

2017-2018



Avondale High School

Curriculum Guide

Avondale High School

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The mission of Avondale High School is to prepare students to be responsible world citizens by encouraging student achievement and creativity, by promoting equity, and by providing a vision for the future.

Welcome to Avondale High School, where your child's education is our first priority.

Dear Students and Parents/Guardians,

Providing your child with a high-quality educational experience in a safe, nurturing environment is the goal of the Board of Education and staff of Avondale School District.

We invite you to share this responsibility by monitoring your student's academic progress and gaining a clear understanding of the standards we have for our students—standards that are vital to advancing the learning process.

We ask that you take time to review the important information and expectations contained in this curriculum guide with your child. Working together, we can ensure that every student achieves.

Best wishes for a successful school year.

Sincerely,

Sharon Hyde
Principal



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Academic Policies and Information

■ **REQUIRED CREDITS/COURSES.** Students must earn at least 23 credits during high school, including: English (4 credits), Math (4 credits), Science (3 credits), Social Studies (3 credits), Foreign Language (2 credits in grades 8-12 or 1 credit and approved alternative), Health (.5 credit), Physical Education (.5 credit) Visual, Performing, or Applied Arts (1 credit), and Technology (.5 credit). These requirements are in compliance with the State of Michigan Merit Curriculum.

■ **MICHIGAN MERIT EXAMINATION.** After achieving junior status (11 credits), students **MUST** take the state-mandated MME, including the SAT, ACT WorkKeys, and M-STEP tests to graduate.

■ **EIGHT SEMESTERS.** Students must have four years (eight semesters) of attendance. A semester of full-time attendance is defined as a semester of six or more classes. Students **may NOT graduate early** unless there are extenuating circumstances approved by the principal.

■ **GRADE LEVEL DESIGNATION** is determined by credits earned. When students earn enough credits to be promoted, the grade level will be updated in June of that school year.

9th Grade:	Earn 0 to 4.875 Credits
10th Grade:	Earn 5 to 10.875 Credits
11th Grade:	Earn 11 to 16.975 Credits
12th Grade:	Earn 17 to 23+ Credits

■ **COMMENCEMENT.** Students who have **not** completed graduation requirements by published deadlines in May of their senior year will not participate in commencement exercises. Students may still earn a diploma when graduation requirements are complete. However, students who no longer attend Avondale High School must finish their requirements by August 1 during the summer after their class graduates if they wish to receive an Avondale High School diploma. Students who finish their requirements after that date will receive a diploma from the adult education program that grants credit for the balance of their requirements.

■ **COURSE REQUESTS**

Parents/guardians should work with students to plan a course of study, keeping in mind graduation requirements, college admissions, and possible career pathways. Please note prerequisites and selection criteria. Students submit their course requests in Career Cruis-

ing's Course Planner in February each year.

■ **TEACHER REQUESTS**

Administrative policy does not allow counselors to accommodate teacher requests. We believe that students need to be able learn from a variety of teachers and adjust to the expectations of any teacher, no matter which "style" suits the student best. This is great preparation for college and employment. If a student has already taken a class with a particular teacher and failed, however, we will try to adjust the schedule so that the student has a different teacher.

■ **SCHEDULE CHANGES**

Students should **ONLY** request a schedule change if the schedule contains errors, the student has already taken the class, for medical reasons (i.e. PE), when a teacher initiates a schedule change based on his/her assessment of a student's skills, or due to other extenuating circumstances that are approved by a counselor or administrator. All changes must be made within the first 10 days of a semester.

Other changes are **NOT** permitted or are only permitted on rare occasions. This includes Advanced Placement classes. If there are extenuating circumstances (i.e. injury that makes PE impossible), please call your student's counselor.

■ **PERSONAL CURRICULUM**

The Michigan legislature provides an opportunity for students to slightly modify the state graduation requirements. This modification is called a Personal Curriculum or PC. A student over 18, parent, or school personnel can request consideration for a PC for one of four reasons:

1. Students who are interested in earning additional credits in math, science, English language arts or foreign languages.
2. Students who demonstrate a need to reduce the Algebra II requirement in the Michigan Merit Curriculum.
3. Students transferring from out-of-state or nonpublic schools after completing two years of high school.
4. Students with an Individualized Education Program (IEP).

While a PC can be requested at any time during a student's high school experience, with the exception of civics and math, it should be used in limited circumstances after students have had the opportunity to succeed in the Michigan

■ SEMESTER GRADES

The school year is divided into two semesters. Each semester, grades are determined by the number of points earned (divided by the number possible) during that semester. At the end of each semester, final exam grades are calculated with the final grade to determine a **SEMESTER GRADE**, which will be recorded on the transcript.

■ LOSS OF CREDIT

There are four ways students lose credit:

1. **Failure to Meet Class Requirements**—Students earning a grade lower than a D- (60%) will not receive credit.
2. **Failure to Take a Final Exam**--Students who do not take the final exam will not receive credit unless the exam exemption policy applies.
3. **Dropping a Class**—Students who drop a class after the count day will receive a grade of F (Withdraw Fail) and will not receive credit for that class. This will appear on the transcript as an “E” and is calculated in the GPA.
4. **Failure to Meet Classroom Eligibility** as determined by the classroom teacher.

■ PARENT CONNECTION

Parents may access a student’s weekly grades on Parent Connection. Progress reports are available on Parent Connection every 4-5 weeks. Report cards will only be printed and mailed home at the end of each school year.

Information is provided each year for parents to sign up for Parent Connection access. Parents who do not have internet access may request that report cards be mailed home by calling the guidance office at (248) 537-6106.

■ GRADE POINT AVERAGE

Grade point average is calculated each semester. This is done by dividing the total number of grade points earned by the total number of subjects taken, including those courses a student has failed and not repeated. The Academic Center grade is not included in this calculation.

A	=	4.0	C	=	2.0
A-	=	3.7	C-	=	1.7
B+	=	3.4	D+	=	1.4
B	=	3.0	D	=	1.0
B-	=	2.7	D-	=	0.9
C+	=	2.4	E	=	0.0
G	=	Credit			
H	=	Audit/No Credit			
W	=	Withdraw Pass/No Credit			
F	=	Withdraw Fail/No Credit			

■ PARENT-TEACHER CONFERENCES

Parents/legal guardians are invited to meet with teachers to discuss student progress during two scheduled conference days, one in the fall and one in the winter/spring. If necessary, parents may call a student’s counselor to request a staffing, which is a longer, scheduled, meeting that includes the student’s teachers.

■ STANDARDIZED TESTING

The following standardized tests will be given in high school:

GRADE 9 and 10—Freshmen take the PSAT 8/9 and Sophomores take the PSAT 10 in the winter, which consists of assessments in English/ Language Arts and mathematics in alignment with the SAT.

GRADE 11—In the fall, juniors may voluntarily take the PSAT/NMSQT, which measures critical reading, writing, and mathematic problem solving skills. Scores earned during junior year are also used to qualify for the National Merit Scholarship program.

In April, juniors are **required** to take the Michigan Merit Exam, which includes the SAT (ELA and mathematics); the ACT WorkKeys, and the M-STEP science and social Studies assessments.

NOTE:

■ Only juniors will be given the the free SAT. However, any student (9-12) may choose to take the SAT or ACT as many times as they wish at a national test site at their own expense.

■ UNIVERSITY REQUIREMENTS

Each university has its own set of admissions requirements and has final authority for admissions decisions. These are based on the level of achievement required and other indicators of potential for academic success.

Students should plan their courses to include at least **four** academic subjects per year. Generally, to be admitted to a four-year college, students must maintain at least a 2.8 average. After admission, colleges may revoke admission based on fewer academic courses and/or lower grades.

Supplementary High School Credit

OPTIONS FOR ADVANCEMENT OR CREDIT RECOVERY

MIDDLE SCHOOL CLASSES

According to state law, students who take courses in middle school with a curriculum that is identical to a course at the high school (such as Algebra I, French I, Spanish I, or German I)—as well as 8th graders who take high school courses—will receive credit on their high school transcripts, although students must still earn 23 credits in grades 9-12. The grades earned in middle school will therefore be included in the high school GPA. If a student has not been successful in one of these courses in 8th grade and repeats a course in high school, the 8th grade credit and grade will be removed from the transcript.

TESTING OUT

Students who have **advanced background** in a subject may choose to test out of a class in order to advance to the next level or satisfy a graduation requirement. Michigan law provides opportunities for high school students to demonstrate content mastery of a particular course by successfully completing and scoring well on a single test or series of tests created by the subject area department.

- **Scores below 77%** do not demonstrate proficiency and students will be required to take the course for high school graduation credit.

- **Scores between 77% and 89%** demonstrate proficiency and students will have fulfilled the requirement for course sequence. *High school graduation credit will not be granted.*

- **Scores 90% or higher** demonstrate content mastery of the course and *students will be given credit for that course.*

TESTOUT POLICY AND DEADLINES

- The intent of “testing-out” is to provide exceptionally able students options beyond what they might have if required to take courses in which they have **already mastered** the material. Students **may not** take a test for a class they have already taken and failed, or a repeat of a previous testout attempt.

- Students may attempt to test-out in August of each year. Applications for testing out must be completed and submitted to the high school counseling office before the posted deadlines. They are available on the Counseling section of the high school webpage.

- Teachers *will not* provide any instruction to prepare students for these tests. Each department *will* provide a syllabus so that students know what the test will cover and any additional items (demonstrations, research papers,

portfolios, etc.) that will be required as part of the comprehensive evaluation. The syllabus will include a list of reading materials and a copy of the curriculum.

- Students will be notified regarding review materials and test dates. Students should pick up materials the first week after school is out in June and they **must** return all materials on the day of the test-out exam.

- The tests will be scheduled during the second full week of August.

- Test-out exams will be scored as soon as possible after the test date. Students will be notified as soon as results are available.

- If a student passes a test-out exam, the counselor will adjust his/her schedule as needed.

- The maximum number of tests a student may request each testing session is two.

CONTENT MASTERY

Students who do not pass the first 20 weeks of a class but earn a 90 percent on the final exam will be granted credit for the class. The grade will still be reported as an “E.”

