

# High School Program of Studies 2011-2012

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Portage Northern  
**Huskies**



**Portage** Public Schools  
THE FUTURE LEARNS HERE

**Portage Central and Northern High Schools  
Program of Studies and Information  
2011-2012**

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**NON-DISCRIMINATION**

The Portage Public Schools Board of Education has affirmed that "...no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity..." and therefore encourages students to take courses based on the interest, potentials, and abilities rather than past stereotyping cast upon them due to sex.

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Your program of studies can help you....

- Review your progress
- Plan your classes each year
- Find out about special programs

Your counselor can help you...

- Recognize your aptitudes
- Understand your abilities
- Identify your interests
- Plan classes in sequence for your success

Together, with your parent(s) we can create an educational plan that will lead to your goals at graduation!

This course catalog is one of the many tools you may use to plan your high school program. It provides brief descriptions of the courses, diploma requirements and information on special programs available in our county.

Throughout the school year, you have access to test results, career information, college catalogs, college visits, and counselors who want to help you succeed. We look forward to working with you.

## General Information

This Program of Studies has been prepared as a listing of courses available to Portage high school students during the 2011-2012 school year. Courses may be altered or deleted by subsequent Board of Education or administrative action after this booklet has been completed. Students should maintain close contact with the counseling office to keep informed of sections available.

### ACADEMIC ELIGIBILITY REQUIREMENTS

Secondary students who want to participate in extra/co-curricular activities will need to meet specific academic standards set by the Board of Education. A participation fee may be required.

Highlights are given below.

#### **Standard:**

A student is expected to pass all classes throughout the marking period and acquire no less than a 1.5 GPA for each semester. This standard is in addition to those established by the Michigan High School Athletic Association.

#### **Eligibility Probation:**

##### During a Marking Period

A student is placed on eligibility probation for a minimum of two weeks (14 days) if he/she is:

- failing one (1) class at the weekly checkpoints, or
- earning less than a 1.5 GPA at the conclusion of the marking period.

If a student fails to improve his/her grade to a passing status at that time, he/she becomes ineligible for a minimum of one week (7 days) and on a weekly basis thereafter, until the grade is sufficiently improved.

The probation may be extended for a longer period of time, if necessary, in order for the student to improve the grade to a 1.5 GPA or better.

#### **Eligibility Exclusion:**

##### During a Marking Period

A student who is failing two (2) or more classes becomes ineligible to participate for a minimum of one week (7 days) beginning the Monday following notification. Eligibility is reinstated at such time that the grades in all of the failing classes are improved to a passing status.

##### At the End of Each Semester

A student who fails to maintain a minimum of a 1.5 GPA for a semester or has failed two (2) or more classes becomes ineligible to participate in the extra/co-curricular activities mentioned below for the first 10% of the semester or season. After that time, the student will be reinstated upon passing all classes.

#### **Monitoring of Eligibility:**

Weekly eligibility checks for poor and/or failing grades are monitored by athletic directors, coaches, and club sponsors.

#### **High School Areas Included:**

Interscholastics, student council/senate, drama productions, all formally recognized clubs,

forensics/debate tournaments and music performances or activities not required for credit. Dances are not included.

**The intent of the Academic Eligibility Regulation**

is to give students as much support as possible to enable them to improve their academic standing while continuing participation in extra/co-curricular activities. Regulations governing middle school or high school eligibility as established by the Michigan High School Athletic Association apply to Portage Public School athletes by virtue of membership in that organization. High school regulations are listed, but similar statements apply to middle school athletes.

1. **Enrollment** – To be eligible for interscholastic athletics, a student must be enrolled in a high school not later than the fourth Friday after Labor Day (1st semester) or the fourth Friday of February (2nd semester). A student must be enrolled in the school for which he or she competes.
2. **Age** – A student who competes in any interscholastic athletic contests must be under 19. If the nineteenth birthday occurs on or after September 1 of a current school year, a student is eligible for the balance of that school year.
3. **Physical Examinations** – No student shall be eligible to represent a high school without a physician’s statement dated for the current school year on file in the office of the principal. Physician’s statement must certify that the student has passed a physical examination and is physically able to compete in athletic practices and contests.
4. **Semesters of Enrollment** – A student shall not compete in any branch of athletics who has been enrolled in grades nine to twelve, inclusive, for more than eight semesters. The seventh and eighth semesters must be consecutive. Enrollments in a school beyond the fourth Friday after Labor Day (1st semester) or fourth Friday of February (2nd semester) or competing in one or more interscholastic athletic contests shall be considered enrollment for a semester under this rule.
5. **Semesters of Competition** – A student, once enrolled in grade nine, shall be allowed to compete in only four first semesters and four second semesters.

**WEIGHTED GRADE AND CLASS RANK**

For a college admission and scholarship application, certain courses have been designated as “weighted”. These include courses that qualify as dual enrollment or dual credit and any courses labeled as IB, AP, or Honors or are capable of receiving college credit. Independent Study courses are not weighted.

Students’ grades are not altered, but the point value is increased for these courses which are reflected as weighted only in a student’s GPA and class rank which appears on the student’s transcript. The weighted GPA and class rank is shown on the transcript side-by-side with the unweighted GPA and class rank. Both the weighted and the unweighted GPAs are based on a 4.0 scale.

**Weighted Grade Values:**

A = 5.0	B- = 3.7	D+ = 2.3
A- = 4.7	C+ = 3.3	D = 2.0
B+ = 4.30	C = 3.0	D- = 1.7
B = 4.0	C- = 2.7	E = 0

**FORMULA FOR DETERMINING PORTAGE PUBLIC SCHOOL AWARDS**

To determine future awards, the Detroit Free Press formulas are to be used. Of the two formulas, whichever gives a student the most favorable score is to be used. The formulas are as follows:

$$\text{GPA} \times 250 + \text{ACT score} \times 27.778 = \text{Student score}$$

OR

$$\text{GPA} \times 250 + \text{SAT score} \times 1.6 = \text{Student score}$$

**INDEPENDENT STUDY**

Under special circumstances, a limited number of students are permitted to pursue course work for credit on an independent study basis. Students approved for this program will follow the prescribed course of study for the subject and will be required to meet with the instructor on a regular basis. Independent Study requires self-discipline, since students must monitor progress on a daily basis. Independent Study credit will follow school Regulation.

As a basis for Independent Study, these criteria have been identified:

1. The subject is in the curriculum, but is not being taught during the current semester and probably will not be available to the student in future semesters.
2. The subject is being taught, but a schedule conflict (not based on individual preferences of teachers and/or hours) exists and the subject probably will not be available to the student in coming semester.

Students must show that the request for Independent Study falls within one of the criteria above. Students arrange Independent Study with their counselors, in conjunction with an instructor.

## **INTERNATIONAL BACCALAUREATE PROGRAM**

Both Portage high schools are affiliates of the International Baccalaureate Organization.

The International Baccalaureate Organization (IBO), a nonprofit, educational foundation based in Geneva, Switzerland, was established to provide an intellectually rigorous and academically demanding common curriculum for students in schools around the world. The International Baccalaureate is a widely recognized two-year comprehensive program for grades 11 and 12 encouraging critical thinking, research skills and service as a part of the learning process. The IB Program will prepare students for post-secondary success at any university, locally, nationally or internationally. The course work is more broadly based and provides a greater depth of study than many of the other enrichment programs. Students who choose to take IB courses or the full diploma receive outstanding preparation for further academic study and career success. Successful completion of the program allows students to be considered for preferred admission to many colleges and universities worldwide where they would generally receive advanced credit and/or placement. For specific information regarding credits at universities, ask each one directly.

There are no prerequisites for participation in the IB

Program, although motivation, energy, the ability to articulate one's thoughts verbally and in writing, open-mindedness, the desire for a global perspective, and a willingness to cooperate with others will be of great benefit to IB candidates. It is important to remember that the goals of the International Baccalaureate go beyond academic preparation. The IB program encourages a young adult to be informed, to be tolerant and to be communicative about a range of topics. The course work always reflects a global outlook.

### **Unique Characteristics of IB:**

Students in the Portage public high schools have two choices: the Diploma Program and the Certificate Option. Based on their expectations and goals, they choose the one that works best for them.

### **The Diploma Program:**

Students will develop both breadth and depth in their academic work by taking all IB classes during their junior and senior years. In addition, they must fulfill the following requirements to receive an IB diploma:

1. **Theory of Knowledge** – Theory of Knowledge stimulates and develops critical thinking and evaluation skills. It challenges students to question the bases of knowledge, to be aware of biases, and to develop a perspective based on analyzing evidence discussed in rational argument.
2. **Extended Essay** – Students research and write an original essay of 4,000 words on a student-selected topic. This introduces students to the type of research projects expected in college.
3. **Creativity, Action, and Service (CAS)** Students participate in 150 hours of planned and supervised extracurricular school and community activities. This helps students foster a responsibility to their community as well as become well-rounded citizens.

Students interested in pursuing the IB Diploma should communicate their intent to their counselor and the IB Coordinator as soon as possible. A two-year plan of IB course work for the junior and senior years will be prepared. This plan will be monitored and possibly revised if there is insufficient enrollment for a desired course.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) PREPARATION

The NCAA suggests applying for certification before graduation if you wish to participate in athletics as a freshman at the college to which you will be admitted. The Clearinghouse will issue a preliminary certification report when you have all materials submitted. After graduation, the Clearinghouse will review your final transcript to make a final certification decision according to NCAA standards. For NCAA Certification, you must earn a grade point average of at least 2.0 (on a 4.00 scale) in a core curriculum of at least 14 academic courses that were successfully completed during grades 9-12. No special values are allowed for “+” or “-” grades. The chart below shows what core courses must be included at a minimum.

### NCAA Division I

4 years of English Language Arts  
3 years of Mathematics  
2 years of Natural or Physical Science (including one lab course)  
2 years of Social Studies  
At least 1 year of additional courses in English, Mathematics, or Natural or Physical Science

4 years of additional academic courses in any of the above areas and/or World Language, Computer Science, Philosophy, or Comparative Religion.

### NCAA Division II

3 years of English Language Arts  
2 years of Mathematics  
2 years of Natural or Physical Science (including one lab course)  
2 years of Social Studies

At least 2 years of additional courses in English, Mathematics, or Natural or Physical Science.

3 years of additional academic courses in any of the above areas, or World Language, Computer Science, Philosophy, or Comparative Religion.

The following commonly selected courses do not qualify as North Central Association Accreditation courses and therefore cannot be used for NCAA initial-eligibility certification:

Debate	Health Occupations
Forensics 2	Computer Applications
You and the Law	Computers Electronics
Independent Study	TV Internship

## NATIONAL HONOR SOCIETY

National Honor Society is an organization founded in 1921. It was and remains the purpose of the National Honor Society to encourage students to go beyond personal academic goals and to become involved with the concerns of their school and their community. Candidates for membership must meet the minimum weighted grade-point requirements. Eligible candidates will be sent a letter asking them to complete an information form to verify interest in membership. Students selected for induction will be sent an acceptance letter during the school year.

## PERSONAL CURRICULUM (PC)

A Personal Curriculum is a documented process that modifies certain requirements of the Michigan Merit Curriculum and approval must be requested on an individual basis. To be approved, a Personal Curriculum **must meet certain conditions**.

A PC is intended for high school students seeking a diploma who:

- Wish to modify the mathematics requirement
- Wish to go beyond the academic credit requirement by adding more math, science, English Language Arts, or foreign language credits
- Need modified content expectations because certain MMC content expectations are not **practicable** for them despite documented interventions and in light of their Educational Development Plan (EDP)
- Need other modifications of MMC requirements due to the impact of their special education disabilities as identified in their IEP
- Transferred to a Portage Public High School from a nonpublic school

To learn more about a Personal Curriculum and the procedures for making the request (in writing); please contact your counseling office.

## **PORTAGE COMMUNITY HIGH SCHOOL**

Community High School is designed to assist students who need an alternative to the regular high school learning environment. Contact your guidance counselor for information.

### **POST-SECONDARY (DUAL) ENROLLMENT**

Historically, school districts have allowed their students to attend courses at local colleges or universities, in addition to their own high school, in an effort to meet students' needs and interests. This is called "post-secondary enrollment." The State School Aid Act contains a provision that directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

1. Students must have earned sufficient credits to be in grade 11 or 12.
2. Students qualify for state endorsement in the required subject areas of the Michigan Merit Exam (MME). Students must have taken all MME tests.
3. Students/parents have read and signed the Post-Secondary Dual Enrollment Guidelines/Procedures form. Eligible courses are those not offered at either high school site, impossible to schedule by the high schools, or of a higher level than those offered and taken in the district (courses will be verified with appropriate curriculum team leader if there is a question of eligibility).
4. Courses are not repeats of courses already taken in high school or college.
5. Course description(s) from the college catalog are enclosed.
6. The course(s) the student is seeking reimbursement for is not a vocational, recreational, hobby, P.E., or government course nor is it offered in the Portage Public Schools. Course content has been verified by guidance counselor or a department chairperson as not being offered in Portage nor is it a repeated class already taken in high school or at a post secondary institution.
7. Counselor has completed Post-Secondary/Dual Enrollment Eligibility Verification Form. Student has indicated that this course is to be for high school credit, post-secondary credit, or both.

8. Student is enrolled in both the district and the post-secondary institution during the district's regular academic year and is in full attendance in at least one high school class.

School districts are required to pay the lesser of (a) the actual charge for tuition and fees, or (b) the students' state school aid foundation allowance, adjusted to the proportion of the school year they attend the district. Students are no longer eligible when all high school graduation requirements have been met. Please see your counselor for additional information.

### **SPECIALIZED PROGRAMS**

Students who have learning needs that cannot be fully met by the regular curriculum may take advantage of specialized programs. Certain courses are specifically designed for students who have academic difficulties while others are designed to meet the needs of academically talented students. The following specialized programs are available to meet specific students' needs.

#### **ATYP MATH/GEOMETRY/LANGUAGE ARTS:**

A student taking and mastering ATYP Math or English Language Arts will receive the appropriate Michigan Merit credit for Math or ELA. ATYP's program is designed that the pupil will complete four years of math or ELA during two years of ATYP delivery. Students may opt to take ATYP in year three for Advanced Placement.

ATYP credit will be transferred to the student's high school transcript to meet the high school graduation Math/ELA requirements. The student's GPA will reflect the ATYP grade. Students must still complete 26 credits after entering 9<sup>th</sup> grade. District financial support of ATYP will be determined annually and announced in school publications.

#### **On-line Learning Options**

Expanded online learning opportunities are now available for Portage Public Schools' (PPS) middle school and high school students. Most PPS students who have taken advantage of online courses have done so to recover credit that they need for graduation. However, a student's participation with online courses may be for a variety of reasons. These reasons may include a desire to expand college, Advanced Placement and International Baccalaureate offerings or to meet high school

graduation requirements in middle school and high school.

Students may select up to two online courses per semester and are required to complete major tests and the final exam on site, but may have some flexibility as determined by their school principal for work outside of the school setting. Many Michigan Virtual High School and Brigham Young University courses are accepted for middle school and high school credit by PPS. Other providers may be approved if taken outside of the school day and paid for by the student. Laboratory science and physical education courses are not accepted at this time, unless previously approved by another school and on the student's transcript.

Courses designed to prepare a student for testing out of a course will not receive credit unless the student successfully tests out of the course. In addition, fees for test-out preparation courses, those taken in the summer term and/or beyond the student's seven courses are the responsibility of the students. Students who receive free or reduced lunch may be eligible for assistance. Approved online college courses will follow the dual-enrollment formula for full or partial payment.

The teacher of record has the final say on pass or fail of the course. Students will receive a grade on their transcripts and report cards and the courses will affect the grade point average. A parent may request Pass/Fail on one course per semester if a formal request is approved by the counselor by the third Friday of each semester.

If you anticipate your child being the recipient of an athletic scholarship from an NCAA institution, we strongly recommend you contact the NCAA Eligibility Center at 877-262-1492 before enrolling in online high school courses. Also be aware that once enrolled, the NCAA may have additional requirements for completing the course.

A listing of available courses can be found at [www.MIVU.org](http://www.MIVU.org) and [www.ce.byu.edu/is/site](http://www.ce.byu.edu/is/site). If your child is interested in taking an online course please contact his or her counselor. Due to enrollment caps, requesting a course does not guarantee placement. **All requests must be**

**approved through your student's counselor prior to registration.**

### **CREDIT RECOVERY:**

Credit recovery refers to credit that a student attempts to earn after having failed on the initial attempt to earn that particular credit.

Portage Public Schools will accept the following for credit recovery following approval by the student's counselor and principal, when available:

1. Michigan Virtual High School (taken at Portage Community High School)
2. KVCC or Western Michigan University classes
3. Summer School/Evening classes conducted by Portage Public Schools

Students may take advantage of other options such as on-line classes or classes provided by other districts. However, Portage will only grant credit for these classes upon successful completion of the end-of-course assessment. Testing opportunities will be offered in the fall and in the spring at a cost per test to be determined by Portage Public Schools. Students must score 77.5% or higher in order to receive credit.

### **ALTERNATIVE CREDIT:**

Alternative credit refers to credit taken in place of a similar credit offered through Portage Public Schools.

Students may earn alternative credit for classes taken at KVCC or Western Michigan University toward the fulfillment of departmental graduation requirements. Credit will count toward the twenty-six (26) credits required for Portage Public Schools for graduation after successful completion of the end-of-course assessment. There will be no charge for the test. Students must score 77.5% or higher in order to receive credit.

### **KALAMAZOO AREA MATH AND SCIENCE CENTER:**

KAMSC offers a curriculum in accelerated mathematics, science, and computer technology to high school students. It educates the scientific and technical leaders of tomorrow in a nurturing environment focused on the technical and intellectual needs of advanced math and science students. Students attend the KAMSC program on one-half of each school day and take their math, science and technology courses. All remaining courses are taken at their own high school. Acceptance into KAMSC is based upon application, teacher recommendation, the results of the School

and College Ability Test (SCAT), and a timed impromptu writing activity.

### **EDUCATION FOR THE ARTS:**

EFA is a county-wide program whose mission is to enhance arts education for all students in Kalamazoo County, making dance, literary arts, media arts, music, theatre, and visual arts essential parts of a comprehensive education. EFA offers intensive classes in the arts and is designed to provide especially talented and motivated students the opportunity to explore their abilities in depth. Contact your guidance counselor for more information.

### **EDUCATION FOR EMPLOYMENT:**

EFE is a career and technical educational program which is part of a county-wide consortium. EFE provides students with the foundation to obtain entry-level positions in the world of work as well as skills needed to pursue advanced education. Work force entry can be obtained through co-op on-the-job training, apprenticeships and internships. Contact your guidance counselor for more information.

### **TESTING OUT**

Any high school student may “test out” of a course. The “test out” option does not include those courses students are attending, nor does it include government or physical education. Students need to exhibit mastery of the subject matter by attaining a grade of 77.5% or more on a final exam. In the absence of a final exam, the student may be required to demonstrate mastery through another assessment used in the course, which may consist of a portfolio, performance, paper, project, and/or presentation.

Credit earned is to be based on a “pass” grade and will not be included in a computation of grade point average. Credit will be counted toward fulfillment of a requirement for a subject area course. Students may not receive credit thereafter for a lower course in the course sequence in the same subject area. For further information about “testing out,” contact your counselor.

### **PASS-FAIL GRADING**

Students may request that grading in one specified class per semester be on a pass-fail basis. Students

requesting this option must apply no later than the third Friday of either semester. Students should refer questions to their counselor or teacher.

### **NON-DISCRIMINATION**

The Portage Public Schools Board of Education has affirmed that “...no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity...” and therefore, encourages students to take courses based on their interest, potentials, and abilities rather than past stereotyping cast upon them due to sex.

The Board of Education Regulation dated November 1987 further states:

It shall continue to be the Regulation of the Portage Public School District not to discriminate on the basis of religion, race, color, national origin, sex, handicap, height, weight, marital status, arrest records or other characteristics as designated by Civil Rights legislation in education programs, activities, or services and to comply with all requirements and regulations of the U.S. Department of Education, the Elliot Larsen Civil Rights Act, and Section 504 of the Rehabilitation Act of 1973.

For the purpose of providing for the prompt and equitable resolution of student or employee complaints alleging any action which would be prohibited by the Rules and Regulations of Title IX of the Education Amendments of 1972 or by the Elliot Larsen Civil Rights Act, a “complaint procedure” has been adopted (refer to Regulations #4030 and #5380).

The Superintendent of Schools has designated Mr. Tom Zahrt, Human Resources Director, as the person to coordinate the district’s efforts and to comply with and carry out its responsibilities under Title IX and the Elliot Larsen Civil Rights Act. This person also is responsible for the investigation of any complaint which alleges non-compliance with or any actions which would be prohibited.

# Graduation Requirements

Board Regulation # 5261

Students eligible to receive a high school diploma and participate in graduation-related exercises from any of the Portage high schools must, as a minimum, satisfactorily complete the requirements as outlined below:

- 26 credits required for graduation (8 electives)
- 18 core required credits: \*

<b>English Language Arts</b> .....	4 credits
<b>Mathematics Core</b> .....	3 credits
Algebra I.....	1 credit
Geometry.....	1 credit
Algebra II .....	1 credit
<b>Mathematics Related Course in the Senior Year</b> .....	1 credit
<b>Science</b> .....	3 credits
Chemistry 1 or Chemistry I Honors.....	.5 credit
Physics 1 or Physics 1 Honors .....	.5 credit
Biology or Biology Honors.....	1.0 credit
Earth Science 1 or Earth Science I Honors .....	.5 credit
Advanced Chemistry or Physics Option.....	.5 credit
<b>Social Studies</b> .....	3 credits
Modern American History or Honors Modern American History .....	1 credit
World History Elective.....	1 credit
U.S. Government/Economics.....	1 credit
<b>Physical Education</b> .....	1.5 credit
<b>Fine or Applied Arts</b> .....	1 credit
<b>Health</b> .....	.5 credit
<b>On-line and/or Technology Integration Experience</b> .....	1 credit
<i>(Embedded in other courses or in a stand alone course.)</i>	

- Full time attendance for four years.\*\*
- Students shall complete all sections of the Michigan Merit Exam or another required test by the Michigan Department of Education (MDE) during or before their junior (11<sup>th</sup> grade) year to be eligible for graduation from Portage Public Schools (PPS).\*\*\*
- Parents may request a personal modification to the core credit requirements as outlined by MDE.

Students in Special Education objective-based programs shall complete the requirements as recommended by the Individualized Educational Planning Committee and must request a personal curriculum as outlined by the MDE.

\*Waivers, substitutes, or courses recognized to fulfill specific requirements shall be reviewed, published, and distributed to students annually.

\*\*A student may, under specific circumstances, and upon the recommendation of the building principal and the approval of the Board of Education, complete minimal graduation requirements in fewer than four years. However, no graduation ceremony other than the traditional one held at the end of the regular school year shall be conducted.

\*\*\*Students who transfer to the District after the testing window will be granted special consideration.

# NCAA Approved Core Course List for 2011-2012

## English Courses

English 9/H	English 9
English 10/H	English I SL/IB/H
English 11	English II SL/IB/H
English 12	
English/Speech 10/H	

## Social Sciences Courses

American Government	Honors American Government
Economics /H	Honors US History
Comparative World Religions	Ancient World History
Psychology	AP Macroeconomics
US History	Eastern World Studies
20 <sup>th</sup> Century World History/H	AP Psychology/IB
AP US History	European History
AP US Government	

## Mathematics Courses

Adv. Algebra		
Algebra 1	Algebra 1 A/B/C	Calculus AB/IB/H
Algebra2	Algebra 2 A/B/C	Calculus BC
Calculus	Honors Precalculus	
Geometry A/B		
Precalculus		
Statistics/AP		

## Natural/Physical Science Courses

An asterik(\*) denotes a course with a lab requirement.

