# High School Course Description Guide 2016-17

* Updated April 21, 2016 *

## MISSION STATEMENT

The Mission of the Warren Consolidated Schools, in partnership with families and community, is to achieve a level of excellence in teaching and learning which enables all students to become knowledgeable, productive, ethical, and successful citizens.

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31300 Anita  *  Warren, Michigan 48093  *  (586) 698-4120
Warren Consolidated Schools is committed to the concept of equal employment opportunity as a necessary element in its personnel program. It is the policy of the district to prohibit discrimination on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, “Protected Classes”). Compliance inquiries should be addressed to the Chief Human Resources Officer, 31300 Anita, Warren, MI 48093, (586-825-2400).
# Table of Contents

- Letter from the Chief Academic Officer .................................................. 4
- Selecting Your Course of Study ................................................................. 5
- Graduation Requirements ........................................................................ 6
- Career Pathways ....................................................................................... 8
- Educational Development Plan (EDP) ...................................................... 10
- Course Selection List ................................................................................ 12
- English Language Arts ............................................................................ 15
- Mathematics ............................................................................................ 20
- Science .................................................................................................... 23
- Social Studies .......................................................................................... 27
- Visual, Performing, and Applied Arts ...................................................... 32
- Physical and Health Education ................................................................. 35
- World Languages ...................................................................................... 36
- Business Management, Marketing & Technology .................................... 37
- Family Consumer Science ....................................................................... 40
- Industrial and Automotive Technology ...................................................... 40
- Career Preparation Center (CPC) ............................................................... 41
- Macomb Mathematics, Science & Technology Center (MMSTC) ............ 48
- Warren Consolidated School of Performing Arts (WCSPA) ................... 51
- Radio/TV Broadcasting (CHS) .................................................................. 53
- Early College Opportunities .................................................................... 54
- Frequently Asked Questions .................................................................... 55
- Grading Policy .......................................................................................... 58
- NCAA (Appendix A) .................................................................................. 63
Dear Parent/Guardian,

The mission of the Warren Consolidated School District, in partnership with families and community, is to create the best school system that will ensure the highest quality of teaching and learning to enable all students to become knowledgeable, ethical, and successful citizens. In other words, Warren Consolidated Schools is committed to students graduating as fully-functioning adults, ready to participate in a global economy and ready to take on the challenges that will confront them.

Our schools are comprehensive high schools organized around the principles of a Professional Learning Community (PLC) where student achievement is our main goal. The PLC is a collaborative process designed to improve student learning, and more specifically, your student’s academic success. I hope that you will be engaged in the process as well, by involving yourself in your student’s learning and overall academic program.

Our partnership continues as you select courses for next year. Warren Consolidated Schools offers excellent high quality programs for its students. It is imperative that you and your student take the time to discuss and plan the education experiences and opportunities in which they will participate. The course selection process is critical if your student is to become a successful and productive individual in a rapidly changing world.

The dedicated staff of talented teachers, counselors, and administrators is available for consultation in making choices or answering questions. Future career choices have basic requirements that must be met. The time you and your student spend now planning and selecting challenging programs will reap benefits later on the path leading to success. Your effort will promote our goal to help each student to be the best they can be.

Sincerely,

Joseph E. Konal, Ed.S.
Chief Academic Officer
Warren Consolidated Schools provides a variety of courses to meet the needs, interests, abilities, and career goals of each student. The district believes that student needs are the guiding force in offering meaningful high school courses and programs.

High school students must plan their four year program with graduation requirements and career planning in mind. A four-year planning guide is included on page ten of this course book for student use. Please utilize the Career Pathways information included in the booklet for additional planning assistance. In addition to graduation requirements, several other factors will affect a student’s selection of courses:

- What courses will help me develop my career or occupational interests?
- What courses will prepare me for the college, technical, or vocational training programs of my interest?
- What courses are of special interest to me?
- What courses will be good for me at this time of my life?

Developing a program of study is a combined effort on the part of the student, parent, teacher, counselor, and school administrator. The major responsibility for developing a good four-year program belongs to the student and his/her parents. Each student should review his/her plan with parents so that educational and career goals may be reached by the time of graduation. The counselors are also available to provide guidance in making course selections and career decisions. They are dedicated to helping all students take advantage of a wide range of opportunities and acquire the best preparation for their future.

While developing a four-year plan, understand that the majority of our courses are semester-based, which affects how students earn credit, how cumulative grade points are averaged, and how class rank is determined. Some courses, such as, foreign language, math, music, science, WCSPA, CPC and MMSTC, require two semesters to complete the course and therefore, are considered full year courses. Students earn a half credit for each semester course or a total of one credit for the full year course. Full year courses are shown with paired course numbers, such as HS1611/HS1612 Geometry.

Success in high school depends on many things; there is no substitute for consistent and diligent study, just as there is no substitute for good preparation and good study habits.
It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency, by the awarding of a diploma at graduation ceremonies.