ONLINE CLASSES

If a student successfully completes a class in a legitimate online program approved by the district for advancement or credit recovery, the credit will be added to the high school transcript. Final exams must be supervised. Students should consult with their counselors for more information about options.

SUMMER SCHOOL

Summer school classes allow students to advance or recover lost credit in a class taught by a classroom teacher. Students may take summer school classes in any program in Michigan for credit. The summer school must submit grades directly to Avondale High School before credit will be applied.

REPEATING CLASSES

- If a student fails a required class, the student must retake the class. If he/she performs poorly in a class and needs to improve his/her skills to be successful at the next level, he/she may retake the class. All retakes must be within one year, either in the classroom or online.

- A student’s transcript provides a history of academic work. When a student repeats a class, the transcript must reflect both the original grade

and the grade from the second try.

■ When a student repeats a class, only one attempt at the class will earn credit. The highest grade will earn credit and be calculated in the GPA. After the student retakes the class, the high school counselor will add "REPEATED" to the course description for the lower grade and remove the grade from the GPA and credit calculation.

■ Eighth graders who take a high school course and perform poorly may decide to retake the course in 9th grade. In this case, the grade earned in 8th grade will be removed.

■ NOTE: In some cases, students may take a class more than once. These courses include personal fitness and aerobics.

DUAL ENROLLMENT

High school students in the state of Michigan have the opportunity to dual enroll in college courses in Michigan post-secondary institutions when certain criteria are met. Dual enrollment provides an increased variety of options to students. Avondale School District will financially support dual enrollment for any student in grades 9-12 who has achieved an adequate score on a standardized test in the subject area in which they want to take a course that is not offered at AHS.

Based on a formula determined by the state, the district determines the amount of financial assistance. This fixed amount may only be used towards tuition. Due to limits in state funding and rising tuition costs, this fixed amount may not fully cover the total cost of tuition. Students are responsible for any tuition fees over the fixed amount, all activity fees, parking fees, books, supplies and transportation.

Students can choose to earn both high school and college credit, in which case the grade will factor into the high school GPA. If a student chooses not to count his/her college classes toward high school credit, the grade and credits will not be included in the GPA or total credits. After the student has successfully completed the college course and submitted a grade report, the credits will be applied towards high school graduation requirements at the following rate: 1-4 college credits = .5 high school credit; 5-8 college credits = 1.0 high school credit.

NOTE: Students may enroll in a college or university as a guest student according to the policies of that school. However, college credits earned as a guest student may not be used for high school credit, and Avondale Schools will not pay for any portion of the tuition for guest students.

CONDITIONS OF DUAL ENROLLMENT

1. College courses should be related to a student's career pathway and/or a degree the student wishes to obtain.

2. Student must have taken and received adequate scores on the ACT or SAT test in the subject area in which they wish to dual enroll, according to the Michigan Department of Education.

3. There are courses within subjects for which there are no qualifying scores, such as: philosophy, psychology, sociology, anthropology, computer science, and/or foreign language courses not offered by the high school. Students must then place into Composition I (ENG-1510) based on ACT score, SAT score, or college placement test score.

4. Scores for the EXPLORE or PSAT may be used to predict eligibility prior to taking the ACT or SAT.

5. AP classes take precedence over a college/university course.

ENROLLMENT PROCESS

1. The student will make an appointment to meet with the high school counselor to obtain information and about dual enrollment applications.

2. The student completes the Avondale High School Dual Enrollment Application and the designated college application.

3. The student submits completed Avondale High School Dual Enrollment Application and designated college application to the Principal for review and approval.

4. The Principal communicates with student regarding the approval status for dual enrollment.

5. The student presents the completed Avondale High School Dual Enrollment Application and designated college application to the counselor by June 1 (Fall Semester) or November 1 (Winter Semester).

6. The counselor completes a voucher letter and a calculation sheet and sends a copy of the letter and the calculation sheet to the business office.

7. The counselor gives the application back to the student. The student will submit the application to the college before July 1, see a college counselor to verify placement status, and register in July for the approved class.

8. The counselor will also give the student two copies of the voucher letter. One copy should be submitted to the registrar's office at the designated college by August 1 (or December 1 for Winter Semester). One copy will be stamped by the registrar's office and returned to the high school counselor.

9. The college will invoice Avondale School District for the approved amount. The balance (if any) will be charged to the student.

10. The student **submits a grade** to verify **course completion** at the end of the semester in order to indicate completion or earned credit on the high school transcript.

AVONDALE EARLY COLLEGE PROGRAM

Avondale's early college program is designed to meet the needs of students who are interested in being challenged or who may need support to get to college. An early college program extends high school by one year in order to earn BOTH a high school diploma and an associate's degree, 60 college credits, or a technical certificate at NO COST to the student.

Students will apply in tenth grade. Students who are selected will begin college classes in 11th grade. Beginning classes may be taught at Avondale High School.

Eligible students must complete an application and interview process, have a qualifying grade point average, earn a qualifying score on college placement tests, and be on track to graduate from high school.

ADVANCED PLACEMENT COURSES

Advanced Placement Courses are available for students who desire an advanced curriculum. AP Examinations are administered nationally

each spring to interested students. Students pay a fee to take an AP test. They may earn college credit based on the score. AHS offers eleven (11) Advanced Placement courses.

These courses are AP Language and Composition, AP Literature and Composition, AP Biology, AP Chemistry, AP Physics, AP Calculus, AP U.S. History, AP Psychology, AP Government, AP World History, and AP Art. *Course grades are weighted for college admissions and scholarships only.*

OAKLAND SCHOOLS TECHNICAL CAMPUS (OSTC)

OSTC (Oakland Schools Technical Campus) is an extension of high school and brings students customized, self-directed learning that guides them toward a future career at a state-of-the-art, technical campus.

At OSTC, students can find career direction, fulfill high school graduation requirements, earn college credits, join student organizations and make new friends.

Each career cluster provides concentrated learning through different, yet related, career options. *See the program descriptions on page 26-27.*

Academic Honors

HONOR ROLL

At the end of a semester, students who have earned a 3.0 with A's, B's and C's are put on the "Honor Roll." The Principal's Honor Roll includes students who have earned a 3.75 and all A's and B's. Students' names are displayed in the building or published.

HIGH HONORS FOR SENIORS

■ **Summa Cum Laude**—A senior who has earned an unweighted grade point average of 3.90 to 4.0 at the end of seven (7) semesters; wears purple, gold, and white honor cords. Special Distinctions are Valedictorian (4.0) and Salutatorian (3.95 to 3.99).

■ **Magna Cum Laude**—A senior who has earned an unweighted grade point average of 3.750 to 3.899 at the end of seven (7) semesters; wears purple and gold honor cords.

■ **Cum Laude**—A senior who has earned an unweighted grade point average of 3.50 to 3.749 at the end of seven (7) semesters; wears gold and white honor cords.

HONOR GRADUATES

A senior who has earned an unweighted grade point average of at least a 3.25 at the end of seven (7) semesters is also able to "graduate in gold" and wears one gold honor cord.

COMMENCEMENT SPEAKERS

One Valedictorian will be chosen by audition to speak at commencement. A second speaker will be chosen by audition from the student body at large.

A committee of the Principal, English Department Chairperson, and a senior class officer will select the speakers.

■ Criteria for Selection:

1. Speeches must be submitted ahead of time to the committee.
2. Speeches are to be no longer than 3-4 minutes.
3. Speakers will be selected based on effective and appropriate content and delivery.

AVONDALE HIGH SCHOOL

Graduation Requirements

ENGLISH (4 Credits)

- _____ English 9 OR Honors English 9 (1 Credit)
- _____ English 10 OR Honors English 10 (1 Credit)
- _____ English 11 OR AP English Language and Composition (1 Credit)
- _____ English 12 OR AP English Literature and Composition (1 Credit)

MATH (4 HS Credits). *One of the following math sequences:*

- _____ Algebra I (1 Credit)
 - _____ Plane Geometry (1 Credit)
 - _____ Algebra II OR Honors Algebra II (1 Credit)
 - _____ Math OR Math-Related Elective (1 Credit)
-

- _____ Plane Geometry (1 Credit)
 - _____ Algebra II OR Honors Algebra II (1 Credit)
 - _____ Math Elective (1 credit)
 - _____ Math OR Math-Related Elective (1 Credit)
-

- _____ Algebra II OR Honors Algebra II (1 Credit)
- _____ Math Elective (1 Credit)
- _____ Math Elective (1 Credit)
- _____ Math, Math-Related Elective, OR Dual Enrollment (1 Credit)

SCIENCE (3 Credits). *One of the following science sequences:*

- _____ Physics Essentials AND Chemistry Essentials (1 Credit)
 - _____ Biology (1 Credit)
 - _____ Chemistry OR Physics (1 Credit)
-

- _____ Biology (1 Credit)
- _____ Chemistry OR Physics (1 Credit)
- _____ Chemistry, Physics, AP Science Class (1 Credit) OR CTE Program Completion

SOCIAL STUDIES (3 Credits)

- _____ U. S. History OR Honors U.S. History (1 Credit)
- _____ Civics OR AP Government (.5 Credit)
- _____ Economics OR Honors Economics (.5 Credit)
- _____ World History OR AP World History (1 Credit)

HEALTH/PHYSICAL EDUCATION (1 Credit)

- _____ Health (.5 credit)
- _____ Physical Education (.5 Credit) OR Four Years of Marching Band

VISUAL, PERFORMING, OR APPLIED ARTS (1 Credit)

- _____ Visual, Performing, or Applied Arts Elective (1 Credit)

CAREER AND TECHNICAL EDUCATION (.5 Credit)

- _____ Business Administration (.5 Credit)

FOREIGN LANGUAGE (2 Credits, including 8th Grade Credit)

- _____ French, German, or Spanish I
- _____ French, German, or Spanish II OR additional CTE Program Completion
OR additional Visual, Performing, or Applied Arts Elective

ELECTIVES (Necessary to Total 23 MINIMUM CREDITS)

Career Pathways

Michigan Career Pathways

Career Pathways are groups or families of occupations that share common characteristics such as knowledge requirements, skill sets, and/or goals. Searching by pathway can help you focus your career goals. In **Career Cruising**, on the Michigan Career Pathways page, click on the name of a pathway to see a list of occupation profiles that are in that particular grouping. Click on a career title to view details about that occupation. Use the blue buttons on the left side of the results page to filter the list of careers by education level. When you complete activities such as the Career Matchmaker it also suggests two pathways. You can also note pathway patterns if you search by careers.