Biology* HL/IB	Biology I, II, III/IB
Chemistry, I, II*	Chemistry*HL/IB
Earth Science*	Honors Earth Science
Environmental Science*	Honors Physical Science*
Physical Science*	Ecology & Environment
Physics	AP Environmental Systems
Physics HL/IB	Forensic Science 1/2
Astronomy	

## Additional Courses

French I	Latin I	Spanish I
French II	Latin II	Spanish II
French III	Latin III/IB	Spanish III
French IV/IB	Latin IV/IB/SL	Spanish IV/IB
French V/IB		Spanish V/IB
German I		
German II		
German III/IB		

*\*Consult with your counselor for courses not listed.*

## Education for Employment Courses Approved for Merit Academic Credit

Arts and Communications Pathway	Site	Merit Credit
Art and Design Career Skills	Kalamazoo Central	Visual Performing Arts/Applied Arts 4th Related Math
Digital Imaging/Photography	Kalamazoo Central	Visual Performing Arts/Applied Arts
Digital Video Production ( <i>formerly</i> TV Production)	Community Access Center	Visual Performing Arts/Applied Arts
Radio Broadcasting	Community Access Center	Visual Performing Arts/Applied Arts
Business, Management, Marketing and Technology Pathway	Site	Merit Credit
Accounting-College (AP pilot)	Comstock	4th Related Math
Accounting	Portage Central, Portage Northern	Visual Performing Arts/Applied Arts 4th Related Math
Banking & Finance	Galesburg-Augusta	4th Related Math
Marketing	Portage Central, Portage Northern	Visual Performing Arts/Applied Arts 4th Related Math
Business Management and Administration	Portage Central, Portage Northern	Visual Performing Arts/Applied Arts 4th Related Math Online Requirement
Computer Technology I	Loy Norrix	4th Related Math
Computer Technology II	Loy Norrix	Visual Performing Arts/Applied Arts
Culinary Arts	Maple St Magnet School for the Arts	Visual Performing Arts/Applied Arts 4th Related Math
Dynamic Web Programming	Loy Norrix	Visual Performing Arts/Applied Arts 4th Related Math
Hotel, Restaurant, Travel, Mgmt.	Rose Street Market	4th Related Math
Network Administration	Loy Norrix	4th Related Math
Online Collaborative Learning for College & Employment	Loy Norrix	Online Requirement
Web Design/Graphics	Portage Central	Visual Performing Arts/Applied Arts
Engineering, Manufacturing, Industrial Technology Pathway	Site	Merit Credit
Automotive Collision Repair Technology	Not Currently Offered	4th Related Math
Automotive Technology	Loy Norrix	4th Related Math
Aviation Technology	Air Zoo	4th Related Math
Construction Trades	Schoolcraft	Visual Performing Arts/Applied Arts 4th Related Math
Drafting Technology	Portage Central	Visual Performing Arts/Applied Arts 4th Related Math
Electrical Construction	Kalamazoo Valley Community College	4th Related Math
Electronics & Robotics ( <i>formerly</i> Electro-Mechanical Technology)	Kalamazoo Central	Visual Performing Arts/Applied Arts 4th Related Math
Furniture & Cabinetmaking	Portage Northern	Visual Performing Arts/Applied Arts 4th Related Math
Heating, Air Conditioning & Refrigeration	Kalamazoo Valley Community College	4th Related Math
Machine Tool Technology	Vicksburg	Visual Performing Arts/Applied Arts 4th Related Math
Welding	Kalamazoo Valley Community College	Visual Performing Arts/Applied Arts 4th Related Math
Wind Energy Technology	M-TEC at KVCC	4th Related Math
Health Sciences Pathway	Site	Merit Credit
Dental Assistant	Kalamazoo Valley Community College	3rd Science
Emergency Medical Technician	Kalamazoo Valley Community College	3rd Science
Fundamentals of Health Sciences ( <i>formerly</i> Health Occupations)	Comstock Education Service Center	3rd Science
Health Sciences ( <i>formerly</i> Allied Health)	Comstock Education Service Center	3rd Science
Pharmacy Technician	Not Currently Offered	3rd Science
Human Services Pathway	Site	Merit Credit
Cosmetology/Barbering	West MI Barber & Beauty Academy Wright Beauty Academy	Visual Performing Arts/Applied Arts 3rd Science
Early Childhood Education	Loy Norrix	Visual Performing Arts/Applied Arts
Law Enforcement I	Comstock Education Service Center	Language Arts (12 Grade Leadership)
Natural Resources & Agriscience Pathway	Site	Merit Credit
Animal Science/Wildlife & Natural Resources	Vicksburg	3rd Science
Animal Technology	Vicksburg	3rd Science
Veterinary Science	Sprinkle Road Vet Clinic	3rd Science

# Education for the Arts

## 2011-2012 Class Offerings

EFA Class	Michigan Merit Credit
<b>DANCE</b>	
<b>Trimester Offerings - may take all three trimesters</b>	
Dance I: Beginning Technique & Choreography	Visual, Performing, Applied Arts & PE (per school district)
Dance I: Beginning Technique & Choreography	Visual, Performing, Applied Arts & PE (per school district)
Dance I: Beginning Technique & Choreography	Visual, Performing, Applied Arts & PE (per school district)
<b>Semester Offerings</b>	
Dance I: Beginning Technique & Choreography	Visual, Performing, Applied Arts & PE (per school district)
<b>Full Year Offerings</b>	
Dance I: Beginning Technique & Choreography	Visual, Performing, Applied Arts & PE (per school district)
Dance I: Beginning Technique & Choreography	Visual, Performing, Applied Arts & PE (per school district)
Dance II: Advanced Technique & Choreography	Visual, Performing, Applied Arts & PE (per school district)
<b>Full Year Offerings - after school or evening</b>	
Dance I: Beginning Technique & Choreography	Visual, Performing, Applied Arts & PE (per school district)
Integrated Dance/Health/PE	Visual, Performing, Applied Arts, PE & Health (per school district)
<b>MEDIA ARTS</b>	
<b>Full Year Offerings</b>	
Digital Video and Film	Visual, Performing, Applied Arts and 12th grade language arts
Digital Video and Film	Visual, Performing, Applied Arts and 12th grade language arts
Digital Video and Film	Visual, Performing, Applied Arts
Design for Digital Media	Visual, Performing, Applied Arts and 12th grade language arts
Design for Digital Media	Visual, Performing, Applied Arts and 12th grade language arts
Advanced Multimedia Arts	Visual, Performing, Applied Arts
<b>Semester Offerings – evening</b>	
Design for Digital Media	Visual, Performing, Applied Arts (30 hrs. lab time required for credit)
Introduction to Media Design On-line	Visual, Performing, Applied Arts and on-line class requirement
Digital Video and Film	Visual, Performing, Applied Arts (30 hrs. lab time required for credit)
<b>THEATRE AND MUSIC</b>	
<b>Full Year Offerings</b>	
Advanced Musical Theatre Workshop	Visual, Performing, Applied Arts
Theatre Practice and Performance	Visual, Performing, Applied Arts and 12th grade language arts
<b>Full year Offering – evening</b>	
Music for Life	Visual, Performing, Applied Arts
<b>VISUAL ARTS</b>	
<b>Full year Offering – weekends</b>	
Four Weekends at the KIA	Visual, Performing, Applied Arts
<b>Semester Offerings</b>	
Advanced 3-D Art	Visual, Performing, Applied Arts
Advanced 2-D Art	Visual, Performing, Applied Arts
<b>Semester Offerings - evening</b>	
Advanced 2-D Art	Visual, Performing, Applied Arts (30 hrs. lab time required for credit)
Advanced 3-D Art	Visual, Performing, Applied Arts (30 hrs. lab time required for credit)

<b>Freshman Checklist</b>	<b>Sophomore Checklist</b>	<b>Junior Checklist</b>	<b>Senior Checklist</b>
<ul style="list-style-type: none"> <li>❑ Use your student planner to help improve your organizational skills.</li> <li>❑ In your Freshman Focus class, complete an interest survey, explore the various career pathways, and design your high school Educational Development Plan (EDP).</li> <li>❑ Participate in career exploration activities. Discuss possible careers with school personnel, parents, friends, relatives, and local employers.</li> <li>❑ Make sure you are enrolled in required and elective courses that prepare you for meeting future plans.</li> <li>❑ Get involved in extracurricular activities (school and non-school sponsored).</li> <li>❑ You will begin developing your high school transcript. Your transcript is an official record of the classes that you enroll in, the grades that you receive, absences, citizenship and grade point average. Colleges and universities, as well as future employers, will be interested in this information.</li> <li>❑ Begin exploring post-secondary education and opportunities.</li> <li>❑ Visit the counseling office web site at <a href="http://www.portageps.org">www.portageps.org</a> to check out scholarships, summer school options, testing, and other educational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Make an appointment with your counselor to discuss progress towards graduation</li> <li>❑ Attend to your studies so that you have the highest GPA possible for your ability.</li> <li>❑ Remember the importance of being a well-rounded individual. Work toward leadership positions in the activities that you like best. Become involved in community service and/or other volunteer activities. Investigate summer training programs or volunteer activities.</li> <li>❑ Ask your counselor about the American College Testing PLAN (Pre-ACT) assessment program given in the fall. This test will help to prepare you for taking the ACT during your junior year.</li> <li>❑ Continue to explore career options in the Career Center. Review and update your EDP and course selections to reflect your career path.</li> <li>❑ Select challenging courses that will prepare you for future career options. Explore EFE and EFA course offerings, as well as other elective and enrichment classes.</li> <li>❑ Begin thinking about post-secondary education and training opportunities (community college, university, military, technical, on-the-job) needed for your career of interest.</li> <li>❑ Explore colleges of interest by on-site visits, reading individual college catalogs or visiting college web sites on the internet.</li> <li>❑ Investigate summer training programs/volunteer activities, or summer camp opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Make an audit appointment with your counselor to discuss your career goals, college plans, and review your EDP and course selections.</li> <li>❑ Check to make sure you have all of the credits necessary for graduation and you are enrolled in the correct courses for graduation.</li> <li>❑ Review your transcript, credits needed for graduation, and GPA. Continue to improve your performance in the classroom.</li> <li>❑ Explore career awareness opportunities through career center activities.</li> <li>❑ Participate in college planning workshops offered in English class.</li> <li>❑ Meet with representatives visiting our school from colleges, military, and technical training institutes.</li> <li>❑ Attend College Night hosted by Kalamazoo Valley Community College.</li> <li>❑ If you plan to attend a four-year college, sign up for and take the PSAT/NMSQT in the fall of your junior year.</li> <li>❑ Stay involved in extracurricular activities. These experiences are viewed favorably by employers and colleges.</li> <li>❑ Take the MME/SAT (includes ACT and wrap around State test and Work Keys) during the 2<sup>nd</sup> semester of your junior year. Most Michigan colleges and universities require the ACT for admission.</li> <li>❑ Begin exploring financial aid and scholarship opportunities. Do internet searches. Read the high school newspaper for information.</li> <li>❑ Visit colleges that interest you.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Maintain and improve academic grades. Colleges look unfavorably on failing grades, especially during the senior year.</li> <li>❑ Enroll in classes that are academically challenging and will prepare you for your career path.</li> <li>❑ Discuss post graduate plans and choices with parents, counselors, and teachers.</li> <li>❑ Obtain and fill out applications for two-year schools, four-year schools, and technical institutes in the fall.</li> <li>❑ Retake or take the ACT/SAT if necessary. Make sure the results are sent to the colleges that you are considering.</li> <li>❑ Check all available sources for scholarships. These would include the Kalamazoo Foundation Guide, web site searches, individual college web sites, the senior bulletin board, and daily announcements.</li> <li>❑ Complete the FAFSA (Free Application for Federal Student Aid) and attend the financial aid night offered at your school.</li> <li>❑ Write or update your résumé.</li> </ul>

# Portage Public School Michigan Diploma Educational Development Plan (EDP) Student Worksheet

Student \_\_\_\_\_ High School \_\_\_\_\_

Counselor \_\_\_\_\_ Year of Graduation \_\_\_\_\_

**Post Secondary Plans:**

\_\_\_ 4-Year College/University \_\_\_ 2-Year Community College \_\_\_ Technical School \_\_\_ Military \_\_\_ Work

Grade 9			Grade 10		
	Course Title	Cr		Course Title	Cr
English			English		
Math			Math		
Science			Science		
Social Studies			Social Studies		
PE or Elective			PE or Elective		
FF/Health or Elective			Health (1 <sup>st</sup> semester) or Elective		
World Language, Fine Arts or Elective			World Language, Fine Arts or Elective		
<b>Total</b>		<b>7</b>	<b>Total</b>		<b>7</b>

Grade 11			Grade 12		
Department	Course Title	Cr	Department	Course Title	Cr
English			English		
Math			Math Related Course		
Science			Elective		
Social Studies			Elective		
Elective			Elective		
Elective			Elective		
Elective			Elective		
<b>Total</b>		<b>7</b>	<b>Total</b>		<b>7</b>

**\*\*\*Portage Public Schools Board of Education Requires 26 Credits for Graduation\*\*\***

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• English 4.0 credits</li> <li>• Mathematics (Core) 3.0 credits</li> <li>• Math Related Course (Senior Year) 1.0 credit</li> <li>• Science 3.0 credits</li> <li>• Social Studies 3.0 credits</li> <li>• World Language* 1.0 credits</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education 1.5 credits</li> <li>• Freshman Focus/Health** 1.0/0.5 credits</li> <li>• Fine or Applied Arts 1.0 credit</li> <li>• On-line or Integrated Technology*** 1.0 credit</li> <li>• Electives 8.0 credits</li> </ul> |
|---|---|

Class Status is as follows:

0-6 Credits – Freshman status

6-12 – Sophomore status

12-19 – Junior status

More than 19 – Senior status

Diploma credits may be a combination of general, honors, IB, EFE, EFA, KAMSC and dual enrollment. Direct any questions or requests for further information to one of the high school counseling departments (Central High School, 323-5282 or Northern High School, 323-5475).

In accordance with state law, all students in Michigan are required to complete an on-line or integrated technology experience in order to graduate. This requirement may either be taken in a stand alone course or integrated into one or more of the requirement credits for graduation.

\*Strongly Recommended

\*\* Health is required (Freshman Focus/Health is strongly recommended for 9th grade)

\*\*\* This requirement may either be taken in a stand alone course or integrated into one or more of the requirement credits for graduation.

# International Baccalaureate Diploma

## Educational Development Plan (EDP) Student Worksheet

Student \_\_\_\_\_ High School \_\_\_\_\_

Counselor \_\_\_\_\_ Year of Graduation \_\_\_\_\_

Post Secondary Plans:

\_\_\_ 4-Year College/University \_\_\_ 2-Year Community College \_\_\_ Technical School \_\_\_ Military \_\_\_ Work

Grade 9			Grade 10		
	Course Title	Cr		Course Title	Cr
	Honors/Regular English 9	1.0		Honors/Regular English 10	1.0
	Math	1.0		Math	1.0
	Honors/Regular Science (Physics, Chemistry)	1.0		Honors/Regular Science (Earth Science, Biology)	1.0
	Honors/Regular Modern Am. History	1.0		Honors/Regular Government & Economics	0.5 0.5
	World Language I or II	1.0		World Language II or III	1.0
	PE or Elective	1.0		PE or Elective	0.5
	FF/Health or Elective	1.0/0.5		Health (1 <sup>st</sup> semester) or Elective	0.5
	Elective ( <i>if not enrolled in Freshman Focus/Health</i> )	0.5		Fine/Applied Arts or Elective	1.0
	<b>Total</b>	<b>7</b>		<b>Total</b>	<b>7</b>

\* Honors is recommended for students planning to take IB courses in English, Science and Social Studies

Grade 11			Grade 12		
	Course	Cr		Course Title	Cr
	IB English	1.0		IB English	1.0
	IB Math	1.0		IB Math	1.0
	IB Science	1.0		IB Science	1.0
	IB 20 <sup>th</sup> Century World History or IB Business & Management or IB Psychology	1.0		IB Elective	1.0
	IB World Language	1.0		IB World Language	1.0
	IB Elective	1.0		IB Theory of Knowledge	1.0
	Elective	1.0		IB Elective	1.0
	<b>Total</b>	<b>7</b>		<b>Total</b>	<b>7</b>

\*\*\*Portage Public Schools Board of Education requires 26 Credits for Graduation\*\*\*

See next page for course listings.

**IB Diploma requirement:**

- |  |             |                                    |                  |
|--|-------------|------------------------------------|------------------|
| • English  | 4.0 credits | • Physical Education               | 1.5 credits      |
| • Mathematics (1 credit in 12 <sup>th</sup> gr.) | 4.0 credits | • Freshman Focus/Health            | 1.0/0.5 credits* |
| • Science  | 4.0 credits | • Fine or Applied Arts             | 1.0 credit       |
| • Social Studies                                 | 4.0 credits | • On-line or Integrated Technology | 1.0 credit**     |
| • World Languages                                | 4.0 credits | • IB or other electives            | 4.0 credits      |

All IB Diploma candidates are required to complete at least three higher-level (two-year) courses and three standard-level (one-year) courses during their junior and senior years.

Available IB courses and electives are listed on page 10. For descriptions of specific IB course offerings, see appropriate pages by department. Direct any questions or requests for further information to either of the two high schools' IB Coordinators (323-5274 for CHS and 323-5474 for NHS).

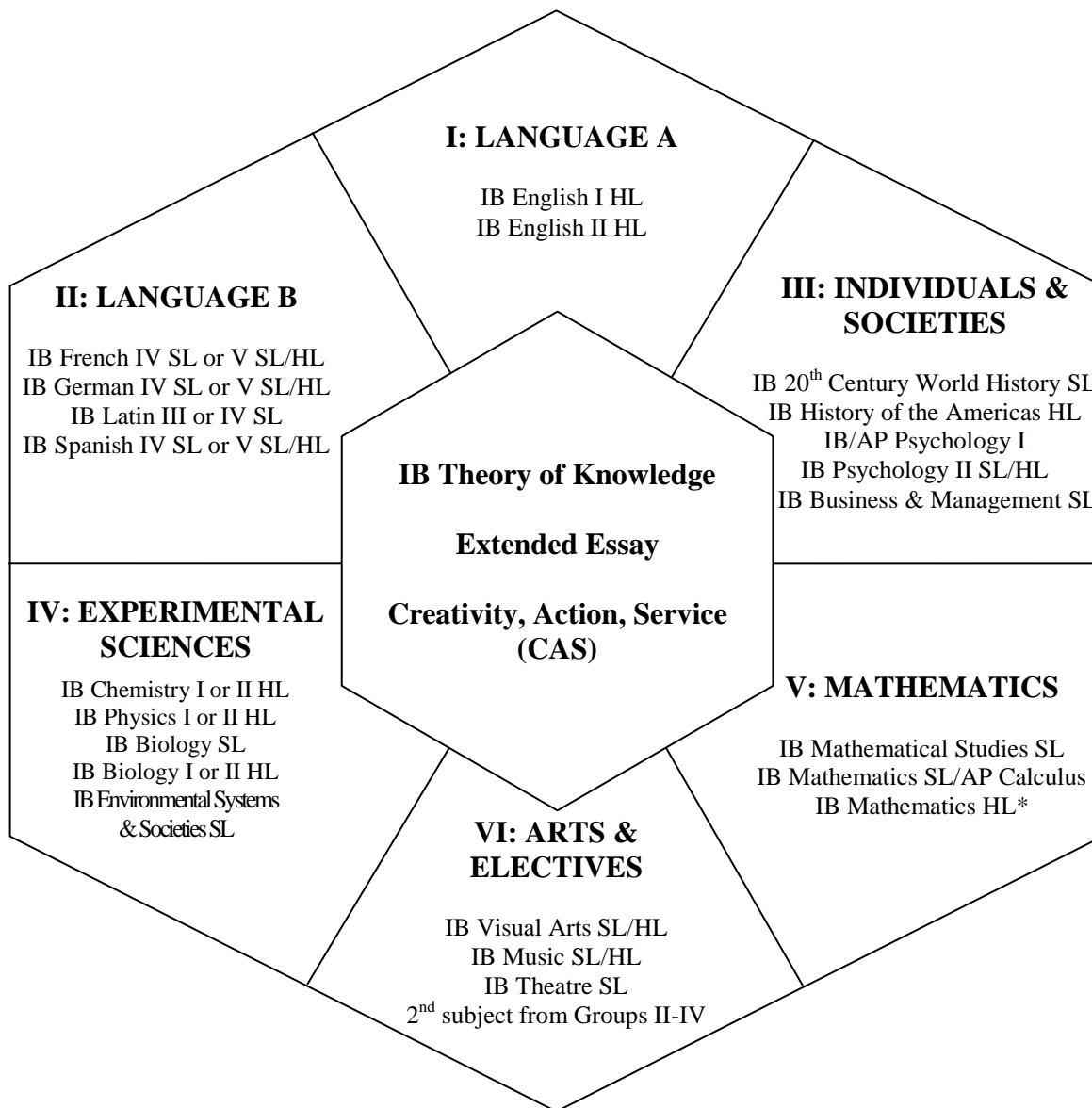
In accordance with state law, all students in Michigan are required to complete an on-line or integrated technology experience in order to graduate.

\*Health is required (Freshman Focus/Health is strongly recommended for 9<sup>th</sup> grade)

\*\*This requirement may either be taken in a stand alone course or integrated into one or more of the required credits for graduation.

# The IB Hexagon

## IB Classes at Portage Northern and Portage Central High Schools



\*This course may not be offered due to low enrollment.



# Educational Pathway: Portage Public Schools Michigan Diploma

* = Board of Education requirement ** = Strongly recommended
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GRADE 9		GRADE 10		GRADE 11		GRADE 12	
<u>COURSE</u>	<u>CR.</u>	<u>COURSE</u>	<u>CR.</u>	<u>COURSE</u>	<u>CR.</u>	<u>COURSE</u>	<u>CR.</u>
* English 9	1.0	* English 10	1.0	* English 11	1.0	* English 12	1.0
* Mathematics	1.0	* Mathematics	1.0	* Mathematics	1.0	* Math related course	1.0
* Science (Chemistry 1 or Honors Chemistry 1 AND Physics 1 or Honors Physics 1)	1.0	* Science (Biology 1 or Honors Biology1 AND Earth Science 1 or Honors Earth Science I)	1.0	* Science <b>Required:</b> Advanced Biology Option <b>Choose:</b> Advanced Chemistry Option OR Advanced Physics Option	1.0	** Science elective	1.0
* Honors Mod. Amer. Hist.	1.0	* Government	0.5	* World History	1.0	** Social Studies elective	1.0
** Freshman Focus/Health or *Health	1.0/0.5	* Economics	0.5	Elective	3.0	** Electives	3.0
** Physical Education	1.0	* Physical Education	0.5				
** World Language I or II	1.0	** World Language II or III	1.0				
Elective ( <i>if not enrolled in Freshman Focus/Health or Phys. Ed.</i> )	0.5	* Fine or Applied Arts	1.0				
		Elective	0.5				
<b>TOTAL</b>	<b>7.0</b>	<b>TOTAL</b>	<b>7.0</b>	<b>TOTAL</b>	<b>7.0</b>	<b>TOTAL</b>	<b>7.0</b>

### Grade 11 Science

Advanced Biology Option consists of Biology 1I (0.5 credit) OR IB Biology (1.0 credit)  
 Advanced Chemistry Option consists of Chemistry II (0.5 credit OR IB Chemistry (1.0 credit)  
 Advanced Physics Option consists of Physics II (0.5 credit OR IB Physics (1.0 credit)

In accordance with state law, all students in Michigan are required to complete an on-line or integrated technology experience in order to graduate. This requirement may either be taken in a stand alone course or integrated into one or more of the required credits for graduation.

Courses may be a combination of general, Honors, IB, EFE, EFA, KAMSC and dual enrollment. Direct any questions or requests for further information to one of the high school counseling departments (Central High School, 323-5282 or Northern High School, 323-5475).

Modifications to the required credits must follow the Michigan Department of Education Guidelines.

# Website Directory of Michigan Colleges & Universities

## Public Four-Year Colleges & Universities

Central Michigan University	<a href="http://www.cmich.edu">www.cmich.edu</a>
Eastern Michigan University	<a href="http://www.emich.edu">www.emich.edu</a>
Ferris State University	<a href="http://www.ferris.edu">www.ferris.edu</a>
Grand Valley State University	<a href="http://www.gvsu.edu">www.gvsu.edu</a>
Lake Superior State University	<a href="http://www.lssu.edu">www.lssu.edu</a>
Michigan State University	<a href="http://www.msu.edu">www.msu.edu</a>
Michigan Technological University	<a href="http://www.mtu.edu">www.mtu.edu</a>
Northern Michigan University	<a href="http://www.nmu.edu">www.nmu.edu</a>
Oakland University	<a href="http://www.oakland.edu">www.oakland.edu</a>
Saginaw Valley State University	<a href="http://www.svsu.edu">www.svsu.edu</a>
University of Michigan – Ann Arbor	<a href="http://www.umich.edu">www.umich.edu</a>
University of Michigan – Dearborn	<a href="http://www.umd.umich.edu">www.umd.umich.edu</a>
University of Michigan – Flint	<a href="http://www.flint.umich.edu">www.flint.umich.edu</a>
Wayne State University	<a href="http://www.wayne.edu">www.wayne.edu</a>
Western Michigan University	<a href="http://www.wmich.edu">www.wmich.edu</a>

## Public Junior & Community College

Alpena Community College	<a href="http://www.alpena.cc.mi.us">www.alpena.cc.mi.us</a>
Bay de Noc Community College	<a href="http://www.baydenoc.cc.mi.us">www.baydenoc.cc.mi.us</a>
Bay Mills Community College	<a href="http://www.bmcc.edu">www.bmcc.edu</a>
Delta College	<a href="http://www.delta.edu">www.delta.edu</a>
Glen Oaks Community College	<a href="http://www.glenoaks.cc.mi.us">www.glenoaks.cc.mi.us</a>
Gogebic Community College	<a href="http://www.gogebic.cc.mi.us">www.gogebic.cc.mi.us</a>
Grand Rapids Community College	<a href="http://www.grcc.cc.mi.us">www.grcc.cc.mi.us</a>
Henry Ford Community College	<a href="http://www.henryford.cc.mi.us">www.henryford.cc.mi.us</a>
Jackson Community College	<a href="http://www.jackson.cc.mi.us">www.jackson.cc.mi.us</a>
Kalamazoo Valley Community College	<a href="http://www.kvcc.edu">www.kvcc.edu</a>
Kellogg Community College	<a href="http://www.kellogg.cc.mi.us">www.kellogg.cc.mi.us</a>
Kirtland Community College	<a href="http://www.kirtland.edu">www.kirtland.edu</a>
Lake Michigan College	<a href="http://www.lmc.cc.mi.us">www.lmc.cc.mi.us</a>
Lansing Community College	<a href="http://www.lansing.cc.mi.us">www.lansing.cc.mi.us</a>
Macomb Community College	<a href="http://www.macomb.cc.mi.us">www.macomb.cc.mi.us</a>
Mid Michigan Community College	<a href="http://www.midmich.cc.mi.us">www.midmich.cc.mi.us</a>
Monroe County Community College	<a href="http://www.monroe.cc.mi.us">www.monroe.cc.mi.us</a>
Montcalm Community College	<a href="http://www.montcalm.cc.mi.us">www.montcalm.cc.mi.us</a>
Mott Community College	<a href="http://www.mcc.edu">www.mcc.edu</a>
Muskegon Community College	<a href="http://www.muskegon.cc.mi.us">www.muskegon.cc.mi.us</a>
North Central Michigan College	<a href="http://www.ncmich.edu">www.ncmich.edu</a>
Northwestern Michigan College	<a href="http://www.nmc.edu">www.nmc.edu</a>
Oakland Community College	<a href="http://www.occ.cc.mi.us">www.occ.cc.mi.us</a>
Saint Clair County Community College	<a href="http://www.sc4.edu">www.sc4.edu</a>
Schoolcraft College	<a href="http://www.schoolcraft.cc.mi.us">www.schoolcraft.cc.mi.us</a>
Southwestern Michigan College	<a href="http://www.smc.cc.mi.us">www.smc.cc.mi.us</a>
Washtenaw Community College	<a href="http://www.washtenaw.cc.mi.us">www.washtenaw.cc.mi.us</a>
Wayne County Community College District	<a href="http://www.wccnet.edu">www.wccnet.edu</a>
West Shore Community College	<a href="http://www.westshore.edu">www.westshore.edu</a>