The Board shall annually notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the public school or public school academy will grant that request. The District shall provide this annual notice to parent and legal guardians by sending a written notice to each student’s home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student’s home, and also shall post the notice on the District website.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), and as provided by State law.

Credit may be earned by: traditional course work; demonstrating master of subject area content expectations or guidelines for the credit; related course work in which content standards are embedded; non-traditional course work; independent teacher-guided study; testing out; dual enrollment; advanced placement courses; international baccalaureate or other “early college” programs; or Michigan Department of Education (MDE)-approved formal career and technical (CTE) program or curriculum; on-line class.

Students shall successfully complete an on-line course or learning experience OR shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

Special education students who properly complete the programs specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student’s I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

For State-mandated curriculum requirements, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State or the student earns a qualifying score, as determined by the District on one or more assessments developed or selected by the School District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. For subject areas and courses in which a final examination is used as the assessment for successful attainment of the subject area content, a grade of C+ or better is required.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

For elective courses, which are not State-mandated curriculum requirements, the Board shall grant credit to any high school student who is not enrolled in the course, but has exhibited a reasonable level of knowledge of the subject matter of the course by achieving C+ or better in the final exam for the course, or, if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project, presentation or other established means.
Such credit shall be counted toward the required number of credits needed for graduation. Mastery credits shall be counted toward any subject area requirement and any course sequence requirement. Once mastery credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

A high school student shall be granted credit in any foreign language not offered by the District providing the student meets the competency criteria established by the Superintendent.

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student’s experience and learning in the work setting in which the work-based learning occurs.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct so warrants.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English 9</td>
<td>1.0 credit</td>
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<tr>
<td>English 10</td>
<td>1.0 credit</td>
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<tr>
<td>English 11</td>
<td>1.0 credit</td>
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<tr>
<td>English 12</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>1.0 credit</td>
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<tr>
<td>Geometry</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>1.0 credit</td>
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<tr>
<td>Additional Math or Math related credit</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>American History</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>World History</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>American Government</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Economics</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Biology 1</td>
<td>1.0 credit</td>
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<tr>
<td>Chemistry 1 or Physics</td>
<td>1.0 credit</td>
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<tr>
<td>Additional Science or approved CPC courses</td>
<td>1.0 credit</td>
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<tr>
<td>Health</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Visual, Performing, and Applied Arts</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0 credits</td>
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<tr>
<td>Online Learning Experience</td>
<td>See below+</td>
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<td>Core Curriculum Total</td>
<td>18.0 credits</td>
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<tr>
<td>Required Elective Credits</td>
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<td><strong>Total Credits</strong></td>
<td><strong>22.5 credits</strong></td>
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</table>

1 Several math related courses (MRC) have been approved by the Board which satisfy the math graduation requirement. These courses are identified in the Course Selection Guide which is published annually. In addition, if Algebra I was taken in the 8th grade and the student passed the course, a high school math credit was earned. However, students must take a math course or a math related course during his/her senior year.

2 The Board has approved several courses that satisfy Visual Performing Arts (VPA) graduation requirement. These courses are identified in the Course Selection Guide.

3 JV or varsity athletics or marching band for two (2) seasons may fulfill the physical education requirements. Students successfully passing one (1) year or more of the Warren Consolidated School of Performing Arts also satisfy the physical education Requirement.

4 Sec. 1278a(2)(2) in addition to the requirements under subsection (1), the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed during grades K to 12 at least 2 credits that are grade-appropriate in a language other than English or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on guidelines developed by the department. For pupils who graduate from high school in 2016, 2017, 2018, 2019, or 2020 only, a pupil may partially or fully fulfill 1 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the requirements under subsection (1) (a)(iv).

5 Online Learning Experience: The Board has approved several courses that contribute toward the satisfaction of this graduation requirement. These courses are identified in the Course Selection Guide which is published annually. Students are required to have a total of thirty (30) or more hours of cumulative Online Learning within these courses. Only hours earned in courses may be counted as part of this total. See page 6 for additional information about online learning opportunities.
Q: WHAT IS A CAREER PATHWAY?
A: Michigan Career Pathways are broad groupings of careers that share similar characteristics. Employment characteristics within each of the six pathways revolve around many common interests, strengths and competencies. Michigan Career Pathways provide a useful framework to aid students, parents and educators in making meaningful connections to the world of work. The six Michigan Career Pathways identify employment opportunities regardless of educational requirements. The desired outcomes of Career Pathway preparation are student achievement and ultimately success in a career.

Q: WHY DO I NEED TO UNDERSTAND CAREER PATHWAYS?
A: Career Pathways can assist you in finding your way among the thousands of different occupations available to you. Following a career pathway makes it easier for you to identify career choices. Career pathways can help you develop a plan on how to prepare for your chosen career interest area.

Q: WHEN CAN I START LEARNING ABOUT CAREER PATHWAYS?
A: It’s never too early to learn and become aware of career pathways. You can start at any time! Start Now!