Career Cruising also has links to the 16 National Career Clusters. You can click on the blue 16 Career Clusters button on the Explore Careers page to learn more about each cluster. Each cluster profile contains a brief description, links to the profiles of the specific pathways related to that cluster, links to occupation profiles in **Career Cruising** related to that cluster, information on related college majors, and a four-year sample high school course plan designed to help you prepare for post-secondary education in the cluster or pathway of your choice.

ARTS AND COMMUNICATION

Careers related to the humanities, the performing, visual, literary, and media arts. Examples: musician/composer, graphic designer, architect, interior designer, fashion designer, journalism, foreign service, public relations, commercial artist, TV or film producer, advertising designer, technical illustrator/writer, web site designer, dancer.

Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? This may be the career path for you!

BUSINESS, MANAGEMENT, MARKETING, AND TECHNOLOGY

Careers related to all aspects of business including accounting, business administration, finance, information processing, and marketing. Examples: bookkeeper, insurance agent, financial manager, budget analyst, marketing and sales development, labor relations, manager,

entrepreneur, loan officer, legal secretary, hotel manager, computer programmer, travel agent.

Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet? This may be your career path!

ENGINEERING, MANUFACTURING AND INDUSTRIAL TECHNOLOGY

Careers related to the various technologies necessary to design, develop, install and maintain physical systems. Examples: construction, computer analyst, architect, mechanic/technician, information specialist and packaging, electrical and computer engineers, chemical engineer, geographer, surveyor, plumber, electrician, air traffic controller.

Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? This may be the career path for you!

HEALTH SCIENCES

Careers related to the promotion of health as well as the treatment of injuries and disease. Examples: dental assistant, dental hygienist, veterinary technician, respiratory therapist, physical therapist, medical office clerk, pharmacy technician, nurse, chemist, pharmacist, physician/surgeon.

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

HUMAN SERVICES

Careers in child care, civil service, education, hospitality, and the social services. Examples: flight attendant, child care worker, legal assistant, police officer, lawyer, teacher, counselor,

human resource manager, chef, customer service, police detective, social worker, librarian, firefighter.

Are you friendly, open, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? This could be your career path!

NATURAL RESOURCES AND AGRISCIENCE

Careers related to natural resources, agriculture, and the environment. Examples: landscaper, florist, horticulturist, golf course manager, naturalist, botanist, marine biologist, farmer, landscaper, conservation agent, forester.

Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This could be your career path!

Which classes should I take?

■ **EXPLORE CAREERS.** Students should regularly explore careers options as they come across interesting people and ideas in their lives. Arrange to do a “job shadow” or interview someone who does interesting work that you are considering.

■ **EXPLORE YOUR INTERESTS.** As you plan your classes, refer to Career Pathways recommendations for you after taking an interest inventory/assessment in Career Cruising. As you look at the career options that most interest you, try to take classes listed that will help you prepare for a future in your preferred pathway.

■ **SET SOME GOALS.** We expect students to set long-range educational and career goals with their counselors or using Career Cruising. Teachers and administrators are also eager to talk with students about their future plans.

■ **USE COURSE PLANNER.** Students will select classes each year online using Course Planner, a component of Career Cruising. Students without computer access at home will be able to complete this process at school.

■ **EXPLORE COLLEGES.** For students choosing to continue their education after graduation, representatives from various colleges, universities, trade schools, and branches of the military will meet with interested students during the fall of each year to explain their programs and entrance requirements and to outline the admissions process.

■ **PREPARE FOR EMPLOYMENT.** When a student applies or interviews for a job, college or scholarship, he/she can request a Job Hunting Handbook from a counselor which has great tips to help gather information requested on applications, develop resumes, prepare for interviews and follow-up to potential employers.

Career and Technology Education

BUSINESS ADMINISTRATION

SEMESTER 9-10-11-12

Prerequisite: None. This course satisfies the Career and Technical Education computer literacy graduation requirement. Students in this class learn basic principles and concepts about commerce, which can help them become more valuable as employees. Becoming knowledgeable about how business operates and contributes to our society can assist students in becoming better citizens. Understanding how the economy operates can help make students better consumers. This course also covers technology/software usage and operations and may allow for certification in Microsoft Office.

WEB DESIGN & DIGITAL TECHNOLOGY

YEAR 9-10-11-12

Prerequisite: None; but recommend Business Administration. This course satisfies the Visual, Performing, or Applied Arts graduation requirement. This Web Design and Digital Technology course is a one (1) year class that covers digital technology that is used across all industries for tasks of all types. You will be creating content that will be used in partner businesses. Students will research community and industry needs and generate digital content through the use of several devices including but not limited to Drones, 360 Fly Cameras, 3-D Google Cardboard, and other devices that are accessible to the students. Students will create content and develop websites using software like WordPress and Joomla! along with creating pages utilizing HTML, PHP, XML, and other experiences from business partnerships. Students will be required to communicate through digital channels including email, messaging, shared drives, cloud computing, and other forms of written or printed communication.

SPORTS MANAGEMENT

SEMESTER 9-10-11-12

Prerequisite: Business Administration. In this course, students will gain insight into how professional sports organizations operate on a day-to-day basis. Students will develop business documentation through a Dream Team simulation and have the opportunity to plan, draft, manage, and evaluate the performance of their own professional sports team. Foundational business management skills will be applied during this simulation.

ACCOUNTING

YEAR 10-11-12

Prerequisite: None, but Business Administration

recommended. This course satisfies the fourth math-related elective graduation requirement. Students learn business, entrepreneurial and accounting skills. Emphasis is on recording, analyzing, and problem-solving the financial activities of a business using spreadsheets and automated accounting software. Highly recommended for students who plan to work in business or study business in college, and very helpful in everyday life. *This course may be eligible for college credit. See your counselor for information.*

ENTREPRENEURSHIP

SEMESTER 10-11-12

Prerequisite: Business Administration and Sports Management. In this course, the students will learn the blue print of the entrepreneur and how to build opportunities into ideas. They will then learn how to build this opportunity into a solid venture. This venture will actually take place as the students attempt to generate sales and run their business. A business plan presentation will be developed as the students compete for scholarship money with students around the state at the end of the year.

APPLIED TECHNOLOGY & ROBOTICS

SEMESTER 9-10-11-12

Prerequisite: None. This encompassing course introduces students to the basic steps to problem solving and the role of technology in society. Students will become familiar with the engineering process by following industry standards in the areas of design and problem solving. Students will be challenged with hands-on projects that apply information from various areas of design and technology. Projects throughout the semester will allow students to create a robot from the design and testing stages to a finished product.

COMPUTER AIDED DESIGN (CAD)

YEAR 9-10-11-12

Prerequisite: None. This course satisfies the fourth math-related credit requirement. This course offers an introduction to basic mechanical drawing. Students will begin using basic sketching techniques to learn various representation methods including single view, multi-view, section and auxiliary views. Students will apply the understanding gained through the sketching exercises to using computer-aided design programs to develop final presentation drawings. The course will also cover three-dimensional representation techniques including isometric views and three-dimensional modeling. *This course may be eligible for college credit. See your*

counselor for information.

COMPUTER PROGRAMMING I (inclusive of Video Game Design):

YEAR 9-10-11-12

Prerequisite: None. This course satisfies the fourth math-related credit requirement. This course is an introduction to the design, implementation, and understanding of computer programs. Students will learn to write computer code using logical reasoning, algorithmic thinking, and structured problem solving. The course will cover the basics of computer technology, programming, hardware interaction with software, programming using the Object-Oriented Languages of Python and Java, writing apps for the Android platform for mobile games. Students will participate in numerous group projects through a PBL environment established in the classroom setting to give authentic experience to enhance learning. In addition, our business partnerships will offer work based learning opportunities throughout the year. Students will be required to communicate through digital channels including email, messaging, shared drives, cloud computing, and other forms of written or printed communication. This course covers CIP code 11.0201 for state CTE authorization in all 12 segments and may be articulated with your chosen college for college class credit. This course is also aligned with the AP CSP assessment. Students who take this course may choose to take the AP assessment. (New course implementation will run pending approval of the Board of Education)

COMPUTER PROGRAMMING II

YEAR 10-11-12

Prerequisite: Computer Programming I (inclusive of Video Game Design). This course satisfies the fourth math-related credit requirement. This course is a one (1) year course and is a continuation of the Computer Programming I and Video Game Design and creates a more challenging environment for the student. Students will develop greater skills in Java and Android Applications using Android Studio, work with XML, PHP and other industry-standard tools. Students will be challenged in a PBL environment to design and implement programs, user interfaces, and Web-based databases, along with other business partner challenges. This course is aligned with the APCS A curriculum framework. This course is also a state authorized program covering CIP code 11.0201. (New course implementation will run pending approval of the Board of Education)

COMPUTER AIDED ENGINEERING

SEMESTER 11-12

Prerequisite: CAD. This is the capstone course within the engineering track. Students will continue to develop their perception, precision and accuracy related to mechanical drawing. Students will be asked to solve complex engineering problems using 3-D parametric modeling CAD programs. Topics include threads and fasteners, descriptive geometry, exploded views, and assembly drawing.

ARCHITECTURAL DESIGN I

YEAR 9-10-11-12

Prerequisite: None. This course satisfies the Visual, Performing, or Applied Arts graduation requirement. This course begins with the study of residential design through the construction of basic floor plans, elevations, site plans and sections. Three-dimensional drawing, rendering, and model building are also covered. The second semester includes the design of light-use commercial and public structures. Students will apply the steps of the design process to all projects. Prior credit in 2-D Design is recommended but not required. This course may be eligible for college credit. See your counselor for information.

ARCHITECTURAL DESIGN II

YEAR 10-11-12

Prerequisite: Architectural Design I. This course will expand on the beginning level architecture class and require students to apply architectural theories to their designs. The use of computer-aided design software will be incorporated to aid in the development of drawings and three-dimensional computer models. This course may be eligible for college credit. See your counselor for information.