## Nonpublic Two- & Four-Year Colleges & Universities

Adrian College	<a href="http://www.adrian.edu">www.adrian.edu</a>
Albion College	<a href="http://www.albion.edu">www.albion.edu</a>
Alma College	<a href="http://www.alma.edu">www.alma.edu</a>
Andrews University	<a href="http://www.andrews.edu">www.andrews.edu</a>
Aquinas College	<a href="http://www.aquinas.edu">www.aquinas.edu</a>
Ave Maria School of Law	<a href="http://www.avemarialaw.edu">www.avemarialaw.edu</a>
Baker College	<a href="http://www.baker.edu">www.baker.edu</a>
Calvin College	<a href="http://www.calvin.edu">www.calvin.edu</a>
Calvin Theological Seminary	<a href="http://www.calvinseminary.edu">www.calvinseminary.edu</a>
Cleary University	<a href="http://www.cleary.edu">www.cleary.edu</a>
College for Creative Studies	<a href="http://www.cccscad.edu">www.cccscad.edu</a>
Concordia University	<a href="http://www.cuaa.edu">www.cuaa.edu</a>
Cornerstone University	<a href="http://www.cornerstone.edu">www.cornerstone.edu</a>
Cranbrook Academy of Art	<a href="http://www.cranbrookart.edu">www.cranbrookart.edu</a>
Davenport University	<a href="http://www.davenport.edu">www.davenport.edu</a>
Detroit Baptist Theological Seminary	<a href="http://www.dbts.edu">www.dbts.edu</a>
Ecumenical Theological Seminary	<a href="http://www.etseminary.org">www.etseminary.org</a>
Finlandia University	<a href="http://www.finlandia.edu">www.finlandia.edu</a>
Grace Bible College	<a href="http://www.gbcol.edu">www.gbcol.edu</a>
Great Lakes Christian College	<a href="http://www.glcc.edu">www.glcc.edu</a>
Hillsdale College	<a href="http://www.hillsdale.edu">www.hillsdale.edu</a>
Hope College	<a href="http://www.hope.edu">www.hope.edu</a>
Kalamazoo College	<a href="http://www.kzoo.edu">www.kzoo.edu</a>
Kendall College of Art & Design	<a href="http://www.kcad.edu">www.kcad.edu</a>
Kettering University	<a href="http://www.kettering.edu">www.kettering.edu</a>
Lawrence Technological University	<a href="http://www.ltu.edu">www.ltu.edu</a>
Lewis College of Business	<a href="http://www.lewiscollege.edu">www.lewiscollege.edu</a>
Madonna University	<a href="http://www.madonna.edu">www.madonna.edu</a>
Marygrove College	<a href="http://www.marygrove.edu">www.marygrove.edu</a>
Michigan Jewish Institute	<a href="http://www.mji.edu">www.mji.edu</a>
Michigan Theological Seminary	<a href="http://www.mts.edu">www.mts.edu</a>
Northwood University	<a href="http://www.northwood.edu">www.northwood.edu</a>
Olivet Nazarene University	<a href="http://www.olivet.edu">www.olivet.edu</a>
Reformed Bible College	<a href="http://www.kuyper.edu">www.kuyper.edu</a>
Rochester College	<a href="http://www.rc.edu">www.rc.edu</a>
Sacred Heart Major Seminary	<a href="http://www.aodon-line.org/shms">www.aodon-line.org/shms</a>
Saint Mary's College	<a href="http://www.stmarysprep.com">www.stmarysprep.com</a>
Siena Heights University	<a href="http://www.sienahs.edu">www.sienahs.edu</a>
Spring Arbor University	<a href="http://www.spring.arbor.edu">www.spring.arbor.edu</a>
SS Cyril & Methodius Seminary	<a href="http://orchardlakeseminary.org">orchardlakeseminary.org</a>
Thomas M. Cooley Law School	<a href="http://www.cooley.edu">www.cooley.edu</a>
University of Detroit Mercy	<a href="http://www.udmercy.edu">www.udmercy.edu</a>
Walsh College	<a href="http://www.sscms.edu">www.sscms.edu</a>
Western Theological Seminary	<a href="http://www.westernsem.org">www.westernsem.org</a>

# Courses by Department

	<u>GRADE(S)</u>	<u>CR.</u>	<u>ENGLISH</u>		
<b><u>ART</u></b>			English 9	9	1.0
Design I	9 10 11 12	1.0	Honors English 9	9	1.0
Ceramics & Sculpture	10 11 12	0.5	English Prep 10	10	1.0
Design for Digital Media (EFA)	10 11 12	2.0	English 10	10	1.0
Also available as an evening class		0.5	Honors English 10	10	1.0
Design II	10 11 12	1.0	English Prep 11	11	1.0
Jewelry	10 11 12	0.5	English 11	11	1.0
Digital Video & Film (EFA)	10 11 12	2.0	IB English I HL	11	1.0
Also available as an evening class		0.5	English Prep 12	12	1.0
Advanced Multimedia Arts (EFA)	11 12	3.0	English 12	12	1.0
Advanced 2-D Art (EFA)	9 10 11 12	1.0	IB English II HL	12	1.0
Available evenings during 1st semester		0.5	Debate	9 10 11 12	0.5
Advanced 3-D Art (EFA)	9 10 11 12	1.0	Adv. Argumentation & Debate	10 11 12	0.5
Available evenings during 2nd semester		0.5	Dramatics 1	9 10 11 12	0.5
Art & Design Career Skills (EFE)	11 12	2.0	Dramatics 2	10 11 12	0.5
IB Visual Arts	11 12	2.0	Forensics 1	9 10 11 12	0.5
IB Art Studio	11 12	0.5	Forensics 2	10 11 12	0.5
Photography I – Digital Imaging (EFE)	11 12	2.0	Journalism 1	9 10 11 12	0.5
Photography II – Digital Imaging (EFE)	12	2.0	Journalism 2	9 10 11 12	0.5
Introduction to Media Design On-line (EFA)	10 11 12	1.0	Adv. Musical Theatre Workshop (EFA)	10 11 12	2.0
Four Weekends at the KIA (EFA)	10 11 12	0.5	Speech	9 10 11 12	0.5
			Creative Writing	11 12	0.5
<b><u>BUSINESS/COMPUTERS</u></b>			IB Theatre SL (NHS)	11 12	1.0
Introduction to Business	9 10 11 12	0.5	Theatre Tech. Internship (EFE)	11 12	2.0
Business Mgmt. & Adm. I (EFE)	9 10 11 12	1.0	Digital Video Production (EFE)	11 12	2.0
Keyboarding, Skillbuilding & Applications	9 10 11 12	0.5	TV Internship (NHS)	11 12	0.5
Computer Applications	9 10 11 12	0.5	Radio Broadcasting (EFE)	11 12	2.0
Accounting/Finance I (EFE)	9 10 11 12	1.0	Theatre Practice & Performance (EFA)	10 11 12	2.0
Business Law	10 11 12	0.5			
Business Mgmt. & Adm. II (EFE)	10 11 12	1.0	<b><u>FAMILY &amp; CONSUMER SCIENCE/HEALTH</u></b>		
Computer Programming	10 11 12	1.0	Health/Freshman Focus	9	1.0
Multimedia/Desktop Publishing	9 10 11 12	0.5	Nutrition/Foods	9 10 11 12	0.5
Web Page Design (EFE)	10 11 12	1.0	Parenting: Rewards and Responsibilities	9 10 11 12	0.5
Marketing (EFE)	9 10 11 12	1.0	Health	10 11 12	0.5
Business Mgmt. & Adm. III (EFE)	11 12	1.0	Interior Design	10 11 12	0.5
Accounting/Finance II (EFE)	10 11 12	1.0	Family Sociology	11 12	1.0
Entrepreneurship (EFE)	10 11 12	1.0	Early Childhood Education (EFE)	11 12	2.0
IB Business & Management SL	11 12	1.0	Personal Finance	9 10 11 12	1.0
Adv. Marketing (EFE) NHS	10 11 12	1.0			
Banking (EFE)	11 12	1.0	<b><u>MATHEMATICS</u></b>		
Accounting-College (EFE)	11 12	1.5	Algebra 1	9	1.0
Computer Tec./Dynamic Web Programming	11 12	2.0	Geometry	10	1.0
Hotel, Restaurant & Travel Mgmt. (EFE)	11 12	2.0	Algebra 2	11	1.0
Culinary Arts (EFE)	11 12	2.0	Pre-Calculus	11 12	1.0
Computer Network Admn. (Net+) (EFE)	11 12	2.0	Algebra 1A/1B	9	1.0
Computer Technology II (DHTI) (EFE)	12	2.0	Algebra 1C/Geometry A	10	1.0
Introduction to Media Design On-line (EFA)	10 11 12	1.0	Geometry B/Algebra 2A	11	1.0
Registered Apprenticeship (EFE)	11 12	1-3	Algebra 2B/2C	12	1.0
<b>Cooperative Education (Co-Op) (EFE)</b>	11 12	1-3	Algebra 2C/Intro to Pre-Calculus	12	1.0
			IB Mathematical Studies SL	11 12	1.0
			IB Mathematics SL/AP Calculus	11 12	1.0
			IB Mathematics HL	12	1.0
			(May not be offered due to low enrollment)		
			AP Statistics	12	1.0

**MUSIC**

Adv. Musical Theatre Wksp. (EFA)	10 11 12	2.0
Band (NHS)	9 10 11 12	1.0
Chamber Music		
Fall Semester (NHS)	9 10 11 12	0.5
Winds/Percussion/Piano (CHS)	9 10 11 12	1.0
Strings (CHS)	9 10 11 12	1.0
Freshman Band (CHS)	9	1.0
Men's Ensemble	9 10 11 12	1.0
Mixed Chorus (NHS)	9 10 11 12	1.0
Orchestra	9 10 11 12	1.0
Chamber Singers (CHS)	10 11 12	1.0
Music Theory	9 10 11 12	0.5
Song Leaders Chorale (NHS)	10 11 12	1.0
Concert Choir	10 11 12	1.0
Music for Life (EFA)	10 11 12	1.0
Symphonic/Concert Band (CHS)	10 11 12	1.0
Women's Ensemble	10 11 12	1.0
IB Music SL/HL	11 12	1.0
Dance/Color Guard	9 10 11 12	0.5

**PHYSICAL EDUCATION**

Adaptive Physical Education	9 10 11 12	0.5
Cardio Fitness	9 10 11 12	0.5
Dance I: Beg. Tch. & Chor. (EFA)	9 10 11 12	2.0
Dance II: Adv. Tch. & Chor. (EFA)	10 11 12	2.0
Fitness for Life	9 10 11 12	0.5
Physical Fitness	9 10 11 12	0.5
Team Sports	9 10 11 12	0.5
Aquatics (CHS)	9 10 11 12	0.5
Dance Fitness	9 10 11 12	0.5
Power Training (NHS)	9 10 11 12	0.5
Phys. Fit. & Adv. Football (CHS)	10 11 12	0.5
Phys. Fit. & Adv. Basketball (CHS)	10 11 12	0.5
Individual & Dual Sports	10 11 12	0.5
Personal Fitness & Adv. Volleyball	9 10 11 12	0.5
Personal Fitness & Adv. Basketball	9 10 11 12	0.5
Integrated Dance/PE/Health Class (EFA)	10 11 12	2.0

**SCIENCE**

Chemistry 1	9	0.5
Honors Chemistry 1	9	0.5
Chemistry 2 – Inorganic	10 11 12	0.5
Chemistry 3 – Organic	10 11 12	0.5
IB Chemistry I HL	11 12	1.0
IB Chemistry II HL	12	1.0
Physics 1	9	0.5
Honors Physics 1	9	0.5
Physics 2	10 11 12	0.5
Physics 3	10 11 12	0.5
IB Physics I HL	11 12	1.0
IB Physics II HL	12	1.0
Biology 1	10	0.5
Honors Biology 1	10	0.5
Biology 2	11 12	0.5
Biology 3 – Anatomy & Physiology	11 12	0.5
IB Biology SL (NHS)	11 12	1.0
IB Biology I HL	11 12	1.0
IB Biology II HL	12	1.0
Earth Science 1	10	0.5

Honors Earth Science 1	10	0.5
Astronomy	11 12	0.5
MI Geol./Meteorology	11 12	0.5
Forensic Science 1	11 12	0.5
Forensic Science 2	11 12	0.5
Ecology & Environment	11 12	1.0
IB Environ. Systems & Societies SL (CHS)	11 12	1.0
Computer Electronics (CHS)	11 12	1.0
Health Science (EFE)	11 12	2.0
Professional Health Science (EFE)	12	2.0
Animal Technology (EFE)	11 12	2.0
Fundamentals of Health Science (EFE)	11 12	2.0
Dental Assistant (EFE)	12	2.0
Emergency Medical Tech. Prog. (EFE)	12	2.0
Veterinary Science (EFE)	12	2.0

**SOCIAL STUDIES**

Modern American History	9	1.0
Honors Modern Amer. History	9	1.0
Economics	10	0.5
Honors Economics	10	0.5
AP Macroeconomics	10 11 12	0.5
Government	10	0.5
AP Government	10	0.5
Eastern World Studies	10 11 12	0.5
Comparative World Religions	10 11 12	0.5
Contemporary International Studies	11 12	0.5
Ancient World History	11 12	0.5
European History 1300-1900	11 12	0.5
IB 20th Century World History SL	11 12	1.0
Psychology	9 10 11 12	0.5
Sociology	9 10 11 12	0.5
Lab in Democracy (CHS)	9 10 11 12	1.0
Student Senate (NHS)	9 10 11 12	1.0
You and the Law	10 11 12	0.5
IB History of the Americas HL	11 12	1.0
IB/AP Psychology I	11 12	1.0
IB Psychology II SL/HL	12	1.0
Mentor Teaching & Learning (CHS)	11 12	0.5
Law Enforcement I (EFE)	11 12	2.0
Teacher Cadet (EFE)	12	2.0

**TECHNOLOGY & APPLIED SCIENCE**

Machine Woodworking	9 10 11 12	0.5/1.0
Technology Systems (CHS)	9 10 11 12	0.5
Automotive Technology (EFE)	10 11 12	2.0
Drafting (EFE)	10 11 12	2.0
Furniture & Cabinetmaking	10 11 12	2.0
Construction Trades (EFE)	11 12	2.0
Electronics and Robotics (EFE)	11 12	2.0
Heating, Air Cond. & Refrigeration (EFE)	12	2.0
Machine Tool Technology (EFE)	11 12	2.0
Welding (EFE)	12	2.0
Electrical Technology (EFE)	12	2.0
Cosmetology/Barbering (EFE)	11 12	3.0
Aviation Technology (EFE)	12	2.0
Registered Apprenticeship (EFE)	11 12	1-3
Wind Energy Technology	11 12	2.0
Cooperative Education (EFE)	11 12	1-3

**WORLD LANGUAGES**

French I	9 10 11 12	1.0
French II	9 10 11 12	1.0
French III	10 11 12	1.0
IB French IV SL	11 12	1.0
IB French V SL/HL	12	1.0
German I	9 10 11 12	1.0
German II	9 10 11 12	1.0
German III	10 11 12	1.0
IB German IV SL	11 12	1.0
IB German V SL/HL	12	1.0
Latin I	9 10 11 12	1.0
Latin II	10 11 12	1.0
IB Latin III	11 12	1.0
IB Latin IV SL	12	1.0
Spanish I	9 10 11 12	1.0
Spanish II	9 10 11 12	1.0
Spanish III	10 11 12	1.0
IB Spanish IV SL	11 12	1.0
IB Spanish V SL/HL	12	1.0

**OTHER COURSES**

IB Theory of Knowledge	12	1.0
KAMSC (morning)	9 10	1.5
KAMSC (afternoon)	11 12	1.5
Seminar	9 10 11 12	0.5
Yearbook	9 10 11 12	1.0
Alternative Plan for Students	9 10 11 12	0.5+
Registered Apprenticeship (EFE)	11 12	1-3
Cooperative Education (EFE)	11 12	1-3

# Art

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Design I	9 10 11 12	1.0
Ceramics & Sculpture	10 11 12	0.5
Design for Digital Media (EFA)	10 11 12	2.0
Also available as an evening class		0.5
Design II	10 11 12	1.0
Jewelry	10 11 12	0.5
Digital Video & Film (EFA)	10 11 12	2.0
Also available as an evening class		0.5
Advanced Multimedia Arts (EFA)	11 12	3.0
Advanced 2-D Art (EFA)	9 10 11 12	1.0
Available evenings during 1st semester		0.5
Advanced 3-D Art (EFA)	9 10 11 12	1.0
Available evenings during 2nd semester		0.5
Art & Design Career Skills (EFE)	11 12	2.0
IB Visual Arts	11 12	1.0
IB Art Studio	11 12	0.5
Photography I – Digital Imaging (EFE)	11 12	2.0
Introduction to Media Design On-line (EFA)	10 11 12	1.0
Four Weekends at the KIA (EFA)	10 11 12	0.5

## **Design I** **Full year/1.0 credit**

This course is intended for the student who wants to gain a basic appreciation of art. Students will be exposed to a variety of art experiences such as drawing, painting, ceramics, metal, and fiber projects. Students who discover a strong interest in art after taking Foundations of Art & Design, yet who do not wish to take one of the advanced courses, may repeat this class. Students are expected to show growth in the areas studied.

## **Ceramics & Sculpture** **1 semester/0.5 credit**

This course's aim is advanced production of three-dimensional projects. Emphasis will be placed on hand-built and wheel-thrown functional clay projects and both additive and subtractive sculptural methods using select media such as wax, plaster, and wire. Evaluation emphasis is on craftsmanship and good design in three-dimensional art. All projects are dependent on available materials.

## **Design II** **Full year/1.0 credit**

This course is for the student who has a serious interest in art. It is not a general survey class but offers concentrated work using two-dimensional materials and/or multimedia (such as pencil rendering, pastel drawing, painting in oil, acrylic, and watercolor). Techniques for commercial art purposes can be taught, such as layout and drawing programs on the computer. Art history is integrated into the units.

## **Jewelry** **1 semester/0.5 credit**

This course provides an opportunity to fabricate pieces that include soldering and multiple soldering, inlay, stone setting, etching, and chain making. Lost wax casting is also included. This course is an ideal opportunity for pre-dental students to explore techniques in metals and casting. **Note:** This course may be repeated for more advanced work.

## **IB Visual Arts** **2 Full years/1.0 cr. per yr.**

These courses are offered for those interested in enhancing their portfolios by encouragement of continuing a more sophisticated concentration of study. The open-ended student- and teacher-directed units will be designed to challenge each artist/student in fields such as philosophy, anatomy, psychology, music, history, and culture. Visits to galleries, museums, local libraries, and on-site experience with field trips and professional artist contacts will be meaningful in the development of a sophisticated critical attitude toward all forms of visual experience supported by extensive research. **Recommended:** A strong B average or better attained in a minimum of one year of previous study in high school art. (SL offered only at CHS)

## **Textiles (CHS)** **1 semester/0.5 credit**

In this course, fiber as an art form is stressed. Projects in weaving, coiling, basketry, soft sculpture, batik, and macramé from natural materials are offered. Advanced students are required to intensify their specialty areas and deepen their skills. (Example: Beginning weavers must learn five different weaves; advanced students learn pattern weaving with a four-harness loom) **Note:** This course may be repeated for more advanced work.

## **IB Art Studio** **1 semester/0.5 credit**

IB Art Studio is used as work time for IB portfolio development. This course requires permission from the instructor. IB Art Studio may be repeated another semester but also requires permission from instructor. Grade based on effort.

## **EFE & EFA List of Courses Taught Off PPS Campus:**

### **Design for Digital Media (EFA)**

**Full year/2.0 credits\***

In this computer-based art class, students will learn about design concepts, become familiar with terminology related to digital art, and create digital images and animation. They will learn about digital photography and composition, and they will be introduced to many techniques in Photoshop, Flash, and digital video. Projects include photo manipulation, digital painting, digital storytelling, and animation. 30 hours additional lab time required for credit. **Taught at Kalamazoo Institute of the Arts or the Epic Center. \*Class also offered as a first semester, weekly Monday evening☆ class, 0.5 credit.**

### **Digital Video & Film (EFA) Full year/2.0 credits\***

This introductory course is for students who have never touched a camera, as well as those who have made videos on their own. Through a combination of film viewing, film and digital video production, and critiquing of works-in-progress/finished works, students will learn what makes the moving image work and how they can make it work for them. At the end of the year students will have a personal portfolio of a variety of video projects, as well as the skills to handle a camera efficiently, see and use light effectively, and use professional video editing programs to communicate their visions successfully. 30 hours additional lab time required for credit. **Taught at the Epic Center or in technology lab at Vicksburg High School. \*Class also offered as a second semester, weekly Monday evening☆ class, 0.5 credit.**

### **Advanced Multimedia Arts (EFA) Full year/3.0 cr.**

This advanced course consists of continued study of new art forms made possible through the use of professional computer technologies such as Final Cut Pro, Sibelius, and the Adobe Suite; Photoshop, Illustrator, After Effects, Flash, and Soundbooth. Integrating video, music, sound, film, still images, and interactive media, students work individually or in small groups to create art for the internet, experimental film, digital video and photography, new media installations and performances, narrative storytelling, documentary video, and whatever else springs from their imaginations. Prerequisite: Media

Arts, Design for Digital Media, or Music for Life passed with a minimum B average and consent of instructor. **Taught at the Epic Center.**

### **Advanced 2-D Art (EFA) Daily Spring Sem./1.0 cr.**

**Evenings Fall semester/0.5 credit\***

This course provides in-depth exploration of advanced 2-D techniques including drawing and design, photography with darkroom processing and painting. A wide range of media will be introduced through detailed demonstrations. Students will work with a number of professional artists in studio facilities at the Kalamazoo Institute of Arts. Portfolio preparation and public exhibition opportunities are available. 30 hours additional lab time required for credit. \*Class meets Wednesday evenings☆ for 12 weeks, September through November. **Taught at the Kalamazoo Institute of Arts.**

### **Advanced 3-D Art (EFA) Daily Fall Sem./1.0 cr.**

**Evenings Spring semester/0.5 cr.\***

This course provides in-depth exploration of advanced 3-D techniques including sculpting, wheel throwing, modeling, casting and jewelry making. A wide range of media will be introduced through detailed demonstrations. Students will work with a number of professional artists in studio facilities at the Kalamazoo Institute of Arts. Portfolio preparation and public exhibition opportunities are available. 30 hours additional lab time required for credit. \*Class meets Wednesday evenings☆ for 12 weeks, January through March. **Taught at the Kalamazoo Institute of Arts.**

☆Students enrolled in the evening class for credit must be co-enrolled in a Fine Arts class.

### **Art & Design Career Skills (EFE) (W)**

**Full year/2.0 credits**

Students develop visual literacy skills and techniques, as well as explore the many different career possibilities in the field of art. Some of the visual literacy training includes lessons in composition, the meaning of colors theory, the meaning of shapes theory, drawing skills, design skills, and understanding design theory. The course explores many different media, including traditional and digital. Speakers and recruiters from leading national art colleges will explain the many different careers and their training paths. Students develop skills in computer design, illustration, fashion design and graphic techniques, animation, interior design and the graphic arts. The development of a

professional art portfolio is a major focus of the class. This program seeks to prepare students for an art career. Students may take this course for two years.

*\*Potential for articulated credits with Ferris State University, Kalamazoo Valley Community College and*

*Lake Michigan College*

*\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit*

*\*Taught at Kalamazoo Central High School*

### **Photography I – Digital Imaging (EFE)**

This course provides students with entry-level skills in basic black and white 35 mm photography and digital imaging. This course also covers traditional darkroom techniques along with introductory professional training in computer imaging. Adobe Photoshop and other appropriate applications are an integral part of the digital imaging sections of the curriculum. Students may also learn alternative process techniques, photojournalism, studio photography, photographing people and landscapes and night photography. Other course topics include photo restoration, the photograph as art and photographs in advertising. In addition, students will learn how to mount, mat, and display their various photographic assignments. Students may take this course for two years.

*\*Potential for articulated credits with Kalamazoo Valley Community College and Lake Michigan College*

*\*Visual and Performing Arts Credit*

*\*Taught at Kalamazoo Central High School*

**Full year/2.0 credits**

### **Introduction to Media Design On-line (EFA)**

**1 semester/1.0 credit**

In this on-line-only class, students will learn about digital photography, stop-motion animation, and digital storytelling. They will learn many techniques in Photoshop, including color adjustment, brushes, selections and movement, layers, and more, and we will explore important digital media topics like Web 2.0 and copyright. Projects created in this class will include photography, Photoshop compositions, and short video pieces.

### **Four Weekends at the KIA (EFA)**

**Full Year/0.5 credit**

This class steps outside of the traditional Monday through Friday school schedule and offers a class which will meet four weekends during the school year. The studios and galleries of the Kalamazoo Institute of Arts and the professional artists' studios of the Park Trades Building will lend themselves to in-depth explorations of a variety of media. Credit will be earned by choosing to create work in four of the following six media: 1) Bronze Casting, 2) Glass Blowing, 3) Photography with Darkroom Processing, 4) Oil Painting, 5) Encaustic Painting/Mixed Media, 6) Jewelry Making. **Class meets three times each semester, students select minimum of four weekends. Dates and times TBA.**

#### **KEY:**

<b>EFA</b>	Education for the Arts	HL	Higher Level
<b>EFE</b>	Education for Employment	SL	Standard Level
<b>CHS</b>	At Central High School	IB	International Baccalaureate
<b>NHS</b>	At Northern High School	W	Weighted GPA Course

# Business/Computers

COURSE	GRADE(S)	CREDIT
Introduction to Business	9 10 11 12	0.5
Business Mgmt. & Adm. I (EFE)	9 10 11 12	1.0
Keyboarding, Skillbuilding & Applications	9 10 11 12	0.5
Computer Applications	9 10 11 12	0.5
Accounting/Finance I (EFE)	10 11 12	1.0
Business Law	10 11 12	0.5
Business Mgmt. & Adm. II (EFE)	10 11 12	1.0
Computer Programming	10 11 12	1.0
Multimedia/Desktop Publishing	9 10 11 12	0.5
Web Page Design	10 11 12	1.0
Marketing (EFE)	10 11 12	1.0
Business Mgmt. & Adm. III (EFE)	11 12	1.0
Accounting/Finance II (EFE)	11 12	1.0
Entrepreneurship (EFE)	10 11 12	1.0
IB Business & Management SL	11 12	1.0
Adv. Marketing (EFE) NHS	11 12	1.0
<b>Courses Taught Off PPS Campus</b>		
Accounting-College (EFE)	11 12	1.5
Banking & Finance (EFE)	11 12	1.0
Hotel, Restaurant & Travel Mgmt. I (EFE)	11 12	2.0
Culinary Arts (EFE)	11 12	2.0
Computer Network Admin. (Net+) (EFE)	11 12	2.0
Computer Technology (A+)		
Dynamic Web Programming	11 12	2.0
Introduction of Media Design On-line (EFA)	10 11 12	1.0
Registered Apprenticeship (EFE)	11 12	1-3
Cooperative Education (Co-Op) (EFE)	11 12	1-3

## Introduction to Business 1 semester/0.5 credit

This course enables the student to develop an understanding of our American business system and its role in our economic society by studying such things as banking services, business and the economy, business organizations, careers and your place as a consumer in today's society.

## Business Law 1 semester/0.5 credit

This course attempts to introduce the learners to our legal system as it relates to the business world. The following will be studied: torts, contracts and agreements, warranties, product liability, credit, landlord and tenant agreements, wills, rights and remedies. Students will be required to apply their learning by briefing real life cases to solve legal problems.

## Keyboarding, Skillbuilding & Appl. 1 sem./0.5 cr.

This course provides students with the opportunity to learn touch control of the computer and/or typewriter alpha/numeric keyboards. Touch-typing skill focuses on accuracy, rhythm, and letter-recognition based speed. The skill building phase of the course

concentrates on improving speed and accuracy, and the application phase emphasizes introduction to basic word processing formats such as letters, reports, tables, centering, etc. KSA is a foundation for future education and for personal and professional use.

## Computer Applications 1 semester/0.5 credit

This course is designed to give students the ability to apply classroom technology in a useful, practical way. Students will be exposed to Word, Excel, PowerPoint, and Publisher. Classroom instruction will include documents used in daily situations such as letters, resumes, reports, presentations, flyers and spreadsheets. This course prepares students to format and design work that is used in the home, school, and office environments. **Recommended:** Keyboarding, Skillbuilding & Applications. **Visual and Performing Arts Credit.**

## Computer Programming Full year/1.0 credit

This course is designed to teach the student basic programming concepts using Microsoft Visual Basic language and then applying that knowledge to actual, hands-on projects of their own design. **Recommended:** Keyboarding, Skillbuilding & Applications; Algebra. **Visual and Performing Arts Credit.**

## Multimedia/Desktop Publishing 1 semester/0.5 cr.

This course is designed to allow students to master programs that will help them communicate in the modern business world. The students will then apply their mastery of these programs by completing projects using digital cameras, digital movie cameras, and web pages. **Recommended:** Keyboarding, Skillbuilding & Applications.