Q: WHAT ARE MICHIGAN’S CAREER PATHWAYS?
A: Michigan’s six career pathways include Arts and Communications; Business Management, Marketing and Technology; Engineering/Manufacturing and Industrial Technology; Health Sciences; Human Sciences; and Natural Resources and Agriscience.

Q: HOW DO I DECIDE WHAT CAREER PATHWAYS ARE BEST FOR ME?
A: Align your personal interests, abilities, and skills to the different career pathways to see what fits best.

Q: WHERE CAN I LEARN ABOUT MY INTEREST, ABILITIES AND SKILLS?
A: Career Cruising is on your school’s network. Also, Talent Freeway has web sites to explore. Ask your teacher, counselor, or media specialist to help you learn to use these tools to find out about you.

Q: WHAT ARE SOME OF THE WEB SITES ON CAREERS?
A: There are several web resources that are linked through the one-stop portal of Talent Freeway. If the site asks for a school name and a password, the student should see his/her counselor. These web sites include:

- **Career Education Consumer Report** – [www.mycareereducation.org](http://www.mycareereducation.org) lets individuals shop for education and training programs.
- **Career Cruising** – [www.careercruising.com](http://www.careercruising.com), a site-licensed program with comprehensive career development for middle and high school students.
- **Michigan Virtual HS** – Offers web-based high school courses, as well as test preparation for MEAP, ACT, SAT, PSAT and AP.
- **Michigan Virtual University** – [www.mivu.org](http://www.mivu.org) is a portal for Web-based training and course catalogs of web courses at Michigan post-secondary institutions.
ARTS AND COMMUNICATIONS
Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

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

BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY
Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer information systems, finance, accounting, personnel, economics, and management.

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

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

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

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

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

HUMAN SERVICES
Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

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

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

Are you a nature lover? Are you practical, curious about the physical work, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This could be your career path!
Use the following space below to create your four-year plan. Check your Career Pathway and program plans at least once each semester with your counselor.

**FRESHMAN (NINTH GRADE) CAREER PATHWAY...**

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**SOPHOMORE (TENTH GRADE) CAREER PATHWAY...**

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### Junior (Eleventh Grade) Career Pathway...

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### Senior (Twelfth Grade) Career Pathway...

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<tr>
<td><strong>Total Fall Semester</strong></td>
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<td><strong>Total Spring Semester</strong></td>
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**COURSE SELECTION LIST**

### ENGLISH LANGUAGE ARTS
- English 9 (HS0011/HS0012)
- English 9-Honors (HS0021A/HS0021B)
- English 9-Special Ed (HS8706/HS8707)
- English Skills 9- CI Programs (HS8938/HS8939) SHHS only
- English 10 (HS0111/HS0112)
- English 10-Honors (HS0121/HS0122)
- English 10-Special Ed (HS8708/HS8709)
- English Skills 10- CI Programs (HS8936/HS8937) SHHS only
- English 11 (HS0211/HS0212)
- English 11-Special Ed (HS8710/HS8711)
- English Skills 11-CI Programs (HS8940/HS8945) SHHS only
- English 12 (HS0311/HS0312)
- English 12-Special Ed (HS8811/HS8812)
- English Skills 12-CI Programs (HS8947/HS8950) SHHS only
- AP Language & Composition (HS0331/HS0332)
- AP Literature & Composition (HS0341/HS0342)
- Advanced Composition (HS0400)
- 20th Century American Literature (HS0410)
- ELA Builder II (HS0420A, HS0420B, HS0420D, HS0420E)
- ELA Builder II (HS0431C, HS0432C) Community HS only
- Shakespeare (HS0540)
- English Communication-ELD (HS7801/HS7802)
- English Literacy-ELD (HS7803/HS7804)
- Intro to Newspaper /Yearbook (VPA) (HS0710)
- Yearbook 1 (VPA) (HS0715/HS0716)
- Yearbook 2 (VPA) (HS0731/HS0732)
- Yearbook 3 (VPA) (HS0751/HS0752)
- Yearbook 4 (VPA) (HS0754/HS0755)
- Media Communication 1 (VPA) (HS0841)
- Media Communication 2 (VPA) (HS0842)

### MATHEMATICS
- Algebra 1(HS1601/HS1602)
- Algebra 1-ELD (HS7881/HS7882)
- Transitional Algebra (HS8930A)
- Algebra 1-Special Ed (HS8931B)
- Math Skills 9-CI Programs (HS8928/HS8929) SHHS only
- Geometry-ELD (HS7891A/HS7891B)
- Geometry (HS1611/HS1612)
- Geometry-Special Ed (HS8721/HS8722)
- Math Skills 10-CI Programs (HS8932/HS8933) SHHS only
- Geometry Accelerated (HS1701/HS1702)
- Algebra 2 (HS1621/HS1622)
- Algebra 2-Special Ed-11th Grade (HS8802/HS8803)
- Algebra 2 Special Ed-12th Grade (HS8804/HS8805)
- Investigative Math Skills-CI Program (HS8979/HS8980) SHHS only
- Trigonometry, Statistics & Analytic Geometry (HS1653/HS1654)
- Algebra 2 & Trigonometry Accelerated (HS1711/HS1712)
- Pre-Calculus Accelerated (HS1721/HS1722)
- AP Calculus (HS1731/HS1732)

