.

NOTE: This class **does not meet N.C.A.A.** core requirements**.**

1134/1135	YOUNG ADULT LITERATURE	EITHER SEMESTER	10, 11, 12

Young Adult Literature is an elective course that is designed for students who enjoy recreational reading and for students who want to have an opportunity to improve their reading ability through sustained practice with engaging, contemporary novels. This class will improve students' critical reading skills, ability to synthesize information from a variety of sources, writing skills, and engagement in their own learning.

NOTE: This class **may** be repeated.

FAMILY AND CONSUMER EDUCATION DEPARTMENT

7401	NUTRITION SCIENCE	1ST SEMESTER	9, 10, 11, 12

Nutrition Science is an elective course, based on the theme, "Nutrition for Wellness." Students will learn how to plan, prepare, and select nourishing foods that promote healthy eating across the lifespan. Topics covered include: nutrients in foods, how those nutrients impact the body, nutrition recommendations for health and disease prevention and food safety and sanitation. This course uses demonstrations, hands-on labs, and cooperative learning.

7411	PERSONAL DEVELOPMENT	2ND SEMESTER	10, 11, 12

This is an elective course that focuses on personal growth mentally, socially, and intellectually. Topics covered in this class include effective decision-making skills, problem solving, communication, conflict resolution, mental health, relationships and self-concept.

7452	PARENTHOOD	2ND SEMESTER	9, 10, 11, 12

This course addresses issues related to the choices, roles, and responsibilities of parenting at each developmental state. Parenthood education teaches child development, from conception to age five. Pregnancy and newborn care simulations are provided to allow students to experience different aspects of parenting and prenatal development.

FINE ARTS DEPARTMENT

Michigan Merit Curriculum Requirements: 1 VPA credit. Courses that meet the requirement are Art 1, Art 2, Digital Photography, Graphic Design, Video Production, Band, Orchestra, Wind Ensemble and Choir.

8004/8005	**ART I**	**FULL YEAR**	**9, 10, 11, 12**

This class is an entry level course for the student who would like a basic exposure to fundamentals of the visual arts. It introduces the formal elements (such as line, shape, texture, and color) and principles of design (such as balance, rhythm, variety, and unity) essential to the practice and study of art. Students are introduced to a wide variety of media. Skill in drawing is helpful but not required.

NOTE: This class **may** be repeated.

8024/8025	**ART II**	**FULL YEAR**	**10, 11, 12**

This course is for the student who is interested in continuing their study of visual arts. This is a studio art class where students are encouraged to explore their personal vision, critical thinking, and communication skills. This course is for the self-motivated student who wishes to pursue individuality, creativity, and imagination through experimentation with traditional and nontraditional materials and techniques.

PREREQUISITE: C or better in Art 1 and instructor approval required.

NOTE: This class **may** be repeated.

8026/8027	**AP DRAWING**	**FULL YEAR**	**11, 12**

Advanced Placement Art and Design is a college level course designed for students who are seriously interested in the practical experience of art. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. Ongoing critical analysis through group and individual critiques provide students opportunities to analyze their own work.

PREREQUISITE: Successful completion of Art I and Art II with instructor approval.

8060	**MULTIMEDIA COMMUNICATIONS**	**EITHER SEMESTER**	**9, 10, 11, 12**

In this hands-on, fast-paced elective, students will transform into a professional production team to create a weekly 15-minute news program. Whether you want to be the face of the franchise on camera or the mastermind behind the control board, this course offers a real-world look at the world of digital media. We welcome creators, storytellers, tech-wizards, and anyone who wants to document the history of our school as it happens. No prior experience is required-just a deadline-driven attitude and a passion for media. Students will: develop your presence as an anchor, field reporter, or color commentator for sports and school events; pitch, script, and produce segments on school culture, trending clubs, and academic and sports highlights; master professional tools, including digital cinematography, lighting, sound engineering, and non-linear video editing; and work in a collaborative “newsroom” environment, managing deadlines and producing content that reaches the entire student body.

NOTE: This class **may** be repeated.

	INTRO TO THEATER	**FULL YEAR**	**9, 10, 11, 12**

An engaging elective course designed to introduce high school students to the fundamental skills, techniques, and creative exploration of theatrical performance and production. Through this course students will develop fundamental acting and performance skills, understand theatrical terminology and production processes, build confidence in public speaking and self-expression, learn collaborative performance techniques, and explore various theatrical styles and genres. This would be a yearlong class where students can earn a VPA credit.

8040	**DIGITAL PHOTOGRAPHY**	**EITHER SEMESTER**	**9, 10, 11, 12**

Students will explore the artistic realm of digital photography and editing software. They will learn the process of taking photographs, editing photos, creating collages, and manipulating images into art projects on the computer. The students will use skills from Art I to develop a digital portfolio.

PREREQUISITE: Art 1 or Yearbook (with instructor permission)

NOTE: This course may be taken in conjunction with Art I or Art II, or Yearbook.

8041	**ADV. DIGITAL PHOTOGRAPHY**	**EITHER SEMESTER**	**9, 10, 11, 12**

Students will further explore the artistic realm of digital photography and editing software. They will learn the process of creating environments for ideal photograph composition, adjusting lighting for dramatic effect, restoring old photographs, and engage with advanced editing concepts. The students will use skills from Art I and digital photography to understand composition and placement within their photographs, creating an advanced digital portfolio. This class is ideal for students who would like to pursue photography as a major in college.

PREREQUISITE: Successful completion of Digital Photography with a C or better.

NOTE: This course may be taken in conjunction with Art I or Art II if student completed Digital Photography.

8050	**GRAPHIC DESIGN**	**EITHER SEMESTER**	**9, 10, 11, 12**

Students will explore the artistic realm of digital design and advertisements. They will learn the process of how ads are brought to print through the first steps of brainstorming the idea, choosing color, and editing designs to reach the most people possible. This class is to show students what is necessary for profitable marketing and the steps needed to create successful design. Once students have a basic understanding, they will incorporate personal photography into advertising campaigns.

PREREQUISITE: Art I

NOTE: This course may be taken in conjunction with Digital Photography, Art I or Art II.

8244/8245	ADVANCED STRING ORCHESTRA	FULL YEAR	9, 10, 11, 12

This course is designed for experienced string students in grades 9-12 who play violin, viola, cello or string bass. Students must audition in the spring of the preceding school year in order to enroll for this class. You must be interested in performing literature of the symphony orchestra. Students wishing to play a wind instrument in this group must also be a member of the concert band or wind ensemble. The orchestra will perform approximately five concerts, as well as district and state competition. This group has a tradition of "superior" ratings at festivals.

PREREQUISITE: At least two years on a string instrument.

NOTE: All performances and rehearsals are required attendance activities. The full orchestra, containing the wind and percussion sections will rehearse on Mondays after school. This class **may** be repeated.

8234/8235	CONCERT STRING ORCHESTRA	FULL YEAR	9, 10, 11, 12

This course is designed for string students in grades 9-12 who play violin, viola, cello or string bass. You must be interested in performing literature of the orchestra. The orchestra will perform approximately five concerts, as well as district and state competition. This class is intended for students who have participated in middle school orchestra.

PREREQUISITE: At least two years on string instrument.

NOTE: All performances and rehearsals are required attendance activities. This class **may** be repeated.

8404/8405	CONCERT CHOIR I	FULL YEAR	9, 10, 11, 12

This course is for freshman and above who are interested in vocal music. The choir will perform at least four concerts a year and will establish itself as a preparatory course for entrance to either Concert Choir II or A Capella Choir.

NOTE: All performances and rehearsals are required attendance activities. This class **may** be repeated.

8414/8415	CONCERT CHOIR II	FULL YEAR	10, 11, 12

This is an intermediate level choir for any 10^{th}, 11^{th}, or 12^{th} grade student. This class will perform at least four concerts a year and will establish itself as a preparatory course for entrance into A Capella choir.

NOTE: All performances and rehearsals are required attendance activities. This class **may** be repeated.

8424/8425	A CAPELLA CHOIR	FULL YEAR	10, 11, 12

The A Capella Choir is a mixed group of select voices capable of performing more advanced music. Admission to the choir is by audition and/or approval from the director. The choir will perform public concerts, enter festivals, and exchange with other choirs from other schools. The director reserves the right to limit the size of the choir.

PREREQUISITE: Admission by audition.

NOTE: Freshman should register only with permission of instructor. All performances and rehearsals are required attendance activities. This class **may** be repeated.

8314/8315	CONCERT BAND	FULL YEAR	9, 10, 11, 12

This class is mostly made up of 9th and 10th graders with previous band experience. Juniors and Seniors can take this class as a 2nd band class with the intention of learning a new instrument. All performances are mandatory and graded.

8214/8215	WIND ENSEMBLE	FULL YEAR	9, 10, 11, 12

This is an elite band class. Students must have previous band experience and approval from the Band Director to be in class. This class is for 11th and 12th graders; exceptions are made for 9th and 10th graders per Band Director approval. All performances are mandatory and graded.