## Visual and Performing Arts Credit.

## Web Page Design (W) Full year/1.0 credit

### 1 Semester/.5 credit

This course introduces students to the basics of creating Internet content. Students will gain experience with HTML, web design software tools, and graphic design through the creation of web pages and elements. Students participating in this course will learn about ethics, etiquette, and copyright issues involved in posting materials in a global media. Full year students will learn about ethics, etiquette and copyright issues involved in posting materials in a global media. **Recommended:** Computer Applications or Multimedia/Desktop Publishing. **Visual and Performing Arts Credit.**

**Accounting/Finance I (EFE) (W)****Full year/1.0 credit**

This course provides students with entry-level skills basic to accounting departments in small businesses. Skills in starting accounting systems, recording business transactions for sole proprietorships and partnerships, practicing petty cash and payroll procedures are introduced using both manual and computerized methods. **Potential for articulated credit with KVCC, Baker College, Davenport University, Ferris State University, Lake Michigan College and Grand Rapids Community College. Visual and Performing Arts Credit and 4<sup>th</sup> Related Math Credit.**

**Accounting/Finance II (EFE) (W) Full year/1.0 cr.**

This course provides students with advanced technical and procedural accounting skills. Students are given the opportunity to become proficient in automated systems and advanced application, which require greater analysis and decision-making. Specific competencies include departmentalized accounting procedures, completing a payroll, budgeting and computerized accounting.

**Business, Management & Administration I****(EFE) (W)****Full year/1.0 credit**

This year-long course provides students with a solid foundation of business skills, knowledge, and understanding that are necessary for success in a global society. Students will become proficient in utilizing Microsoft Office to complete projects dealing with communications, mathematics, workplace know-how skills, problem solving, decision-making and critical thinking. Students will be able to solve business problems that occur in the working environment. Students will create portfolios that can be used for job interviews. **Potential for articulated credit with KVCC, Baker College, Davenport University, Ferris State University, Lake Michigan College and Grand Rapids Community College. Visual and Performing Arts Credit and 4<sup>th</sup> Related Math Credit.**

**Business, Management & Administration II****(EFE) (W)****Full year/1.0 credit**

This course is for the students that have completed Business, Management & Administration I. Students will continue to use computers to complete assignments in the year-long course. In the first

semester, computers are integrated into the classroom work environment where students are exposed to a variety of business functions: human resource management, corporate communication, research and development, marketing sales and customer support, finance, legal services, and information technology. During the second semester, students will work together in work groups, departments and specialized teams. Students will utilize advanced Microsoft Office applications. Students will update portfolios, participate in job shadowing, and field trips.

**Business, Management & Administration III****(EFE) (W)****Full year/1.0 credit**

This year-long course has been designed for students who have completed either Business, Management & Administration I or II classes. Students will have a learning experience designed to give them a unique and challenging opportunity to work in a “real” world situation while enrolled in BMA. This class is project-oriented. Students will utilize workplace know-how skills, technology skills, and employability skills. Decision-making and, problem solving skills are also emphasized. The course will also look at the role of individuals and groups within organizations.

**Marketing (EFE) (W)****Full year/1.0 credit**

This course is recommended for those students interested in the promotional side of the business world. It is a yearlong course which will expose students to those techniques businesses use to persuade consumers to buy products or use services. The class is project-oriented. Units covered include advertising, display, sales, global marketing, design, job interviewing and application. This class is especially useful for those who plan to take Marketing Co-op their junior or senior year or pursue a career in business. **Potential for articulated credit with KVCC, Baker College and Davenport University. Visual and Performing Arts Credit and 4<sup>th</sup> Related Math Credit.**

**Entrepreneurship (EFE) (W) Full year/1.0 credit**

This course is designed to prepare those students with career goals in business, either in management or as a business owner. Also, it offers instruction for those students in the Marketing Co-op program. During this year long course, students will be exposed to the various types of business ownership, activities that all businesses must involve themselves in, along with

the various types of management and leadership styles, the stock market, banking and investing. Students will also complete projects in Entrepreneurship preparing them for opening up their own business. **Potential for articulated credit with KVCC, Baker College and Davenport University. Visual and Performing Arts Credit and 4<sup>th</sup> Related Math Credit.**

**Accounting-College (EFE) Full year/1.5 credit**  
This college-level course is for the student who has a strong interest in the financial and managerial aspects of business and is committed to independently reading a college-level textbook and completing rigorous homework assignments. College Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decisions makers. This year-long course covers all the learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis.

*\*College credits are being pursued*

*\*4<sup>th</sup> Related Math Credit*

*\*Taught at Comstock High School*

**Adv. Marketing (EFE) (W) Full year/1.0 credit**  
This course provides students with the opportunity to operate the school store during lunch periods. Students will also study the same curriculum offered in the Entrepreneurship class. **Taught at Portage Northern High School.**

**IB Business & Management SL (W) Full year/1.0 credit**

This course explores how and why individuals form organizations, their types, problems, and life cycles. Although the courses center around business organization, the principles can be extended to other forms of organizations. The principles and skills involved are focused on the decision-making process. The interdependency of organizations and its effect

on problem solving is also studied. The courses will also look at the role of individuals and groups within organizations. Four areas of emphasis are international organization, marketing, human resources, and accounting.

### **EFE List of Courses Taught Off PPS Campus:**

**Banking & Finance (EFE) Full year/1.0 credit**  
This course provides students with a background in customer service, personal finance, budgeting, investment planning, and business financial management. Students gain exposure to the various career options in the field. They learn how the financial decisions that they make today affect their future. The students will develop a career portfolio as a part of the program. The banking course partners with Access First Federal Credit Union, which operates a branch location on site and provides internship opportunities in the banking industry for students in the program.

*\*Potential for articulated credits with Davenport University*

*\*4<sup>th</sup> Related Math Credit*

*\*Taught at Galesburg-Augusta High School*

**Computer Technology (A+) (EFE) Full year/2.0 credits**

This hands-on course concentrates on the requirements of Comp TIA A+ industry-recognized certification. Study includes computer hardware standards and components, software standards, installation, configurations and computer troubleshooting with emphasis on PC hardware, software, and operating systems.

*\*Potential for articulated credits with Baker College, Davenport University, Grand Rapids Community College, Kalamazoo Valley Community College and Lake Michigan College*

*\*4<sup>th</sup> Related Math Credit*

*\*Taught at Loy Norrix IT Academy*

**Computer Network Admn. (Net+) (EFE) Full year/2.0 credits**

This course concentrates primarily on the requirements of the Comp TIA Network+ certification. Study includes network topologies, the Open System Interconnection (OSI) model, network protocol standards, wiring standards, network operating systems, workstation configuration, and advanced topics. This program is a partnership with Secant Technologies.

*\*Location TBD (to be determined)*

## **Computer Technology (A+)/Dynamic Web**

### **Programming Full year/2.0 credits**

This hands-on course concentrates on the requirements of Comp TIA A+ industry-recognized certification. Study includes computer hardware standards and components, software standards, installation, configurations and computer troubleshooting with emphasis on PC hardware, software, and operating systems. The remainder of the class will be spent on creating simple computer games to demonstrate advanced business-to-business programming possibilities with PHP. This part of the course prepares students for the challenging careers in dynamic web page design or game programming. The second-year advanced level of the course concentrates on the advanced requirements of the Comp TIA A+ (such as Networking and Digital Home Technology Integration). Students will focus on networking and digital home integration of audio, video, computer technology, and other home technology equipment and Dynamic Web Programming skills. This course concentrates on programmable web interfaces to data stored in a MySQL database using WAMP and/or LAMP interface. Students gain skills in many CompTIA Linux+ and Network+ objectives. Students may take this course for two years.

*\*Potential for articulated credits with Baker College, Davenport University, Grand Rapids Community College, Kalamazoo Valley Community College and Lake Michigan College*

*\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit*

*\*Taught at Loy Norrix IT Academy*

## **Hotel, Restaurant & Travel Mgmt. (EFE)**

### **Full year/2.0 credits**

This course provides students with a basic understanding of the hospitality industry and related careers. In addition to course work, students will participate in job shadowing experiences. Hotel, Restaurant and Travel Management (HRTM) is one of America's fastest-growing industries. Areas of study in this program include lodging and restaurant operations and management, travel and tourism planning and food and beverage management.

*\*Potential for articulated credits with Grand Rapids Community College and Lake Michigan College*

*\*4<sup>th</sup> Related Math Credit*

*\*Taught at Rose Street Market*

## **Culinary Arts (EFE) Full year/2.0 credits**

Students taking this course will learn the fundamentals of cooking and baking as well as food safety, food prep and service, sanitation and safety, maintenance of tools and equipment and nutritional guidelines. Students also develop the cooking and baking skills necessary to be successful in the culinary industry. The course will emphasize creative, hands-on food preparation in a fully equipped kitchen, as well as professionalism and work habits required in this industry. Students will have the opportunity to receive work-based training such as job shadowing, field trips and other capstone experiences at area restaurants. The curriculum includes the National Food Industry standards for the ServSafe Certification, an industry credential that verifies that an applicant entering the workforce has the necessary skills for employment.

*\*Potential for articulated credits with Baker College, Ferris State University and Lake Michigan College*

*\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit*

*\*Taught at Maple Street Magnet School for the Arts*

## **Introduction to Media Design On-line (EFA)**

### **1 semester/1.0 credit**

In this on-line class, students will learn about digital photography, digital video, and animation, including photographic composition, exposure, file sizes and formats, motion, and other related concepts. They will learn techniques in Photoshop such as color adjustment, brushes and other tools, selection and movement, layers, and more, as well as how to use iMovie. We will also discuss using these concepts and techniques in an on-line environment and some of the issues to be aware of when sharing images and videos on the web. Projects created in the class will include several Photoshop compositions, several short video pieces, a stop-motion animation using digital photos or drawn Photoshop frames, and a final project, on a topic of their choice, which utilizes most or all of the skills learned in the class. This course offers students the opportunity to fulfill their Visual, Performing, Applies Arts credit and their on-line course requirement. Students have the opportunity to work at the time of their choosing. Access to computer labs will be made available to students during the semester in conjunction with KVCC, Epic Center, KIA and high school.

**Registered Apprenticeship (EFE) Full yr./1-3 cr.**

Employers sponsor students through the Federal Bureau of Apprenticeship Training for a skilled traded. During the apprenticeship period (two to four years, depending upon the occupation), the student combines on-the-job training at the company with related classroom instruction at school. Upon high school graduation, courses are continued at a post-secondary institution. While in this apprenticeship, the student will:

- Be employed in a coordinator-approved work setting;
- Work 10-15 hours per week in class-related, legal employment;
- Receive release time from school, school credit, on-the-job training, and pay, while earning a journey person’s card; and
- Will be evaluated every making period by his/her employer.

**Cooperative Education (EFE) Full year/1-3 credits**

Cooperative Education is an opportunity for students to “earn while they learn.” Co - op is a method of instruction, through written cooperative arrangements between school and employers, providing students with an opportunity to extend their Career/Technical Education preparation beyond the classroom.

Students who have completed at least 50% of an Education for Employment class can gain valuable work experience, while earning both money and high school credit. It’s a great opportunity to increase awareness of the broad spectrum of occupations in an area of interest, and practice teamwork in the real working world while developing positive work attitudes and habits.

Participating students shall:

- Be employed in a coordinator-approved work setting;
- Work 10-15 hours per week in class-related, legal employment;
- Receive release time from school, school credit, on-the-job training, and pay; and
- Will be evaluated every marking period by his/her employer.
- **Prerequisite:** EFE/CTE related class. Successful completion of 50% and continued

concurrent enrollment or EFE/CTE completer status.

**NOTE:** Students are not to be officially enrolled in co - op until the Co - op Coordinator has approved their application and job site. Additionally, employment is subject to forces outside of the control of the school district, therefore employment cannot be guaranteed. For these reasons, it is recommended that students maintain a full schedule of classes until all conditions are met.

**KEY:**

<b>EFA</b>	Education for the Arts	HL	Higher Level
<b>EFE</b>	Education for Employment	SL	Standard Level
<b>CHS</b>	At Central High School	IB	International Baccalaureate
<b>NHS</b>	At Northern High School	W	Weighted GPA Course

# English

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
English 9	9	1.0
Honors English 9	9	1.0
English Prep 10	10	1.0
English 10	10	1.0
Honors English 10	10	1.0
English Prep 11	11	1.0
English 11	11	1.0
IB English I HL	11	1.0
English Prep 12	12	1.0
English 12	12	1.0
IB English II HL	12	1.0
<u>ELECTIVES</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Debate	9 10 11 12	0.5
Advanced Argumentation & Debate	10 11 12	0.5
Dramatics 1	9 10 11 12	0.5
Dramatics 2	10 11 12	0.5
Forensics 1	9 10 11 12	0.5
Forensics 2	10 11 12	0.5
Journalism 1	9 10 11 12	0.5
Journalism 2	9 10 11 12	0.5
Adv. Music Theatre Workshop (EFA) (CHS)	10 11 12	2.0
Speech	9 10 11 12	0.5
Creative Writing	11 12	0.5
IB Theatre SL (NHS)	11 12	1.0
Theatre Tech. Internship (EFE)	11 12	2.0
Digital Video Production (EFE)	11 12	2.0
TV Internship (NHS)	11 12	0.5
Radio Broadcasting (EFE)	11 12	2.0
Theatre Practice & Performance (EFA)	10 11 12	2.0

## **English 9** **Full year/1.0 credit**

This course integrates the study of literature, composition, grammar, vocabulary, and speech to address the theme “characters in conflict.” Students can expect to read literary works of varying lengths including novels, short stories, nonfiction, essays, and poetry. Literary terms and literary analysis will both be a vital part of the study of literature. Students can expect frequent reading assignments. Grammar and vocabulary study will help prepare students for the SAT and/or ACT. Students will write a variety of expository and persuasive papers. This course is designed to prepare students for meeting an assortment of future challenges.

## **Honors English 9 (W)** **Full year/1.0 credit**

This course incorporates the same study areas as English 9; however, it is far more rigorous. It will move at a faster pace. Students should expect to do homework every night. Honors English 9 is not a class for the non-reader or the reluctant reader. Many of the literary works are more complex and require a

deeper analysis than those in English 9. In addition, students will be required to complete summer reading before the school year begins. Failure to complete these works before the start of school will put a student at a distinct disadvantage. Self-motivated learners will do well in this challenging environment which is intended to prepare students for Honors English 10 and the International Baccalaureate program. This course is recommended for IB English.

## **English Prep 10** **Full year/1.0 credit**

This one-year course meets the same requirements as English 10. The program integrates Reading Renaissance and Accelerated Reader activities with writing, speaking, and listening, providing experiences necessary for meeting the standards of the MME/ACT. Compositions will give continued practice using the writing process. The speech portion will offer students practical instruction in the fundamentals of oral communication and active listening. This course also incorporates activities to develop students’ skills in writing, speaking, listening, and group work to prepare them for college and the workplace.

## **English 10** **Full year/1.0 credit**

This one-year course integrates the study of speech and English. Speech assignments will familiarize students with the process of communication, various types of public speeches, and appropriate delivery techniques. Literary selections will provide students with the background to recognize literary allusions from stories, fables, myths, and legends from a variety of cultural sources. These will provide context for references students will encounter both in future literature study as well as in the real world. In addition, this course will continue practice in the writing process as students work to improve their composition skills in preparation for assessments they will encounter in upper level classes and on the MME.

## **Honors English 10 (W)** **Full year/1.0 credit**

This one-year integrated, rigorous elective course extends the core of English 10. It is especially designed to give students the skills needed to succeed in IB English courses in the 11<sup>th</sup> and 12<sup>th</sup> grades. This is a class for students who love to read. Students can expect to do far more reading and writing than in English 10. Students will study topics in greater

depth. Consequently, assignments are more complex. Expectations for quality student products and performances are also higher. Self-motivated learners who always do their homework will do well in this challenging environment. As preparation for Honors English, students will be required to complete summer reading prior to the start of school. This course is recommended for IB English.

**English Prep 11** **Full year/1.0 credit**

This one-year course meets the same requirements as English 11. The program integrates Star Reading and Accelerated Reader activities with writing, speaking, listening, and problem solving, providing experiences necessary for meeting the standards of the MME/ACT. The literary selections incorporate a view of literature with an emphasis on American literature, both past and present. Good writing and organizational skills will be addressed in all portions of the course. The program also incorporates activities to develop students' skills in writing, speaking, listening, and group work to prepare them for college and the workplace.

**English 11** **Full year/1.0 credit**

This college preparatory course integrates reading, writing, speaking, listening, and problem solving. It incorporates a global view of literature with an emphasis on American literature, both past and present, and its relationship with literature from around the world. Students can expect to write several analytical compositions addressing literacy techniques. In addition, students will write reflective pieces, culminating in a personal analysis that could be used as a college admissions essay. This course will provide students with opportunities to develop language arts skills needed for college and the workplace.

**IB English I HL (W)** **Full year/1.0 credit**

This advanced, highly rigorous, elective course is for motivated students who are prepared for a challenging English language arts curriculum. This course, when followed by IB English II HL, leads to the IB English test. Students are required to read at least seven major works of literature by different authors. Course work will focus on narrative techniques and literary elements. Writing assignments will include literary comparisons and analyses of the works studied. Two world literature papers between 1250 and 1500 words will be

assessed by the IBO. Additionally, this course includes a variety of oral activities and a major formal oral assessment. **Successful completion of Honors English 9 and 10 is strongly recommended.**

**English Prep 12** **Full year/1.0 credit**

This one-year course meets the same requirements as English 12. The program integrates Reading Renaissance and Accelerated Reader activities with writing, speaking, listening, problem solving, and formal analytical research using MLA documentation. It incorporates a global view of literature with an emphasis on British literature, both past and present, and its interrelationship with literature from around the world. Writing emphasizing the integration of personal and research evidence will be used. This course also incorporates activities to develop students' skills in writing, speaking, listening and group work to prepare them for college and the workplace.

**English 12** **Full year/1.0 credit**

This college-preparatory course integrates reading, writing, speaking, listening, problem solving, and formal analytical research using MLA documentation. It incorporates a global view of literature with an emphasis on British literature, both past and present, and its interrelationship with literature from around the world. Writing assignments will emphasize the integration of personal and research evidence. This course will provide students with opportunities to develop language arts skills needed for college and the workplace.

**IB English II HL (W)** **Full year/1.0 credit**

This is an advanced, fast-paced, highly rigorous elective course for motivated students who have successfully completed IB English I HL. Students are required to read at least eight major works. Course work will include in-depth study of poetry and Shakespearean text and the analysis of authors' style and voice. Literary explication and commentary of prose and poetry, both studied in class as well as read outside of class, form the basis of writing assignments. Additionally, these activities lead to an individual oral commentary that is assessed by the classroom teacher and monitored by the IBO. Completion of this course prepares students to take the IB English test offered in the spring.

## **ELECTIVES**

### **Debate 1 semester/0.5 credit**

This course is designed for students who like a challenge and are looking for a course that will lead to the development of research and argumentation skills. In class, students will research and debate a nationally selected topic. Great stress will be placed upon developing critical thinking skills. Discussion questions will be studied and competitive opportunities are available.

### **Advanced Argumentation & Debate 1 sem./0.5 cr.**

This course is for students who wish to continue Debate.

### **Dramatics 1 1 semester/0.5 credit**

This course provides students with instruction in the academic, technical, and performance aspects of drama. Components of the course include the history of drama, dramatic genres, acting and improvisation, stage movement, and theatrical production. Students will experience drama both as literature and as one of the fine arts.

### **Dramatics 2 1 semester/0.5 credit**

This course is for students who wish to continue Dramatics.

### **Forensics 1 1 semester/0.5 credit**

This course offers participation in individual speech events as well as preparation, practice, and competition in forensics events and tournaments. Students will experience public speaking events: extempore, impromptu, sales, oratory, informative speaking, and broadcasting. Students will also experience interpretive events: drama, prose, duo, multiple, and storytelling.

### **Forensics 2 1 semester/0.5 credit**

This course is for students who wish to continue Forensics.

### **Journalism 1 1 semester/0.5 credit**

This course is for students who see themselves eventually becoming part of the advanced journalism course (Journalism 2), which is responsible for producing the high school newspaper. Students who complete this course are not automatically eligible to take Journalism 2. Journalism 1 introduces students to the role newspapers play in a free society and First

Amendment issues. Units covering interviewing, lead writing, straight news writing, feature writing, and sports writing are introduced. Proofreading and copy-editing skills are emphasized. Some articles produced by Journalism 1 students may be published in the school newspaper. Students learn the fundamentals of newspaper layout and design.

### **Journalism 2 1 semester/0.5 credit**

This course is centered on the production of the school newspaper, including its writing, editing, layouts and publication. Students may be placed in various positions depending on their strengths—writing, editing, photography, etc. (At PN only—Students are required to go into the community to sell advertising in addition to their responsibilities within the class.) Some students will be given editorial responsibilities. The journalism teacher approves the admission of students who have not taken Journalism 1. **Note:** This course may be repeated. **Recommended:** Journalism 1.

### **Adv. Music Theatre Workshop (EFA)**

#### **Full year/2.0 credits**

This course is a workshop in which students will experience an in-depth study of musical theatre in order to enhance their appreciation of the genre and to improve their practical performance skills in acting, and vocal and dance performance. Mentored by theatre, vocal, and dance educators, and guest artists, students in a workshop format will have the opportunity to explore, perform and critique various aspects of musical theatre from the past to the present. **Taught at Portage Central High School.**

### **Creative Writing 1 semester/0.5 credit**

This course is for those who wish to express themselves creatively and imaginatively in poetry, fiction and creative nonfiction. The student should be reading at the 11<sup>th</sup> or 12<sup>th</sup> grade level, should be producing quality writing and have the ability to analyze the written word. Continued reading, as well as the keeping of journals, will be done as sources of ideas for expression. Rather than teaching students how to write, the emphasis will be on teaching students how to teach themselves to write. This course is not focused on college-preparatory academic writing, but it will help students improve skills in writing and revision.

**IB Theatre SL (NHS) (W) Full year/1.0 credit**

This course aims systematically to teach the art and nature of the theatre. Both through classroom instruction and performance, the course will help students to interpret scripts, critique others' and their own work as well as develop their own acting techniques before an audience. Students will also focus on major developments and techniques in the theatrical history of cultures other than their own. Finally, students will acquire sufficient technical skill to produce quality work in at least one of the theatrical arts or crafts, as well as understand the basic processes of theatrical production.

**Speech 1 semester/0.5 credit**

This course offers students practical instruction in the fundamentals of oral communication and active listening. Students learn and practice the process of applying various individual and group speech formats while developing good vocal, physical, and listening habits. Experience in interviewing and in taking a leadership role is also an aspect of this program. Good writing and organizational skills continue to be addressed.

**TV Internship (NHS) 1 semester/0.5 credit**

This course carries the theme "On with the Show!" Students will have real life experiences as they produce, direct, and edit TV shows for school-wide and classroom use as well as for Cable Access programming. The life skills upon which the course will focus are initiative, creativity, responsibility, and organization. The course will provide students with special talents in the field of TV broadcasting and who desire careers in TV production with real hands-on experiences.

**EFE/EFA Courses Taught Off PPS Campus:**

**ELECTIVES**

**Theatre Tech. Internship (EFE) Full year/2.0 credits**

Students will work alongside theatre professionals in the areas of scenic construction, lighting/sound/special effects design, costume design, properties design, scenic painting, stage management, and box office management. The course explores all aspects of technical theatre. A once-a-week seminar enhances studies.

*\*Taught at Kalamazoo Civic Theatre*

**Digital Video Production (EFE) Full year/2.0 credits**

This course provides students with entry-level skills in the expanding field of digital production: corporate video departments, broadcast television stations, advertising agencies, etc. This course emphasizes the skills and work ethic needed for these exciting careers. Areas of study and practice will focus on documentaries, educational programming, and television journalism projects. This class provides students with the opportunity to enter local and national competitions as well as airing student work on PMN stations. All these skills revolve around the use of proper techniques to produce high-quality video and audio using digital technology. Whether you want to see your name in lights or scrolling by in the end credits, this course will teach you how to use technology to communicate effectively with the audience. LIGHTS - CAMERA and YOU!

*\*Potential for articulated credits with Ferris State University*

*\*Visual and Performing Arts Credit*

*\*Taught at Public Media Network at the Epic Center*

**Radio Broadcasting (EFE) Full Year/2.0 credits**

This course is ideal for students who want to work in the field of radio broadcasting. Students will gain work experience on a student-run and managed radio station, 89.9 FM WKDS. This course explores all aspects of the radio broadcasting industry including radio production, being an on-air personality, marketing, sales, promotion, engineering, writing for radio news and the history of the industry. Students may take this course for two years.

*\*Visual and Performing Arts Credit*

*\*Taught at Public Media Network at the Epic Center*

**Theatre Practice & Performance (EFA) Full year/2.0 credits**

Through in-depth study and practice of every aspect of theatre, students will learn the basics of improvisation, writing, directing and acting for the stage as well as integrating image and music into their own theatrical performances. Meeting every day in a state-of-the-art professional theatre, students will work with practicing artists exploring different forms of theatre, from classical to contemporary, and many things in between. These experiences will inform the development of each student's distinct writing style and their own original work using the creative process in theatre and drama. Students will

participate in a minimum of two class performances and visit area theatres to experience a variety of stage productions. **Taught at the Epic Center.**

**KEY:**

<b>EFA</b>	Education for the Arts	<b>HL</b>	Higher Level
<b>EFE</b>	Education for Employment	<b>SL</b>	Standard Level
<b>CHS</b>	At Central High School	<b>IB</b>	International Baccalaureate
<b>NHS</b>	At Northern High School	<b>W</b>	Weighted GPA Course

# Family & Consumer Science

<b>COURSE</b>	<b>GRADE(S)</b>	<b>CREDIT</b>
Health/Freshman Focus	9	1.0
Nutrition/Foods	9 10 11 12	0.5
Parenting: Rewards and Responsibilities	9 10 11 12	0.5
Health	10 11 12	0.5
Interior Design	10 11 12	0.5
Family Sociology	11 12	1.0
Early Childhood Education (EFE)	11 12	2.0
Personal Finance	9 10 11 12	1.0

## **Health/Freshman Focus**      **Full year/1.0 credit**

The school district strongly recommends this course for all 9<sup>th</sup> graders. It is designed to provide all 9<sup>th</sup> graders with a positive transition from middle school to high school. Decision-making techniques are used to help students make positive choices. Topics covered include mental health, substance abuse, nutrition, understanding disease and prevention, suicide prevention, human reproduction, family planning, avoiding sexually transmitted infections, and anger/conflict/peer pressure management and healthy living strategies for areas of health. The course improves study skills, provides opportunities for career exploration, interests/skill/ability assessments. Special attention is focused on meeting state required technology standards through related projects.