### SCIENCE
- Biology 1(HS3101/HS3102)
- Biology 1 Skills-CI Programs (HS8948) SHHS only
- Exploring Biology-ELD (HS7833/HS7834)
- Environmental and Developmental Biology (HS3111/HS3112)
- Comparative Anatomy & Physiology Biology (HS3115/HS3116)
- AP Biology (HS3117/HS3118)
- Chemistry 1 (HS3121/HS3122)
- Honors Chemistry (HS3123/HS3124)
- Chemistry Skills-CI Programs (HS8959) SHHS only
- Chemistry 2 (HS3131/HS3132)
- AP Chemistry (HS3181/HS3182)
- Physics (HS3301/HS3302)
- Physics Skills-CI Programs (HS8904) SHHS only
- AP Physics (HS3311/HS3312)
- AP Environmental Science (HS3109/HS3110)
- Forensics (HS3061)
- Astronomy (HS3064)
- Laboratory Assistant (HS8918/HS8919)
- Healthy Living-ELD (HS7841/HS7842)

### SOCIAL STUDIES
- American History (HS2009/HS2010)
- American History-ELD (HS7825/HS7826)
- American History Skills-CI Programs (HS8968) SHHS only
- AP United States History (HS2013/HS2014)
- World History (HS2017/HS2018)
- World History Skills-CI Programs (HS8971) SHHS only
- AP European History (HS8735/HS8736)
- Global Geography (HS2270)
- Global History (HS2251)
- Criminal & Civil Law (HS2390)
- American Government (HS2500)
- Government Skills-CI Programs (HS8941) SHHS only
- AP Government and Politics (HS2501)
- Economics (HS2510)
- Economics Skills-CI Programs (HS8944) SHHS only
- AP Economics Micro (HS2508)
- AP Economic Macro (HS2509)
- AP Human Geography (HS8951/HS8952)
- Psychology (HS2520)
- AP Psychology (HS2530)
- Transitional Psychology (HS2550)
- Governing Practices Leadership (HS2571/HS2572)
- Democracy & Citizenship-ELD (HS7821/HS7822)
- Community Based Voc. Training-CI Programs (HS8961/HS8962) SHHS only
- Pre-Vocational Skills-CI Programs (HS8953/HS8954) SHHS only
- Personal Adjustment-CI Programs (HS8955/HS8956) SHHS only
- Community Living Skills-CI Programs (HS8957/HS8958) SHHS only
Mr. R. Y. S. T. M. A. H. A. L. A. S. (VPA)
Art Foundations (VPA) (HS5190)
Art History 1 (VPA) (HS2475)
Art History 2 (VPA) (HS2476)
Drawing/Painting 1 (VPA) (HS5200)
Drawing/Painting 2 (VPA) (HS5205)
Drawing/Painting 3 (VPA) (HS5300)
Drawing/Painting 4 (VPA) (HS5310)
Drawing/Painting 5 (VPA) (HS5500)
Drawing/Painting 6 (VPA) (HS5510)
3-Dimensional Design 1 (VPA) (HS5210)
3-Dimensional Design 2 (VPA) (HS5220)
3-Dimensional Design 3 (VPA) (HS5330)
3-Dimensional Design 4 (VPA) (HS5340)
3-Dimensional Design 5 (VPA) (HS5540)
3-Dimensional Design 6 (VPA) (HS5550)
Studio Art 1 (VPA) (HS5600)
Studio Art 2 (VPA) (HS5610)
AP Art (VPA) (HS5624/HS5625)
Mixed Ensemble (VPA) (HS5003/HS5004)
Choir (VPA) (HS5013/HS5014)
Cadet Band (VPA) (HS5105/HS5106)
Concert Band (VPA) (HS5101/HS5102)
Symphonic Band (VPA) (HS5111/HS5112)
Symphonic Band-Wind Ensemble WMHS (VPA)
(HS5113/HS5114)
Jazz Band-(VPA) (HS5121/HS5122)
AP Music Theory (VPA) (HS5163/HS5164)

PHYSICAL EDUCATION
Team Sports (HS4631)
Lifetime Fitness (HS4632)
Aerobics and Body Shaping (HS4633)
Health (HS4910)
Health Skills-CI Program (HS8935) SHHS only

WORLD LANG UAGES
Spanish 1 (HS4011/HS4012)
Spanish 2 (HS4111/HS4112)
Spanish 3 (HS4311/HS4312)
Spanish 4 (HS4511/HS4512)
AP Spanish (HS4513/HS4514)