INTRODUCTION TO BUILDING TRADES

SEMESTER 10-11-12

Prerequisite: None. This course satisfies a .5 credit of the fourth-math-related elective graduation requirement. Students will develop a basic understanding of the various aspects of the building trades industry. Focus will be placed on the seven core systems of construction including foundations, flooring, walls, roofing, building envelope, mechanical and finish work. Green building construction techniques will be discussed and utilized. Students will gain basic skills and hands-on experience in working with the tools and materials used in construction. Industry careers, safety and applied math concepts will be incorporated throughout the course.

ELECTRICITY I
SEMESTER 9-10-11-12

Prerequisite: None. This course satisfies .5 credit of the fourth math-related credit requirement. Electricity I is designed for students who want to discover and develop their talents, attitudes, interests, and individual potential related to the industrial and technical fields for electrical occupational careers. The course emphasizes hands-on problem-solving experimentation, demonstrations and construction of control circuits in residential dwellings, as well as safety, proper repair and installation techniques according to the National Electrical Code Handbook.

ELECTRICITY II
SEMESTER 9-10-11-12

Prerequisite: Electricity I. Electricity II is designed to further develop student individual potential and interests in the technical field of electrical occupational careers. The course emphasizes hands-on construction, demonstrations and skill development techniques according to the National Electrical Code. Installing "home run" circuitry from the service panel to various rooms will be emphasized with blue prints and mock wall and ceiling trainers. Work ethics, procedures and safety will also be emphasized.

English

HONORS ENGLISH 9
YEAR 9

Prerequisite: B- or better in current English class. Application and Summer Reading Required. Honors English 9 is similar in content to the regular English course curriculum, but is covered at a faster pace and deeper level. Students focus on close reading, analytical thinking, and writing skills. Students study narrative, fiction, and informational text; they write a personal narrative, an informational essay, an argumentative essay, and literary analysis essays. Students reflect regularly about their own thinking (metacognition) and how they process what they read and write. The course is designed to challenge and develop skills in composition, critical thinking, vocabulary, grammar, usage, and reading. Students will have opportunities to practice higher level thinking, reading, and writing skills due to an increase in rigor, inquiry, and reflection. Skills and practice for reading and writing portions of the PLAN and SAT are introduced in English 9.

ENGLISH 9
YEAR 9

Prerequisite: None. English 9 is designed to build on the skills developed in middle school while developing new skills in reading and writing. Students focus on close reading, analytical thinking, and writing skills. They study narrative, fiction, and informational text; they also write a personal narrative, an informational essay, an argumentative essay, and literary analysis essays. Students reflect regularly about their thinking (metacognition) and how they process what they read and write. Skills and practice for reading and writing portions of the PLAN and SAT are introduced in English 9.

HONORS ENGLISH 10
YEAR 10

Prerequisite: B- or better in current English class. Application and Summer Reading Required. Honors English 10 is similar in content to the regular English course curriculum, but is covered at a faster pace and deeper level. Attention is given to close reading, analytical thinking, and continuing to develop writing skills. Honors English 10 units of study include poetry, informational, argumentative/film study, and narrative text. Students draft their own poetry and write an informational, argumentative, and literary essay, respectively. Skills and practice for reading and writing portions of the PLAN and SAT continue in English 10. Students will have opportunities to practice higher level thinking, reading, and writing skills due to an increase in rigor, inquiry, and reflection.

ENGLISH 10
YEAR 10

Prerequisite: English 9 or Honors English 9. English 10 builds upon the concepts and ideas first taught in English 9, as students strive to increase in maturity and complexity of their writing. Attention is given to close reading, analytical thinking, and continuing to develop writing skills. English 10 units of study include poetry, informational, argumentative/film study, and write an informational, argumentative, and literary essay, respectively. Skills and practice for reading and writing portions of the PLAN and SAT continue in English 10.

ENGLISH 11 **YEAR 11**

Prerequisite: English 10 or Honors English 10. English 11 continues to develop students' close reading, analytical thinking, and writing skills. Students study memoir, fiction, satire, and informational text; students write a memoir an informational essay, an argumentative essay, and literary analysis essays, while reflecting reg narrative text. Students draft their own poetry vocabularly about their own thinking (metacognition). Students also prepare for the English, reading, and writing portions of the Michigan Merit Exam.

ENGLISH 12 **YEAR 12**

Prerequisite: English 11 or AP Language and Composition. English 12 further develops students' close reading, analytical thinking, and writing skills. Students study poetry, fiction, Shakespearean drama, and informational text; they write poems, college entrance essays, a literary analysis essay, an informational essay, and an argumentative essay. Students reflect regularly about our own thinking (metacognition) and how they process what they read and write. Students are preparing for reading, writing, and thinking in college - and in the real world.

AP LANGUAGE AND COMPOSITION **YEAR 11**

Prerequisite: B- or better in current English class Application and Summer Reading Required. This course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the generic conventions and the resources of language contribute to effectiveness in writing. The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. It is expected that each student who takes this course will take the AP examination. *This course may be eligible for college credit. See your counselor for more information.*

AP LITERATURE AND COMPOSITION **YEAR 12**

Prerequisite: B- or better in current English class. Application and Summer Reading Required. This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. It is expected that each student who takes this course will take the AP examination. *This course may be eligible for college credit. See your counselor for more information.*

CREATIVE WRITING **SEMESTER 11-12**

Prerequisite: English 10 or Honors English 10. Students in this course will experiment mainly with two creative genres — poetry and fiction — as a means of developing different imaginative approaches to experience. The emphasis will be on generating a lot of raw material, getting familiar with some of the basic strategies for reading, generating ideas, and talking about others' writing, and advancing a portion of your total work toward completion. Students are given a wide variety of final projects to choose from in order to advance their personal writing interests and talents.

MYTHOLOGY **SEMESTER 11-12**

Prerequisite: English 10 or Honors English 10. This study of classical Greek mythology examines the origins of myths as they attempted to explain the natural world and human behavior, many times influenced by the gods. Students learn about humanity through timeless characters and stories of love, heroes, and war. The myths we study also provide a foundation for much of western literature and the source of many of our literary and cultural allusions.

CONTEMPORARY LITERATURE **SEMESTER 11-12**

Prerequisite: English 10 or Honors English 10. Contemporary Literature is a class that will help you to become an avid reader and explore the different genres of young adult literature. Contemporary Literature class will be linked to the CCSS, explore relevant issues, and engage readers in rich discussions of literature and how it relates to life. Reading skills will be honed, reading abilities will be strengthened, and an

inclusive curriculum will be established. This class will appeal to struggling readers, those who do not like to read, and to those students who enjoy reading and will encourage it as a daily habit. *Offered in 2017-18 and every other year thereafter.*

SHAKESPEARE SEMESTER 11-12

Prerequisite: English 10 or Honors English 10. This course is designed to provide students with an overview of Shakespeare's life, times, and works. Students will study a comedy, tragedy, and history, as well as sonnets. Students will examine the dramas and poetry of Shakespeare for content, theme, and lasting impact through close examination, discussion, performance, and writing in a variety of forms. *Offered in 2016-17 and every other year thereafter.*

PUBLIC SPEAKING SEMESTER 9-12

Prerequisite: None. The art and command of public speaking is one of the most important skills anyone needs to possess. This elective course will expose students to various forms of public discourse including expository, informative and persuasive speech writing and delivery. The course will also focus on vocal technique, stage fright issues, and organization. The class will also introduce students to the world of competitive public speaking—forensics—and give students the opportunity to pursue their interests in the various platforms of this competitive field including humorous readings, poetry, original oratory, duo presentation, impromptu and extemporaneous speeches. Students will also get the chance to showcase their talents and interests at various speech contests throughout the county and state.

INTRODUCTION TO RADIO SEMESTER 9-12

Prerequisite: None. Students will learn about the school's community radio station, WAHS 89.5. Students will learn how to produce content for the radio using audio recording software. Students will develop their broadcast voice, and produce radio content including: Public Service Announcement, news feature, music review, station liner, and interview. Students may choose to participate in all aspects of sports broadcasting including play by play, color commentary and sports talk. Introduction students may also choose to produce live radio shows after school hours. This is a project based, hands on class where students can use their voice and choice to reach an authentic audience.

RADIO PRODUCTION

YEAR 9 - 10-11-12

Radio production students are producers and managers for WAHS 89.5. Students continue to learn and develop content for the air. Students will produce weekly live shows of their choice in addition to recorded content. Marketing, public relations, budgeting, fundraising and FCC regulations are all station management aspects students develop as they continue in the program. Students are expected to participate in some after school opportunities.

Please see the following course sequence below for proper scheduling:

RADIO PRODUCTION - Second semester immediately following Introduction to Radio. *Prerequisite - Introduction to Radio with a "B" or higher or instructor approval/application.*

RADIO PRODUCTION II YEAR

Prerequisite: Introduction to Radio with a "B" or higher or instructor approval/application.

RADIO PRODUCTION III YEAR

Prerequisite: Radio Production II

RADIO PRODUCTION IV YEAR

Prerequisite: Radio Production III

YEARBOOK PRODUCTION I YEAR 10-11-12

Prerequisite: B in English. Application and Selection Process. This yearlong course introduces students to a wide variety of basic journalism practices. Students will develop skills in interviewing, newswriting, feature writing, design, photography, graphics, business management, marketing, sales, advertising, Photoshop, In Design, digital imaging and desktop publishing. Students will fund and produce the yearbook and must be able to finish work before deadlines.

YEARBOOK PRODUCTION II YEAR 11-12

Prerequisite: Permission of instructor. This is a yearlong laboratory course designed for experienced journalism students who will manage and produce the yearbook. Students will develop advanced skills in interviewing and writing, design, photography, graphics, business management, marketing, sales, advertising, and desktop publishing. Students will fund and produce the

yearbook and must be able to finish work before deadlines. Students are required to sell ads to fund the program, and to spend extracurricular time on the yearbook.

Fine Arts

2-D DESIGN

YEAR 9-10-11-12

Prerequisite: None. This class is an introduction in the area of two-dimensional art. Units include design problems that address the areas of drawing, painting and collage. Understanding and manipulation of the elements & principles of design will also be explored. No previous experience is required.