INDUSTRIAL TECHNOLOGY DEPARTMENT

Michigan Merit Curriculum requirements: 1 VPA credit. Courses that meet the requirement are Woodworking I, II, III, and IV, Home Repair, Intro to Engineering Design I and II, CAD, Advanced CAD/Architectural CAD.

7760	WOODWORKING I	EITHER SEMESTER	10, 11, 12

This course will allow the student to independently explore the basic fundamentals of sketching, measuring, general shop safety and the principles to operate different types of woodworking machinery. Large machinery includes the Miter Saw, Planer, Jointer, Band Saw, Drill Press, Oscillating Spindle Sander and Disc/Belt Sander. A variety of powered and non-powered hand tools will also be used. Students will create three projects using these fundamentals and machinery.

7770	WOODWORKING II	EITHER SEMESTER	10, 11, 12

This course will allow the student to review the basic fundamentals of Woodworking I and will also study more complex machinery, such as the Lathe, Scroll Saw and Table Saw. Students will use these skills to make three projects.

PREREQUISITE: Passing grade in Woodworking I

7780	WOODWORKING III	EITHER SEMESTER	10, 11, 12

In this course, students will continue to apply their previous knowledge and skills from Woodworking I and II to design and build challenging projects of their choice.

PREREQUISITE: Passing grade in Woodworking II. This class may be repeated when taking Woodworking III and IV in the senior year for senior math credit.

7790	WOODWORKING IV	EITHER SEMESTER	10, 11, 12

In this course, students will use their prior knowledge and work independently to design and build projects using advanced woodworking techniques.

PREREQUISITE: Passing grade in Woodworking III. This class may be repeated when taking Woodworking III and IV in the senior year for senior math credit:

PHYSICAL EDUCATION/HEALTH DEPARTMENT

Michigan Merit Curriculum requirements: .5 credit Physical Education and .5 Health.
Students who complete 2 seasons of marching band will meet the physical education credit requirement.
NOTE: A student may enroll in only one PE class per semester.

5001	**FITNESS I**	**1ST SEMESTER**	**9, 10, 11, 12**
5002	**FITNESS I**	**2ND SEMESTER**	**9, 10, 11, 12**

This course meets the one semester PE requirement for graduation. The course is fitness based and group games could be used to support fitness goals. Students will learn weight room safety and be taught proper technique when performing primary weightlifting exercises. Emphasis will be placed on improving cardiovascular fitness, muscle strength, core strength, flexibility, and agility.

5061	**FITNESS II**	**1ST SEMESTER**	**9, 10, 11, 12**
5062	**FITNESS II**	**1ST SEMESTER**	**9, 10, 11, 12**

This course meets the one semester PE requirement for graduation. This course is completely fitness based. This course is designed for athletes and/or students who enjoy fitness activities. Students will review weight room safety and focus on core lifts, auxiliary lifts and various fitness activities. The course uses the current FHS PE fitness testing standards.

5101	**CARDIOVASCULAR FITNESS**	**1ST SEMESTER**	**9, 10, 11, 12**
5102	**CARDIOVASCULAR FITNESS**	**1ST SEMESTER**	**9, 10, 11, 12**

This course meets the one semester PE requirement for graduation. This course is completely fitness based and is designed for students desiring to show improvement in overall fitness. Students will learn weight room safety and be taught proper technique when performing primary weightlifting exercises. Emphasis will be placed on improving cardiovascular fitness, muscle strength, core strength, flexibility, and agility. Workouts often include, low-weight, high repetitions used to improve cardiovascular fitness.

5041	**LIFETIME ACTIVITIES**	**1ST SEMESTER**	**10, 11, 12**
5102	**LIFETIME ACTIVITIES**	**2ND SEMESTER**	**9, 10, 11, 12**

Students in Lifetime Activities will build upon the knowledge and skills achieved in prior PE classes to participate in sports that can be used throughout one's life. Instruction will be targeted at participation for the health and enjoyment of sports. The student will gain skills and an understanding of the rules and strategies to comfortably participate in the activity outside of school in a recreational setting. Activities may include badminton, basketball, volleyball, tennis, pickleball, soccer, and Ultimate Frisbee/Football. A standard fitness evaluation will be administered each semester.

PREREQUISITE: Successful completion of Fitness I or II, or Cardiovascular Fitness.

5051/5052	**MINDFUL MOVEMENT**	**EITHER SEMESTER**	**10, 11, 12**

This course does not meet the one semester PE requirement for graduation. The course focuses on learning and practicing mindfulness (the ability to be fully present, aware of where we are and what we are doing and not overly reactive or overwhelmed). This course will use breathing and stretching exercise as well as walking and journaling as modes to practice being mindful. The fitness testing standards will focus on flexibility and strength holds.

PREREQUISITE: Successful completion of Fitness I or II, or Cardiovascular Fitness.

5131	**HEALTH**	**1ST SEMESTER**	**9, 10, 11, 12**
5132	**HEALTH**	**2ND SEMESTER**	**9, 10, 11, 12**

Health is a required, one-semester class that emphasizes empowering our students to make healthy choices by providing them with information and developing their communication and decision-making skills. Topics to be covered include: nutrition and physical activity; alcohol tobacco, and other drugs; safety; social and emotional health; personal health and wellness; basic first aid; HIV prevention; and sexuality education. This course fulfills the Health Education component of the Michigan Merit Curriculum.

NOTE: This class **does not meet N.C.A.A.** core requirements.

MATHEMATICS DEPARTMENT

Michigan Merit Curriculum requirements: 4 Mathematics credits

Required classes: Algebra I, Geometry, Algebra II, and another math class in senior year

3034/3035	ALGEBRA I	FULL YEAR	9, 10, 11, 12

Algebra is often called a doorway course because it opens the door to all other areas of study in mathematics. This course focuses on foundational algebraic concepts like solving linear equations, inequalities, graphing functions, working with exponents, analyzing relationships between variables, and applying these skills to real-world scenarios, providing a solid foundation for further mathematics studies. It is aligned with Common Core Michigan State Standards.

Core topics: Solving linear equations and inequalities, graphing linear functions, writing equations for lines, systems of linear equations, exponents, polynomials, basic functions, data analysis.

NOTE: Required course for the 9th grade.

3144/3145	GEOMETRY	FULL YEAR	9, 10, 11, 12

This course covers the fundamental concepts of geometry, focusing on topics like points, lines, angles, shapes, transformations, proofs, and spatial reasoning, with an emphasis on developing logical reasoning skills through exploration and problem-solving, while building upon prior knowledge to achieve a deeper understanding of geometric relationships; it aligns with Common Core Michigan State Standards and incorporates diverse activities to engage students in mathematical practices.

Core Concepts: Points, lines, planes, angles, parallel lines, triangles, quadrilaterals, circles, transformations, congruence, similarity, and geometric proofs.

PREREQUISITE: Algebra I

NOTE: Required course for 10th grade.

3184/3185	ALGEBRA II	FULL YEAR	10, 11, 12

Algebra II covers a comprehensive study of advanced algebraic concepts, including linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions, focusing on deep understanding of functional analysis, equation solving, graphing, and real-world applications, while building upon foundational algebra skills to prepare students for further mathematics studies or careers requiring strong analytical abilities; it often incorporates technology like graphing calculators to enhance learning and visualization. This course is aligned with Common Core Michigan State Standards.

Key Topics: Linear and quadratic functions, polynomial functions, rational functions, radical and exponential functions, trigonometry, sequences and series, data analysis and statistics.

PREREQUISITE: Algebra I and Geometry

3194/3195	ALGEBRA IIA (yearlong)	FULL YEAR	11, 12

This course will cover the material contained in the first semester of the Algebra II curriculum. The class will be slower paced and is designed for the student who struggles in math. It is not appropriate for those students intending to study math or science at a four-year university.

Topics Covered: Linear functions, quadratic functions, polynomials, with a focus on solving, factoring, and graphing.

PREREQUISITE: C- or lower in Algebra I.

3196/3197	ALGEBRA IIB (yearlong)	FULL YEAR	12

This course is a continuation of Algebra 2A in which the topics covered during the second semester of a traditional Algebra 2 class will be studied and developed. This course is intended for students who do well in algebra when taught at a slower pace and who enjoy math and/or plan to use it in their future careers. Although the course moves at a slower pace, it covers advanced mathematical topics, including radical functions, logarithms, rational functions, conic sections, matrices, probability, and trigonometry.

3054/3055 CONSUMER MATH — FULL YEAR — 12

As a consumer, a person is faced continually with making decisions about the purchase and use of goods and services. The intent of this course is to help the consumer make wise decisions through the use of good mathematics. Included in the topics of study are transportation, housing, clothing, food, income, taxation, credit, banking, insurance, investments, and loans. Financial topics will also be related to concepts from algebra including functions, graphs, and equation solving.

NOTE: This class **does not meet N.C.A.A.** core requirements.

3232/3233 AP PRE-CALCULUS/TRIGONOMETRY — FULL YEAR — 11, 12

This course is intended for any student who has completed Algebra 2 and wishes to explore the foundations of calculus in preparation for college courses or for AP Calculus. The focus will be on modeling real life scenarios with functions ranging from polynomials to rational functions to exponential and logarithmic functions. A full semester of trigonometry will be included. Students who opt to take the AP exam can earn college credit with a qualifying score.