BUSINESS, BUSINESS MANAGEMENT, MARKETING
MANAGEMENT AND TECHNOLOGY
Business Technology Management (VEI) (VPA)
(HS7011/HS7012)
Integrated Technology Specialist (VPA) (HS7111)
Business Externship Related (MRC/VPA) (Housed at CPC)
(HS7211/HS7212)
Business Office Externship (VPA) (Housed at CPC)
(HS7221/HS7222)
Web Design 1 (VPA) (HS7711)
Web Design 2 (VPA) (HS7712)
Web Design 3 (VPA) (HS7713)
Web Design 4 (VPA) (HS7714)
Accounting 1 (MRC/VPA) (HS7311/HS7312)
Accounting 2 (MRC/VPA) (HS7321/HS7322)
Entrepreneurship (VPA) (Housed at CPC) (HS7411)
Marketing 1 (Housed at CPC) (HS7412)
Marketing 2-Management (MRC/VPA) (Housed at CPC)
(HS7421/HS7422)
Marketing Work Based Learning (MRC/VPA) (Housed at CPC)
(HS7431/HS7432)
Global Financial Citizenship (MRC/VPA) (HS7612/HS7613)
(Health 12C/HS7613C) Community High Business Law (VPA) (HS7620)

FAMILY CONSUMER SCIENCE
Foods & Nutrition 1 (VPA) (HS8100)
Foods & Nutrition 2 (MRC/VPA) (HS8200)
Family/Personal Living (HS8110)
Consumer Management (MRC) (HS8210)

INDUSTRIAL AND AUTOMOTIVE TECHNOLOGY
Trade & Industrial Externship (Housed at CPC)
(HS6601/HS6602)
Automotive Tech 1 (Housed at Cousino) (HS6361/HS6362)
Automotive Tech 2, (MRC) (Housed at Cousino)
(HS6561/HS6562)

CAREER PREPARATION CENTER PROGRAMS (CTE)
Biomedical Machining 1 (MRC/VPA) (HS171/HSC172)
Biomedical Machining 2 (MRC/VPA) (HSC671/HSC672)
Building Trades 1 (MRC/VPA) (HSC023/HSC024)
Building Trades 2 (MRC/VPA) (HSC527/HSC528)
Collision Repair Technology 1 (MRC/VPA) (HS5015/HSC016)
Collision Repair Technology 2 (MRC/VPA) (HS5111/HSC512)
Computer Information Systems 1 (MRC/VPA)
(HS5101/HSC512)
Computer Information Systems 2 (MRC/VPA)
(HS5151/HSC5152)
Culinary Arts 1 (MRC/VPA) (HSC093/HSC094)
Culinary Arts 2 (MRC/VPA) (HSC593/HSC594)
Dental Science 1 – (HSC191/HSC192)
Dental Science 1 – 2nd Year/Senior (HSC193/HSC194)
Electronics Technology 1 (MRC/VPA) (HSC073/HSC074)
Electronics Technology 2 (MRC/VPA) (HSC533A/HSC533B)
Health Science 1 (HSC183/HSC184) – NOT MRC
Medical Anatomy and Physiology (Science Credit)
HSCS11/HSCS12)
Health Science 2-Hospital Internship (MRC) (HSC383/HSC384)
Health Science Exploration (MRC) (HSC284/HSC285)
Emergency Medical Technician/Basic (MRC)
(HSC483/HSC484)
Network Administration 1 (MRC/VPA) (HSC205/HSC206)
Network Administration 2 (MRC/VPA) (HSC215/HSC216)
Pre-Engineering & Computer-Aided Design 1 (MRC/VPA)
(HSC061/HSC062)
Pre-Engineering & Computer-Aided Design 2 (MRC/VPA)
(HSC561/HSC562)
Pre-Engineering, Aviation & Computer Aided Design 3 (CAD 3)
(HSC661/HSC662)
Visual Imaging/Print Technology 1 (MRC/VPA)
(HSC111/HSC112)
Visual Imaging/Print Technology 2 (MRC/VPA)
(HSC611/HSC612)
MACOMB MATHEMATICS SCIENCE TECHNOLOGY CENTER
(MMSTC) (Application Required)
(Housed at Butcher)
9th Grade
Geometry & Algebra with Transformations
(HSM150/HSM151)
Interdisciplinary Studies 1 (VPA) (HSM240/HSM241)
Biology (HSM360/HSM361)

10th Grade
Functions, Statistics and Trigonometry (HSM160/HSM161)
Interdisciplinary Studies 2 (VPA) (HSM250/HSM251)
Chemistry (HSM372/HSM373)

11th Grade
Pre-Calculus with Discrete Mathematics (HSM170/HSM171)
Interdisciplinary Studies 3 (VPA) (HSM260/HSM261)
Physics (HSM390/HSM391)

12th Grade
Calculus and Analytical Geometry (HSM180/HSM181)
AP Calculus (HSM190/HSM191)
Chemistry Research/Advanced Chemistry (HSM410/HSM411)
Biology Research/Advanced Biology (HSM412/HSM413)
Physics Research/Advanced Physics (HSM414/HSM415)
Interdisciplinary Studies 4 (VPA) (HSM420/HSM421)