3-D DESIGN

YEAR 9-10-11-12

Prerequisite: None. This course will focus on the hand-crafted object. Units include clay and jewelry. Design as it relates to surface and form and the history of crafts will also be studied.

METALS DESIGN I

YEAR 10-11-12

Prerequisite: 3-D Design preferred, 2-D Design with Permission. Students will study the materials and processes involved in jewelry making. Fabrication, wire working, and forging are some of the methods used. Students will work with metals, plastics, wood and found objects. The historical aspects of jewelry will also be studied.

METALS DESIGN II

YEAR 11-12

Prerequisite: Metals Design I and Department Approval. This course is a continuation of Metals Design I.

CERAMICS I

YEAR 10-11-12

Prerequisite: 3-D Design preferred, 2-D Design with Permission Students work with clay, glazes and stains in the creation of decorative and functional ceramics and pottery. The study of ceramics in history will also be explored.

CERAMICS II

YEAR 11-12

Prerequisite: Ceramics I and Department Approval. This course is a continuation of Ceramics I.

DRAWING & PAINTING I

YEAR 10-11-12

Prerequisite: 2-D Design preferred, 3-D Design with Permission. This course helps to develop your ability and confidence to represent the world around you. A variety of drawing and painting techniques will be covered with a focus on observational drawing as well as self-expression and creativity. Ink, charcoal, pastel, acrylic and watercolor are just a few of the media that will be explored in this course. For those students considering art school, in any discipline, this is a great first step!

DRAWING & PAINTING II

YEAR 11-12

Prerequisite: Drawing & Painting I and Department Approval. This course builds on the fundamentals learned in Drawing and Painting I; students are expected to apply those skills in more challenging assignments. Emphasis is placed on creative problem solving and exploration of experimental techniques in search of a personal style. Work must be of high quality. This course is highly recommended as a prelude to AP Art/Studio Art as portfolio quality pieces will be developed.

MIXED MEDIA AND PRINTMAKING

YEAR 11-12

Prerequisite: 2-D Design preferred, 3-D Design with Permission. Students will continue to develop their design skills in a variety of media including collage, paper sculpture, bookmaking, stenciling and printmaking. The focus will be on the use of alternative materials and innovation in the use of the elements and principles of design. Students will be encouraged to begin developing a personal style and voice.

AP ART—2D PORTFOLIO

YEAR 11-12

Prerequisite: Drawing & Painting I and/or Department Approval. This is a rigorous and individualized course of study for students interested in developing a portfolio of 24 to 30 high quality art works with in the following three areas; Quality, Breadth and Concentration. In the 2D portfolio, students will demonstrate their understanding of Design Elements & Principles as applied to a 2-dimensional surface. Areas that fall within the 2D portfolio include but are not limited to painting, illustration, graphic design, printmaking, digital imaging, collage photography, fashion design, etc. Students are required to produce a portfolio for submission to The Southeastern Michigan Scholastic Art Awards, The College Board and participate in a one-person exhibition at the end of the year.

AP ART—DRAWING PORTFOLIO

YEAR 12

Prerequisite: Drawing & Painting II and/or Department Approval. This is a rigorous and individualized course of study for students interested in developing a portfolio of 24 to 30 high quality art works with in the following three areas; Quality, Breadth and Concentration. The Drawing Portfolio is intended to address a wide range of approaches and media. Line Quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark making are drawing issues that can be addressed in a variety of means, including but not limited to painting, drawing, mixed media, etc. Abstract, observational and inventive works may be submitted. Students are required to produce a portfolio for submission to The Southeastern Michigan Scholastic Art Awards, The College Board and participate in a one-person exhibition at the end of the year.

AP ART—3D PORTFOLIO

YEAR 12

Prerequisite: Ceramics II or Metals II and/or Department Approval. This is a rigorous and individualized course of study for students interested in developing a portfolio of 24 to 30 high quality art works with in the following three areas; Quality, Breadth and Concentration. This portfolio is intended to address engagement with physical space and materials. In the 3D Portfolio students should demonstrate their understanding of design principles as they relate to depth & space. These issues can be explored through additive, subtractive and fabrication processes. Approaches may include but are not limited to sculpture, metal work, jewelry, ceramics, fashion and body adornment. Students are required to produce a portfolio for submission to The Southeastern Michigan Scholastic Art Awards, The College Board and participate in a one-person exhibition at the end of the year.

ACTING

YEAR 9-10-11-12

Prerequisite: None. This year-long course will introduce the student to the basic principles and techniques of on-stage theatrical performance, including vocal technique, pantomime, memorization, stage fright issues, characterization, audition techniques, and improvisation. The student will have opportunities to perform in class with monologues, duo and group scenes, and through study of the various types of theatre styles. *Students may take acting a second time under Independent Study with permission.*

PRODUCTION

YEAR 9-10-11-12

Prerequisite: None. This class will instruct students in the technical aspects of the theatre, including basic principles of set design and painting, set construction, lighting, costume and makeup, sound, special effects, and business practices. Students will get hands-on experience in the scene shop, with lighting, and various other theatrical equipment. This class includes an extensive look at script study and the worlds of stage management and directing. Students will have the opportunity to develop their own one-act play during the year.

THEATRE PRACTICE

YEAR 11-12

Prerequisite: Acting, Production, and/or Instructor's Permission. This class is geared specifically for advanced students of theatre. Students will have the opportunity to pursue their own interests in the field of drama: performing, technical, writing, directing, etc. Students will be required to direct and producer their own one-act Studio Production as well as propose and execute various lessons and facility projects. Students in Theatre Practice frequently are chosen as student leaders/crew chiefs for the after-school productions.

CONCERT BAND

YEAR 9-10-11-12

Prerequisite: Previous AMS or AHS Band Enrollment or Audition into the Avondale Bands Program. Concert Band is a performing ensemble designed for grade 9-12 students with intermediate skills on their respective instruments. Membership in this organization will be open to all students. Music for this organization will be chosen to present a challenge to all members. Instrumental performing techniques will be studied along with basic music theory appropriate for this level musician. Students will perform in a minimum of four concerts each year and will participate in the Michigan School Band and Orchestra Association (MSBOA) District XVI Band and Orchestra Festival and District XVI Marching Festival. Although not required, students are strongly urged to participate in the MSBOA District XVI Solo and Ensemble Festival each year. Students in the Concert and Symphonic Bands will combine to form the Yellow Jacket Marching Band for all home football games, marching festivals, competitions, and exhibitions, and parades throughout the area. Participation in all performances and summer band camp is mandatory.

SYMPHONIC BAND

YEAR 9-10-11-12

Prerequisite: Audition. Symphonic Band is a premier performing ensemble designed for grades 10 through 12 students possessing advanced level music skills. This band is designed to be the top high school performing organization and will be limited in membership to a controlled instrumentation. A student must audition each year to enter this organization. Advanced musical skills, instrumental techniques and music theory will be studied to enhance student proficiency in order to perform the advanced level of music chosen for this band. This band will perform a minimum of five concerts during the year, and will participate in the Michigan Schools Band and Orchestra Association (MSBOA) District XVI and State Band and Orchestra Festivals and District XVI Marching Festival. Students in this ensemble are strongly urged to participate in the MSBOA District XVI Solo and Ensemble Festival each year. Students in the Concert and Symphonic Bands will combine to form the Yellow Jacket Marching Band for all home football games, marching festivals, competitions, and exhibitions, and parades throughout the area. Participation in all performances and summer band camp is mandatory.

MIXED CHORUS

YEAR 9-10-11-12

Prerequisite: Audition. This performing chorus is designed for 9th grade students with primary skills completed. Music for this class will be chosen to present a challenge to all members. This class is constructed to be a continuation of what students learned in the middle school. Knowledge of music theory and previous experience are necessary. Students will perform in a minimum of three concerts each year and will participate in the Michigan School Vocal Music Association (MSVMA) District XVI Choir Festival. Although not required, students are strongly urged to participate in the MSVMA District XVI Solo and Ensemble Festival each year. Participation in all performances is MANDATORY. Students will be asked to purchase their own uniform.

CONCERT CHOIR

YEAR 10-11-12

Prerequisite: Audition. Concert Choir is a performing chorus, designed for 11th and 12th grade students possessing advanced level music skills. This choir is designed to be the top high school performing organization and will be limited in membership. Advanced musical skills, sight-reading techniques and basic theory will be studied to enhance student proficiency in order to perform the advanced level of music chosen for this choir. Students will perform in a minimum of

three concerts each year and will participate in the MSVMA District XVI Choir Festival. Although not required, students are strongly urged to participate in the MSVMA District XVI Solo and Ensemble Festival each year. Concert Choir may travel each year to a festival of music held outside the state of Michigan or in Canada. Students will be required to participate in all performances. Students are asked to purchase their own uniform.

WOMEN'S CHORUS

YEAR 10-11-12

Prerequisite: Audition. This course is open to a select group of advanced female singers who audition successfully. Advanced vocal techniques plus musical works of a demanding nature are studied, ranging from early periods through contemporary. Knowledge of music theory and previous singing experience are necessary. Advanced musical skills, sight-reading techniques and basic theory will be studied to enhance student proficiency

Foreign Language

FRENCH I

YEAR 9-10-11-12

Students will work toward proficiency in listening, speaking, reading and writing. The goal is to prepare students to interact independently in French speaking countries. Students will also be introduced to the daily living and institutional cultures of the French speaking world.

SPANISH I

YEAR 9-10-11-12

This course will focus on developing the four language skills of speaking, listening, reading and writing. Students will engage in a variety of activities to practice and promote language learning. This course includes an overview of the geography and other cultural insights of the Spanish-speaking world with focus on Mexico.

GERMAN I

YEAR 9-10-11-12

This class develops practical language skills – speaking, listening, reading, writing – with activities that will teach students to use the language quickly and imaginatively. Cultural insights and situations are incorporated into each unit with an emphasis on Germany.

FRENCH II

YEAR 9-10-11-12

Students continue to work toward proficiency in the four language skills: listening, speaking, reading and writing. Study will focus on the cul-

tural practices of the French speaking world and will also include a multi-disciplinary project on the city of Paris.