PREREQUISITE: Algebra II or Trigonometry/Statistics

NOTE: Students enrolling in AP classes should expect an hour of homework each night as these classes are very challenging. Students should be conscious of balancing class-work and extra-curricular activities/job when selecting an AP class. Before you finalize a request for this class, be aware that if you are scheduled for an AP class you **will not** have the option of dropping the class.

3234/3235 AP CALCULUS — FULL YEAR — 11, 12

This course is for the serious mathematics student who desires to have a maximum background in high school mathematics. Students taking this class will be expected to take the AP Calculus exam. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, algebraically, numerically, and verbally. Technology, especially graphing calculators, plays an important role in this class and each student will be expected to have one.

PREREQUISITE: Pre-Calculus or Trigonometry/Statistics

NOTE: Students enrolling in AP classes should expect an hour of homework each night as these classes are very challenging. Students should be conscious of balancing class-work and extra-curricular activities/job when selecting an AP class. Before you finalize a request for this class, be aware that if you are scheduled for an AP class you **will not** have the option of dropping the class.

3244/3245 TRIGONOMETRY/STATS — FULL YEAR — 11, 12

This course is designed to cover the concepts of trigonometry first semester and statistics second semester. Focus topics include: unit circle, radians and degrees, verifying identities, using formulas, trigonometry functions and equations, descriptive statistics, probability, binomial distributions, Geometric Distributions, and Normal distributions. Also, topics will include a unit on numbers with bases other than 10 and a unit on derivatives.

PREREQUISITE: Algebra II

3264/3265 AP STATISTICS — FULL YEAR — 11, 12

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. **Exploring Data:** Describing patters and departures from patterns. 2. **Sampling and Experimentation:** Planning and conducting a study. 3**. Anticipating Patterns:** Exploring random phenomena using probability and simulation. 4. **Statistical Inference:** Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. In contrast to many math classes, this course will require reading and studying the text.

PREREQUISITE: Completion of Algebra II (B- or better, or teacher recommendation) and basic knowledge of a TI 83 or TI 84 graphing calculator (important that you have your own calculator).

SCIENCE DEPARTMENT

Michigan Merit Curriculum requirements: Three Science Credits

Required classes: Integrated Science Lab, Biology/Advanced Biology, and Chemistry/Advanced Chemistry or Physics/Conceptual Physics

4034/4035	**BIOLOGY**	**FULL YEAR**	**9**

This biology class is for students who will **NOT** be pursuing a career in a science related field (if so, see Advanced Biology). Biology is the study of life and the interactions with the environment. Biology focuses on molecular biology, ecosystems, heredity, and biological evolution.

NOTE: This class will **NOT** fulfil the prerequisite for entry into AP Biology. *This is not a sequencing class-students will take **EITHER** Biology **OR** Advanced Biology.*

4044/4045	**ADVANCED BIOLOGY**	**FULL YEAR**	**9**

This biology class is for students who **WILL** be pursuing a career in a science related field. Biology is the study of life and the interactions with the environment. Advanced Biology focuses on molecular biology, ecosystems, heredity, and biological evolution but in a greater depth than Biology.

NOTE: This class **WILL** fulfil the prerequisite for entry into AP Biology. *This is not a sequencing class-students will take **EITHER** Biology **OR** Advanced Biology.*

4054/4055	**INTEGRAGED SCIENCE LAB**	**FULL YEAR**	**10**

This course uses hands-on activities and labs to cover the essentials of physics and chemistry. Throughout the course, students will identify trends in class labs and activities and apply them to new situations.

4134/4135	**CHEMISTRY**	**FULL YEAR**	**11, 12**

This chemistry class is for students who are planning on attending college but will **not** be majoring in a field that requires chemistry. (Some fields requiring chemistry are chemists, physicists, biologists, engineers, doctors, nurses, dentists, pharmacists, physical therapists, veterinarians, any medical field, and fire fighters.) Chemistry is the study of matter and energy and the interaction between them. Chemistry tends to focus on the properties of substances and the interactions between different types of matter, particularly chemical reactions. This class will help explain everyday chemical phenomena. This is a lab course; at least one lab will be completed per unit. The math covered in chemistry will be taught at a slower pace for those who struggle with math. This class will fulfill the Michigan Merit Curriculum for Chemistry.

NOTE: This class will **not** fulfill the prerequisite for entry into AP Chemistry, AP Biology or AP Physics. If a student earns an "A" in both semesters of Chemistry, they may take AP Chemistry if they fulfill the other requirements also. *This is not a sequencing class-students will take **EITHER** Chemistry **OR** Advanced Chemistry.*

4144/4145	ADVANCED CHEMISTRY	FULL YEAR	11, 12

This chemistry class is for students who are planning on attending college and majoring in a field that requires chemistry. **(Some fields requiring chemistry are chemists, physicists, biologists, engineers, doctors, nurses, dentists, pharmacists, physical therapists, veterinarians, any medical field and fire fighters.)** Chemistry is the study of matter and energy and the interactions between them. This is a lab course; at least one lab will be completed per unit. Students who take chemistry will learn analytical skills necessary to be successful in college classes.

PREREQUISITE: Students wishing to take Advanced Chemistry without previously taking ISL will need to score well on the Advanced Chemistry placement test as well as earning a "B" or higher in Advanced Biology and a "B" or higher in Algebra.

NOTE: A strong background in mathematics is necessary to be successful in this class. Students wishing to take **AP Chemistry, AP Biology, or AP Physics** as a senior must earn a "B" or better in this course. *This is not a sequencing course-students will take **EITHER** Chemistry **OR** Advanced Chemistry.*

4174/4175	CONCEPTUAL PHYSICS	FULL YEAR	11, 12

This full year class will fulfill the physics core requirements determined by the State of Michigan. This class will focus on the concepts of physics. Students will spend a significant portion of their time in the laboratory doing experiments. This course will include a study of motion, forces, energy, momentum, electricity, magnetism, and atomic physics. This class is intended for non-college bound juniors and seniors.

4184/4185	PHYSICS	FULL YEAR	11, 12

An exploration of our physical world works begins with a study of physics. This course includes a study of motion and mechanics, properties of matter, heat, light, sound, electricity, magnetism, and atomic and nuclear physics. Students will spend approximately one third of their time in the laboratory discovering physics concepts. Most of the experiments will include the use of computer interfaced equipment and measuring devices. Computer simulations will be used to support some experiments, which cannot be done in the laboratory setting. Students who take physics will learn analytical skills necessary to be successful in college courses. Some careers involving physics include engineering, research or industrial science, astronomy, meteorology, marine sciences, biophysics, geophysics, and the health sciences.

PREREQUISITE: Algebra I and Geometry (concurrent Algebra 2A).

4194/4195	AP PHYSICS 1	FULL YEAR	11, 12

AP Physics 1 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 rational motion. It is an extension of the topics covered in a high school college prep class with an emphasis on Physics calculations and laboratory work. To succeed in this class, students need to have performed well in Physics, have strong math skills, and strong study skills.

PREREQUISITE: Received an A or high B in Geometry and Algebra 2.

NOTE: Students enrolling in AP classes should expect an hour of homework each night as these classes are very challenging. Students should be conscious of balancing class-work and extra-curricular activities/job when selecting an AP class.

4064/4065	AP BIOLOGY	FULL YEAR	11, 12

AP Biology is the equivalent of a year-long college biology course taken by biology majors. The expectations and workload are extremely high when compared to a high school biology class. In order to succeed, students will need to commit a **very** large portion of their time to daily reading, studying and homework. In addition, students will need to complete an entire unit during the summer before the school year begins, with an exam during the first week of school. Students are expected to take the AP Biology exam in May.

PREREQUISITE: Students must complete both Advanced Biology and Advanced Chemistry with a grade of B or better in both classes before signing up for this course. Students taking regular chemistry are not eligible to take this course.

NOTE: Students enrolling in AP classes should expect an hour of homework each night as these classes are very challenging. Students should be conscious of balancing class-work and extra-curricular activities/job when selecting an AP class.

4154/4155	AP CHEMISTRY	FULL YEAR	11, 12

This course is designed by the College Board to be the equivalent of an accelerated general chemistry course normally taken during the first college year. It is an extension of the topics covered in a high school college prep class. To succeed in this class, students need to have performed well in Chemistry, have strong math skills, and strong study skills. Students will need to complete one (1) unit during the summer with an exam over the material the first week of school.

PREREQUISITE: Received an A or high B in Advanced Chemistry, currently enrolled in Trigonometry, AP Pre-calculus, or AP Calculus. **Physics is strongly recommended.**

NOTE: Students enrolling in AP classes should expect at least two (2) hours of homework each night as these classes are very challenging. Students should be conscious of balancing class-work and extra-curricular activities/job when selecting an AP class.

SCIENCE ELECTIVES

4070	ANATOMY AND PHYSIOLOGY	EITHER SEMESTER	10, 11, 12

This course is a one semester study into how the human body operates by exploring the human organ systems, including their structures and functions. Students will participate in numerous hands-on activities, labs, projects, and dissections, including a fetal pig dissection. Students will also explore various diseases and/or disorders of the human body.