WARREN CONSOLIDATED SCHOOL OF PERFORMING ARTS
(WCSPA)
(Housed at SHHS)
WCSPA Level 1 (VPA) (HS0691/HS0692)
WCSPA Level 2 (VPA) (HS0693/HS0694)
WCSPA Level 3 (VPA) (HS0695/HS0696)
WCSPA Level 4 (VPA) (HS0697/HS0698)

RADIO/TV BROADCASTING
(Housed at Cousino)
Radio Broadcasting 1 (VPA) (HS0641)
TV Broadcasting 1 (VPA) (HS0642)
Advanced Radio Broadcasting 2 (VPA) (HS0651/HS0652)
Advanced Radio Broadcasting 3 (VPA) (HS0655/HS0656)
Advanced Television Broadcasting 2 (VPA) (HS0671/HS0672)
Advanced Television Broadcasting 3 (VPA) (HS0681/HS0682)

MRC-Board of Education Approved Math Related Credit
VPA-Board of Education as satisfying Visual, Performing and
Applied Arts Requirements
This integrated experience, based on a Survey of Literature, will provide ninth grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies, process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentation formats.

ENGLISH 9
(BRAND RENEWAL MAY 2012)
COURSE ID: HS0011 / HS0012
COURSE ID: HS0011C / HS0012C (COMMUNITY HIGH)

This integrated experience, based on a Survey of Literature, will provide ninth grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies, process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentation formats.

ENGLISH 9 HONORS
Pilot
Course ID: HS0021A/HS0021B

Students will continue to strengthen their communication skills and build stamina in reading, writing, speaking, listening, and language development. Narrative, informational and argumentative text and writing pieces will be the focus of this class. An emphasis will be placed on technology integration.
Recommendation by 8th grade ELA teachers and counselors. An honor point may be earned for this course.

ENGLISH 9 (SPECIAL EDUCATION)
(BRAND RENEWAL MAY 2012)
COURSE ID: HS8706 / HS8707

Emphasis is placed on developing basic reading skills/strategies, writing process, critical thinking skills, and verbal skills. Through individualized pacing and group instruction, students work on improving writing and reading techniques.

ENGLISH 9 SKILLS (CI PROGRAMS)
(BRAND RENEWAL MAY 2012)
COURSE ID: HS8938 / HS8939

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will continue to develop their reading and writing skills pursuant to their individualized IEP goals and objectives.
(CI Program) SHHS only

ENGLISH 10
(BRAND RENEWAL MAY 2012)
COURSE ID: HS0111 / HS0112
COURSE ID: HS0111C / HS0112C (COMMUNITY HIGH)

This integrated experience, based on World Literature, will provide tenth grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentation formats.

Recommendation: Satisfactory completion of English 9

ENGLISH 10 HONORS
(BRAND APPROVAL MAY 2012)
COURSE ID: HS0121 / HS0122

Students will continue to develop communication skills in reading for information, writing narrative and descriptive essays, and speaking and listening skills. Emphasis on Computer Assisted Instruction will be integrated into the lessons through individualized pacing and group instruction.
Recommendation: Satisfactory completion of English 9. An honor point may be earned for this course.

ENGLISH 10 (SPECIAL EDUCATION)
(BRAND RENEWAL MAY 2012)
COURSE ID: HS8708 / HS8709

Students will continue to develop communication skills in reading for information, writing narrative and descriptive essays, and speaking and listening skills. Emphasis on Computer Assisted Instruction will be integrated into the lessons through individualized pacing and group instruction.
Recommendation: Satisfactory completion of English 9 (Special Education)
**ENGLISH 10 SKILLS (CI PROGRAMS)**

(BOARD RENEWAL MAY 2012)

**COURSE ID:** HS8936 / HS8937

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will continue to develop their reading and writing skills pursuant to their individualized IEP goals and objectives.

Recommendation: Satisfactory completion of English 9 (CI Program). SHHS only.

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**ENGLISH 11 SKILLS (CI PROGRAMS)**

(BOARD RENEWAL MAY 2012)

**COURSE ID:** HS8940 / HS8945

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will continue to develop their reading and writing skills pursuant to their individualized IEP goals and objectives.

Recommendation: Satisfactory completion of English 10 (CI Program). SHHS only.

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**ENGLISH 11**

(BOARD RENEWAL MAY 2012)

**COURSE ID:** HS0211 / HS0212

**COURSE ID:** HS0211C / HS0212C (COMMUNITY HIGH)

As the district transitions to the Common Core State Standards, this integrated experience, based on American Literature, will provide eleventh grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentation formats.

Recommendation: Satisfactory completion of English 10

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**ENGLISH 12**

(BOARD RENEWAL MAY 2012)

**COURSE ID:** HS0311 / HS0312

**COURSE ID:** HS0311C / HS0312C (COMMUNITY HIGH)

This integrated experience, based on British Literature, will provide twelfth grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentation formats.