## **Nutrition/Foods**      **1 semester/0.5 credit**

In this course, food will be studied and explored as a source of nutrition for health, as an economical alternative to fast food and as an art form. This course provides life-long benefits for the student who enjoys working with and studying the chemical make-up of food. Students will learn lifelong skills for food preparation. Students will be encouraged to make healthy food choices and change risky behaviors through an action-oriented process. This course includes many labs, hands-on projects and a compiled cookbook of recipes using technology.

## **Parenting: Rewards & Resp.**      **1 semester/0.5 credit**

This one-semester course is designed to introduce students to the rewards and responsibilities connected to guiding children. The emphasis is on the caring for the nurturing of children from the perspective of caregivers, professionals and parents. Strategies for understanding and developing strong children in an ever changing world will be analyzed and applied through hands on activities, projects, research and the “Baby Think It Over” simulation.

## **Health**      **1 semester/0.5 credit**

This course is for students who did not take Freshman Focus/Health. Decision-making techniques are used to help students make positive choices. Special attention is focused on meeting state required technology standards through projects. Topics covered include mental health, substance abuse, nutrition, diseases, suicide prevention, human reproduction, family planning, sexually transmitted infections, and anger/conflict/peer pressure management.

## **Interior Design**      **1 semester/0.5 credit**

In this course, students learn how one’s home can play a significant role in improving quality of life. Skills to enhance the aesthetic and monetary value of the home will be taught. Students will study housing styles and apply the elements and principles of design to decorating the home. Practical application of these elements and principles will be applied to complete design projects.

## **Family Sociology**      **Full year/1.0 credit**

This course is essential for developing personal, family/parenting, and employability skills necessary for success in college and beyond. Units include: teamwork, initiatives for independence, personal dynamics, global perspectives, how to get/use/keep your money, problem solving, managing sexuality, understanding children, coping with stress, avoiding and handling personal and family crises, death and dying. Information is considered from three perspectives: the individual, the family, and society. To more effectively manage one’s personal life and career, this course is a must.

## **Personal Finance**      **1 Semester/1.0 credit**

This one-semester course is designed to help students not only survive, but thrive on their own. The focus is on getting, keeping, managing and increasing personal money. Personal responsibility for financial decisions, actions and outcomes will be stressed. Topics will include: evaluation of wants versus needs, goal setting, developing and sticking to a spending plan (10-20-70), savings, investing, buying personal items/cars/homes, achieving financial goals, managing checking and savings accounts, debit cards, using credit wisely, credit cards, we-paid cards, calculating interest (Rule of 72), investment pyramid risk/reward choosing investments, loan comparisons and acquisition, managing debt, paying

for school, selecting financial institutions and advisors, keeping money safe, insurance health/auto/rental/home owner/disability/life, effective shopping techniques, resisting marketing manipulations, planning for large expenditures college/wedding/vacation, avoiding fraud and understanding the associated financial language.

## **EFE/EFA List of Courses Taught Off PPS**

### **Campus:**

#### **Early Childhood Education (EFE)**

##### **Full year/2.0 credits**

Students will prepare for employment opportunities that involve working with young children. Although child care career preparation is the major emphasis, it is also a valuable course for students interested in elementary teaching. Students will gain experience through working in the on-site, state-licensed child care center and by job shadowing throughout the Kalamazoo area. Students have the opportunity to plan activities, apply basic principles of child guidance and gain supervised job experience.

*\*Potential for articulated credits with Baker College, Grand Rapids Community College, and Kellogg Community College*

*\*Visual and Performing Arts Credit*

*\*Taught at Loy Norrix High School*

#### **KEY:**

<b>EFA</b>	Education for the Arts	HL	Higher Level
<b>EFE</b>	Education for Employment	SL	Standard Level
<b>CHS</b>	At Central High School	IB	International Baccalaureate
<b>NHS</b>	At Northern High School	W	Weighted GPA Course

# Mathematics

<b>COURSE</b>	<b>GRADE(S)</b>	<b>CREDIT</b>
<b>General Recommendations</b> (may vary based upon student's needs)		
<b>From Math 8</b>		
Algebra 1	9	1.0
Geometry	10	1.0
Algebra 2	11	1.0
Pre-Calculus or Math Elective	12	1.0
<b>From Math 8</b> (by teacher recommendation only)		
Algebra 1A/1B	9	1.0
Algebra 1C/Geometry A	10	1.0
Geometry B/Algebra 2A	11	1.0
Algebra 2B/2C	12	1.0
<b>From 8<sup>th</sup> Grade Plus</b> (if appropriate)		
Geometry	9	1.0
Algebra 2	10	1.0
Pre-Calculus	11 12	1.0
IB Mathematics SL/AP Calculus or Math Elective	11 12	1.0
<b>International Baccalaureate (IB) Mathematics</b>		
IB Mathematical Studies SL	11 12	1.0
IB Mathematics SL/AP Calculus	11 12	1.0
IB Mathematics HL	12	1.0
(May not be offered due to low enrollment)		
<b>Other Mathematics Courses</b>		
Algebra 2A/2B	11	1.0
Algebra 2C/Intro to Pre-Calculus	12	1.0
AP Statistics	12	1.0

All high school graduates are required to successfully complete three credits chosen from the offerings of the mathematics department and one math related course in their senior year. Completion of course content equivalent to Algebra 1, Geometry and Algebra 2 is required. The mathematics department strongly recommends that courses be taken in sequential order and that a grade of "C-" or better be obtained at each level before advancing to the next level. Students following teacher recommendations and taking courses in the proper sequence tend to perform better than students taking courses out of order. College bound students should take 4 years of algebra-rich mathematics. A personal graphing calculator is highly recommended. The TI-83 or TI-84 (any model) are the models that are usually used for classroom demonstrations.

## International Baccalaureate Program Overview:

### IB Mathematical Studies SL:

This course caters to students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students embarking on this course need to be equipped with fundamental skills and a rudimentary knowledge of basic processes. The students most suited for this course are those whose main interests lie outside the field of mathematics. For many Mathematical Studies students, this will be their last formal mathematics course. Students are able to use their own inherent, logical thinking skills and do not have to rely on standard algorithms and remembered formulae. Math Studies students are required to complete a twenty-five hour individual project involving the collection and/or generation of data and the analysis and evaluation of that data. Students likely to need mathematics for the pursuit of further qualifications would be advised to consider an alternative IB mathematics course. Enrollment in this course is by teacher recommendation only.

### IB Mathematics SL/AP Calculus:

This course is structured for students who anticipate a need for a sound mathematical background in preparation for their future studies. It focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way rather than by insisting on mathematical rigor. The majority of concepts are included because they underpin important mathematical processes; these form a major part of the course. In some cases, concepts are included because they are essential to any further study in mathematics.

Mathematics SL/AP Calculus students are required to complete a portfolio, a collection of two pieces of work assigned by the teacher and assessed by the teacher and an external moderator. The assignments are based on different areas of the Mathematics SL/AP Calculus syllabus and represent mathematical investigation and mathematical modeling.

Students embarking on this course are expected to possess knowledge of basic concepts and be equipped

with the skills needed to correctly apply simple mathematical techniques. It is a demanding course since it contains a broad range of mathematical topics. The students most likely to select this course will be those who expect to go on to study subjects that have a significant mathematical content such as chemistry, economics, geography, psychology, and business administration.

Naturally, this course does not have the depth found in the Mathematics HL course. Students wishing to study subjects with a high degree of mathematical content should therefore opt for the HL course rather than the SL course.

### IB Mathematics HL:

This course focuses on students with a strong background in mathematics who are competent in a range of analytical and technical skills. These students expect to include mathematics as a major component of their university studies either as a subject in its own right or within courses such as physics, engineering, and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging in its problems.

The nature of this course is such that it focuses on developing important mathematical concepts in a comprehensible and coherent way. This is achieved by a carefully balanced approach: students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts while, at the same time, being introduced to important concepts of rigor and proof.

An internally-assessed component, the portfolio, offers students a framework for developing independence in their mathematical development through engaging in mathematical investigation and mathematical modeling. Students will thus be provided with the means to ask their own questions about mathematics and be given the chance to explore different ways of arriving at a solution, either through experimenting with the techniques at their disposal or by researching into new methods. This process also allows students to work without the time constraints of a written examination and to acquire ownership of a part of the program.

This course is clearly a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, Mathematics SL/AP Calculus or Mathematical Studies SL. This course may not be offered due to low enrollment.

### A Note on IB exams:

In Mathematical Studies SL, Mathematics SL/AP Calculus, and Mathematics HL, IB candidates are expected to have access to a graphic display calculator throughout the course. Mathematical Studies candidates should have access to a scientific calculator; the graphic display calculator used in other math courses will suffice. Calculators with any form of the following facilities or features are not allowed in IB Diploma exams:

- Symbolic manipulation (algebra or calculus)
- External communication (such as infrared links to other machines)
- Data bank
- Dictionary
- QWERTY keyboard
- External storage media (card, tape, plug-in module, etc.)

The TI-89 and TI-92 are examples of calculators that do not comply with IBO regulations. See your IB coordinator for a complete list.

## GENERALLY RECOMMENDED MATHEMATICS SEQUENCE

8 <sup>th</sup> Grade	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
8 <sup>th</sup> Gr. Math	Alg 1A*	Alg. 1B*	Alg. 1C*	Geom. A*
	Algebra 1		Geometry**	
8 <sup>th</sup> Gr. Plus (High School Algebra I)	Geometry**		Algebra 2	

11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Geom. B*	Alg. 2A*	Alg. 2B*	Alg. 2C*
Algebra 2**		IB Math Studies Pre-Calculus AP Statistics	
Pre-Calculus		IB Math SL AP Calculus AP Statistics	

\*Students do not choose this path. Testing and/or prior performance will be used for this recommendation.

\*\*Geometry and Algebra 2 can be taken concurrently.

## **Algebra 1**

### **Full year/1.0 credit**

This course builds upon a number of key algebraic topics assumed to have been developed in the middle grades, namely a deep knowledge of linear patterns of change and familiarity with non-linear patterns such as exponential and quadratic. It is expected that students entering Algebra 1 are fluent in basic arithmetic skills involving fractions, decimals and whole numbers (without a calculator) and are able to recognize and solve mathematical and real-world problems involving linear relationships and to make sense of and move fluently among the graphic, numeric, symbolic, and verbal representations of these patterns. This course includes ideas from the areas of algebra, geometry, probability, and statistics. Problem-solving techniques continue to be developed and applied. Some of the specific topics to be considered include: properties of real numbers; solutions of linear equations and inequalities in one and two variables; solutions to quadratic equations; uses of the Cartesian plane; solving systems of linear equations and inequalities; solutions of absolute value equations and inequalities; set theory; ratios, proportions and percentages; square root and related properties; exponents, powers and related properties; transformational geometry; simplifying sums, differences, products and quotients of polynomials; factoring polynomials; recursive formulas; linear regression; and elementary counting techniques. A graphing calculator will be a benefit in the course to be used when appropriate and to enhance previously mastered skills.

## **Algebra 1A/1B**

### **Full Year/1.0 credit**

This course will cover approximately the first two semesters of a three semester Algebra 1 course. (The content of the Algebra 1 course has been previously described). The third semester of Algebra 1 will be completed during the first semester of the following year in a full year course to be named Algebra 1C/Geometry A (this course would consist of the third semester Algebra 1 and the first semester of Geometry). Enrollment in this course is by Teacher Recommendation only. A graphing calculator will be a benefit in the course to be used when appropriate and to enhance previously mastered skills.

## **Algebra 1C/Geometry A**

### **Full Year/1.0 credit**

This course consists of the third and final semester of a three semester Algebra 1 course followed by the first semester of a Geometry course. It is designed

primarily for those students who have completed Algebra 1A/1B or for students who have not mastered Algebra 1 and have a teacher recommendation to take this course. Upon completion of the required Algebra topics, students will then continue on with the first semester of Geometry. (Please see descriptions for Algebra 1 and Geometry for details of course content.) The second semester of Geometry will be completed during the first semester of the following year in a full year course named Geometry B/Algebra 2A. This course consists of the second semester of Geometry followed by the first semester of a three semester Algebra 2 course.

## **Geometry**

### **Full year/1.0 credit**

Geometry builds on a number of key topics such as relationships between angles, triangles, quadrilaterals, circles, and simple three-dimensional figures that have been developed in the middle grades. It is expected that students beginning geometry are able to recognize, classify, and apply properties of simple geometric shapes, know and apply basic similarity and congruence theorems, understand simple constructions with a compass and straightedge and find area and volume of basic shapes. Students should also be able to solve algebraic equations involving one variable.

This course includes ideas from the areas of algebra, geometry, probability, trigonometry, and vector analysis. Some of the specific topics to be considered include: graph theory; two- and three-dimensional figures; if-then statements; transformational geometry; polygons and circles; congruence; measurement; surface areas and volumes; coordinate geometry; similarity; formal logic; proofs; deductive reasoning and indirect reasoning; right triangle trigonometry; and vectors. The interrelationships between algebra and geometry will be emphasized and it is critical that connections are made from algebraic reasoning to geometric situations. Problem solving will be a unifying theme throughout the course. Scientific calculators will be used extensively. Graphing calculators will be used.

**Prerequisite:** Algebra 1 or a strong performance in both Math 7+ and 8+.

## **Geometry B/Algebra 2A**

### **Full Year/1.0 credit**

This course consists of the second and final semester of a two semester Geometry course followed by the first semester of a three semester Algebra 2 course. It

is designed primarily for those students who have completed Algebra 1A/1B and Algebra 1C/Geometry A courses **or** for students that have not mastered the second semester of Geometry or struggled with Algebra 2 content and **have** a teacher recommendation to take this course. Upon completion of the required Geometry topics during the first semester, students will continue on with topics from Algebra 2 during the second semester, covering roughly one third of the material of an Algebra 2 course. The remaining Algebra 2 topics will be completed the following year in a course named Algebra 2B/2C, which will be offered in the fall of 2011-2012. (Please see descriptions for Geometry and Algebra 2 for details of course content.)

**Algebra 2** **Full year/1.0 credit**

The goal of Algebra 2 is to build upon the concepts taught in Algebra 1 and Geometry while adding new concepts to the students' knowledge of mathematics. Algebra 2 extends the study of families of functions from linear, quadratic and exponential functions to also include logarithmic and rational. Some specific topics to be covered include: properties of real numbers; solutions of equations and inequalities in one, two, and three variables; uses of the Cartesian coordinates; the algebra of lines and matrices; transformational geometry; systems of linear equations and inequalities in two or more variables; polynomial equations in one variable of degree two and, more generally, degree  $n$ ; properties of complex numbers; powers, roots, and related properties; the algebra of conic sections including the circle; linear programming; sequences and series; logarithms; and exponential and logarithmic functions. Students will also extend their knowledge of one variable and two variable statistical applications. Problem solving will be ongoing throughout the course. Graphing calculators will be extensively used to facilitate computation and as problem-solving tools.

**Prerequisite:** Algebra 1 and Geometry.

**Algebra 2A/2B** **Full Year/1.0 credit**

This course will cover approximately the first two semesters of a three semester Algebra 2 course. (The content of the Algebra 2 course has been previously described). The third semester of Algebra 2 will be completed during the first semester of the following year in a course to be named Algebra 2C/Intro to Pre-Calculus. Enrollment in this course is by Teacher

Recommendation only. A graphing calculator will be a benefit in the course to be used when appropriate and to enhance previously mastered skills. This course may not be offered due to low enrollment.

**Algebra 2B/2C** **Full Year/1.0 credit**

This course will cover approximately the second and third semesters of a three semester Algebra 2 course. (The content of the Algebra 2 course has been previously described). Enrollment in this course is by Teacher Recommendation only. A graphing calculator will be a benefit in the course to be used when appropriate and to enhance previously mastered skills. This course may not be offered due to low enrollment.

**Algebra 2C/Intro to Pre-Calculus**

**Full year/1.0 Credit**

This course is designed to be the third semester of a three semester Algebra 2 course followed by a semester of mathematics that will include the topics of (but not limited to) trigonometry, probability and statistics. (The content of the Algebra 2 course has been previously described). Enrollment in this course is by Teacher Recommendation only. A graphing calculator will be a benefit in the course and it will be used when appropriate and to enhance previously mastered skills. This course may not be offered due to low enrollment.

**Pre-Calculus** **Full year/1.0 credit**

This course is designed to be a transition from Algebra 2 to IB Mathematics SL/AP Calculus. Topics include but are not limited to: trigonometric functions and applications; conic sections; polynomial functions; rational functions; parametric equations; polar coordinates; complex numbers; and logarithms. Technology and graphing calculators will be used. **Strongly recommended:** Strong performance in an Algebra 2 course.

**INTERNATIONAL BACCALAUREATE MATHEMATICS**

*Potential IB Diploma and Certificate students:* Please discuss IB Mathematics options with your school's IB coordinator before making your choices.

### **IB Mathematical Studies SL (W)**

**Full year/1.0 credit**

This course is appropriate for college-bound students with varied backgrounds and abilities in mathematics. Upon successful completion, the student will be prepared for the IB Mathematical Studies exam. Students that have performed at above average levels (B or above) in Pre-Calculus are not the intended audience for this course. It is designed to build confidence in and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their post-secondary studies. Students electing this course need to have fundamental mathematical skills and a rudimentary knowledge of mathematical processes. **Prerequisite:** Algebra 2 and teacher recommendation.

### **IB Mathematics SL/AP Calculus (W)**

**Full year/1.0 credit**

In this course, students will complete their preparation for the IB Mathematics SL exam. It will also prepare students for the AP Calculus exam. The course will explore a network of fundamentally important ideas. Numerical, analytical and geometric means will be employed to aid in the development of important concepts, both in practical and theoretical ways. Two major concepts will be pursued: that of the derivative and that of the definite integral. The concept of the limit will be studied in detail. Graphing calculators and computers will be used in the exploration of ideas to facilitate problem solving. Important issues in the use of technology will be addressed, including limitations and cautions. **Strongly recommended:** Pre-Calculus.

### **IB Mathematics HL (W) Full year/1.0 credit**

This course will prepare students for the IB Mathematics HL exam. It consists of the study of core topics of mathematics that include but are not limited to: number and algebra; functions and equations; circular functions and trigonometry; vector geometry; matrices and transformations; statistics; probability; and further calculus. **Prerequisite:** IB Mathematics SL/AP Calculus. This course may not be offered due to low enrollment.

### **OTHER MATHEMATICS COURSES**

#### **AP Statistics (W) Full year/1.0 credit**

This course will prepare students for the AP Statistics exam. It introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will work on four major themes: exploratory analysis; planning a study; probability; and statistical inference. A statistics-capable calculator (such as a TI-83) will be used on a daily basis and owning one is recommended. The course is designed as a twelfth-grade elective. **Strongly recommended:** A strong performance in Algebra 2.

#### **KEY:**

<b>EFA</b>	Education for the Arts	<b>HL</b>	Higher Level
<b>EFE</b>	Education for Employment	<b>SL</b>	Standard Level
<b>CHS</b>	At Central High School	<b>IB</b>	International Baccalaureate
<b>NHS</b>	At Northern High School	<b>W</b>	Weighted GPA Course

# Music

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Adv. Musical Theatre Workshop (EFA) (CHS)	10 11 12	2.0
Band (NHS)	9 10 11 12	1.0
Symphonic/Concert Band (CHS)	10 11 12	1.0
Freshman Band (CHS)	9	1.0
Chamber Music		
Fall Semester (NHS)	9 10 11 12	0.5
Winds/Percussion/Piano (CHS)	9 10 11 12	1.0
Strings	9 10 11 12	1.0
Orchestra	9 10 11 12	1.0
Mixed Chorus	9 10 11 12	1.0
Concert Choir	10 11 12	1.0
Men's Ensemble	9 10 11 12	1.0
Women's Ensemble	10 11 12	1.0
Chamber Singers (CHS)	10 11 12	1.0
Song Leaders Chorale (NHS)	10 11 12	1.0
Music Theory	9 10 11 12	0.5
Music for Life (EFA)	10 11 12	1.0
IB Music SL/HL	11 12	1.0
Dance/Color Guard	9 10 11 12	0.5

## Advanced Musical Theatre Workshop (EFA)

**Full year/2.0 credits**

Using a workshop approach, students will experience an in-depth study of musical theatre in order to enhance their appreciation of the genre and to improve their practical performance skills in acting, vocal and dance performance. Mentored by theatre, vocal and dance educators and guest artists, students will have the opportunity to explore, perform, and critique various aspects of musical theatre from the past to the present. Emphasis will be placed on creative and innovative approaches to performing works. **Taught at Portage Central High School.**

## Band (NHS)

**Full year/1.0 credit**

In this course, wind and percussion students at NHS have several performance opportunities. The students are divided, by individual audition, into two performing ensembles. The Symphonic Wind Ensemble is the most advanced of the three ensembles. Its membership is limited according to proper instrumentation indicative of the modern wind ensemble. This ensemble is for the advanced student musician who demonstrates superior technical and musical proficiency, music literacy, and seriousness of purpose. The Symphonic Wind Ensemble often performs at state conventions and at other off-campus conferences and performance venues. The Symphonic Band is the second ensemble and it is for

students who do not meet the performance standards of the Symphonic Wind Ensemble. This is a large ensemble whose selected literature is representative of a comprehensive wind and percussion curriculum. A Concert Band may be formed in order to accommodate large enrollment figures. This ensemble is the largest of the three, typically made up of mostly freshmen band members who do not meet the performance standards of the Symphonic Band. Its selected literature is representative of a comprehensive wind and percussion curriculum for young musicians. All NHS Band members have the opportunity to audition for the NHS Symphony Orchestra wind and percussion sections, Jazz Band, and several chamber ensembles. Audition and teacher recommendation is expected as part of the entrance procedure into the course.

## Symphonic/Concert Band (CHS)

**Full year/1.0 credit**

This course will consist of students in grades 10-12. Students will be exposed to the marching band in the fall and audition with the director for placement in the Symphonic Band or Concert Band, which will meet immediately following the marching band season. The Symphonic Band will enroll students who demonstrate superior ability, dedication and proficiency on a woodwind, brass, or percussion instrument. Selected Symphonic Band students will also participate in orchestra. The Concert Band enrolls students demonstrating quality, ability, dedication and proficiency on a woodwind, brass, or percussion instrument but who do not meet the criteria for membership in the Symphonic Band. Performance opportunities for all woodwind, brass, and percussion students throughout the year include full band, small ensembles, private lessons, marching band, "Legends" brass & percussion ensemble, Chamber Music class, winter guard, theater orchestra, and jazz band. An audition and teacher recommendation is expected as part of the entrance procedure into the course.

## Freshman Band (CHS)

**Full year/1.0 credit**

This course consists of students in ninth grade. Students will be exposed to a comprehensive array of music literature while being offered a variety of experiences including full band, small ensembles, sectionals, and private lessons throughout the year. This band develops, strengthens, and prepares the individual musician for future high school ensembles. Freshman Band does not have any marching band

responsibilities. KAMSC students should contact the director for special scheduling information. Audition and teacher recommendation is expected as part of the entrance procedure into the course.

**Chamber Music: (Fall Semester NHS) 0.5 credit**

This course is designed to give any wind instrument player or percussionist an opportunity to learn about and perform in a variety of Chamber Music ensembles. Students use composition, ear training, and music theory software to enhance their individual skills. This course meets during first semester only. This provides wind and percussion students who do not wish to participate in the marching band with an opportunity to continue playing during first semester. *Students who enroll in Chamber Music should enroll in second semester Band (5<sup>th</sup> hour).* All Chamber Music students perform in the NHS Music Department's annual Holiday Collage Concerts. (See Mr. Papenhagen for more details).

**Chamber Music: Winds/Percussion/Piano (CHS)  
Full year/1.0 credit**

This course is open to wind, percussion and piano students who have demonstrated ability, dedication, and proficiency on their instrument. Students must have teacher approval to be placed in this course if they are not currently enrolled in a band class. Students will perform literature representative of the chamber music genre, (i.e., percussion ensemble, woodwind quintet, brass quartet, jazz combos). Students will have the opportunity to perform in recitals and/or festivals.

**Chamber Music: Strings Full year/1.0 credit**

This course is open to a select number of high school string players who have demonstrated superior ability, dedication, and proficiency on their instrument. Students must audition/have teacher approval to be placed in this course. Students will perform literature representative of the chamber string orchestra genre and will participate in concerts, festivals, and special events. Students may also have the opportunity to perform in smaller chamber ensembles such as quartets and trios.

**Orchestra Full year/1.0 credit**

This course offers enriched and varied musical experiences. Students qualified for this organization will enjoy opportunities to play in concerts, festivals, assemblies, and competitive festivals. Students who play a string instrument or who are interested in

learning to play should contact the orchestra director. Instruction is available for all levels. The main objectives of this course are: (1) personal satisfaction gained from playing in a fine musical organization; (2) increased appreciation of good music; (3) a chance to participate in school affairs, concerts, festivals, and special programs; (4) preparation for a career in music. The selected literature for this ensemble is representative of a comprehensive strings/orchestra curriculum. Audition and teacher recommendation is expected as part of the entrance procedure into the course.

**Mixed Chorus Full year/1.0 credit**

In this course, students would benefit from previous musical experience in any of the vocal or instrumental programs in the middle school; however, it is not required for enrollment. Students should expect to participate in co-curricular music performances. The selected literature for this ensemble is representative of a comprehensive choral music curriculum.

**Concert Choir Full year/1.0 credit**

This course consists of students who have demonstrated outstanding qualities in choir through previous choral experience. Students are invited to audition for membership in this ensemble and must demonstrate their skills in the areas of vocal production, music literacy, and seriousness of purpose in order to be considered. The selected literature for this ensemble is representative of a comprehensive choral music curriculum. Students will have the opportunity to perform in concerts, festivals, and other special events.

**Men's Ensemble Full year/1.0 credit**

This course is open to all 9-12 grade men. In addition, men who are currently enrolled in another ensemble or who have experience and desire for a male choral experience may enroll. The selected men's choir literature will be representative of a comprehensive choral music curriculum. The course includes co-curricular performance opportunities. Emphasis will be placed on vocal technique and music reading development. No audition required.

**Women's Ensemble Full year/1.0 credit**

This course consists of a select number of women grades 10-12 who have shown outstanding qualities in choir through previous choral experience. Students must demonstrate their skills in the areas of vocal

production, music literacy, and seriousness of purpose in order to be considered for membership in this ensemble. The selected literature for this ensemble is representative of a comprehensive choral music curriculum. Students will have the opportunity to perform in concerts, festivals, and other special events. Audition/permission of the director required.

**Chamber Singers (CHS) Full year/1.0 credit**  
See description for Song Leaders Chorale.

**Song Leaders Chorale (NHS) Full Year/1.0 credit**  
This advanced-level mixed ensemble consists of a select number of students must demonstrate superior skills in the areas of vocal production, music literacy and seriousness of purpose in order to be considered for membership in this ensemble. The selected literature for this ensemble is representative of a comprehensive choral music curriculum. Students will have the opportunity to perform in concerts, festivals, and other special events. Audition with the director is required.