PREREQUISITE: Completion of Biology with a C- or higher.

4120	BOTANY	EITHER SEMESTER	10, 11, 12

This course is a one-semester study of all phases of plant life. This class is designed for the student who wishes to increase their knowledge of plant anatomy and physiology, especially of the flowering plants. Students will have an opportunity to grow a variety of plants through hands-on laboratory experiments and will be able to take home several specimens grown.

4100	ENVIRONMENTAL SCIENCE	EITHER SEMESTER	9, 10, 11, 12

This course is for the student who wishes to increase his/her knowledge of the environment and factors that influence the conditions of the environment. Topics include study of major pollutants, the Earth's ecosystems, and the interaction of organisms and the environment. Current environmental issues will be emphasized.

4080	GENETICS	EITHER SEMESTER	10, 11, 12

Topics covered include genetic principles, heredity types, probability problems, genetic basis for disease and the process of gene expression. The laboratory portion of the course includes a long-term project utilizing fruit flies to demonstrate genetic principles. In addition, several laboratories are performed that incorporate recent technologies such as gene cloning, expression, DNA fingerprinting and analysis.

PREREQUISITE: Completion of Biology with a C- or higher.

4090	MICHIGAN OUTDOORS	EITHER SEMESTER	9, 10, 11, 12

This course is for any student who wishes to investigate all of the natural resources our beautiful state has to offer. Students will learn about Michigan's natural history, geography, ecosystems, and recreation, as well as how to identify Michigan animal and plant species. Numerous hands-on activities accompany this course.

NOTE: This course **does not meet N.C.A.A.** core requirements.

4160	FORENSIC SCIENCE	EITHER SEMESTER	11, 12

This course is a one semester study into how science can be used to solve crimes. Using this real-world application of science, students will learn many techniques through hands-on activities on how to analyze and interpret evidence scientifically, including fingerprinting, fiber and hair analysis, trace evidence analysis, entomology, blood spatter and samples, and DNA evidence. Students are also taught the proper collection, preservation, and laboratory analysis of various samples. A final crime scene investigation will conclude the course.

	ZOOLOGY 1	FIRST SEMESTER	9,10, 11, 12

This course is a one semester elective science course designed to introduce high school students to the fascinating world of animal life. Students will explore the diversity, structure, function, and behavior of animals from microscopic organisms to complex vertebrates. This course emphasizes hands-on learning through laboratory investigations, dissections, field observations, and interactive activities that bring animal science to life. Students will develop scientific thinking skills while gaining appreciation for the complexity and interconnectedness of animal life on Earth.

Note: This class has complicated science vocabulary and regular dissections with sharp objects. Due to the inherent risks associated with the equipment in this lab, behavioral maturity and consistent focus are non-negotiable prerequisites for enrollment.

	ZOOLOGY 2	SECOND SEMESTER	9,10, 11, 12

This course is a one semester elective science course that is a continuation of the content in Zoology 1.

Note: This class has complicated science vocabulary and regular dissections with sharp objects. Due to the inherent risks associated with the equipment in this lab, behavioral maturity and consistent focus are non-negotiable prerequisites for enrollment.

PREREQUISITE: Completion of Zoology 1 with a C- or higher.

SOCIAL STUDIES DEPARTMENT

Michigan Merit Curriculum requirements: 3 Social Studies Credits

Required classes: World History, US History, Civics, and Economics

2004/2005	**WORLD HISTORY/GEOGRAPHY**	**FULL YEAR**	**9**

This course is a comprehensive study of world history that covers the end of the Ancient Empires across the world through the Modern Era. Students will identify and analyze historical events, issues, movements, people, and places through a variety of learning methods.

NOTE: Required course for 9th grade.

2014/2015	**U.S. HISTORY/GEOGRAPHY**	**FULL YEAR**	**10**

This course is a comprehensive study of American history and geography from post-Reconstruction to the present. The emphasis will be on the role history has played in shaping our modern nation economically, politically, and socially. Students will identify and analyze events, issues, people, movements, and places that have shaped the United States into the nation that it is today. Students will experience a wide variety of activities including but not limited to using primary/secondary sources, collaborative activities, class discussions, independent work, historical analysis, and lectures.

NOTE: Required course for 10th grade.

2035/2035	**CIVICS**	**EITHER SEMESTER**	**11**
2020	**CIVICS**	**0 HOUR (SEM.)**	**11**

This is a survey course in American government. Topics covered include but are not limited to the three branches of government, political parties, voting, elections, role of media in politics, domestic policy, foreign policy, civil rights and liberties, rights of the accused, and state/local government. Students will engage in a wide variety of activities including but not limited to using content-based simulations, primary/secondary sources, collaborative activities, class discussions, independent work, historical analysis, and lectures.

NOTE: Required course for 11th grade.

2054/2055	**ECONOMICS**	**EITHER SEMESTER**	**11**
2020	**ECONOMICS**	**0 HOUR (SEM.)**	**11**

This course provides students with a foundational understanding of economic principles and their real world-applications. Students will explore key concepts such as supply and demand, market structures, monetary and fiscal policy, and the role of government in the economy. Through a combination of lectures, discussions, case studies, and hands-on projects, learners will examine how economic decisions impact individuals, businesses, and societies. Topics include: basic economic concepts, market dynamics, the role of financial institutions and the banking system, economic indicators and how they measure economic health, global economics, and personal finance. Students will engage in critical thinking and analytical skills as they evaluate current economic issues and policies. By the end of the course, students will have a comprehensive understanding of the economic forces that influence their lives and the world around them, preparing them for informed citizenship and further academic pursuits.

NOTE: Required course for 11th grade.

2040	**GLOBAL ISSUES**	**EITHER SEMESTER**	**10, 11, 12**

This class will use the Five Geographic Themes as a basis to study a variety of issues relevant to our world today. Students will engage in research, project building, and presentation for the purpose of both learning new material and applying it to five particular world regions: Latin America, Africa, Asia, Europe, and Australia/Oceania. Forms of assessments will include tests, critical thinking essays, group presentations, and internet activities.

2070	MICHIGAN-LOCAL HISTORY	EITHER SEMESTER	11, 12

This course offers an overview of many aspects of Michigan state and local history and culture. From the earliest indigenous peoples to modern industries and attractions, a wide range of content is covered through a variety of print and media sources. The course may include field trips to local museums and other areas of interest.

2080	CRIMINAL JUSTICE	EITHER SEMESTER	11, 12

This course is designed to be a basic overview of the Criminal Justice System. Students will start the semester learning how to identify crimes, defenses to crimes, and punishments for crimes. Next, students will engage in a unit that includes in-depth descriptions and explanations of the components of the Criminal Justice System including federal agencies, cops, courts, and corrections. Students will also study a unit covering the process of the Criminal Justice System from the time and arrest occurs, questioning, trial, and sentencing. Students will have the Criminal Justice System brought to life through video offerings, projects, and guest speakers.

2084/2085	AP US GOVERNMENT & POLITICS	FULL YEAR	11, 12

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 will 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. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Topics of study include the foundations of American democracy, interactions between the branches of government, civil rights, civil liberties, American political ideologies and beliefs, and political participation. AP U.S. Government and Politics is equivalent to an introductory college course in U.S. Government.

PREREQUISITE: Students should be able to read a college-level textbook and write grammatically correct, complete sentences. Students should have a B or higher in their core Social Studies and English courses.

NOTE: Students enrolling in AP classes should expect an hour of homework each night as these classes are very challenging. Students should be conscious of balancing class-work and extra-curricular activities/job when selecting an AP class. If taken as an 11th grader, this will replace Civics and Economics courses that are required for 11th grade.

2090	HOLOCAUST	EITHER SEMESTER	10, 11, 12

This course is an in-depth study, analysis, and opportunity for students to learn more about this tragic event looking at its pre-history, ways and means, and revelations both for its time as well as for today. Students will engage in independent study, group analysis, presentation, and discussion. Assessments will include individual chapter quizzes, group analysis and presentation, and final essay completion.

PREREQUISITE: It is encouraged, but not required, that students have completed a successful tenure in both World History and United States History.

	SPORTS AND SOCIETY	EITHER SEMESTER	11, 12

This class will explore, develop, and continue to learn about history both globally & within the United States through the lens of sports. The class will use a combination of readings, films, papers, fishbowls, podcasting, investigations, and class discussion to enhance students' understanding of how societal & cultural issues have played out in the arena of sports.

2110	CIVIL WAR	EITHER SEMESTER	11, 12

This is a survey course covering the U.S. Civil War and U.S. society immediately before and after the Civil War. Topics will include but are not limited to the identifying pre-war political struggles starting around the constitutional convention, causes and processes of the separation between the northern states and the southern states, analyze the military strategies of both the North and the South, identify and analyze some of the significant battles, and identify the contributions of leaders, ordinary Americans, freed slaves, and free African Americans before, during, and after the Civil War.