Recommendation: Satisfactory completion of English 11

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**ENGLISH 11 (SPECIAL EDUCATION)**

(BOARD RENEWAL MAY 2012)

**COURSE ID:** HS8710 / HS8711

This course is designed to expand informational reading, critical thinking and reflective techniques. Through individualized pacing and group instruction, the second semester will focus on independent reading skills and expanding writing skills through Computer Assisted Instruction.

Recommendation: Satisfactory completion of English 10 (Special Education)

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**ENGLISH 12 (SPECIAL EDUCATION)**

(BOARD RENEWAL MAY 2012)

**COURSE ID:** HS8811 / HS8812

Students will continue to develop their reading, writing, speaking and listening skills. Students will work on extended reading and writing projects through individualized pacing and group instruction.

Recommendation: Satisfactory completion of English 11 (Special Education)
**ENGLISH 12 SKILLS (CI PROGRAMS)**  
(BOARD RENEWAL MAY 2012)  
COURSE ID: HS8947 / HS8950

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will continue to develop their reading and writing skills pursuant to their individualized IEP goals and objectives.

Recommendation: Satisfactory completion of English 11 (CI Program). SHHS only.

**AP LANGUAGE & COMPOSITION**  
(BOARD APPROVED)  
COURSE ID: HS0331 / HS0332

Advanced Placement English is designed for the student who has demonstrated his ability to meet the demands of college preparatory courses and who wishes to advance his English skills to the collegiate level while still in high school. The demands of this course are rigorous, as extensive reading and expository writing are required. Successful completion of the optional AP placement tests may result in college English credit(s) for the student.

Recommendation: 11th Grade students. An honor point may be earned for this course.

**ADVANCED COMPOSITION**  
(BOARD APPROVED)  
COURSE ID: HS0400

Advanced Composition focuses on expository writings with emphasis on organization and application of ideas. Corollary readings are examined for analysis and modeling. Students refine research and editing skills as they prepare a minimum of one written assignment each week.

Recommendation: 11th or 12th Grade students. An honor point may be earned for this course.

**20TH CENTURY AMERICAN LITERATURE**  
(BOARD APPROVED)  
COURSE ID: HS0410

This course will deal with the study of American prose since the completion of Realistic development. The students will study the diverse trends, techniques, and genres in American prose literature and apply their knowledge to the critical evaluation of prose style, content, and form. Student evaluation will take the form of classroom discussion, essay tests, and at least one substantial research-based project. Process writing will be employed for composition assignments.

Recommendation: 11th or 12th Grade students. An honor point may be earned for this course.

**AP LITERATURE & COMPOSITION**  
(BOARD APPROVED)  
COURSE ID: HS0341 / HS0342

Advanced Placement English is designed to engage students in extensive reading and critical analysis of several genres and periods, from the sixteenth to the twenty-first century. The demands of this course are rigorous because of the extensive requirements in both reading and writing. Successful completion of the optional AP placement tests may result in college English credit(s) for the student.

Recommendation: 12th Grade students. An honor point may be earned for this course.

**ELA BUILDER II**  
(BOARD RENEWAL MAY 2012 – COURSE NAME CHANGED APRIL, 2016)  
COURSE ID: HS0420A  
COURSE ID: HS0420B  
COURSE ID: HS0420D  
COURSE ID: HS0420E  
COURSE ID: HS0431C, HS0432C (COMMUNITY HIGH)

Students are placed in this semester or year-long course based on their performance to provide additional support in the English Language Arts content area. Students MAY NOT select this course as an elective course. However, if it is determined that the student needs additional support, the student may be assigned to this course in lieu of an elective course.
SHAKESPEARE
(COURSE ID: HS0540)

This course will provide students with an essential knowledge of Shakespearean theater in terms of background, structure, language, and historical content. Elements, such as, literary and dramatic techniques found in the plays of William Shakespeare will be examined.

Recommendation: 12th Grade students.

ENGLISH COMMUNICATION (ELD)
(COURSE ID: HS7801 / HS7802)

Focus of English communication is for students who have never studied English or have very limited English reading, writing and speaking skills. Basic interpersonal communication skills are also developed.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA). Only elective credit is earned for this course.

ENGLISH LITERACY (ELD)
(COURSE ID: HS7803 / HS7804)

English Literacy will continue the students’ development of speaking, reading, and writing skills and strategies for students who have had limited English language instruction. Emphasis on phonic awareness and thematic units are continued. Reading and writing skills are further developed through direct instruction that includes word study, vocabulary, basic sentence and paragraph writing, and comprehension of oral and written language.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA). English credit may be earned for this course.

INTRODUCTION TO NEWSPAPER AND YEARBOOK (VPA)
(COURSE ID: HS0710)

This introductory course focuses on the study of the principles related to newspaper and yearbook production which includes copy writing, layout design, photography and advertising/merchandising.