SPANISH II

YEAR 9-10-11-12

Students will continue to work toward proficiency in the four language skills: listening, speaking, reading and writing. Study will examine the cultural practices of the Spanish speaking world with a focus on South America and Central America.

GERMAN II

YEAR 9-10-11-12

Students focus on increasing mastery of listening, speaking, reading, and writing skills in this course. The class uses dialog and activities to promote and practice the learning of language. The culture of German-speaking countries, the geography of Germany and Europe are also explored.

FRENCH III

YEAR 10-11-12

Students continue to work toward proficiency in the four language skills of listening, speaking, reading, and writing through the spiraling of language functions. The study of cultures continues and includes a multi-disciplinary project on the chateaux region of France.

SPANISH III

YEAR 10-11-12

Students continue to work toward proficiency in the four language skills of listening, speaking, reading and writing. Students will engage in a variety of activities and projects throughout the course to develop, practice and promote language use and understanding at this level. The study of the Spanish-speaking world focuses on an overview of Spain, with emphasis on Madrid and Barcelona.

GERMAN III

YEAR 10-11-12

Students continue to learn language functions and build skills in all four areas. A variety of activities and projects are designed to promote real-world understanding of language use. This course also focuses on an increased understanding of grammatical concepts as students develop a heightened awareness of the everyday culture of the German-speaking countries. There is a special emphasis on Austria.

FRENCH IV

YEAR 11-12

Students will work toward achieving proficiency in the four language skills and cul-

ture through the spiraling of language functions. French-speaking Canada and Africa serve as the multidisciplinary culture project for this course.

SPANISH IV

YEAR 11-12

This course includes the development of grammar skills, vocabulary, reading, and writing on topics of interest. It will explore the influence of outstanding individuals from Spanish speaking countries. Much of this course is conducted only in Spanish.

GERMAN IV

YEAR 11-12

This course integrates the four language skills as students continue to achieve proficiency in the German language. Students will work to increase vocabulary and to strengthen understanding of grammatical concepts of the language. Emphasis will be on discussing topics of current interest and all of the German speaking countries.

FRENCH V

YEAR 12

Students will continue to work toward achieving proficiency in the four language skills and culture through the spiraling of language functions. Students will study countries of the French-speaking world, including Morocco, Switzerland, and Belgium.

SPANISH V

YEAR 12

This course includes completion of essential grammatical skills, increased vocabulary, and emphasis on reading for comprehension and enjoyment.

GERMAN V

YEAR 12

Students will continue to strengthen their skills in reading, writing, listening, and speaking. This course will focus on language used in real-world situations with an emphasis on authentic texts. One unit will be devoted to Liechtenstein, Luxembourg, and Belgium.

Mathematics

ALGEBRA I

YEAR 9

Prerequisite: None. This algebra course covers the study of real numbers, solving equations, graphing of an equation on the coordinate plane, graphing parabolas, the study of exponents and radicals, solving systems of equations with two or more variables, and various operations within the study of quadratic equations.

GEOMETRY

YEAR 9-10

Prerequisite: Algebra I. This course covers topics of Euclidean geometry in two and three dimensions. Students will study size, shape, and position of figures, including lengths, areas, and volumes. The course develops the relationships of points, lines, angles, surfaces, and solids, and gives strong attention to measurement formulas. Logic, proof, coordinates, and transformations are integrated throughout the course.

ALGEBRA II

YEAR 10-11

Prerequisite: Algebra I and Geometry. This second course in algebra covers units similar to those in Algebra I but in more depth and at an increased pace including operations with real numbers, quadratic equations and systems, logarithms, irrational numbers, complex numbers, conic sections, and sequences.

ALGEBRA 2—YEAR 1

YEAR 11

Prerequisite: Department Placement based on Prior Math Grades and Standardized Test Scores. The Algebra 2 (Year 1 and Year 2) curriculum covers the same material as the Algebra II curriculum, but it is covered over two years.

ALGEBRA 2—YEAR 2

YEAR 12

Prerequisite: Department Placement based on Prior Math Grades and Standardized Test Scores. The Algebra 2 (Year 1 and Year 2) curriculum covers the same material as the Algebra II curriculum, but it is covered over two years. Algebra 2--Year 2 satisfies the senior math class requirement.

HONORS ALGEBRA II

YEAR 10-11

Prerequisite: Algebra I, Geometry, and Department Placement. This course will cover quadratic equations, systems, logarithms, irrational numbers and complex numbers first semester. Second semester will cover the topics of Math Analysis.

MATH ANALYSIS

SEMESTER 11-12

Prerequisite: Algebra II. This course extends the study of functions learned in Algebra II to exponential and logarithmic functions. It also covers precalculus concepts of math in probability, statistics, matrices, and sequences. Much of the course content will be presented with the use of graphic utilities.

TRIGONOMETRY

SEMESTER 11-12

Prerequisite: Honors Algebra II or Math Analysis. This course will cover the major concepts of trigonometry and analytical geometry. Students will study the graphs of trig functions, trig identities, and will solve trigonometric equations. The Law of Sines, Law of Cosines and polar coordinates will also be studied.

HONORS TRIGONOMETRY

SEMESTER 11-12

Prerequisite: Honors Algebra II and Department Placement. This course covers the same material as trigonometry but at a quicker pace. In addition, vectors are covered in more depth, 3-dimensional coordinate systems are studied, and rotation of conics is studied.

DISCRETE MATH

SEMESTER 11-12

Prerequisite: Algebra I, Geometry, and Algebra II. Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. The objects studied in discrete mathematics do not vary smoothly but have distinct, separated values. Topics of study include combinatorics, probability, number theory, topology, operations research, game theory, matrices, and logic. This course is applications based.

STATISTICS

SEMESTER 11-12

Prerequisite: Algebra I, Geometry, and Algebra II. This course covers descriptive statistics, stressing tables and graphs, probability, and binomial distribution to normal distribution.

21st CENTURY MATH APPLICATIONS

SEMESTER 11-12

Prerequisite: Algebra II or concurrently with Algebra II. This class will explore math in the 21st century. Students will learn skills related to finance, statistics, and computer applications in order to apply to an authentic problem. Students will explore the different types of coding languages and how they are used. Then they will choose to learn a code for apps, websites, or games. Then they will complete an online program in the coding language of their choice and design a final project with the help of the teacher and outside sources. This will give students a chance to develop an original app, website, interactive textbook chapter or game. Students will have to support their project idea with statistics and a sound business plan. This class will be a rewarding and fun learning experience for students with or without prior programming experience. Students must be motivated and independent learners.

**PRECALCULUS
SEMESTER 11-12**

Prerequisite: Trigonometry or Honors Trigonometry. Topics covered include logarithmic and exponential functions and their graphs, logic and graph theory, and limits.

**CALCULUS
YEAR 11-12**

Prerequisite: Trigonometry or Honors Trigonometry. Topics include functions, limits, derivatives, integration, applications of derivatives and the definite integral, and the techniques of integration.

**AP CALCULUS AB
YEAR 11-12**

Prerequisite: Trigonometry or Honors Trigonometry and Department Placement. This course covers more material and moves more quickly than calculus. Topics include functions, limits, derivatives, integration, applications of deriva-

PE and Health

**HEALTH
SEMESTER 9-10-11-12**

Prerequisite: None. This course covers a variety of topics of current health concerns. Course content includes health and wellness, nutrition, stress management, preventing injuries, violence prevention, substance use and abuse, reproductive health, and AIDS/STD's.

**PHYSICAL EDUCATION
SEMESTER 9-10-11-12**

Prerequisite: None. This course orients students to the importance of a continuing physical education program which affords them the opportunity to maintain a level of activity/fitness conducive to living a longer, healthier, and more enjoyable life. This freshman course includes units in physical fitness, team sports, individual sports and skills, lifetime sports, and Red Cross beginner and intermediate water safety skills.

**TEAM SPORTS I
SEMESTER 10-11-12**

Prerequisite: Physical Education. This class is for students who have an interest in a particular activity. The class focuses on skill development, rules, self-improvement, and individual or team effort. Tournament competition will follow skill development. The program offers basketball, soccer, and floor hockey.

**TEAM SPORTS II
SEMESTER 10-11-12**

Prerequisite: Physical Education. This class is the same as Team Sports I, except the program offers basketball, volleyball, soccer, pickleball, floor hockey, Air Force football, and whiffleball.

**PERSONAL FITNESS
SEMESTER 10-11-12**

Prerequisite: Physical Education. Students will design an individual goal-oriented program with the aid of the instructor. Typical goals are weight loss or gain, improved flexibility, strength or sports specific fitness. These goals will be achieved through a combination of weight training, aerobic activity and skill performance.

**PERSONAL FITNESS FOR STUDENT
ATHLETES
SEMESTER 10-11-12**

Prerequisite: Coach/Instructor's Permission. This is a high intensity, regimented sport-specific course that will give student athletes an opportunity to reach their potential.

**LIFETIME SPORTS
SEMESTER 10-11-12**

Prerequisite: Physical Education. Students will become more proficient in tennis, badminton, pickleball, disc golf, basketball, and volleyball.

**AEROBICS
SEMESTER 10-11-12**

Prerequisite: Physical Education. This class will use low to high impact aerobic movement and exercise routines for improving overall appearance while toning muscles. Weight training will be optional. Sustained movement and yoga will be included.

Science

**CHEMISTRY ESSENTIALS
SEMESTER 9**

Prerequisite: None. This course is half of a one-year course composed of two complementary semesters: chemistry essentials and physics essentials. Chemistry Essentials will provide students with a solid foundation in scientific inquiry, measurement and proper laboratory techniques, the atom, nomenclature, and the energy of reactions. This course will provide a foundation for the future study of chemistry and help students appreciate the world around them.

PHYSICS ESSENTIALS

SEMESTER 9

Prerequisite: None. This course is half of a one-year course composed of two complementary semesters: physics essentials and chemistry essentials. Physics Essentials will provide students with a solid foundation in scientific inquiry, the study of motion and forces and forms of energy including light and waves. This course will provide a foundation for the future study of physics and help students appreciate the world around them.