2314/2315	AP UNITED STATES HISTORY	FULL YEAR	10, 11, 12

This is a college level survey course in U.S. History that will cover topics ranging from the settlement of the New World through the present day. Students will learn analytical skills that will be applied to group discussions and essay writing. Students will look at the United States through a wide lens by looking at changes and continuities in our history as well as comparisons amount time periods/events in U.S. History. It is the expectation that students will take the AP U.S. History exam in May.

PREREQUISITE: It is recommended that the student has an A- or better in World History or a current Social Studies class and demonstrates good writing/reading skills.

NOTE: Students enrolling in AP classes should expect an hour of homework each night as these classes are very challenging. Students should be conscious of balancing class-work and extra-curricular activities/job when selecting an AP class. Before you finalize a request for this class, be aware that if you are scheduled for an AP class you **will not** have the option of dropping the class.

2304/2305	AP WORLD HISTORY MODERN	FULL YEAR	9, 10, 11, 12

This is a college level survey course in World History that will cover topics ranging from the 1200s through the present day. Students will learn analytical skills that will be applied to group discussions and essay writing. The study of primary and secondary sources will be used to further student knowledge. Students will look at the world through a wide lens by looking at changes and continuities in history as well as comparisons among nation states/empires. It is the expectation that students will take the AP World History Modern exam in May.

PREREQUISITE: It is recommended that the student has an A- or better in World History or a current Social Studies class and demonstrate good writing/reading skills.

NOTE: Students enrolling in AP classes should expect an hour of homework each night as these classes are very challenging. Students should be conscious of balancing class-work and extra-curricular activities/job when selecting an AP class. Before you finalize a request for this class, be aware that if you are scheduled for an AP class you **will not** have the option of dropping the class.

2200	INTRO. TO PSYCHOLOGY	EITHER SEMESTER	11, 12

This high school psychology course provides students with a foundational understanding of human behavior and mental processes. Through engaging discussions, interactive activities, and real-world applications, students will explore key concepts in psychology, including the major theories, research methods, and ethical considerations in the field. Key topics covered: Introduction to Psychology, Research Methods, Biopsychology, Developmental Psychology, Cognitive Psychology, Personality Theories, Abnormal Psychology, and Social Psychology.

	AP PSYCHOLOGY	FULL YEAR	11, 12

AP Psychology is a college preparatory course designed to introduce students to the systematic & scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn the ethics & methods psychologists use in their science and practice. Successful completion of the AP Exam provides students with an opportunity to earn college credit while still in high school.

2190	SOCIOLOGY	EITHER SEMESTER	11, 12

This course offers a comprehensive exploration of the study of society, focusing on the relationships between individuals and social structures. Students will engage with key sociological concepts, theories, and methods, examining topics such as culture, socialization, group dynamics, stratification, and social change. Through critical discussions, research projects, and interactive activities, students will develop an understanding of how social institutions-like family, education, and government-shape human behavior and societal norms. Key themes include: culture and society, socialization, groups and organizations, social stratification, and social change. By the end of the course, students will be equipped with the analytical tools to critically evaluate societal issues, enhance their understanding of diverse perspectives, and foster a sense of social responsibility. Through projects, discussions, and community engagement, students will connect sociological concepts to real-world contexts, preparing them for informed citizenship and further study in the social sciences.

2324/2324	AP HUMAN GEOGRAPHY	FULL YEAR	10, 11, 12

AP Human Geography is an advanced placement course that explores the patterns and processes of human interaction with the environment. Students will investigate the spatial aspects of human existence, examining how culture economics, politics, and the environment influence the distribution of populations, the organization of cities, and the development of regions. Key topics include: geographical foundations, population and migration, cultural patterns and processes, political geography, agricultural and rural land use, urban land use, industrialization and economic development and the environment and society. Students will develop critical thinking skills, geographic literacy, and analytical abilities through map analysis, case studies, and project-based learning. The course emphasizes the use of geographic tools and technology, including GIS (Geographic Information Systems). Students will be assessed through a combination of exams, quizzes, projects, and participation in discussions. The course culminates in the AP Human Geography exam, which tests students' understanding of the material and their ability to apply geographic concepts. The goal of AP Human Geography is to provide students with a comprehensive understanding of human geography and prepare them for further studies in geography, social sciences, and related fields.

PREREQUISITE: Successful completion of 9th grade World History and English 9. Students need to be able to read college-level texts and apply the conventions of Standard Written English in their writing. Students should have a B or higher in their core Social Studies courses (including but not limited to AP US History, AP World History, Civics, Economics, American History, and World History classes.)

NOTE: Students enrolling in AP classes should expect an hour of homework each night as these classes are very challenging. Students should be conscious of balancing class-work and extra-curricular activities/job when selecting an AP class. Before you finalize a request for this class, be aware that if you are scheduled for an AP class you **will not** have the option of dropping the class.

2400	HISTORY THROUGH FILM	SEMESTER	11, 12

Get ready to dive into the captivating world of U.S. history like never before! In this class, we'll explore key historical themes and significant events through the lens of movies. But we won't just watch—students will critically evaluate the accuracy of these films, digging deep into their historical integrity, potential biases, and overall reliability as sources of accurate information.

Selected films will serve as a time machine, giving us a glimpse into the social, political, and cultural contexts of their eras. To enhance our understanding, before each screening, we'll investigate relevant historical documents, primary and secondary sources, artifacts, and/or photographs. Join us on this exciting journey through history—where the past comes alive on the big screen!

Parent Permission: Some films may contain graphic violence, sexual content, or profanity; parental permission is required.

WORLD LANGUAGE DEPARTMENT

Michigan Merit Curriculum Requirements: 2 credits

**Many colleges encourage students to take a minimum of two years of a foreign language.

6004/6005	FRENCH I	FULL YEAR	9, 10, 11, 12

French I is a learning environment where students are primarily exposed to French language and culture through engaging, accessible content like storytelling, video talks/movie talks, student interviews, and student-directed real-life discussions. Our class time relies heavily on visuals, gestures (Total Physical Response), daily exposure to high-frequency verbs and questions, with repetition to ensure understanding. The focus is on making meaning rather than on strict grammar rules, allowing students to naturally acquire the language. Based on the science of language acquisition, there is no pressure to perform, as long as students remain engaged in the natural learning process: listening leads to reading, which leads to eventual writing, and finally to speaking. Much of our class time is spent in chairs rather than desks, for ease of natural communication.

NOTE: Students who pass French I (whether in the High School or Middle School) should go on to French II.

6024/6025	FRENCH II	FULL YEAR	9, 10, 11, 12

French 2 continues the process of French language acquisition and enriching culture through storytelling, video and movie talks, interviews, re-enactments of stories/material, and student-directed discussions about topics of their choosing. With a growing French library, students will learn to enjoy silent reading, and journal writing. E-pals enter our class dynamic, all while more complex oral and written structures are acquired through authentic French resources.

PREREQUISITE: French I. A grade of C- or better in French I is strongly recommended.

6044/6045	FRENCH III	FULL YEAR	10, 11, 12

This course assists in moving students toward extended discourse through connecting their French skills with everyday experiences and interests. Students will express opinions discuss short readings and respond to open ended questions. Students will explore the relevance of their French skills in potential career paths.

PREREQUISITE: French II

6064/6065	FRENCH IV	FULL YEAR	11, 12

This course is designed for the serious French student who wishes to continue learning more about the language and culture. Along with more sophisticated grammar and vocabulary, students will learn about French contributions to the world (music, literature, sports, history, art…) in the target language.

PREREQUISITE: French III

NOTE: The student may consider taking the Advanced Placement test after this level.

6084	FRENCH V	FULL YEAR	12

This course is for the student who plans to continue the study of French in college, or who wishes to achieve the greatest possible fluency in high school. More grammar is reviewed and introduced. There may be more literature, art, etc. units, but there is some flexibility to base the course on the interests of the students in the class at the time.

PREREQUISITE: French IV

NOTE: Students may elect to take the Advanced Placement test for college credit or may take their individual college foreign language placement test.

6124/6125	SPANISH I	FULL YEAR	9, 10, 11, 12

This course is for the student who will learn to speak and understand some essential Spanish. The year begins with a "welcome" consisting of greetings and everyday expressions, ordering food, and the use of numbers. Students will explore topics dealing with school, shopping, sports, the family, health, and medicine. The student will be able to speak and write on these topics.

NOTE: Students who pass Spanish I (whether in the High School or Middle School) should go on to Spanish II.

6144/6145	SPANISH II	FULL YEAR	9, 10, 11,12

This course is designed to give students a practical view of the use of Spanish as well as being a stepping stone to level 3. Here the vocabulary includes transportation and travel, ordering in restaurants, telecommunications, Hispanic holidays and city and country life. The student is introduced to increasingly sophisticated grammar and tenses.

PREREQUISITE: Spanish 1. A grade of C- or better in Spanish I is strongly recommended.

6164/6165	SPANISH III	FULL YEAR	10, 11, 12

This course is for the Spanish student who wants to become more proficient through the continued study of vocabulary and grammar. This year provides a balanced focus on listening, speaking, reading and writing skills. General topics include the medical world, Hispanic cooking and history of cooking, celebrations, chores, manners, travel, art and literature, and careers.

PREREQUISITE: Spanish II.