**Music Theory 1 semester/.5 credit**  
Did you ever wonder how music was written? What are the rules, guidelines, and procedures to make notes and ideas into real music? What are the rules that govern Classical, Rock & Jazz musicians...are they the same? Why are music terms always in Italian? Music Theory will allow students to explore and learn about the structure of music and how it is put together. The class will provide students with a basic knowledge of interval writing and recognition, key signatures, circle of fifths, transposition, basic chord analysis to allow you to understand all styles of music. This course is open to all students, no matter what instrument you play.

**IB Music SL and HL (W) Full year/1.0 credit**  
This course fulfills the Group 6 elective requirement for the IB Diploma and is open to students in grades 11 and 12. It helps students acquire knowledge and understanding of music from a variety of cultural, historical, and stylistic perspectives. It also develops basic musical literacy through the study of music theory and musical notation. Students will study the musical traditions of Western society from 1700 to the present, as well as of aboriginal Indian or Inuit society. Additional study will focus on African aboriginal music, Arabian or Jewish musical traditions, classical and traditional music of India, and music of the Pacific Rim. In addition, students

will choose one of two options, performance or composition, through which they will demonstrate their knowledge of the subject. The course assumes prior musical experience and seeks to allow students to develop their full potential as musicians, both personally and collaboratively. IB Music may be taken a second time at HL (higher level).

**Dance/Color Guard 1 semester/0.5 credit**  
This course will focus on the skills of dance including but not limited to modern, jazz, lyric, and classical styles. These are the basic skills which form the foundation of a performance medium such as color guard. This course will include skills of equipment manipulation including flag and associated props similar to those found in marching band, winter guard and rhythmic gymnastics. Instruction will also include skills and concepts associated with planning, designing and realizing their own performances in this creative art form. The curriculum will be designed with the National Standards of Arts Education and the Winter Guard International Sport of the Arts Educational Foundation Guidelines in mind.

**EFA List of Courses Taught Off PPS Campus:**

**Music for Life (EFA) Full year/1.0 credit**  
For students who love music – who are singing in a choir, playing in an ensemble, taking private lessons, or jamming with a garage band - this course will enrich their musical skills and experiences. Students will attend and respond to live and recorded performances, developing an understanding of musical style, composers, instruments, time periods and cultural influences. They will hear from guest artists and music professionals about careers in music. They will also expand their knowledge and practice of comprehensive musicianship through theory lessons and composition projects, utilizing the latest computer technology and music notation software in the Epic Center’s state-of-the-art computer lab. **Taught on Tuesday evenings in the Technology Lab at the Epic Center.**

**KEY:**

<b>EFA</b>	Education for the Arts	HL	Higher Level
<b>EFE</b>	Education for Employment	SL	Standard Level
<b>CHS</b>	At Central High School	IB	International Baccalaureate
<b>NHS</b>	At Northern High School	W	Weighted GPA Course

# Physical Education

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Adaptive Physical Education	9 10 11 12	0.5
Cardio Fitness	9 10 11 12	0.5
Dance I: Beg. Technique & Choreography (EFA)	9 10 11 12	2.0
Dance II: Adv. Technique & Choreography (EFA)	10 11 12	2.0
Fitness for Life (CHS)	9 10 11 12	0.5
Physical Fitness (CHS)	9 10 11 12	0.5
Team Sports	9 10 11 12	0.5
Aquatics (CHS)	9 10 11 12	0.5
Dance Fitness (CHS)	9 10 11 12	0.5
Weight Lifting & Fitness (CHS)	9 10 11 12	0.5
Weight Lifting & Fitness –females (CHS)	9 10 11 12	0.5
Power Training (NHS)	9 10 11 12	0.5
Power Training for Females (NHS)	9 10 11 12	0.5
Physical Fitness & Adv. Football (CHS)	10 11 12	0.5
Physical Fitness & Advanced Basketball (CHS)	10 11 12	0.5
Individual & Dual Sports	10 11 12	0.5
Personal Fitness & Adv. Volleyball 2 <sup>nd</sup> Semester only	9 10 11 12	0.5
Personal Fitness & Adv. Football 2nd Semester only	9 10 11 12	0.5
Personal Fitness & Adv. Basketball 1 <sup>st</sup> Semester only	9 10 11 12	0.5
Integrated Dance/PE/Health Class (EFA)	10 11 12	2.0
Dance I: Beginning (EFA)	9 10 11 12	2.0
Dance II: Advanced (EFA)	9 10 11 12	2.0

**Adaptive Physical Education 1 semester/0.5 credit**  
This course is made available at each high school for students who have significant medical and/or physical limitations. For enrollment, contact a guidance counselor.

**Cardio Fitness 1 semester/0.5 credit**  
This course is designed for all students interested in learning about cardiovascular performance and enhancing their cardiovascular fitness level. The course focuses on measuring heart rate manually and via an electronic monitor. Participation in a variety of activities including walking, jogging, running, aerobic dance, kick-boxing, and weight training, yoga, flex bands and Pilates will be expected.

**Fitness for Life (CHS) 1 semester/0.5 credit**  
This course is highly recommended for all ninth graders. The fundamental purpose of this course is to help all learners become informed, independent decision makers capable of planning for enjoyable lifetime fitness and physical activity while at the same time achieving personal fitness and activity goals for the present. A combination of skill-related and health-related fitness activities along with self-assessment activities, video presentations, and

assigned reading will allow students to meet the objectives of the course.

**Weight Lifting & Fitness (CHS) 1 semester/0.5 credit**

This course emphasizes these components of physical fitness: strength, flexibility, and endurance. It is designed for students interested in lifetime fitness as well as athletics.

**Weight Lifting & Fitness for Females only (CHS) 1 semester/0.5 credit**

This course emphasizes these components of physical fitness: strength, flexibility, and endurance. It is designed for students interested in lifetime fitness as well as athletics.

**Team Sports 1 semester/0.5 credit**

This course is designed for beginning and advanced students interested in learning additional skills and knowledge in a variety of team sports. The course will focus on skill development, strategy, and rules. Units of study may include volleyball, basketball, soccer, flag football, speedball, and softball. Fitness Training will also be emphasized.

**Aquatics (CHS) 1 semester/0.5 credit**

This course will emphasize water polo, water safety, advanced swimming techniques, and diving.

**Dance Fitness (CHS) 1 semester/0.5 credit**

This course will focus on several types of dance, with primary emphasis on aerobic dance. Other types of dance may include folk, square, ballroom and country line dancing. Students will develop competency in many movement forms, develop motor skills, and understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction. Fitness Training will also be emphasized.

**Power Training (NHS) 1 semester/0.5 credit**

This course is an intense physical training elective in which all students with a positive attitude and a willingness to work hard are encouraged to enroll. All aspects of physical training are explored including strength, speed, quickness, power, endurance, flexibility, balance, agility, and coordination. Mental aspects of training will also be stressed. These include sportsmanship, goal setting,

mental visualization, positive attitude, determination, and desire along with the importance of proper rest and nutrition. This course can be taken as many times as a student desires. Enrollment may be limited due to space and equipment availability.

**Power Training for Females (NHS) 1 semester/0.5 credit**

This course is an intense physical training elective in which all students with a positive attitude and a willingness to work hard are encouraged to enroll. All aspects of physical training are explored including strength, speed, quickness, power, endurance, flexibility, balance, agility, and coordination. Mental aspects of training will also be stressed. These include sportsmanship, goal setting, mental visualization, positive attitude, determination, and desire along with the importance of proper rest and nutrition. This course can be taken as many times as a student desires. Enrollment may be limited due to space and equipment availability.

**Physical Fitness & Adv. Football (CHS)**

**1 semester/0.5 credit**

This course emphasizes the development of health-related physical fitness and advanced football skills.

**Physical Fitness & Adv. Basketball (CHS)**

**1 semester/0.5 credit**

This course emphasizes the development of health-related physical fitness and advanced basketball skills.

**Individual & Dual Sports 1 semester/0.5 credit**

This course is designed for beginning and advanced students interested in learning additional skills and knowledge in a variety of individual and dual sports. The course will focus on skill development, strategy, and rules. Units of study may include golf, tennis, badminton, pickleball, and volleyball. Fitness Training will also be emphasized.

**Personal Fitness and Advanced Volleyball (NHS) 2<sup>nd</sup> Semester (winter/spring)**

**1 semester/0.5 credit**

This course emphasized the development of advanced volleyball, team play, strength training and speed/agility/quickness training.

**Personal Fitness and Advanced Basketball (NHS) 1<sup>st</sup> Semester (fall)**

**1 semester/0.5 credit**

This course emphasized the development of advanced basketball, team play, strength training and speed/agility/quickness training.

**Personal Fitness and Advanced Football (NHS) 2<sup>nd</sup> Semester (winter/spring)**

**1 semester/0.5 credit**

This course emphasized the development of advanced football, team play, strength training and speed/agility/quickness training.

**EFA List of Courses Taught Off PPS Campus:**

**Dance I: Beg. Technique & Choreography (EFA)**

**Full year/2.0 credit**

**One semester only/1.0 credit  
or Evenings Full year/1.0 credit**

In this course, students learn the basic elements and discipline of formal dance technique, exploring classical modern dance, ballet, jazz, and cultural dance styles. Exploration of dance-related subjects will include movement improvisation, composition, and dance history. Students gain performance skills, learn how to choreograph their own dances and are required to participate in EFA dance concerts each semester. They will have the opportunity to take field trips to see live dance concerts and attend master classes. Students will work with professional dance educators and guest artists. **Students will work in either Loy Norrix High School, Kalamazoo Central High School, Portage Administration Building, Gull Lake High School or Epic Center.**

**Dance II: Adv. Technique & Choreography (EFA)**

**Full year/2.0 credit**

Learn elements of advanced dance technique with further development of skills in modern, ballet, jazz, and various cultural dance forms. Related class work will focus on the development of choreographic and performance skills; creating and learning dances and building a performance repertory. Students are required to participate in EFA dance concerts each semester. They will have the opportunity to take field trips to see live dance concerts and attend master classes. Students will work in the studios of Western Michigan University Department of Dance with professional dance educators and guest artists. Prerequisite: audition, DANCE I and/or permission

of instructor. **Taught at Dalton Center Dance Studio at WMU.**

**Integrated Dance/PE/Health Class (EFA)**

**Evenings Full year/2.0 credits**

This class integrates dance, physical education, and health. During first semester students will study dance and physical education, earning ½ credit in fine arts and ½ credit in PE. During second semester students will study dance and health, earning ½ credit in health and an additional ½ credit in fine arts. The course will afford students opportunities to develop creative skills in dance, explore a variety of lifetime fitness and sports activities, and learn about important diet, nutrition and health-related issues.

**Taught at Epic Center.**

**KEY:**

<b>EFA</b>	Education for the Arts	HL	Higher Level
<b>EFE</b>	Education for Employment	SL	Standard Level
<b>CHS</b>	At Central High School	IB	International Baccalaureate
<b>NHS</b>	At Northern High School	W	Weighted GPA Course

# Science

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Chemistry 1	9	0.5
Honors Chemistry 1	9	0.5
Chemistry 2 – Inorganic	11 12	0.5
Chemistry 3 – Organic	11 12	0.5
IB Chemistry I HL	11 12	1.0
IB Chemistry II HL	12	1.0
Physics 1	9 10	0.5
Honors Physics 1	9 10	0.5
Physics 2	11 12	0.5
Physics 3	11 12	0.5
IB Physics I HL	11 12	1.0
IB Physics II HL	12	1.0
Biology 1	9 10	0.5
Honors Biology 1	9 10	0.5
Biology 2	11 12	0.5
Biology 3 – Anatomy & Physiology	11 12	0.5
IB Biology SL (NHS)	11 12	1.0
IB Biology I HL	11 12	1.0
IB Biology II HL	12	1.0
Earth Science 1	9 10	0.5
Honors Earth Science 1	9 10	0.5
Astronomy	10 11 12	0.5
MI Geol./Meteorology	10 11 12	0.5

<u>ELECTIVES</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Forensic Science 1	11 12	0.5
Forensic Science 2	11 12	0.5
Ecology & Environment	11 12	1.0
IB Environmental Systems & Societies SL (CHS)	11 12	1.0
Computer Electronics (CHS)	11 12	1.0
Health Science (EFE)	11 12	2.0
Professional Health Science (EFE)	12	2.0
Fundamentals of Health Occupations (EFE)	11 12	2.0
Animal Technology (EFE)	11 12	2.0
Dental Assistant (EFE)	12	1.0
Emergency Medical Tech. Program (EFE)	12	1.0
Veterinary Science (EFE)	12	2.0

## Alternative Scheduling Options

9<sup>th</sup> and 10<sup>th</sup> grade students with the prerequisite knowledge may enroll in Level 2 courses. Please see the information on page vii regarding testing out of courses. See your counselor for further details.

### **Chemistry 1** **1 semester/0.5 credits**

This course is designed to illustrate and compare the physical, chemical, and nuclear properties of matter. Students will investigate essential chemistry concepts including: good laboratory practices, atomic theory, periodicity, chemical bonding, changes in matter, conservation of mass, energy transformations, nuclear applications, introduction to biochemistry and scientific communication. Students will be

encouraged to develop a questioning attitude and to have a better understanding of the role chemistry plays in each person's life. Laboratory experience will play a significant role in developing each student's understanding of the key scientific principles presented and provide practice with laboratory equipment, technique, and safety.

### **Honors Chemistry 1 (W)** **1 semester/0.5 credits**

This course will address the same essential concepts as those in chemistry one but to a greater depth of understanding. The course is designed for students who are strongly considering pursuing an IB science course or other advanced science coursework in their upperclassmen years and, as such, will introduce students to the expectations and grading criteria used in those courses for class and laboratory work. Students in the honors course should expect significantly more independent work and should be self-motivated in addition to having strong communication and mathematical skills.

**Prerequisite knowledge:** Solid understanding of algebra.

### **Chemistry 2 – Inorganic** **1 semester/0.5 credits**

This semester course follows the chemistry 1 course. It provides further in-depth study of topics in Chemistry 1 and additional topics. Specifically, this course addresses the mathematics involved in chemistry. It includes topics such as: stoichiometry, equilibrium, gas law calculations, acid/base theory, VSEPR Theory, solution concentration, kinetics, thermodynamics, and oxidation/reduction reactions. Together with Chemistry 1 this course provides a full year of comprehensive college-preparatory chemistry and meets the Michigan Merit Curriculum for Physical Science. **Prerequisite knowledge:** Chemistry 1, Physics 1, solid understanding of algebra.

### **Chemistry 3 – Organic** **1 semester/0.5 credits**

Students will need the foundation provided in Chemistry 2 as a basis for the advanced topics in this course. Focusing on the structure, properties, and reactions of carbon-based molecules, this course will prepare students for college programs in chemistry, engineering, and medicine. Specific topics covered include carbon hybridization, isomerism (including optical), organic IUPAC nomenclature, reaction mechanisms, synthesis, polymers, and organic lab techniques. **Prerequisite knowledge:** Chemistry 2.

**IB Chemistry I HL (W) Full year/1.0 credit**

This is the first course in the two-year IB HL chemistry curriculum. It is designed for students with an interest in an in-depth study of chemistry. It includes subject matter from all five branches of chemistry. Particular emphasis will be placed on the basic principles of organic chemistry. It will expand on such topics as stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation, and fuels and energy, among others. Students will learn to understand and apply scientific facts and concepts, techniques, and methods of presenting scientific information. Students will construct, analyze, and evaluate scientific explanations. Problem solving through investigation will be fostered with the goals of precision, accuracy and safety as top priorities.

**IB Chemistry II HL (W) Full year/1.0 credit**

This is the second course in the two-year IB HL chemistry curriculum. Upon completion, students will be prepared for the IB Chemistry HL exam. IB certification will be by external and internal examination. This course meets the Michigan Merit Curriculum requirements for Physical Science.

**Prerequisite knowledge:** IB Chemistry I HL.

**Physics 1 1 semester / 0.5 credit**

This course deals with the study of matter and energy in its various forms, how they are observed, and how one interprets and communicates what is observed. Students will complete numerous labs to enhance learning. Topics included waves, electricity, heat and temperature, and force and motion.

**Honors Physics 1 (W) 1 semester / 0.5 credit**

This course will address the same essential concepts as those in Physics 1 but to a greater depth of understanding. Students in the honors course should expect significantly more independent work and should be self-motivated in addition to having strong communication and mathematics skills.

**Prerequisite knowledge:** Thorough understanding of algebra

**Physics 2 1 semester / 0.5 credit**

This semester course follows the Physics 1 course. It builds upon topics introduced in Physics 1, providing in-depth study and a deeper mathematical basis. Major topics include motion in one and two dimensions, momentum, static electricity, current

electricity, electromagnetic induction, geometric optics, wave applications in optics, and wave applications in sound. Completion of this course in addition to Physics 1 provides a full year of comprehensive College-preparatory physics.

**Prerequisite knowledge:** Physics 1, a good understanding of algebra and geometry.

**Physics 3 1 semester / 0.5 credit**

This semester course follows the Physics 2 course. Students will need the background provided in Physics 2 for this course's advanced study. The course focuses on advanced topics such as rotational motion, fluids and solids, optics, nuclear physics, electricity, and thermodynamics. Topics may vary based on student interest. Intensive student projects such as trebuchet design, destructive testing of balsa-wood structures, or construction of pinhole cameras may be an integral part of the curriculum.

**Prerequisite knowledge:** Physics 2

**IB Physics I HL (W) Full year/1.0 credit**

This is the first course in the two-year IB HL physics curriculum. It is recommended for students who intend to pursue science at the college level. The course will include in-depth examination of themes involving laws of physics, experimental skills, and the social and historical aspects of physics. Basic features of the natural world will be explained in terms of interactions between matter and energy. Students will hypothesize, design, and carry out investigations and theorize models. Topics will include measurement, mechanics, thermal physics, electricity, magnetism, atomic physics, and nuclear physics. The course will be complemented with extensive laboratory work and individual and small-group research projects. The course objectives include advanced problem solving in physics, in-depth study of the basic principles of physics, improvement of critical thinking skills through problem solving, and sharpened laboratory skills. This course along with IB Physics II meets the Michigan Merit Curriculum requirements for Physical Science.

**IB Physics II HL (W) Full year/1.0 credit**

This course completes the two-year IB higher level physics curriculum. Upon completion, students will be prepared for the IB Physics HL exam. IB certification will be available by external and internal

examination. **Prerequisite knowledge:** IB Physics I HL.

**Biology 1** **Full year/1.0 Credit**

This course develops essential biological concepts and theories through experimentation, observation, lecture presentations, and discussion. Emphasis is placed upon the ability of the students to solve problems using laboratory and field experiences. Topics to be covered include cells, cell theory, cell processes - cell reproduction, cellular respiration and photosynthesis; basic biochemistry - classification and reactions of organic compounds of the body, ecology, molecular genetics- DNA replication, transcription and translation; Mendelian genetics, human genetics, genetic engineering, classification, and evolution. This course meets the Michigan Merit curriculum requirements for Biology. **Prerequisite knowledge:** Chemistry 1, Physics 1.

**Honors Biology 1 (W)** **Full year/1.0 Credit**

This course will address the same essential concepts as those in Biology 1 but to a greater depth of understanding. The course is designed for students who are strongly considering pursuing any IB science course or other advanced science coursework in their upperclassmen years and, as such, it will introduce students to the expectations and grading criteria used in those courses for class and laboratory work. Students in the honors course should expect significantly more independent work and should be self-motivated in addition to having strong communication skills. **Prerequisite knowledge:** Chemistry 1, Physics 1.

**Biology 2** **1 semester/0.5 Credit**

This semester course follows the Biology 1 course. It builds upon ideas in Biology 1 to develop essential biological concepts and theories through experimentation, observation, lecture, presentations, and discussion. Emphasis is placed upon the ability of students to solve problems using laboratory and field experience. Major topics include: ecology, molecular genetics - DNA replication, transcription and translation; Mendelian genetics, human genetics, genetic engineering, classification, and evolution. This course meets the Michigan Merit Curriculum requirements for Life Science. **Prerequisite knowledge:** Chemistry 1, Physics 1, Biology 1.

**Biology 3 – Anatomy and Physiology**

**1 semester/0.5 Credit**

This semester course follows the Biology 1 course. Students do not need to have taken Biology 2 to enroll in the course. This course focuses on human biological systems and is particularly appropriate for students interested in medical-related fields. Major topics include organization of the body, skeletal system, muscular system, nervous system, endocrine system, reproductive system, digestive system, and integumentary system. **Prerequisite knowledge:** Chemistry 1; Physics 1; Biology 1; Biology 2 OR currently enrolled in IB Biology (HL or SL).

**IB Biology SL (W) (NHS)** **Full year/1.0 credit**

This course provides excellent premedical preparation. It will increase comprehension of major biological principles and create awareness of the interrelationship between one's self and the world in which one lives. Topics covered include cytology, biochemistry, ecology, botany, taxonomy, and evolution. Molecular genetics and human physiology are dealt with in great detail. Topics are explored through classroom discussion, individual and group projects, laboratory investigations, and computer activities. The objectives of the course are to: produce students knowledgeable in the world of biology on a personal and global level; provide a sound knowledgebase for college and the work force; provide opportunities for personal investigations of biological question; and develop students' appreciation of their world and of the role science plays in its development. IB certification will be by external examination. It is assumed that students enrolling in IB Biology SL have had previous coursework in biology. This course meets the Michigan Merit Curriculum requirements for Life Science.

**IB Biology I HL (W)** **Full year/1.0 credit**

This is the first course in the two-year IB HL biology curriculum. It provides excellent premedical preparation and will increase comprehension of major biological principles as well as create awareness of the interrelationship between one's self and the world in which one lives. Topics include cytology, biochemistry, ecology, botany, taxonomy, and evolution. Molecular genetics and human physiology are dealt with in detail. Additional topics will be chosen from the following list: advanced evolution, neurobiology and behavior, applied plant and animal science, ecology, conservation, and advanced human physiology. Topics are explored

through classroom discussion, individual and group projects, laboratory investigations, and computer-enhanced activities. The objectives of the course are to: produce students knowledgeable in the world of biology on a personal and global level; provide a sound knowledgebase for college and the workforce; provide opportunities for personal investigations of biological questions; and develop students' appreciation of their world and of the role science plays in its development. IB certification will be by external and internal examination.

**IB Biology II HL** **Full year/1.0 credit**

This is the second course in the two-year IB higher level biology curriculum. Upon completion, students will be prepared for the IB Biology HL exam. This course meets the Michigan Merit Curriculum requirements for Life Science.

**Prerequisite knowledge:** IB Biology I HL.

**Earth Science 1** **1 semester/0.5 credit**

This course is designed to illustrate concepts in resources, conservation and environmental issues, oceanography, global climate change, earth history, and astronomy. Students will investigate essential earth science concepts including ecosystems, nutrient cycles, earth materials and surfaces, ocean currents, and greenhouse gases. Students will be encouraged to develop a questioning attitude and will acquire a better understanding of the role earth science plays in each person's life. Laboratory experience will play a role in developing each student's understanding of the key scientific principles presented and provide exposure to laboratory equipment, technique, and safety. This course meets the requirement for the Michigan Merit Curriculum for Earth Science.

**Prerequisite knowledge:** Chemistry 1, Physics 1.

**Honors Earth Science 1 (W)** **1 semester/0.5 credit**

This course will address the same essential concepts as Earth Science I but to a greater depth of understanding. It is designed for students who are strongly considering pursuing any IB science course or other advanced science coursework in their upperclassmen years and, as such, will introduce students to the expectations used in those courses for class and laboratory work. Students in the honors course should expect significantly more independent work and should be self-motivated. This course meets the requirement for the Michigan Merit

Curriculum for Earth Science. **Prerequisite knowledge:** Chemistry 1, Physics 1.

**Astronomy** **1 sem./0.5 credit**

This semester course follows the Earth Science I course. It will ask students to employ skills and knowledge learned in earlier science coursework to explore astronomical phenomena, both within and outside our solar system. Major topics include solar system structure, stellar radiation and stellar types, stellar distances, cosmology, stellar processes, galaxies, and the expanding universe. **Prerequisite knowledge:** Physics 1, Earth Science 1.

**MI Geology/Meteorology** **1 semester/0.5 credit**

This semester course follows the Earth Science I course. Students need not have taken Earth Science 2A to enroll in this course. This course provides an in-depth study of geology focusing specifically on those features that define Michigan. Major topics include Michigan Great Lakes geography, the aging process of lakes, rocks and minerals, and Michigan meteorology. Students will be encouraged to get their shoes a little muddy in fieldwork in local and regional areas. **Prerequisite knowledge:** Physics 1 and Earth Science 1.

**ELECTIVES**

**Computer Electronics (CHS)** **Full year/1.0 credit**

This course is an introduction to computer electronics. It will include a review of basic electricity. Problem solving will be emphasized. Digital logic circuitry, timing circuitry, and electronic sensing circuitry will be developed. Parallax Basic Language and Basic Stamp modules will be used in developing small micro-controlled systems. These systems will include sensors and air-actuated cylinders. Radio signal transmission and reception will be used in some projects. **Recommended:** proficiency in algebra.

**Forensic Science 1** **1 semester/0.5 credit**

In this course, students will learn to apply science principles and techniques learned in their previous science coursework to the field of Criminalistics. Emphasis is placed on critical thinking and problem solving skills as they relate to crime scene analysis. Students will foster these skills within a cooperative framework, as there will be extensive group work. Topics include DNA analysis, crime scene

reconstruction, analysis of physical evidence, chromatography of inks and dyes, forensic anthropology, forensic entomology, forensic engineering, ballistic analysis, fingerprinting, toxicology, analysis of trace evidence, blood typing, and introduction to blood splatter analysis.

**Prerequisite knowledge:** Chemistry 1, Physics 1, Biology 1 and Earth Science 1.

### **Forensic Science 2                      1 Semester/0.5 credit**

In this course, students will continue the application of science principles and techniques learned in Forensic Science I and their science coursework to the field of Criminalistics. **Students enrolled in Forensic Science 2 should have completed Forensic Science 1 prior to enrollment.** Emphasis is placed on critical thinking and problem solving skills as they relate to crime scene analysis. Students will foster these skills within a cooperative framework, as there will be extensive group work. Topics include analysis of documents and forgery, forensic odontology, forensic engineering, additional topics in toxicology, advanced entomology, impression evidence, autopsy, and advanced blood spatter analysis. **Prerequisite knowledge:** Forensic Science 1. **Strongly recommended:** Biology 3 and Physics 2 (or IB Science coursework).

### **Ecology & Environment                      Full year/1.0 credit**

In the first semester of this course, students will acquire knowledge of the components of nature through an in-depth study of ecology, with particular emphasis on the ecosystems of Portage and Michigan. Laboratory components and fieldwork will be included. Students will develop techniques for collecting and interpreting data. The second semester uses this base of knowledge to study the effects humans have on ecosystems and to discuss possible solutions to environmental problems. **Prerequisite knowledge:** Chemistry 1, Biology 1, and Earth Science 1.