BIOLOGY

YEAR 9-with approved application, 10

Prerequisite: Physics Essentials, Chemistry Essentials **MICRO BIOLOGY** covers the following basic topics: cell structure and function, Mendelian and Non-Mendelian Genetics, and living processes of plants and animals. **MACRO BIOLOGY** covers the following basic topics: ecology, human impact, human diseases, body systems, and evolution. Dissection will be performed as it fits into the unit of study.

ANATOMY AND PHYSIOLOGY

SEMESTER 10-11-12

Prerequisite: C in Biology, Teacher Recommendation. Anatomy and Physiology introduces basic concepts and principles important to an understanding of the human body. This course will present essential information dealing with the structure and function of the human. Those pursuing careers in the medical field will acquire basic information to be integrated into future classes. Those seeking careers outside the biomedical field will gain knowledge and understanding of the human body that will prove valuable for life and health. Laboratory experiences, writing and reporting will be incorporated into evaluations.

GENETICS AND BIOTECHNOLOGY

SEMESTER 10-11-12

Prerequisite: Biology. Genetics and Biotechnology is a semester course for students who want to understand how the use of scientific technology is being integrated with the understanding of genetic material to improve human societies now and in the future. This advanced biology course uses the laboratory to investigate genetic crosses and DNA biotechnology. Human genetic disorders are explored from a scientific and bio-ethical viewpoint.

FORENSIC SCIENCE

SEMESTER 10-11-12

Prerequisite: Biology. Forensic Science is a course that specializes in hands-on activities that stimulate the use of critical thinking skills. Students will incorporate knowledge from every science discipline and discover that what they have learned in science class actually applies outside of school. This course caters to all students, especially those who enjoy science in a "real world" context. This course will also appeal to students who enjoy solving mysteries.

SURVIVAL

SEMESTER 10-11-12

Prerequisite: Biology. Survival is a hands-on course that challenges students to look at the impact of nature on their lives when the comforts of civilization have been removed. It engages the students to problem-solve situations that arise from interacting with nature as most species do every day. Students will learn and engage in environmental, geographical, and physiological situations that will challenge them both mentally and physically every day.

CHEMISTRY

YEAR 10-11-12

Prerequisite: Physics Essentials, Chemistry Essentials, Biology and Algebra I. Chemistry is a foundation course in the theory of matter and its structure and reactions. Concepts are clarified with mathematical explanations and problems having measurable results. The language of chemistry through formula writing and equation reactions is fundamental to the understanding of chemical theory. Students study atomic and molecular structure including bonding and the periodic nature of elements. Laboratory experiences, writing and reporting are part of this study.

PHYSICS

YEAR 10-11-12

Prerequisite: Physics Essentials, Chemistry Essentials, Biology, Algebra II, or higher math. (May take prerequisite concurrently.) Physics is a branch of science that studies the physical world. It involves analytical reasoning which is heavily dependent upon applied mathematics. There is also a laboratory component that emphasizes the application and relevance of natural phenomenon and related laws. The course covers mathematical relationships, motion, forces, vectors, basic trigonometry, momentum, work, energy, waves, mirrors and lenses, static electricity, and circuits.

Social Studies

AP BIOLOGY

YEAR 11-12

Prerequisite: Biology, Chemistry. AP Biology is the equivalent of two semesters of introductory college biology. It will focus on four big ideas: 1. The process of evolution drives the diversity and unity of life. 2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. 3. Living systems store, retrieve, transmit and respond to information essential to life processes. 4. Biological systems interact, and these systems and their interactions possess complex properties. The strong emphasis on the lab component is necessary to fully understand AP Biology and pass the AP exam. *This course may be eligible for college credit. See your counselor for more information.*

AP PHYSICS 1

YEAR 11-12

Prerequisite: Physics, Algebra II (B or better). AP Physics is the equivalent of one semester of introductory college physics. AP Physics covers Newtonian mechanics, energy, sound, waves, and simple electricity. The course has a strong emphasis on experimental design and implementation. Students are expected to take the AP test in the spring. *This course may be eligible for college credit. See your counselor for more information. Offered in 2016-17 and every other year.*

AP CHEMISTRY

YEAR 11-12

Prerequisite: Algebra II, Chemistry. This AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. It requires an intense commitment by each student. Summer review and practice of chemistry basics is required. The AP Chemistry examination includes questions based on experiences and skills that students acquire in the laboratory. This lab component is necessary to fully understand chemistry and pass the AP examination. Students are expected to take the AP test in the spring. *This course may be eligible for college credit. See your counselor. Offered in 2017-18 and every other year.*

UNITED STATES HISTORY

YEAR 9

Prerequisite: None. This course traces the political, economic, and social development of the United States from the close of the Civil War to present. Major themes discussed are Reconstruction, Westward Expansion, Industrialization, Urbanization, Immigration, the U.S. as an evolving world power, the United States in two World Wars, the Great Depression, the Cold War, the economic and social development of U.S. Society after World War II, the Civil Rights Movement, the Korean and Vietnam Conflicts, social change during the Vietnam Era, post-Cold War challenges at home and abroad, and the New Global Economy.

HONORS U.S. HISTORY

YEAR 9

Prerequisite: Department application and B or better in 8th grade Social Studies. This is a rigorous course intended to prepare students for Advanced Placement and college courses. There will be an emphasis on reading and analyzing historical novels and original documents. This course traces the political, economic, and social development of the United States from the close of the Civil War to the present. Major themes covered are Reconstruction, Westward Expansion, Industrialization, Urbanization, Immigration, the U.S. as an evolving world power, the United States in two World Wars, the Great Depression, the Cold War, the economic and social development of U.S. society after World War II, the Civil Rights Movement, the Korean and Vietnam Wars, social change during the Vietnam Era, post Cold War challenges at home and abroad, and the New Global Economy.

CIVICS

SEMESTER 10

Prerequisite: None. This one-semester course deepens students' knowledge of government, with a particular focus on national, state, and local government in America. Five questions guide students' study: What are civic life, politics, and government? What are the origins and foundations of the American political system? How does the government established by the Constitution function to embody the purposes, values, and principles of American constitutional democracy? What is the relationship of the United States to other nations and its role in world affairs? What are the roles of citizens in American society? Students engage in investigations, analysis, and arguments about civic life in the United States and the role of the United States in the world.

ECONOMICS SEMESTER 10

Prerequisite: None. This required course builds economic literacy in students. The overarching problem of scarcity, unlimited human wants pursuing limited resources, is a focal point of the course. Students deepen their prior knowledge of basic economic concepts and apply them to national and international economic systems and problems as a whole. In addition to their study of macroeconomics, students study how interactions of buyers and sellers impact prices and supplies, as well as the role of trade-offs and incentives in consumer and business decisions. Using a variety of media, they compile, analyze, and present statistical data pertinent to economic problems. Students use their economic knowledge to make informed decisions as consumers and to participate as citizens in deciding matters of economic policy.

HONORS ECONOMICS SEMESTER 10

Prerequisite: Application, Department Placement. This is a rigorous course intended to prepare students for Advanced Placement and college courses. There will be an emphasis on reading, problem-solving and analyzing original documents and data. This required course builds economic literacy in students. The overarching problem of scarcity, unlimited human wants pursuing limited resources, is a focal point of the course. Students deepen their knowledge of basic economic concepts and apply them to national and international economic systems and problems as a whole. In addition to their study of macroeconomics, students study how interactions of buyers and sellers impact prices and supplies, as well as the role of trade-offs and incentives in consumer and business decisions. Using a variety of media, they compile, analyze, and present statistical data pertinent to economic problems. Students use their economic knowledge to make informed decisions as consumers and to participate as citizens in deciding matters of economic policy.

WORLD HISTORY YEAR 11-12

Prerequisite: None. This course introduces students to the study of world history in order to construct a common memory of where humankind has been and what accounts for present circumstances. Building upon foundations from middle school social studies, this course begins with a period of expanding and intensified hemispheric interactions (circa 300 C.E.) and continues to the present. Within each historical era, students work at three interconnected spatial scales to study world history through several lenses: global, interregional, and regional.

Through a global and comparative approach, students examine worldwide events, processes, and interactions among the world's people, cultures, societies, and environment.

SOCIOLOGY SEMESTER 11-12

Prerequisite: None. Sociology is the study of human behavior from the point of view of the group or society. The purpose of the course is to show how society influences the individual. Topics covered are basic sociological ideas such as norms and roles, cultures, socialization, and group dynamics. Students are expected to choose and complete selected projects.

CURRENT ISSUES SEMESTER 11-12

Prerequisite: None. Students will research, discuss, and debate controversial and vital issues in our modern world. Students will examine current issues, study their background, and discuss their potential outcomes. Students will be more informed on local, national, and world issues than ever before, while learning the importance of staying up-to-date on key issues in the future.

LAW SEMESTER 11-12

Prerequisite: None. Case studies provide students with factual information relating to the American legal system. Areas of study are criminal law and civil law. Highlights of the course are class discussion, speakers, court visits and a trial observation.

PSYCHOLOGY I SEMESTER 11-12

Prerequisite: None. This course is designed to introduce students to the systematic and scientific study of behavior and mental processes. Units of study include personality and attitude development, mental disorders and stigma of mental illnesses, psychotherapy and defense mechanisms. Also covered are states of consciousness (including addiction, sleep stages and disorders). This course also incorporates positive psychology and provides students with an opportunity to become aware of the causes of behavior.

AP PSYCHOLOGY SEMESTER 11-12

Prerequisite: Psychology 1. This course is an advanced course in psychology intended to give students a deeper understanding of areas of Psychology. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods that psychologists use in their science and practice. A solid foundation for students wishing to take the Advanced Placement

Psychology exam is provided. Also incorporated is a hands-on fieldwork component in order to help students apply concepts learned during the course. *This course will be offered in the 2017-18 and every other year thereafter.*

AP UNITED STATES GOVERNMENT SEMESTER 10-12

Prerequisite: Department application and C or higher in Honors US History or B or higher in US history. This class is designed for high-achieving college-bound students. The academic level will be similar to a college political science course; students will be required to do extensive reading, writing, and critical thinking concerning political issues. AP Government is designed to provide students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students who take this course will be expected to take the AP examination in the spring.