6184/6185	SPANISH IV	FULL YEAR	11, 12

This course is for the Spanish student who wishes to review grammar, along with the introduction of more advanced forms of communication. We use Spanish all the time. Intensive practice is provided in speaking, reading, and writing. Aspects of the Spanish-speaking culture are studied, including social, history, and political problems, customs, art, music, and literature.

PREREQUISITE: Spanish III.

NOTE: The student may consider taking the Advanced Placement test after this level.

6204/6205	SPANISH V	FULL YEAR	12

This course is for the student who intends to continue his/her study in college, or for those who wish to achieve the greatest possible fluency in high school. More grammar is reviewed and introduced. Emphasis is on expanded oral presentations and more extensive writing assignments. The introduction of literature is an important part of the curriculum at this level, and movies in Spanish will be used to develop listening skills.

PREREQUISITE: Spanish IV.

SPECIAL EDUCATION DEPARTMENT

SPECIAL EDUCATION ENGLISH

1004C/1005C ENGLISH 9 CO-TAUGHT	FULL YEAR	9

This course is designed to give students skills to understand the basics of reading literature, grammar, and writing. Activities will be used to support critical thinking and organizational skills. A study of various literary genres, both fiction and non-fiction, will be explored, and students will be required to write essays of various lengths, styles, and difficulties. Students will continue career exploration and development of their EDP. Reading selections include but are not limited to *To Kill a Mockingbird, The Giver*, and other choice reading selections.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

8504/8505 ENGLISH 9 SKILLS	FULL YEAR	9

This course is for the student who needs to improve written expression skills, basic reading skills, and comprehension skills with the understanding of basic literature. Students will review the basics of English grammar, practice speaking/listening skills, and explore narrative story telling with a variety of texts. Students will continue career explorations and development of their EDP.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

1044C/1045C ENGLISH 10 CO-TAUGHT	FULL YEAR	10

This course is designed to help students expand upon the skills developed in English 9 and continue to improve their reading, writing, grammar, and research skills. Activities will be used to support critical thinking and organizational skills. A study of various literary genres, both fiction and non-fiction, will be explored, and students will be required to write essays of various lengths, styles, and difficulties. Students will continue career exploration and development of their EDP. Reading selections include but are not limited to *The Great Gatsby, Divergent*, "Raisin in the Sun," and choice novel selections.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

8554/8555 ENGLISH 10 SKILLS	FULL YEAR	10

This course is for the student who needs to continue building their reading and writing skills in a smaller setting. Students will read and analyze literature through the reading of novels, graphic novels, and biographies. There will be an emphasis on improving students' writing skills, reading abilities, and grammar usage. Students will continue career exploration and update their EDP.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

1054C/1055C ENGLISH 11 CO-TAUGHT	FULL YEAR	11

This course is designed to help students expand upon the skills developed in English 10 and continue to improve their reading, writing, grammar, and research skills. Activities will be used to support critical thinking and organizational skills. A study of various literary genres, both fiction and non-fiction, will be explored, and students will be required to write essays of various lengths, styles, and difficulties. Reading selections include but are not limited to *Hunter Games, Glass Castle, MacBeth, Frankenstein*, and a choice novel selection. Students will continue career exploration and development of their EDP.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

SPECIAL EDUCATION ENGLISH

8544/8545	ENGLISH 11 SKILLS	FULL YEAR	11, 12

This course is for the student who needs to increase skills in English Language Arts necessary for daily living. Students will read and analyze novels such as: Frankenstein, The Hunger Games, The Glass Castle, and The Chronicles of Narnia. Students will also read and analyze short stores. Students will continue to work on sentence structure, grammar, and daily language skills. Students will continue career exploration by updating their EDP.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

8534/8535	ENGLISH 12 SKILLS	FULL YEAR	11, 12

This course is for the student who needs to increase skills in English Language Arts necessary for daily living. Students will read and analyze novels such as: Fahrenheit 451, Maniac Magee, Harry Potter and the Sorcerer's Stone, and various short stories. Students will continue to work on sentence structure, grammar, and daily language skills. Students will continue career exploration by updating their EDP.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

SPECIAL EDUCATION SOCIAL STUDIES

2054C	ECONOMICS CO-TAUGHT	EITHER SEMESTER	11

This course provides students with a foundational understanding of economic principles and their real world-applications. Students will explore key concepts such as supply and demand, market structures, monetary and fiscal policy, and the role of government in the economy. Through a combination of lectures, discussions, case studies, and hands-on projects, learners will examine how economic decisions impact individuals, businesses, and societies. Topics include: basic economic concepts, market dynamics, the role of financial institutions and the banking system, economic indicators and how they measure economic health, global economics, and personal finance. Students will engage in critical thinking and analytical skills as they evaluate current economic issues and policies. By the end of the course, students will have a comprehensive understanding of the economic forces that influence their lives and the world around them, preparing them for informed citizenship and further academic pursuits.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

NOTE: Required course for 11th grade.

8640	CIVICS SKILLS	EITHER SEMESTER	11

This is a survey course that focuses on the study of the American government. Students will cover topics including: citizenship, voting, political parties, elections, domestic policy, foreign policy, civil rights and liberties, as well as the structures of local, state and national government through a variety of learning methods.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

2034C/2035C	CIVICS CO-TAUGHT	EITHER SEMESTER	11

This is a survey course in American government. Topics covered include but are not limited to the three branches of government, political parties, voting, elections, role of media in politics, domestic policy, foreign policy, civil rights and liberties, rights of the accused, and state/local government. Students will engage in a wide variety of activities including but not limited to using content-based simulations, primary/secondary sources, collaborative activities, class discussions, independent work, historical analysis, and lectures.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

NOTE: Required course for 11th grade.

8834/8835	TRANSITIONS I	FULL YEAR	9, 10

This course is designed to help students move successfully to post-secondary activities. It helps transition students from middle school to high school level. It covers organizational, communication, budgeting, and job skills (in school). It also covers home skills such as laundry, sewing/ironing, cooking, personal hygiene, and cleaning skills. Students begin to recognize what skills they have, and what skills they need to be successful after high school.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

NOTE: This class may fulfill the Elective requirement.

8844/8845	TRANSITIONS II	FULL YEAR	11, 12

This course is designed to help students move successfully to post-secondary life. It helps transition students from high school to post-graduation life. It covers communication, budgeting, living expenses, and career/life skills. Career skills include building a resume, job applications, practice interviews, and paying bills, etc. Students will gain work experience by doing jobs around the high school. Students will begin to recognize what skills they have and what skills they need in order to be successful after high school.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

NOTE: This class may fulfill the elective credit and/or the Economics credit.

8854/8855	TRANSITIONS III	FULL YEAR	11, 12

This course is designed to help students move successfully to post-secondary activities. It helps transition students from high school to post-secondary requirements/needs. It covers communication, budgeting, and essential career skills. Career skills include building a resume, completing job applications, and interviews. Students gain work experience through on-the-job training in the community, under supervision of a job coach. Students learn about outside agencies that can assist them after high school.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T and completed Transitions I course and enrolled in Work Experience.

NOTE: This class may fulfill the Economics and Senior Seminar credit.

8594/8595	U.S. HISTORY SKILLS	FULL YEAR	10

Students will trace the history of the United States from the end of the Reconstruction era to the Contemporary era. Topics will include but are not limited to the rise of Industrialization, the United States' emergence as a world power, Constitutional Amendments, the Progressive Era, World War I, the Great Depression and New Deal, World War II, the Cold War, the Civil Rights era, and the U.S. since 9/11.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

2014C/2015C	U.S. HISTORY CO-TAUGHT	FULL YEAR	10

This course is a comprehensive study of American history and geography from post-Reconstruction to the present. The emphasis will be on the role history has played in shaping our modern nation economically, politically, and socially. Students will identify and analyze events, issues, people, movements, and places that have shaped the United States into the nation that it is today. Students will experience a wide variety of activities including but not limited to using primary/secondary sources, collaborative activities, class discussions, independent work, historical analysis, and lectures.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

SPECIAL EDUCATION SOCIAL STUDIES

8624/8625	WORLD HISTORY SKILLS	FULL YEAR	9

This course explores a broad range of topics starting with an overview of empires and continuing to modern day. It analyzes the influence of various cultures and how they have influenced the modern world. Students will be exposed to geography, civics, and historical events throughout the world. An emphasis on geography is also included.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

2004C/2005C	WORLD HISTORY CO-TAUGHT	FULL YEAR	9

This course is a comprehensive study of world history that covers the end of the Ancient Empires across the world through the Modern Era. Students will identify and analyze historical events, issues, movements, people, and places through a variety of learning methods.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

SPECIAL EDUCATION MATH

3034C/3035C	ALGEBRA I CO-TAUGHT	FULL YEAR	9

Algebra is often called a doorway course because it opens the door to all other areas of study in mathematics. This course focuses on foundational algebraic concepts like solving linear equations, inequalities, graphing functions, working with exponents, analyzing relationships between variables, and applying these skills to real-world scenarios, providing a solid foundation for further mathematics studies. It is aligned with Common Core Michigan State Standards.