### **IB Environmental Systems and Societies SL (W) (CHS)                      Full year/1.0 credit**

This course fulfills the IB Group IV Experimental Science requirement. The primary focus of this course is to provide students with a coherent, holistic perspective on the environment with emphasis on local ecosystems. A substantial amount of fieldwork will be included. Students will develop techniques for collecting and interpreting a variety of data. They

will be required to evaluate and compare various components within an ecosystem and discuss their interrelationships. They will also evaluate and compare various ecosystems and examine how they interrelate. Students will explore not only the scientific aspects of environmental issues, but also ethical and political aspects. They will examine global environmental issues as well, especially as they relate to local ecosystems. IB certification will be by external examination.

### **EFE List of Courses Taught Off PPS Campus:**

#### **Health Science (W) (EFE) Full year/2.0 credits**

This course introduces the student to health care, with an emphasis on core skills and knowledge applicable to many professional health care disciplines. The curriculum integrates anatomy and physiology, medical terminology, and basic care skills through practical applications found in the health care setting. Students will investigate career choices through workplace observations. Students should enjoy working at a fast pace and be considering a healthcare career requiring a minimum of four years of post-secondary education.

*\*Potential for articulated credits with Baker College, Davenport University, Grand Rapids Community College, Kalamazoo Valley Community College and Lake Michigan College*

*\*3<sup>rd</sup> Science Credit*

*\*Taught at Comstock Education Service Center*

#### **Professional Health Science (W) (EFE)**

**Full year/2.0 credits**

Professional Health Science provides advanced training and experience in the healthcare field. The course includes internship experiences, enrollment in advanced skill mini courses (phlebotomy, electrocardiography, patient care assistance, and exercise science/sports medicine) and college-level course work. Students successfully completing CPR/AED and medical terminology instruction may receive articulated college credit. This second-year course represents the most advanced level of study in the health science program. Students applying to the program must meet specific achievement and performance prerequisites within either Health Science or Fundamentals of Health Science before gaining admission.

*\*Taught at Comstock Education Service Center and local healthcare partnerships*

#### **Animal Technology (EFE)**

**Full year/2.0 credits**

Students will learn about the basic care of animals including the anatomy, health, reproduction, and nutritional requirements of animals. This course gives special emphasis to the production of companion animals and livestock. Students explore careers in the animal industry and attain the skills necessary to seek out employment in the animal sciences. This is a laboratory/field-based class that involves animal dissections, job shadowing, and field trips.

*\*3<sup>rd</sup> Science Credit*

*\*Taught at Vicksburg High School*

**Fundamentals of Health Science (W) (EFE)**

**Full year/2.0 cr.**

The Fundamentals of Health Science program is ideal for students interested in exploring healthcare careers. Instruction will provide the skills and knowledge (both academic and technical) necessary to pursue entry level, advanced certification and/or a two-year degree. Special emphasis is on physiology, anatomy, medical terminology, patient assessment/vital signs, infection control, medical ethics, job-related safety, CPR, first aid and communication. Students should be dependable, well motivated, and show a sincere interest in health care.

*\*Potential for articulated credits with Davenport University, Grand Rapids Community College, Kalamazoo Valley Community College and Lake Michigan College*

*\*3<sup>rd</sup> Science Credit*

*\*Taught at Comstock Education Service Center*

**Dental Assistant (W) (EFE) Full year/1.0 credits**

This course prepares students to become dental assistants. Students learn the fundamental knowledge and skills of dental anatomy, physiology, terminology, dental materials, chair side assisting, sterilization, radiology, laboratory, and clinical procedures. Second semester consists of a paid or unpaid externship at a local dental office.

*\*Potential for articulated credits with Kalamazoo Valley Community College*

*\*3<sup>rd</sup> Science Credit*

*\*Taught at KVCC and local dental offices*

**Emergency Medical Technician Prog. (EFE)**

**Full year/1.0 credits**

The EMT course provides students with instruction in basic emergency medical technology. The EMT course is a study of the topics and skills necessary to make lifesaving interventions and stabilize patients

during transport to a medical facility. This course not only involves lecture and practical skill labs but also introduces the clinical component of EMS education, the minimum level of training required for work on a transporting ambulance. During second semester, students will complete clinical hours with a local ambulance service and healthcare agencies. Upon successful completion of this course, students are eligible for the National Registry Basic EMT licensing examination.

*\*Potential for articulated credits with Kalamazoo Valley Community College*

*\*3<sup>rd</sup> Science Credit*

*\*Taught at KVCC*

**Veterinary Science (EFE) Full year/2.0 credits**

During the first semester, students will focus on anatomy, medical terminology, hematology, animal breeds, animal health and care, restraint and handling, veterinary lab procedures and parasitology. The second semester will combine continued classroom instruction on specific skills with field work in area veterinary clinics. This program will introduce students to and help prepare students for various jobs in the field of veterinary medicine.

*\*3<sup>rd</sup> Science Credit*

*\*Taught at Sprinkle Road Veterinary Clinic*

**KEY:**

<b>EFA</b>	Education for the Arts	<b>HL</b>	Higher Level
<b>EFE</b>	Education for Employment	<b>SL</b>	Standard Level
<b>CHS</b>	At Central High School	<b>IB</b>	International Baccalaureate
<b>NHS</b>	At Northern High School	<b>W</b>	Weighted GPA Course

# Social Studies

<u>COURSE</u>	<u>GRADE(S)CREDIT</u>		
<b>American History Options</b>			
Modern American History	9		1.0
Honors Modern American History	9		1.0
<b>Economics Options</b>			
Economics	10		0.5
Honors Economics	10		0.5
AP Macroeconomics	10 11 12		0.5
<b>Government Options</b>			
Government	10		0.5
AP Government	10		0.5
<b>World History Options</b>			
Eastern World Studies	10 11 12		0.5
Comparative World Religions	10 11 12		0.5
Contemporary International Studies	11 12		0.5
Ancient World History	11 12		0.5
European History	11 12		0.5
IB 20 <sup>th</sup> Century World History SL	11 12		1.0
<b><u>ELECTIVES</u></b>			
Psychology	9 10 11 12		0.5
Sociology	9 10 11 12		0.5
Lab in Democracy (CHS)	9 10 11 12		1.0
Student Senate (NHS)	9 10 11 12		1.0
You and the Law	10 11 12		0.5
IB History of the Americas HL	11 12		1.0
IB/AP Psychology I	11 12		1.0
IB Psychology II SL/HL	12		1.0
Mentor Teaching & Learning (CHS)	11 12		0.5
Law Enforcement (EFE)	11 12		2.0
Teacher Cadet (EFE)	12		2.0

## PATHWAYS

Flow Chart 3 Credits required for graduation

	<u>General Pathway</u>	or	<u>IB Pathway</u>
Gr. 9	<b>Modern Amer. History</b>		<b>Modern Amer. History</b>
Gr. 10	<b>Government &amp; Economics</b> <i>These will be semester classes that integrate Geography</i>	or	<b>AP Government &amp; Honors or AP Economics</b> <i>These are semester classes that integrate Geography</i>
Gr. 11	<b>World History</b> <i>Students must take Contemporary International Studies and one semester of the following World History choices:</i>	or	<b>IB 20<sup>th</sup> Century World</b> <i>Please note that prior to enrollment in IB 20<sup>th</sup> Century World, successful completion of Honors Economics &amp; Government /Honors Govt. or successful completion of Government &amp; Economics and the Contemporary International Studies course.</i>
	<ul style="list-style-type: none"> <li>Ancient World History</li> <li>European History: 1500-1900</li> <li>Eastern World Studies</li> <li>Comparative W. Religions</li> </ul>		

**12<sup>th</sup> Grade elective courses beyond requirements:** Lab in Democracy (NHS 1.0); Psychology 0.5; Sociology 0.5; Student Senate \*CHS 1.0); You and the Law 0.5; IB/AP Psychology I 1.0; IB Psychology II SL/HL 1.0 or 2.0; IB 20<sup>th</sup> Century World (SL) 1.0; IB History of the Americas HL 1.0; Eastern World Studies 0.5; Comparative World Religions 0.5; European History: 1500-1900 0.5; Ancient World History 0.5; Contemporary International Studies 0.5.

## COURSE DESCRIPTIONS:

### AMERICAN HISTORY OPTIONS

**Modern American History Full year/1.0 credit**  
This course continues the study of American history from middle school. The themes, units of study, and materials will focus on the post-Civil War period of American history to present-day. Students will study the core democratic values, geography, and economics of America. The benchmarks stressed in

the course coordinate with the standards and benchmarks of the State of Michigan.

**Honors Modern American History (W)**  
**Full year/1.0 credit**

This challenging elective course extends the core Modern American History curriculum. Students can expect topics to be studied in greater depth than in the core course. Expectations for quality student products are also higher. (See Modern American History for a description of course content.)

**ECONOMICS OPTIONS**

**Economics** **1 semester/0.5 credit**

In this course, students will focus on the economic way of thinking, circular flow, economic growth and stability, monetary and fiscal policies, and international trade. It is recommended that this course be taken in grade 10.

**Honors Economics (W)** **1 semester/0.5 credit**

This challenging course extends the core Economics curriculum and also incorporates a strong geographic component. (See Economics for a description of the core Economics curriculum.)

**AP Macroeconomics (W)** **1 semester/0.5 credit**

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. There is no single approach that an AP Macroeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses. **(This course is offered on-line only.)**

**GOVERNMENT OPTIONS**

**Government** **1 semester/0.5 credit**

In this course students will build upon their knowledge and understanding gained in earlier grades of civics, government, and the process of governing. Students will develop a better understanding of the functions of American government and be encouraged to be responsible, active participants in the decision making process of

American society. It is strongly recommended that this course be taken in grade 10.

**AP Government (W)** **1 semester/0.5 credit**

This challenging course extends the core Government curriculum and incorporates a strong geographic component. (See Government for a description of the core Government curriculum.)

**WORLD HISTORY OPTIONS**

**Eastern World Studies** **1 Semester/0.5 credit**

Through an interdisciplinary approach, the course will examine the major influences on the development of Eastern Hemisphere Civilizations. Students will examine the impact of geography, significant people, economic and political forces, religion fold traditions, science and technology on the development of selected Eastern Hemispheric Civilizations. Reading, note-taking, listening, writing, and critical thinking are important for success in this course.

**Comparative World Religions**

**1 Semester/0.5 credit**

This course will examine the wide variety of religious and cultural traditions found in our world today. By gaining a working knowledge of Christianity, Buddhism, Judaism, Islam, Hinduism, and other important traditions, students will have the opportunity to broaden their understanding of the global human experience.

**Contemporary International Studies**

**1 semester/0.5 credit**

This course will examine the modern world from a variety of historical and cultural perspectives. Major themes such as nationalism, modernism, revolution and mass movements will be examined. The five basic themes of geography will also be emphasized throughout the course. This course will also allow students to investigate the historical roots of contemporary issues found in the realms of politics, economics, the media, popular culture, education, and race and gender issues.

**Ancient World History** **1 semester/0.5 credit**

This course presents ancient civilization from western and non-western perspectives. Students will study primary sources in learning about peoples and events of past eras. Critical thinking and oral and written expression are emphasized.

**European History** **1 semester/0.5 credit**

This course presents European history beginning with the Renaissance and concluding with the end of the nineteenth century. Students will study primary sources in learning about peoples and events of past eras. Critical thinking and oral and written expression are emphasized.

**IB 20th Century World History SL (W)**  
**Full year/1.0 credit**

This course is an advanced, fast-paced, highly rigorous elective for motivated students who are looking for a challenging social studies curriculum. It is designed to prepare students for the International Baccalaureate Organization's (IBO) final assessment in social studies. The IBO curriculum determines the course outline and scope. This course is the first of a two-course IB history sequence. The student will study the global history of the 20<sup>th</sup> century, focusing on the causes and effects of war, the rise and rule of single-party states, and the Cold War. In addition, the student will be required to undertake an in-depth study of a historical subject. This course meets the district's World History requirement. **Required:** Honors Economics and AP Government or Economics, Government, and Contemporary International Studies.

**ELECTIVES**

**Psychology** **1 semester/0.5 credit**

This survey course is designed to introduce the student to the science of psychology. Five major areas of psychology are covered: workings of the mind; the behaving organism; psychological growth; human relations; and personality and emotional life.

**Sociology** **1 semester/0.5 credit**

This course is the study of people and their activities in social groups. The course is concerned with the way the "group" shapes children to fit group life, the unique behavior of different groups, and the problems which arise when people live together in groups. Students will study the rules, organizations, and value systems which enable people to live together. Sociology is concerned with social institutions, problems, and all aspects of human behavior.

**Lab in Democracy (CHS)** **Full year/1.0 credit**

**Student Senate (NHS)** **Full year/1.0 credit**

These courses deal with parliamentary procedure, constitutional concepts, and human relations studies (communication, group interaction dynamics, etc.). Some independent study and regular classroom work dealing with history, current issues, etc., is structured to develop comprehension of leadership styles, skills, and decision making. The blend of classroom and laboratory work in this course is unique, offering great opportunity to the ambitious and highly motivated student. Requirement: Election by the student body or appointment by faculty.

**You and the Law** **1 semester/0.5 credit**

This course is designed to acquaint students with their rights and responsibilities in our legal system. When possible, local law enforcement agencies and judicial agencies will be used as resources.

**IB History of the Americas HL (W)**  
**Full year/1.0 credit**

This course is an advanced, fast-paced elective that is the second course in the two-year IB history sequence. (See IB 20<sup>th</sup> Century World History SL for details of the first course.) This course consists of rigorous study, comparison, and evaluation of the histories of Latin America, Canada, and the United States, investigating from the opposing ideologies of the U.S. Civil War in 1860 and continuing through the emerging independence of the Western Hemisphere in the 1990s.

**IB/AP Psychology I (W)** **Full year/1.0 credit**

This course approaches the study of human behavior through biological, cognitive, and learning perspectives. The course also gives careful attention to cultural variables in the study of diversity of human behavior. Students will design and implement their own research. This course is not only for students interested in an IB Diploma or Certificate, but also for any student who would like an advanced-level psychology curriculum. At the conclusion of the course, students will be prepared to take the AP Psychology exam.

**IB Psychology II SL/HL (W)** **Full year/1.0 credit**

This course is the second year of the two-year IB Psychology sequence. Students will study the humanistic perspective and three additional areas of focus. Students will engage in further guided

research. At the end of the course, students will be prepared to take the IB Psychology HL exam.

**Mentor Teaching and Learning (CHS)**

**1 semester/0.5 credit**

This course is a one-on-one mentoring program in which upperclassmen are mentors to the freshmen students to whom they are paired. The mentors are responsible for assisting freshmen with their homework and assignments. Both freshmen and mentors receive one-half credit for each semester that is successfully completed. Upperclassmen must be approved for mentorship prior to selecting this course. Students interested in becoming mentors should see their guidance counselors. Incoming ninth graders should see their guidance counselors concerning enrollment in this course.

**Teacher Cadet (EFE) (W) Full year/2.0 credits**

This course is for high school seniors who have a desire to pursue a career within the field of education. The intent of the program is to prepare students for a life in teaching with the expectation that they gain the experience necessary to make an informed choice. Students will work in an elementary, middle school or high school classroom for three days per week under the direct supervision of a certified teacher. The remaining two days per week will involve related course work and portfolio development.

*\*Taught at Gull Lake and Portage Central High Schools*

**EFE List of Courses Taught Off PPS Campus:**

**Law Enforcement (EFE) (W)**

**Full year/2.0 credits**

This unique program features a Kalamazoo Public Safety officer as the instructor and also includes numerous other public safety officers with various backgrounds as guest speakers.

**Law Enforcement I** introduces students to the many different careers available within the law enforcement field. The program emphasizes the knowledge, skills, and ethics needed to be a successful police academy recruit. Areas of study include criminal law, patrol procedures, fire ground operations, first aid/CPR/AED training, defensive tactics, crime scene investigation, and oral and written communication skills. The program follows police academy standards including uniforms and chain of command.

**Law Enforcement II** deepens students' understanding of criminal procedures and improves their written and oral communication skills. Eligible students will intern with local public safety agencies during second semester, where they will apply the knowledge, skills, and ethics learned to real world situations.

*\*Potential for articulated credits with Davenport University, Grand Rapids Community College and Kalamazoo Valley Community College*

*\*12<sup>th</sup> Grade Language Arts Credit*

*\*Taught by a Kalamazoo Department of Public Safety Law Enforcement Officer at the Comstock Education Service Center*

**KEY:**

<b>EFA</b>	Education for the Arts	HL	Higher Level
<b>EFE</b>	Education for Employment	SL	Standard Level
<b>CHS</b>	At Central High School	IB	International Baccalaureate
<b>NHS</b>	At Northern High School	W	Weighted GPA Course

# Technology & Applied Science

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Machine Woodworking	9 10 11 12	0.5/1.0
Technology Systems (CHS)	9 10 11 12	0.5
<b><u>Courses Taught Off PPS Campus</u></b>		
Automotive Technology (EFE)	10 11 12	2.0
Construction Trades (EFE)	11 12	2.0
Drafting	10 11 12	2.0
Electronics and Robotics (EFE)	11 12	2.0
Furniture & Cabinetmaking (EFE)	10 11 12	2.0
Heating, Air Cond. & Refrigeration (EFE)	12	1.0
Machine Tool Technology (EFE)	11 12	2.0
Welding (EFE)	12	1.0
Electrical Technology (EFE)	12	1.0
Cosmetology/Barbering (EFE)	11 12	3.0
Aviation Technology (EFE)	12	2.0
Registered Apprenticeship (EFE)	11 12	1-3
Cooperative Education (EFE)	11 12	1-3
Wind Technology	11 12	2.0

## Machine Woodworking

**1 Semester or Full year/0.5/1.0 credit**

This course offers students an opportunity to develop hands on woodworking skills by building and finishing word projects. Instruction will cover general safety, proper machine care and usage, blue print reading, project design, problem solving and furniture repair. Each marking period students will build an assigned project or an approved, optional project that will incorporate essential woodworking skills. Materials for required projects will be provided by the school. Materials for optional projects will be purchased by the students through school or on their own. This class may be repeated with instructor's approval.

## Technology Systems **1 semester/0.5 credit**

This course will offer the student an exploratory experience dealing with various aspects of physical technology. The design process and safe work habits are stressed. Also incorporated are computer-aided design (CAD) and the use of our woodworking facility. The course includes discussions and demonstrations and maximizes laboratory work. Math, science, and English concepts will be utilized. **Visual and Performing Arts Credit and Math credit. Taught at Portage Central High School.**

## EFE List of Courses Taught Off PPS Campus: Drafting Architectural I (CHS) (W)

**Full year/2.0 credits**

This course is for the student who wants to explore the field of architecture or interior design. Using a hands-on approach, students are given the opportunity to use their creativity and imagination to design residential structures. Exercises include hand and computer drafting to design residential building floor plans, sections and elevations which are typical to those used by contractors. Green Architecture, design concepts, and professional vocabulary will be emphasized. Students will use high-tech software to create their own designs on the computer. *\*Potential for articulated credits with Baker College, Grand Rapids Community College, Kalamazoo Valley Community College and Lake Michigan College* *\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit* *\*Taught at Kalamazoo Central High School*

## **Drafting: Architectural II - Light Commercial**

This course is for the student interested in a career in architecture or construction. Students are required to create a comprehensive building design project that includes site design, building design and development of architectural details. Students will be given the unique opportunity to work with a mentor architect on their design project. Students will research Green Architecture, building requirements, commercial building codes and handicap accessibility, and will use this in their design. Emphasis is on using applications that are commonly found in professional offices.

*\*Taught at Kalamazoo Central High School*

## **Drafting: Architectural III: Presentation and Rendering**

This course offers demonstrations and exercises to deepen students' understanding of the communication process, increase familiarity with different expressive forms of graphic art, and further advance skills in the use of multimedia such as video clips. Projects will be based on interest and/or the trimester the student enters the course. Projects can be models produced on the laser cutter, photo realistic drawings, or architectural animations.

*\*Taught at Kalamazoo Central High School*

## **Drafting: Mechanical I – Introduction to Engineering and Design**

This course is a must for students who are anticipating a career in engineering, technical illustration, design, drafting, CAD, the trades or other technical fields. This is an intermediate course for students with limited or no Computer-Aided Drafting (CAD) experience. Use of standard drafting technique will be developed; geometric construction, orthographic projection, auxiliary views, section views, and dimensioning practices will be

emphasized. Students will focus on the design and assembly of 3D parametric models, assembling parts together, creating 2D drawings and adding animation to their assemblies. Students will use high tech software to do their design work on the computers.

*\*Potential for articulated credits with Baker College, Grand Rapids Community College, Kalamazoo*

*Valley Community College and Lake Michigan College*

*\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit*

*\*Taught at Kalamazoo Central High School*

### **Drafting: Mechanical II – Applied Engineering and Design**

This course is project based. It gives students the opportunity to use their creativity to solve problems and figure out how things are designed. Students will be given the unique opportunity to work with a mentor engineer to help them with their design project. Projects will be in the areas of biomedical, alternative energies, and inventions to mention a few. Students will produce their project using the rapid proto-type machine, CNC lathe, CNC mill and laser cutter. A thorough study of machine component design, tolerance of mating parts and creating assemblies will be taught in this course.

*\*Taught at Kalamazoo Central High School*

### **Automotive Technology (EFE) (W)**

**Full year/2.0 credits**

This National Automotive Technician Education Foundation (NATEF) certified program covers four major areas of automotive service: engine electrical, engine performance, brake systems and steering and suspension. Students have the opportunity to become state certified as well as to earn credit toward completion of an associate degree or other post-secondary training. Students may take this course for two years.

*\*Potential for articulated credits with Baker College, Grand Rapids Community College, Kalamazoo*

*Valley Community College and University of Northwestern Ohio*

*\*4<sup>th</sup> Related Math Credit*

*\*Taught at Comstock and Loy Norrix High Schools*

### **Aviation Technology (EFE) (W)**

**Full year/2.0 credits**

This course is a great way to jump-start a career in aviation, allowing students to study airframe and power plant mechanics in addition to learning the ground school portion of a private pilot license. The program emphasizes the application of advanced math and science concepts and prepares students for post-secondary education and training.

Students have the opportunity to interact with industry experts and visit leaders in the field of

aviation for career exploration. After completing this course, students will be prepared to take the test for the ground school portion of their private pilot license.

*\*Potential for articulated credits with Baker College and Northwestern Michigan College*

*\*4<sup>th</sup> Related Math Credit*

*\*Taught at Kalamazoo Air Zoo*

### **Construction Trades (EFE) Full year/2.0 credit**

This course exposes students to several aspects of the construction industry including site, layout, carpentry, electrical, masonry, plumbing, heating, plastering, painting, and other construction skill areas.

Students experience hands-on training in remodeling and/or new construction as well as classroom training. Students interested in this course should understand basic concepts of measurement and mathematics and be able to work indoors or outdoors. Students may take this course for two years. This program is a partnership with Kalamazoo Valley Habitat for Humanity.

*\*Potential for articulated credits with Ferris State University and Kalamazoo Valley Community College*

*\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit*

*\*Taught out of Comstock and Schoolcraft High Schools and in connection with the Kalamazoo Valley Habitat for Humanity Program*

### **Cosmetology/Barbering (EFE) Full year/3.0 credits**

This is a state-certified program of instruction designed to prepare students to become a licensed professional cosmetologist or barber. Michigan's cosmetology course includes 1,500 clock hours (barbering includes 2,000) of mandatory attendance. In order to complete this requirement, students must be committed to attending the program during an extended day all through their junior and senior years and the summer that falls between. Upon successful completion of this prerequisite, students will be prepared to take their Michigan State Board Exam. Students not meeting this requirement during their EFE enrollment will need to complete the program at their own expense.

*\*3<sup>rd</sup> Science and Visual and Performing Arts Credit*

*\*Taught at both West Michigan College of Barbering and Beauty and Wright Beauty Academy*

### **Electrical Technology (EFE)**

**Full year/1.0 credits**

Students in this course are dually enrolled and have the opportunity to earn college credit through

Kalamazoo Valley Community College. This course provides instruction and training in the areas of applied electricity, residential wiring and code, and safety and first aid. Students will learn basic electrical theory and practices as well as wiring theory and gain lab experience. Upon successful completion of this course, the student should have the knowledge and ability to wire a residence according to the national electrical code. Throughout the program, students gain valuable practical experience working on residential, commercial, and industrial wiring. Students interested in this class should enjoy working with mathematical formulas and algebra concepts.

*\*Potential for articulated credits with Grand Rapids Community College and dual enrolled credits at Kalamazoo Valley Community College*

*\*4<sup>th</sup> Related Math Credit*

*\*Taught at KVCC*

### **Electronics and Robotics (EFE) (W)**

**Full year/2.0 credits**

This is an excellent course for students to use their creativity to solve problems and figure out how things work. A hands-on approach will introduce students to concepts and skills in current and emerging technical fields. The course features high-tech equipment and programs in a student-centered classroom. Projects challenge and engage students' minds to provide a strong foundation that could launch them into engineering or other high-tech careers such as alternative energies, robotics and automated systems, optics, biomedical, and nanotechnology. Students may take this course for two years.

*\*Potential for articulated credits with Baker College, Grand Rapids Community College, Kalamazoo Valley Community College and Lake Michigan College*

*\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit*

*\*Taught at Kalamazoo Central High School*

### **Furniture & Cabinetmaking (EFE) (NHS)**

**Full year/2.0 credits**

This course provides students with hands-on experience in the production of furniture and cabinetry. Students will complete projects designed to develop skills in group production, project design and layout, frameless construction using the 32mm system, techniques in joinery machine maintenance and use, wood identification and properties, wood turning, computer numerically controlled mill/lathe programming and use, fixture design and fabrication, and millwork. Students may take this course for two years. Second-year students will focus on advanced

wood techniques that will incorporate the interests and needs of area industries and the individual interest of the student.

*\*Potential for articulated credits with Michigan Career & Technical Institute*

*\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit*

*\*Taught at Portage Northern High School*

### **Heating, Air Cond. & Refrig. (EFE) (W)**

**Full year/1.0 credits**

Students in this course are dually enrolled and have the opportunity to earn KVCC college credit in addition to high school credit. This course provides instruction and training in the areas of heating, ventilation, air conditioning and refrigeration as well as the design, installation, and servicing of HVAC/R systems. HVAC prepares students for a technical career upon completion.

*\*Potential for dual enrolled credits with Kalamazoo Valley Community College and articulated credits with University of Northwestern Ohio*

*\*4<sup>th</sup> Related Math Credit*

*\*Taught at KVCC*

### **Machine Tool Technology (EFE) (W)**

**Full year/2.0 credits**

This course provides students with hands-on experience in machining and manufacturing methods in an industrial-like setting. The course includes information on the operation of computer-aided design and computer manufacturing systems, machine tool equipment, machining of alloys, heat-treating operations and plastic molding systems. It also features demonstrations and maximizes student laboratory work (80% hands-on). Students gain planning, organizing, and decision-making skills while also developing acceptable attitude, interpersonal and equipment-related skills. Machine Tool prepares students for immediate employment, advanced schooling, and/or apprenticeship opportunities with local area employers. Students may take this course for two years.