AP WORLD HISTORY YEAR 11-12

Prerequisite: Application, Department Placement. Students will develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. Students who take this course are expected to take the AP World History exam.

AP U.S. HISTORY YEAR 11-12

Prerequisite: U.S. History, Application, and Department Placement. The Advanced Placement course in United States History is a demanding college-level course designed to provide students with the skills and knowledge necessary to deal critically with issues in American history. Students will learn to interpret and analyze historical documents. They will develop the ability to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively in essay format. It is expected that each student who takes this course will take the AP American History examination. *This course will be offered in 2016-17 and every other year thereafter.*

Special Programs

ACADEMIC CENTER

YEAR 9-10-11-12

Student placement will be determined by AHS Staff prior to upcoming semester.

The **Academic Center** provides a location and an atmosphere for study and assisted learning. The goal of the Academic Center is to provide the opportunity for students to complete academic work, to access teachers for grade improvement, to make up tests, and to gain assistance to improve their understanding of various subject matter. The Center is staffed by certified high school level teachers. Students are expected to bring academic materials with them every day to do their work in the Academic Center. Computers, including Internet access, are also available for student use in the Academic Center. The Academic Center is offered each semester. Students may receive 1/8 credit per semester.

ACADEMIC CENTER TUTOR

SEMESTER 11-12

Juniors and Seniors who are willing to serve as tutors in Academic Center will receive 1/2 credit per semester. They will be expected to tutor three days a week and be able to work on their own studies two days a week. Tutors must be recommended by a classroom teacher in each indicated area of expertise. They must be approved by one of the Academic Center Coordinators. Placement will be done in consideration of the balance of student tutors placed in each hour.

LEADERSHIP 101

SEMESTER 9-10-11-12

One Semester. No Prerequisite. This course examines the role of leadership in society. Students will have the opportunity to understand, examine, and develop their own leadership styles. Students will use a variety of methods, including individual and group projects, to study a range of leadership skills including communication, organization, character, planning, and many other valuable leadership abilities and qualities. In addition, students will explore the role of leadership and decision-making in the world today. *Students will be required to spend some after-school time on class service projects.*

STUDENT LEADERSHIP

YEAR 9-10-11-12

One Year. Prerequisite: Application/Interview Selection Process. This class will challenge and teach students interpersonal skills, quick problem solving, responsibility, how to gain and

receive trust from a team, planning and time-management skills in a hands-on environment. Coursework relates to leadership skill training and carrying out the affairs of Study Government/Avondale culture-building events; such as spirit week planning, fundraisers, assemblies, the Homecoming Dance, Homecoming Parade, Powder-Puff Football Fundraiser, Sharing and Caring week, 8th grade Invasion, Mr. Avondale and Spring Fest.

LINKS SEMESTER 10-11-12

Prerequisite: Application/Interview Selection Process. This class is a semester course designed to facilitate awareness of individuals with special needs, the systems they require for placement in general education classes, and the benefits of peer to peer support in the least restrictive environment. LINK students will be supporting students with autism or cognitive impairments in a variety of settings throughout the school day per teacher discretion. Students may provide support to students in general education classrooms through academic support and providing positive interactions.

INDEPENDENT STUDY SEMESTER 11-12

Teachers in all departments may provide the opportunity for students to challenge their intellectual, artistic, and other abilities by providing instruction in numerous areas. Students interested in **independent study** will work with a cooperating teacher to devise a course of study for a semester in a particular field. This proposed course is then submitted to an independent study review committee by the published deadlines (March 1 for fall, November 1 for winter) to review and to grant approval or deny.

RISK MANAGEMENT/INSURANCE TWO YEAR COHORT COURSE 11-12

This program will investigate the field of insurance, including marketing, claims adjusting, underwriting, and financial planning. Students will work with industry professionals to gain insights on the details of personal and commercial insurance and finance. Students will have the opportunity to visit local insurance companies, participate in a student organization and travel to compete at state and national competitions. Students will have a head start on college by earning direct college credit through Olivet College (9 credits) and a paid internship. Students will earn a national insurance designation from the Insurance Institutes of America and gain skills for

employment in the insurance field. Students will receive elective credit, fourth year math related credit and world language exchange credit. Location of the class offering will be determined. An articulation agreement with Olivet College will provide 3 college credits the first year of the program and 6 college credits the second year of the program. *(New course implementation will run pending approval of the Board of Education)*

ENGLISH AS A SECOND LANGUAGE YEAR 9-10-11-12

For students whose native language is not English, Avondale High School offers an **English as a Second Language Program**. In the program, students will receive direct English instruction tailored to individual needs. The student will receive support and assistance in order to understand other high school coursework.

SPECIAL EDUCATION

Special needs students with an IEP can participate. This support is direct and incorporates remedial instruction. Students receive academic support, accommodations, modifications, and all other appropriate measures needed for class success.

ALTERNATIVE EDUCATION

The Avondale Academy program is available for students who have experienced difficulties within the traditional general education environment. Students may be referred by an administrator or counselor, or they may decide with their parent(s) or guardian(s) that this option is a better fit. These students should see their counselor for details.

Oakland Schools Technical Campus

Programs offered at Oakland Schools Technical Campus are designed to prepare **JUNIOR and SENIOR** students for entry-level skills in various trades and vocations. Students spend a half day at Avondale taking regular subjects and 2 1/2 hours (a half day) at the OSTC Campus taking training in their vocational program.

Although students have limited access to the Royal Oak and Clarkston campuses, **transportation is provided to the Northeast/Pontiac campus only**. Most programs are designed as a two-year sequence, and students are selected to attend when they register toward the end

of the tenth or eleventh grade. The Oakland Schools Technical Program also offers an early college experience through Oakland Community College.

See your counselor or the Oakland Schools Technical Campus web site — www.ostconline.com — for a description of programs offered at other Oakland Schools Technical Campus locations. Students may complete Algebra II and their fourth, senior year math and world language exchange within an OSTC program. Students should discuss this with their counselors for approval.

CONSTRUCTION TECHNOLOGY

Construction Technology provides students with opportunities to learn skills to work in all areas of the construction field including: Carpentry, interior/exterior finishing, electrical, plumbing, masonry, heating, ventilation, air conditioning, and refrigeration (HVAC), home repair, building and grounds maintenance, and construction management. Areas of study include:

- ▶ Construction Carpentry
- ▶ Electrical
- ▶ Green Building Standards
- ▶ Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R)
- ▶ Plumbing

COSMETOLOGY

Cosmetology is an extensive hands-on program that upon completion, prepares students to apply for state licensing. This integrated curriculum includes entrepreneurship, salon ecology, safety, electricity, general anatomy and chemistry. Technical skills include hair care and treatments, esthetics, nail technology, hair cutting and hair coloring.

CULINARY ARTS/HOSPITALITY

This cluster prepares students for a broad background of skills and knowledge utilizing industry-based tools, equipment and technology required to be productive in a modern commercial kitchen. Computer systems are used to maintain inventory, place orders, and produce communications through simulations of actual industry situations. Training is provided in cooking, menu design, staffing and scheduling, food preparation, and financial management for a commercial food service establishment. Additionally, students will contribute to the day-to-day operation of a restaurant and catering service. Areas of study include:

- ▶ Food Preparation
- ▶ Travel and Tourism
- ▶ Culinary Services

ENGINEERING/EMERGING TECHNOLOGIES

This intensive and hands-on cluster will prepare students with skills to enter post-secondary institutions or move directly into employment opportunities. Students will learn high-tech engineering technologies like mechatronics which include virtual simulation, computerized manufacturing, rapid prototyping, and alternative energies through a variety of instructional methods and self-paced competency-based computerized modules. Students will learn mechatronics core foundational skills including:

- ▶ Design Processes (CAD)
- ▶ Electricity/Electronics
- ▶ Fluid Power (hydraulics/pneumatics)
- ▶ Machining/Mechanical
- ▶ Quality Assurance
- ▶ Robotics
- ▶ Welding/Fabrication

HEALTH SCIENCES

The Health Sciences cluster provides students with core and foundation skills for health fields such as medical assisting, laboratory, medical office technology, dental assisting, optical technology, nursing, and pharmacy. Also, students will gain an understanding in all areas of the health core curriculum including safety, anatomy and physiology, asepsis, ethics, medical terminology, pharmacology, prevention and office procedures. Additional training opportunities are available in phlebotomist, EKG technician, sports safety, radiology aide, surgical technical aide, respiratory therapy aide, occupational therapist, physical therapist, dietary aide, and medical records and billing. Areas of study include:

- ▶ Diagnostic
- ▶ Diagnostic & Therapeutic
- ▶ Therapeutic
- ▶ Informational
- ▶ Environmental

iTEAM

In the iTEAM cluster, students learn Information Technology skills in Networking and PC Troubleshooting, Web Development, Mobile Application Development, Database Administration, and Programming. Within these career opportunities, students can earn certifications including: Certified Internet Webmaster (CIW), Adobe Certified Expert, A+, C++, Network+, and Microsoft Certified Professional (MCP). In addition, in the iTEAM career opportunity, students learn entrepreneurship skills and marketing skills that provide them with the knowledge necessary to manage and run their own business.

They can also participate in an online partnership with Macomb Community College; earn college credits and a Certificate of Entrepreneurship or Information Technology. All students will have the opportunity to earn Microsoft Certified Application Specialist (2010) certifications, a Customer Service Certification, Sales Certification, and a Retail Management Certification.

TRANSPORTATION TECHNOLOGY

The Transportation cluster provides an intensive hands-on program designed to prepare students with skills necessary to successfully enter into transportation careers. In this one or two year course, the student will gain core and foundation skills related to gas and diesel engine theory, auto collision repair and refinishing, basic mechanical principles and the use of computerized diagnostic tools and equipment. Students will gain competency in safety concepts, equipment operation, and measuring. Safety, shop orientation, and tools and equipment are also part of the curriculum. The transportation cluster has National Automotive Technicians Education Foundation (NATEF) and Automotive Service Excellence (ASE) certification in Automotive Technology and Collision Repair.

The Transportation Technology cluster offers instruction in the following areas:

- Automotive Technology
- Collision Repair
- Medium/Heavy Truck and Equipment