Core topics: Solving linear equations and inequalities, graphing linear functions, writing equations for lines, systems of linear equations, exponents, polynomials, basic functions, data analysis.

NOTE: Required course for the 9th grade

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

8674/8675	ALGEBRA 1 SKILLS	FULL YEAR	9

This course focuses on Algebra 1 topics including integers, working with exponents, solving, and graphing linear equations, and recognizing relationships between variables, and applying them to real-life situations.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

3144C/3145C	GEOMETRY CO-TAUGHT	FULL YEAR	10

This course covers the fundamental concepts of geometry, focusing on topics like points, lines, angles, shapes, transformations, proofs, and spatial reasoning, with an emphasis on developing logical reasoning skills through exploration and problem-solving, while building upon prior knowledge to achieve a deeper understanding of geometric relationships; it aligns with Common Core Michigan State Standards and incorporates diverse activities to engage students in mathematical practices.

Core Concepts: Points, lines, planes, angles, parallel lines, triangles, quadrilaterals, circles, transformations, congruence, similarity, and geometric proofs.

PREREQUISITE: Algebra I

NOTE: Required course for 10th grade.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

SPECIAL EDUCATION MATH

3194C/3195C	ALGEBRA II A CO-TAUGHT	FULL YEAR	11, 12

This course will cover the material contained in the first semester of the Algebra II curriculum. The class will be slower paced and is designed for the student who struggles in math. It is not appropriate for those students intending to study math or science at a four-year university.

Topics Covered: Linear functions, quadratic functions, polynomials, with a focus on solving, factoring, and graphing.

PREREQUISITE: C- or lower in Algebra I.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T. Must have passed Algebra I.

8704/8705	GEOMETRY SKILLS	FULL YEAR	10

This course highlights concepts covered in traditional Geometry curriculum. Topics covered include relationships and measuring of angles, area, volume of polygons, and relationships of basic geometric figures including lines, segments and rays. Algebraic and graphing skills are used as well.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

8724/8725	CONSUMER MATH I SKILLS	FULL YEAR	11, 12

Consumer Math is a field of mathematics that uses math skills in everyday situations. Students will learn how to apply math in a variety of ways in order to be a better-educated and informed consumer. Topics include earning wages, budgeting, managing a household, paying taxes, banking/investing, and preparing for future careers. The goal in this class is to teach students about spending, saving, and other aspects of "money math" which will prepare them to make better financial decisions.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

8734/8735	CONSUMER MATH II SKILLS	FULL YEAR	11, 12

This course is a continuation of Consumer Math Skills I.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T. and Consumer Math I skills.

SPECIAL EDUCATION SCIENCE

4034C/4035C	BIOLOGY CO-TAUGHT	FULL YEAR	9

This biology class is for students who will **NOT** be pursuing a career in a science related field (if so, see Advanced Biology). Biology is the study of life and the interactions with the environment. Biology focuses on molecular biology, ecosystems, heredity, and biological evolution.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

4054C/4055C	INT. SCIENCE LAB CO-TAUGHT	FULL YEAR	10

This course uses hands-on activities and labs to cover the essentials of physics and chemistry. Throughout the course, students will identify trends in class labs and activities and apply them to new situations.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

8754/8755	INT. SCIENCE LAB SKILLS	FULL YEAR	10

This course uses hands-on activities and labs to cover the essentials of physics and chemistry. Throughout the course, students will identify trends in class labs and activities and apply them to new situations. Topics covered will be aligned with the Michigan Next Generation Science Standards. The curriculum is modified to meet the student's needs.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

8764/8765	BIOLOGY SKILLS	FULL YEAR	9

This course emphasizes the fundamental biology principles including scientific theory, ecology, classification, animals, plants, cells, and the human body systems. Upon completion students should be able to demonstrate increased knowledge and better understanding of bi8ology as it applies to everyday life. Labs are designed to provide hands-on experiences of content covered in lectures.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

8804/8805	ENVIRONMENTAL SCIENCE SKILLS	FULL YEAR	11, 12

This course focuses on Earth science, ecology, animal behavior, and the effects of pollution and human activity on ecosystems, biodiversity, and human health. This course includes labs and several projects. Intended for basic level science students.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

SPECIAL EDUCATION ELECTIVES

8814/8815	STUDY SKILLS	FULL YEAR	9, 10, 11, 12

This course is for students who need assistance with assignments and tests from their regular education/co-taught classes. Students are required to bring class assignments/tests to work on and are graded on class participation. This class will focus on organization, communication with the teachers, and improving test-taking skills.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

5130C	HEALTH CO-TAUGHT	EITHER SEMESTER	9

Health is a required, one-semester class that emphasizes empowering our students to make healthy choices by providing them with information and developing their communication and decision-making skills. Topics to be covered include: nutrition and physical activity; alcohol tobacco, and other drugs; safety; social and emotional health; personal health and wellness; basic first aid; HIV prevention; and sexuality education. This course fulfills the Health Education component of the Michigan Merit Curriculum.

PREREQUISITE: Recommendation of the Special Education teacher and the I.E.P.T.

NOTE: This class **does not meet N.C.A.A.** core requirements.

9020	PEER TO PEER	EITHER SEMESTER OR BOTH	10, 11, 12

This course is an elective accredited class that provides students an opportunity to support and model academic and social skills to a peer with an IEP. This course focuses on assisting others in the classroom with various skills needed to be academically successful as well as socially appropriate. This class requires some lunch periods and after school activities. The curriculum includes evaluations based on reflective journaling, classroom discussions/lectures, attendance, class participation with the peer, and community-based activities. The goal of the class is to spread awareness of differences among learners and promote understanding and acceptance. It may ultimately be one of the most rewarding and fulfilling classes you have taken at Flushing High School.

PREREQUISITE: An application process is required as well as staff evaluations and an interview.

General Education Intervention Courses

8104/8105	SKILLS FOR SUCCESS	FULL YEAR	10

The goal for Skills for Success is to provide academic support, along with teaching study and organizational strategies in a small group environment. By providing this support, we hope to help students be successful in their classes. Students will receive elective credit for Skills for Success.

PREREQUISITE: Teacher recommendation and approval by Administrator.

3014/3015	ALGEBRA 1 SUPPLEMENTAL	FULL YEAR	9

The purpose of Algebra 1 Supplemental is to provide intensive math instruction and strategies in a small group environment to improve students' overall math skills. The main goal of Algebra 1 Supplemental is to provide support for students in their Algebra 1 class. Students will receive elective credit for Algebra 1 Supplemental.

PREREQUISITE: Teacher recommendation and approval by Administrator.

1020	AARI	SEMESTER	9

The goal for AARI (Adolescent Accelerated Reading Initiative) is to provide intensive reading instruction and strategies in a small group environment to improve students' reading and comprehension skills. By improving students' reading skills during their freshman year, we hope to improve their potential for success in all academic areas. Students will receive elective credit for AARI.

PREREQUISITE: Teacher recommendation and approval by Administrator.

GENESEE CAREER INSTITUTE (GCI)

Students attend the center for 3 class periods each day in addition to attending classes at Flushing High School. The 3 class periods include the GCI course and an online Career Essentials course that provides students with practical online awareness activities in: personal, professional, financial, communication and digital areas of the CTE student's life. Divided into five modules, students are able to explore, examine, and demonstrate their understanding of what it truly means to be career ready. These career readiness topics, coupled with an online delivery system, will prepare them for future learning experiences. Students will receive 2 credits through successful completion of the GCI course and 1 credit through successful completion of the Career Essentials course. The GCI course is issued a letter grade each Semester and the Career Essentials course is issued a Pass/Fail at the Semester based on the students' successful completion of the standards at that time.

NOTE: Any 10th or 11th grade student interested in GCI must submit an application to Mr. Lister. Students apply during late fall/early winter for the coming school year. Screening of the applications takes place at Flushing High School according to any of the following criteria: standardized test results, attendance record, and attitude toward school, past achievements, GPA, credits, previous courses taken, EDP pathways, and educational plans. Applications are then sent to GCI where the final selections are made. Students have the option for two enrollment choices. **It is suggested that students use transportation provided by the school.** If a student is enrolled in a course that requires participation in an internship, and/or clinical or offsite instruction location, they must provide their own transportation to that special location as well as a permission slip to drive.

This listing will provide students with brief descriptions of all the programs at GCI. For more detailed information and to view requirements and recommendations, please check our website https://geneseegci.ss19.sharpschool.com/Programs or call GCI at 810-591-4462.

Please see Mr. Lister for additional information.

M = SR YEAR MATH RELATED

NOTE: All GCI courses meet the VPA graduation requirement and can substitute for one credit of the World Language graduation requirement.

GENESEE COUNTY EARLY MIDDLE COLLEGE

The Genesee County Career and Technical Education Early Middle College is an exciting and effective way for students to earn up to an associate degree while still in high school in specific career pathways. Through this innovative program, students will be able to save both time and money as they pursue a college credential. In order to complete the coursework required for this program, students will commit to spending 3 years in the GC CTE EMC, grades 11, 12, and 13. The EMC is structured so that students gradually increase their exposure to college courses throughout their high school experience.