*\*Potential for articulated credits with Grand Rapids Community College, Kalamazoo Valley Community College and Lake Michigan College*

*\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit*

*\*Taught at Vicksburg High School*

### **Welding (EFE)**

**Full year/1.0 credits**

Students in this course are dually enrolled and have the opportunity to earn college credit from Kalamazoo Valley Community College in addition to

high school credit. Students must follow all requirements of a dual-enrolled program. Students learn to weld with the most advanced welding processes used today. Content includes the basic safe operation of the ox-fuel welding, cutting, and brazing systems. Students also receive training in the basic electric arc welding processes, SMAW (arc), GMAW (mig), and equipment setup, selection and operation. Blueprint reading for welders, welding symbols and basic welder's trade math are included to prepare the student for employment in the welding trade.

*\*Potential for dual enrolled credits with Kalamazoo Valley Community College and articulated credits with Lake Michigan College*

*\*4<sup>th</sup> Related Math and Visual and Performing Arts Credit*

*\*Taught at KVCC*

### **Wind Energy Technology Full year/2 credits**

Students taking this course will explore career opportunities in the wind power industry through the study of how people harness wind to produce power and an overview of the technology and equipment found in a wind turbine. The program will discuss both utility scale and community wind equipment. Units of study will include: the role of wind power in creating a diverse renewable energy portfolio; meteorology, the characteristics of wind, and issues associated with siting of wind turbines; identification of the primary electrical, electronic, and mechanical systems within a wind turbine; fundamental knowledge of how each system operates; overview of the maintenance requirements for each component; essential safety practices; and career opportunities in the wind industry. The course includes work in the classroom and the opportunity to work in the lab.

*\*4<sup>th</sup> Related Math Credit*

*\*Taught at KVCC's Michigan Technical Education Center (M-TEC)*

### **Registered Apprenticeship (EFE)**

#### **Full year/1-3 credits**

Employers sponsor students through the Federal Bureau of Apprenticeship Training for a skilled trade. During the apprenticeship period (two to four years, depending upon the occupation), the student combines on-the-job training at the company with related classroom instruction at school. Upon high school graduation, courses are continued at a post-secondary institution. While in this apprenticeship, the student will:

- Be employed in a coordinator-approved work setting,

- Work 10-15 hours per week in class-related, legal employment,
- Receive release time from school, school credit, on-the-job training, and pay while earning a journey person's card, and
- Will be evaluated every marking period by his/her employer.

### **Cooperative Education (Co-Op) (EFE)**

#### **Full year/1-3 credits**

Cooperative Education is an opportunity for students to "earn while they learn." Co-op is a method of instruction, through written cooperative arrangements between school and employers, providing students with an opportunity to extend their Career/Technical Education preparation beyond the classroom.

Students who have completed at least 50% of an Education for Employment class can gain valuable work experience, while earning both money and high school credit. It's a great opportunity to increase awareness of the broad spectrum of occupations in an area of interest, and practice teamwork in the real working world while developing positive work attitudes and habits.

Participating students shall:

- Be employed in a coordinator-approved work setting,
- Work 10-15 hours per week in class-related, legal employment,
- Receive release time from school, school credit, on-the-job training, and pay, and
- Will be evaluated every marking period by his/her employer.

**Prerequisite:** EFE/CTE related class. Successful completion of 50% and continued concurrent enrollment or EFE/CTE completer status.

**NOTE:** Students are not to be officially enrolled in co-op until the Co-op Coordinator has approved their application and job site. Additionally, employment is subject to forces outside of the control of the school district, therefore, employment cannot be guaranteed. For these reasons, it is recommended that students maintain a full schedule of classes until all conditions are met.

#### **KEY:**

<b>EFA</b>	Education for the Arts	<b>HL</b>	Higher Level
<b>EFE</b>	Education for Employment	<b>SL</b>	Standard Level
<b>CHS</b>	At Central High School	<b>IB</b>	International Baccalaureate
<b>NHS</b>	At Northern High School	<b>W</b>	Weighted GPA Course

# World Languages

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
French I	9 10 11 12	1.0
French II	9 10 11 12	1.0
French III	10 11 12	1.0
IB French IV SL	11 12	1.0
IB French V SL/HL	12	1.0
German I	9 10 11 12	1.0
German II	9 10 11 12	1.0
German III	10 11 12	1.0
IB German IV SL	11 12	1.0
IB German V SL/HL	12	1.0
Latin I	9 10 11 12	1.0
Latin II	10 11 12	1.0
IB Latin III	11 12	1.0
IB Latin IV SL	12	1.0
Spanish I	9 10 11 12	1.0
Spanish II	9 10 11 12	1.0
Spanish III	10 11 12	1.0
IB Spanish IV SL	11 12	1.0
IB Spanish V SL/HL	12	1.0

**NOTE:** If a high school student wishes to repeat a World Language Level I course after successfully completing the same content in middle school, both parental and middle school administrator consent will be required. Per current regulation, the World Language Level I course and the grade received will be recorded on the high school transcript. This credit will not count toward the 26 credits required for graduation.

## **French I** **Full year/1.0 credit**

This introductory French course provides the new generation of language students with the opportunity to communicate successfully in a variety of realistic situations. The students will develop basic speaking skills, but also systematically develop listening, reading and writing skills within the varied contexts of the French-speaking countries. Video and audio CD programs engage students in a variety of interactive activities of native French speakers. Additionally, the course explores the geography, the lifestyles and other cultural aspects of French-speaking countries. **Recommended:** C average in Language Arts.

## **French II** **Full year/1.0 credit**

This second-year French course reviews language concepts from the first year. Further vocabulary and grammar study will enable students to communicate

more effectively and accurately in written and oral forms. Practice with vocabulary related to everyday living and cultural situations, provides opportunities to develop proficiency in the spoken language. Video and audio CD programs engage students in a variety of interactive activities of native French speakers, improving listening and reading comprehension and speaking skills. Authentic reading materials will also develop students' reading skills. A variety of resources will be used to increase understanding of and appreciation for French-speaking culture. **Recommended:** C average in French I.

## **French III** **Full year/1.0 credit**

In this third-year French course students will refine language skills through various activities. Emphasis will be placed on acquisition of core grammar concepts and practical application of speaking and writing skills. Reading and listening skills will be enhanced with practice from native sources. Authentic reading materials also develop students' reading skills. In-depth studies of cultural topics are an integral part of the course. Most activities will be conducted in French, and students are expected to communicate in the target language. **Recommended:** C average in French II or permission of the instructor.

## **IB French IV SL (W)** **Full year/1.0 credit**

IB French IV focuses on language acquisition and refinement. It meets the needs of students who have studied French for three or four years immediately prior to the beginning of this course. Students will use the language appropriately in a range of situations and contexts for a variety of purposes. All four language skills (listening, reading, writing, and speaking) will be developed equally through authentic texts and a variety of interactive activities. This course is conducted primarily French. Students are expected to communicate in the target language. **Recommended:** C average in French III.

## **IB French V SL/HL (W)** **Full year/1.0 credit**

This is the culminating course in the French program, and is designed for students with four or more years' previous experience in the language. The course focuses on acquisition and development of the listening, speaking, reading, and writing skills at increased levels of sophistication. These skills are developed through the study of a wide range of authentic written and spoken texts, extending from

everyday oral exchanges to literary excerpts from the target culture. Refinement of expression will be emphasized throughout the year. The goal is appropriate use of the language in a wide variety of situations and purposes. Students will strive for effective communication, understanding the subtleties of vocabulary, analysis of written and spoken material, and the discussion of abstract ideas. To accomplish this, students will learn to refine their language to include appropriate register, style, and sensitivity to the culture(s) of the target countries.

The course is conducted in French. **Prerequisite:** IB French IV SL.

### **German I** **Full year/1.0 credit**

This introductory German course is designed for beginning students with no prior study of the language. Students will use their knowledge of English to draw comparisons to the German language and build basic vocabulary. Listening, reading, writing and speaking skills will be developed on a basic level through a variety of activities. Topics of discussion include family, school, sports, travel, shopping and entertainment. Students will explore the customs and culture of the German-speaking countries. **Recommended:** C average in Language Arts.

### **German II** **Full year/1.0 credit**

This course is a continuation of language study that began in German I. The emphasis is on communication in culturally authentic situations. Students will review and expand on vocabulary and phrases learned in the first year. They will communicate using increasingly complex structures. Students will learn to sense the cultural appropriateness of certain phrases in particular situations and will explore in greater depth the lifestyles of German-speaking people. **Recommended:** C average in German I.

### **German III** **Full year/1.0 credit**

In this third year of German, oral fluency, grammatical accuracy and listening comprehension will be further developed through a variety of activities. Emphasis is on expanding vocabulary and using more complex structures. Topics of discussion include fashion, vacations, entertainment, social situations, relationships with others, and privileges and responsibilities. Most activities are conducted in

the target language. **Recommended:** C average in German II.

### **IB German IV SL (W)** **Full year/1.0 credit**

This course is a modern language program focusing on language acquisition and refinement. It meets the needs of students who have studied German for three or four years immediately prior to the beginning of this course. Students will use the language appropriately in a range of situations and contexts for a variety of purposes. All four language skills (listening, reading, writing, and speaking) will be developed equally through authentic texts and a variety of activities. This course is conducted primarily in German. Students are expected to communicate in the target language. **Recommended:** C average in German III.

### **IB German V SL/HL (W)** **Full year/1.0 credit**

This is the culminating course in the German program and is designed for students with four or more years' previous experience in the language. The course focuses on acquisition and development of the listening, speaking, reading, and writing skills at increased levels of sophistication. These skills are developed through the study of a wide range of authentic written and spoken texts, extending from everyday oral exchanges to literary excerpts from the target culture. The goal is use of the language in a wide variety of situations and purposes. Students will strive for effective communication, understanding the subtleties of vocabulary, analysis of written and spoken material, and the discussion of abstract ideas. To accomplish this, students will learn to refine their language to include appropriate register, style, and sensitivity to the culture(s) of the target countries. **Prerequisite:** IB German IV SL.

### **Latin I** **Full year/1.0 credit**

This course begins a four-year sequence leading to reading the Latin language with comprehension. The course will focus on the everyday life of Romans through readings about a family living during the last days of the city of Pompeii and the life of Romans living in the provinces of Britannia and Aegyptus. Archaeological information will be used to enhance the cultural studies. Roman mythology will also be used to help define the life and beliefs of the ancient Romans. All of this will be studied with a view toward the ancient culture's impact on modern society. Through the study of English words derived and borrowed from Latin, the student will obtain

immense practical benefit by improving personal vocabulary and knowledge of English grammar.

**Recommended:** C average in Language Arts.

**Latin II** **Full year/1.0 credit**

In this second-year Latin course, students will continue to work toward the goal of reading Latin with comprehension. Additional vocabulary words and more complex grammar will be introduced. While students further develop their translation skills, they will learn about life in the Roman army and the development of civilian centers in the distant provinces. The design of these ancient urban centers will be compared with the complicated arrangement of buildings in the ruling city of Rome. Through readings by authors included in the IB curriculum and in discussions on the military and urban centers, students will gain valuable information that will help them to understand the life and writings of Julius Caesar. **Recommended:** Latin I.

**IB Latin III (W)** **Full year/1.0 credit**

In this course students will learn about the history of Rome through the literature and lives of the ancient authors. While translating and reading the mythological and historical works of such authors as Ovid, Virgil, Catullus and Horace, students will also study the development of the Latin language. Through the translations of the ancient authors, students will study the historical events and people that helped to take Latin from a language only inscribed on tombs to one that could be used to compose all forms of literature. Cultural emphasis will be placed on the growth of Rome's political system from its earliest days as a monarchy, when the language was in its infancy, to the imperial age, when Latin rose to its peak form in literature and had its decline into a language that reflected the rise of the common man. Students will refine their translation skills to demonstrate knowledge of grammatical forms that define an author's style. **Recommended:** Latin II.

**IB Latin IV SL (W)** **Full year/1.0 credit**

This course encourages expansion and development of students' translation skills. The emphasis is placed on the translation of selected authors that define social changes that occurred throughout Rome's history. Through the readings of Virgil, Catullus, and other Roman writers, students will identify the events that shaped Roman laws, customs, and social and

religious beliefs. Using the knowledge of texts translated in previous levels, students will learn to interpret the social and political difficulties that controlled the life of prominent Romans in government and the authors who recorded the events which defined what and who was Roman.

**Recommended:** IB Latin III or permission of the instructor.

**Spanish I** **Full year/1.0 credit**

This introductory Spanish course provides the new generation of language students with the opportunity to function successfully in a variety of realistic situations. The students will not only develop speaking skills, but also systematically develop listening, reading and writing skills within the varied contexts of the Spanish-speaking world. Additionally, the course explores the geography, the lifestyles and other cultural aspects of Spanish-speaking countries.

**Recommended:** C average in Language Arts.

**Spanish II** **Full year/1.0 credit**

In this course, second-year Spanish students review language concepts from the first year. Further vocabulary and grammar study will enable students to communicate more effectively and accurately in both written and oral forms. Practice with vocabulary related to everyday living situations provides opportunities to develop proficiency in the spoken language. Video and audio CD programs expose students to a variety of native Spanish speakers, improving their listening comprehension. Authentic reading materials will also develop students' reading skills. A variety of resources will be used to increase understanding of and appreciation for cultures of the Spanish-speaking world. **Recommended:** C average in Spanish I or permission of the instructor.

**Spanish III** **Full year/1.0 credit**

In this course, third-year Spanish students will refine language skills through various activities. Emphasis will be placed on acquisition of verb tenses and practical application of the speaking and writing skills. Reading and listening skills will be enhanced with practice from native sources. Video and audio CD programs expose students to a variety of native Spanish speakers, improving their listening comprehension. In-depth studies of cultural topics are an integral part of the course. Most activities will be conducted in Spanish and students are expected to communicate in the target language. **Recommended:**

C average in Spanish II or permission of the instructor.

**IB Spanish IV SL (W) Full year/1.0 credit**

This course is a modern language program focusing on language acquisition and refinement. It meets the needs of students who have studied Spanish for three or four years immediately prior to the beginning of this course. Students will use the language appropriately in a range of situations and contexts for a variety of purposes. All four language skills (listening, reading, writing, and speaking) will be developed equally through authentic texts, media and a variety of activities. This course is conducted primarily in Spanish. **Recommended:** C average in Spanish III or permission of the instructor.

**IB Spanish V HL (W) Full year/1.0 credit**

This is the culminating course in the Spanish program and is designed for students with four or more years previous experience in the language. The course focuses on acquisition and development of the listening, speaking, reading, and writing skills at increased levels of sophistication. These skills are developed through the study of a wide range of authentic written and spoken texts, extending from everyday oral exchanges to literary excerpts from the target culture. The goal is use of the language in a wide variety of situations and purposes.

**Prerequisite:** C average in IB Spanish IV SL or permission of the instructor.

**KEY:**

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<b>EFE</b>	Education for Employment	SL	Standard Level
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<b>NHS</b>	At Northern High School	W	Weighted GPA Course

## Other Courses

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
IB Theory of Knowledge	12	1.0
KAMSC (morning)	9 10	1.5
KAMSC (afternoon)	11 12	1.5
Seminar	9 10 11 12	0.5
Yearbook	9 10 11 12	1.0
Alternative Plan for Students	9 10 11 12	0.5+
Registered Apprenticeship (EFE)	11 12	1-3
Cooperative Education (EFE)	11 12	1-3

### **IB Theory of Knowledge (W) Full year/1.0 credit**

This course is required of all International Baccalaureate Diploma candidates and affords them the opportunity to reflect upon their learning experiences inside and outside the classroom. Candidates will explore the challenges typically encountered in evaluating assertions or “knowledge claims,” as well as how specific “problems of knowledge” are an inherent component of various academic disciplines. Classroom activities will provide preparation and practice for IB-mandated oral presentations as well as a 1,200- to 1,500-word essay on a topic that the student selects from an IB-prescribed list.

### **Kalamazoo Area Mathematics & Science Center (KAMSC)**

**Morning Session Full year/1.5 credit**

**Afternoon Session Full year/1.5 credit**

In this course, Portage Public Schools students have the opportunity to attend classes at the Kalamazoo Area Mathematics and Science Center. Students who attend this center are normally selected during the eighth grade; however, openings occasionally become available as students leave the program. KAMSC is an academically rigorous program which requires that a student leave his/her home school and attend the math and science center in Kalamazoo. Each student who attends this center completes three credits in mathematics and science during a school year. For more information about this program, please contact your school counselor.

**Seminar 1 semester/0.5 credit**

This elective course is designed to be an educational extension of a student’s regular schedule of classes. Seminar provides opportunities for enrichment, encouragement, remediation, and reinforcement of concepts taught in a student’s other courses.

### **Yearbook Full year/1.0 credit**

Applications for this course are made directly to the advisor in each building during the winter. Students interested in advertising, design, writing, photography, typing, and being part of a team working to present the best yearbook possible are urged to visit with present staff to investigate the possibilities. Secure an application from the yearbook advisor or your counselor. This course may be repeated for credit.

### **Registered Apprenticeship (EFE) Full yr./1-3 cr.**

Employers sponsor students through the Federal Bureau of Apprenticeship Training for a skilled traded. During the apprenticeship period (two to four years, depending upon the occupation), the student combines on-the-job training at the company with related classroom instruction at school. Upon high school graduation, courses are continued at a post-secondary institution. While in this apprenticeship, the student will:

- Be employed in a coordinator-approved work setting;
- Work 10-15 hours per week in class-related, legal employment;
- Receive release time from school, school credit, on-the-job training, and pay, while earning a journey person’s card; and
- Will be evaluated every making period by his/her employer.

### **Cooperative Education (EFE) Full year/1-3 credits**

Cooperative Education is an opportunity for students to “earn while they learn.” Co - op is a method of instruction, through written cooperative arrangements between school and employers, providing students with an opportunity to extend their Career/Technical Education preparation beyond the classroom.

Students who have completed at least at least 50% of an Education for Employment class can gain valuable work experience, while earning both money and high school credit. It’s a great opportunity to increase awareness of the broad spectrum of occupations in an area of interest, and practice teamwork in the real working world while developing positive work attitudes and habits.

Participating students shall:

- Be employed in a coordinator-approved work setting;
- Work 10-15 hours per week in class-related, legal employment;
- Receive release time from school, school credit, on-the-job training, and pay; and
- Will be evaluated every marking period by his/her employer.

**Prerequisite:** EFE/CTE related class. Successful completion of 50% and continued concurrent enrollment or EFE/CTE completer status.

**NOTE:** Students are not to be officially enrolled in co - op until the Co - op Coordinator has approved their application and job site. Additionally, employment is subject to forces outside of the control of the school district, therefore employment cannot be guaranteed. For these reasons, it is recommended that students maintain a full schedule of classes until all conditions are met.

### **Alternative Plan for Students (APS)**

This plan provides students with the opportunity to arrange a program that provides for their own identified needs as an alternative to the traditional high school program. Students may select community volunteer programs, enroll in college and career programs, do independent study or research outside of school under APS supervision, choose employment or training that is related to occupational goals but is not available under regular school programs, or develop a proposal of their own that meets the purpose of the Alternative Plan. The number of credits earned in the alternative program will depend on the proposal submitted by the student. See your counselor for further information.

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### **On-line Learning Options**

Expanded online learning opportunities are now available for Portage Public Schools' (PPS) middle school and high school students. Most PPS students who have taken advantage of online courses have done so to recover credit that they need for graduation. However, a student's participation with online courses may be for a variety of reasons. These reasons may include a desire to expand college,

Advanced Placement and International Baccalaureate offerings or to meet high school graduation requirements in middle school and high school.

Students may select up to two online courses per semester and are required to complete major tests and the final exam on site within the semester, but may have some flexibility as determined by your school principal for work outside of the school setting. Michigan Virtual High School and Brigham Young University courses are accepted for middle school and high school credit by PPS. Other providers may be approved if taken outside of the school day and paid for by the student. Laboratory science and physical education courses are not accepted.

Courses designed to prepare a student for testing out of a course will not receive credit unless the student successfully tests out of the course. In addition, fees for test-out preparation courses, those taken in the summer term and/or beyond the student's seven courses are the responsibility of the students. Students who receive free or reduced lunch may be eligible for assistance. Approved online college courses will follow the dual-enrollment formula for full or partial payment.

Students will receive Credit/ No Credit on their transcripts and report cards and the courses will not affect the grade point average. Some colleges and universities may not recognize online courses as meeting the high school core requirements, particularly if they are taken in middle school, so it is important to check with the admissions office prior to selecting an online option.

Also, if you anticipate your child being the recipient of an athletic scholarship from an NCAA institution, we strongly recommend you contact the NCAA Eligibility Center at 877-262-1492 before enrolling in online high school courses. Also be aware that once enrolled, the NCAA may have additional requirements for completing the course.

A listing of available courses can be found at [www.MIVU.org](http://www.MIVU.org) and [www.ce.byu.edu/is/site](http://www.ce.byu.edu/is/site). If your child is interested in taking an online course please contact his or her counselor. Due to enrollment caps, requesting a course does not guarantee placement. **All requests must be approved through your student's counselor prior to registration,** and payment is required prior to enrollment in the course.

# Appendix

## CIVIL RIGHTS LEGISLATION

### **Title VI of the Civil Rights Act of 1964:**

“No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving federal financial assistance” (34 CRF, ~103.3).

### **Title IX of the Education Amendments of 1972:**

“No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance” (34 CRF, ~106).

Title IX of the Education Amendments of 1972, as amended, is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving federal financial assistance, whether or not such a program or activity is offered or sponsored by an educational institution as defined in part 106.

### **Section 504 of the Rehabilitation Act of 1973:**

“No otherwise-qualified individual with a disability in the United States shall, solely by reason of her or his disability, as defined in section 706(8) of this title, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance” (29 U.S.C., ~794(b))

Part 104 of 34 CRF effectuates Section 504 of the Rehabilitation Act of 1973 which is designed to eliminate discrimination on the basis of disability. On October 29, 1992, the Rehabilitation Act Amendments of 1992 had three significant consequences relative to Section 504: (1) the term “disability” replaced the term “handicap,” (2) certain conditions were explicitly excluded from the definition of “disability,” and (3) complaints alleging employment discrimination under Section 504 were to be judged by the standards of Title I of the Americans with Disabilities Act (ADA).

### **Age Discrimination Act of 1975:**

“No person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance” (~1 10.10 (a)).

### **Title II of the Americans with Disabilities Act of 1990 (ADA):**

“No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity” (~35.130).

## GRIEVANCE PROCEDURE FOR

- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Age Discrimination Act of 1975
- Title II of the Americans with Disabilities Act of 1990

### **Section I:**

Any person believing that the Portage Public Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendments of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, or (5) Title II of the Americans with Disabilities Act of 1990 may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address: Mr. Tom Zahrt, Human Resources Director, Portage Public Schools, 8111 S Westnedge Ave, Portage MI 49002, (269) 323-5171.

### **Section II:**

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the

complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following steps.

#### Step 1

A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.

#### Step 2

A complainant wishing to appeal the decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

#### Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

#### Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office of Civil Rights, Department of Education, Washington DC 20202.

Inquiries concerning the nondiscriminatory Regulation may be directed to Director, Office for Civil Rights, Department of Education, Washington DC 20202.

The local Coordinator, on request, will provide a copy of the district's grievance procedure and

investigate all complaints in accordance with this procedure.

A copy of each of the acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

### **SUBSTITUTION AND WAIVER, CRITERIA AND PROCEDURES**

Students may earn credits through alternatives as specified by the Curriculum Instruction Council:

**Substitution of Credit** – A departmental graduation credit requirement can be granted for successfully completing a pre-approved course from another department with a **personal curriculum** in place. A personal curriculum may be requested by the parent/guardian after the student completes semester one of Algebra II.

**Waiver of Credit** – The Physical Education graduation credit requirement can be met by successfully completing a particular course, program, or activity within the school or community.

1. The student must complete an application for waiver and submit it to his or her guidance counselor no later than one semester prior to the proposed course waiver.
2. A course, program, or activity considered for a waiver must be sponsored by or offered through a school district or through a recognized community organization or institution.
3. If an application is rejected by the student's guidance counselor, the student may appeal to the high school principal.
4. A student applying for a course waiver must be a full-time student (i.e., he or she must carry seven credited hours per year for his or her entire high school career), both before and after the granting of a waiver. If the student fails to carry seven credited hours, the waiver is null and void and may not be used as a graduation credit.
5. The student must present to his or her high school guidance counselor a document of completion, signed by the instructor or coach of the course, program, or activity, which attests to the student's fulfillment of course, program, or activity requirements. Failure to do so will result in loss of credit for the waiver.

**Note to Students and Guidance Counselors:**

Courses, programs, or activities that meet the requirements for waivers for Portage Public Schools' physical education courses must involve a minimum of 60 hours of physical activity. Such courses, programs, and activities may include sports teams sponsored by Portage Public Schools; high school marching band; full-semester dance classes taught in area dance studios; YMCA/YWCA aerobics, swimming, judo, karate, or similar classes; or appropriate courses, programs, or activities sponsored by or offered through recognized community organizations or institutions.

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<b>NHS</b>	At Northern High School	<b>W</b>	Weighted GPA Course

## EQUIVALENT CREDIT FOR HIGH SCHOOL COURSES

Department	Req'd Credits	Course(s)	Alternative Credit
Business/ Computers	0	Accounting 1, II, III Business, Management & Admin. I, II, III Marketing/Management Entrepreneurship Advanced Marketing (NHS)	Visual and Performing Arts Credit or 4 <sup>th</sup> Senior Level Math Related Credit
	0	MultiMedia/Desktop Publishing	Visual and Performing Arts Credit
	0	Computer Applications	
	0	IB Business & Management SL	Substitute for 0.5 credit in Economics.
English	4	▪ ATYP Writing Skills I	Substitute 2.0 credits for English 9 and 10.
		▪ ATYP Literature I or II	Substitute 2.0 credits for English 11 and 12.
		KAMSC	Substitute 0.5 credit in English.
Health	0.5	Health Freshman Focus Integrated Dance/PE/Health (EFA)	Substitute 0.5 credit for Health. Must complete two-credit-hour (minimum) pre-approved and verified course at credit-granting institution.
Mathematics	4	▪ ATYP Math I	Substitute 2.0 credits in Mathematics (Algebra I and II).
		▪ ATYP Math II	Substitute 2.0 credits in Mathematics (Geometry and Pre-Calculus).
Physical Education	1.5	▪ School athletic team ▪ Marching Band ▪ Approved independent activity	Substitute 1.5 credit in Physical Education. Must complete three-credit-hour (minimum) pre-approved and verified course at credit-granting institution.
Science	3	Health Science Fundamentals	Substitute for 1.0 credit in Biology II.
		KAMSC	Substitute 2.0 credits in Science.
Social Studies	3	IB 20 <sup>th</sup> Century World History SL	Substitute 1.0 credit for World History elective.

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**EFE** Education for Employment      **SL** Standard Level  
**CHS** Central High School      **IB** International Baccalaureate  
**NHS** Northern High School      **W** Weighted GPA Course  
**MDE** Michigan Department of Education

**NOTES:**