Students apply for admission in grade 10 and, if accepted, begin taking college classes in grade 11. Students will take a combination of high school and college courses during grades 11 and 12. By the time they reach the fifth year of high school, they will be a full-time college student, and, in most situations, all their coursework will be completed on-site at the college/university. The fifth year includes predetermined high school graduation requirements that are transferred back to the high school.

Students in the GC CTE EMC program will receive support services to assist them in their transition from high school to college.

Access the GC CTE EMC website at:

https://www.geneseeisd.org/educational_programs/career_technical_education/cte_early_middle

Or contact Ms. Nicole Lord, Early College Director at Nicole.lord@flushingschools.org for more information.

FLUSHING RAIDER EARLY COLLEGE (FREC)

Flushing Raider Early College (FREC) is a Department of Education approved five-year program of study. FREC is designed to allow students to earn a high school diploma and either transferrable college credits, an associate degree, the Michigan Early/Middle College Association (MEMCA) Certificate, or an industry certification.

Who Can Apply:

- Sophomore students at FHS.
- Students with the mindset, resilience, and internal drive to be successful in early college.
- Students interested in continuing their education beyond high school.
- Students fully willing to commit to an extra (5th) year with the Flushing Raider Early College by signing a contract/agreement.
- Student and parents are supportive of the extra time commitment, different high school and college calendars, and are committed to the program requirements.
- The minimum requirements include: 2.0 GPA, review of standardized test scores and/or college placement tests, student application with essays, staff evaluation, transcript and attendance review, and additional criteria as needed.

Benefits:

- Earn transferable college credits
- College classes taught at FHS in 11th and 12th grade
- Ease the transition from high school to college
- Dedicated support staff to mentor/assist students
- Reduce financial burden (Reduced/Free college experience)
- Connection to other students through this unique cohort experience

Interesting Facts:

- Early college students are more likely to reach proficiency on state assessments than comparison students
- Early college students have better attendance, fewer discipline incidents, and a higher level of engagement in school than comparison students
- Early college students are significantly more likely to earn a college degree than comparison students

Additional Details:

- Students participate in FHS senior year activities with their senior class (honors night, graduation, etc.)
- Students can participate in MCC activities and use MCC services (tutoring, math and writing labs, etc.)
- Students do not return to FHS campus in their 13th year – All classes are on MCC campus (students will return to FHS for FREC related requirements.)
- Students will participate in FREC Orientation, Seminar, Meetings, and Workshops along with additional program requirements.



Access the FREC website https://www.flushingschools.org/our-building/flushing-raider-early-college or contact Ms. Nicole Lord, Early College Director, at nicole.lord@flushingschools.org for more information.

DEEP PROGRAM

UNIVERSITY OF MICHIGAN-FLINT: **DEEP PROGRAM** (Dual Enrollment Educational Partnership)

Flushing High School and Carman-Ainsworth High Schools are partnering with the University of Michigan-Flint to offer the Dual Enrollment Educational Partnership. The DEEP initiative allows motivated students to earn college credit by taking accredited courses taught by UM-Flint faculty on-site at our high schools. DEEP will do exactly what its name implies: deepen the students' knowledge and understanding of course material, while providing in-depth college courses that will prepare students for their university experience.

All DEEP programs are for 2025-2026 SENIOR students.

Applications are in the counseling office.

You must provide your own transportation if you enroll in the Medical Sciences program at Carman-Ainsworth, or the Senior Humanities program at the UM-Flint campus.

DEEP programs offered:

Medical Science Program (13 credits) 7:40 – 8:55 am M-Th Hosted by: Carman-Ainsworth High School
7:35 – 9:15 am Friday (Lab)

Expectations are that students have completed Biology, Chemistry and Physics, (the third Science class may be taken concurrently with the DEEP classes), have a 3.0 GPA or greater, are currently enrolled in a mathematics course beyond Algebra II and have strong writing skills.

- **PHL 168** Philosophy of Bioethics 3 credits Fall
- **BIO 104** Introduction to Human Biology 4 credits Fall
- **HCR 206** Health Science Applications 2 credits Winter
- **BIO 307** Topics in Human Anatomy 4 credits Winter

Online Humanities (12 credits) 7:40 – 8:55 am M-TH Hosted by: Online

Expectations are that students have an overall GPA of 3.0+, the ability and motivation to successfully undertake the rigor of college-level coursework, and excellent attendance in high school courses.

- **COM 200** Introduction to Human Communications 3 credits Fall
- **HIS 114** 20th Century World History 3 credits Fall
- **ARH 112** History of Renaissance to Modern Art 3 credits Winter
- **PSY 100** Principles of Psychology 3 credits Winter

In-Person Humanities (13 credits) 7:40 – 8:55 am M-Th Hosted by: UM-Flint Campus
7:25 – 9:20 am Friday (Lab)

Expectations are that students have an overall GPA of 3.0+, the ability and motivation to successfully undertake the rigor of college-level coursework, and excellent attendance in high school courses.

- **ART 120** An Introduction to the Visual Arts 3 credits Fall
- **BIO 104** Introduction to Human Biology 4 credits Fall
- **COM 170** An Introduction to Digital Culture 3 credits Winter
- **PHL 101** Introduction to Philosophy 3 credits Winter

SRT

Student Resource Time (SRT) provides students with academic support twice a week (Tuesdays and Thursdays). On SRT days, we will have a modified schedule to include a 45-minute period of Student Resource Time during the school day. Students are assigned to a specific teacher and classroom for SRT. Each of these classes includes students from all four grades. Although students are assigned to a specific teacher and classroom, they have the opportunity to use the Student Resource Time as needed to support their academic progress. Students can obtain a pass from a different SRT Teacher, most likely one of their current teachers, to get extra support or tutoring, make-up a test, or work on a group project. SRT teachers are only able to provide 10 passes per day on a first come, first served basis. The ST is not meant to replace extra help before or after school but is another opportunity for students to get extra help if needed. The SRT will also allow students to make-up tests during the school day without having to miss additional class time to make up the test. Students receive a Pass/Fail grade for the SRT class.

Tuesday & Thursday SRT Schedule:

- 1st hour 7:55-8:43
- 2nd hour 8:48-9:39
- 3rd hour 9:44-10:32
- SRT 10:37-11:25
- 4th hour 11:30-1:00
  - A Lunch 11:30-12:00
  - B Lunch 12:00-12:30
  - C Lunch 12:30-1:00
- 5th hour 1:05-1:53
- 6th hour 1:58-2:46

Required Courses for Graduation

FIRST SEMESTER **SECOND SEMESTER**

NINTH GRADE

English:	English 9	**English:**	English 9
Math:	Algebra I	**Math:**	Algebra I
Science:	Biology	**Science:**	Biology
Social Studies:	World History	**Social Studies:**	World History
Elective:	Health*	**Elective:**	Physical Education*
Elective:		**Elective:**	

TENTH GRADE

English:	English 10	**English:**	English 10
Math:	Geometry	**Math:**	Geometry
Science:	ISL	**Science:**	ISL
Social Studies:	U.S. History	**Social Studies:**	U.S. History
Elective:		**Elective:**	
Elective:		**Elective:**	

ELEVENTH GRADE

English:	English 11	**English:**	English 11
Math:	Algebra II	**Math:**	Algebra II
Science:	Chemistry/Adv. Chem or Physics/Conc. Physics	**Science:**	Chemistry/Adv. Chem or Physics/Conc. Physics
Social Studies:	Civics	**Social Studies:**	Economics
Elective:		**Elective:**	
Elective:		**Elective:**	

TWELFTH GRADE

English:	English 12	**English:**	English 12
Math:	Math or Math-related class	**Math:**	Math or Math-related class
Elective:	*Senior Seminar	**Elective:**	
Elective:		**Elective:**	
Elective:		**Elective:**	
Elective:		**Elective:**	

***May be taken either semester**

NOTE: Two semesters of Visual, Performing, Applied Arts are required.

NOTE: Other courses may not be substituted for required classes.

NOTE: TWO CREDITS IN WORLD LANGUAGE ARE REQUIRED.

(These credits are to be obtained in the same language and it is recommended they are obtained in consecutive years.)

Courses that meet the Visual/Performing/Applied Arts:

A Capella Choir	*Digital Photography*
Accounting I, II	*Intro to Theater*
Art I, II	*Graphic Design*
Advanced CAD, Architecture CAD	*Engineering Design I/II*
Advanced String Orchestra	*Publications/Yearbook*
BMA I, II	*Public Speaking*
Computer Applications	*Video Production I, II*
Concert Band	*Wind Ensemble*
Concert Choir I, II	*CTE/GCI Courses*
Concert String Orchestra	*Woodworking I, II, III, IV*

Courses that meet the Senior Year Math Equivalent requirement:

Accounting I, II	*CAD, Advanced CAD, Archictectural CAD, Advanced Architectural CAD*
GCI Courses	*Woodworking II and III taken consecutively*
Woodworking III and IV taken consecutively	*Engineering Design I and II*

GCI classes will meet the Visual/Performing/Applied Arts Credit requirement.
GCI classes will meet the Senior Year Math Equivalent requirement.

***Students should make sure their senior year math course meets the requirements of the college they are considering attending.**