YEARBOOK 1 (VPA)
(COURSE ID: HS0715 / HS0716)

This course is designed to construct, edit, print, sell and distribute the high school yearbook. Class work includes all phases of yearbook activities necessary to produce a historical record of the school’s personnel, events, activities, and the student body staff.

Recommendation: Introduction to Newspaper/Yearbook

YEARBOOK 2 (VPA)
(COURSE ID: HS0715C / HS0716)

This course is designed for students to receive an additional year of experience in publication of the yearbook. The class provides additional experience with computer layout and design, photography, and camera-ready yearbook pages using the latest publication technology.

Recommendation: Yearbook 1

YEARBOOK 3 (VPA)
(COURSE ID: HS0751 / HS0752)

This advanced course will provide students the opportunity to continue with the school publication and possibly assume an editorial position on the yearbook staff.

Recommendation: Yearbook 2
YEARBOOK 4 (VPA)  
(BOARD APPROVED)  
COURSE ID: HS0754 / HS0755

This advanced course will provide students the opportunity to continue with the school publication and possibly assume an editorial position on the yearbook staff.

Recommendation: Yearbook 3

MEDIA/COMMUNICATION 1 (VPA)  
(BOARD APPROVED)  
COURSE ID: HS0841

MEDIA/COMMUNICATION 2 (VPA)  
(BOARD APPROVED)  
COURSE ID: HS0842

Students will prepare and present information for daily TV announcements. The course will include writing, interviewing, videotaping, and broadcasting events.
### MATHEMATICS

#### ALGEBRA 1

**Course ID:** HS1601 / HS1602

This one-year college preparatory course will help students to view algebra not only as a theoretical tool for analyzing and describing mathematical relationships, but they will also experience the power of algebraic thinking in a context of applications by studying the mathematical modeling of real-world problems. The course content will include a rigorous approach to solving, graphing, and writing linear quadratic, rational, and exponential functions.

#### ALGEBRA 1 (ELD)

**Course ID:** HS7881 / HS7882

This one-year college preparatory course will help students to view algebra not only as a theoretical tool for analyzing and describing mathematical relationships, but they will also experience the power of algebraic thinking in a context of applications by studying the mathematical modeling of real-world problems. The course content will include a rigorous approach to solving, graphing, and writing linear quadratic, rational, and exponential functions.

#### ALGEBRA 1 (SPECIAL EDUCATION)

**Course ID:** HS8931B

This course continues to reinforce the mastering of Algebra. Through individual pacing and group instruction, the class will continue to focus on algebraic expression, real number properties, linear equations, and basic statistics. Activities will include manipulative and graphing calculators.

#### MATH SKILLS 9 (CI PROGRAMS)

**Course ID:** HS8928 / HS8929

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will continue to develop their math skills pursuant to their individualized IEP goals and objectives. SHHS only.

#### GEOMETRY

**Course ID:** HS1611/HS1612

This is a one-year college preparatory geometry course studying geometric concepts from an algebraic perspective. Included in this course is a study of both two and three dimensional shapes, congruence, similarity, transformations and the relationships between geometric shapes.

Recommendation: Satisfactory completion of Algebra 1

#### GEOMETRY (ELD)

**Course ID:** HS7891A/HS7891B

This is a one-year college preparatory geometry course studying geometric concepts from an algebraic perspective. Included in this course is a study of both two and three dimensional shapes, congruence, similarity, transformations and the relationships between geometric shapes.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA).
Through individual pacing and group instruction, the one-year course will focus on the key topics that provide a strong foundation in the essentials of geometry. Topics include basics of geometry, segments and angles, parallel and perpendicular lines, triangle relationships, congruent triangles, quadrilaterals, similarity, polygons and area, surface area and volume, right triangle and trigonometry and circles.

Recommendation: Satisfactory completion of Algebra 1 (Special Education)

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will continue to develop their math skills pursuant to their individualized IEP goals and objectives.

Recommendation: Satisfactory completion of Math Skills 9 (CI Programs). SHHS only.

This is a one-year college preparatory Geometry course for the accelerated mathematics student. The course content will include a rigorous in-depth study of geometric concepts from an algebraic perspective. Included in this course is a study of both two and three dimensional shapes, congruence, similarity, transformations and the relationships between geometric shapes. If a student expects to study Calculus as a 12th grader, this course should be taken in the 9th grade.

Recommendation: Satisfactory completion of Algebra 1. An honor point may be earned in this course.

This is a one-year college preparatory course that will help students view algebra not only as a theoretical tool for analyzing and describing mathematical relationships, but they will also experience the power of algebraic thinking in the context of application by studying the mathematical modeling of the real world problems. The course content will include a rigorous approach to function families: polynomial, exponential, logarithmic, rational, and trigonometric. Also included are the conic sections, as well as statistics and probability.

Recommendation: Satisfactory completion of Algebra 1, Geometry, or Geometry Accelerated

These four semesters continue to reinforce the mastering of algebra. Through individual pacing and group instruction, the class will continue to focus on algebraic expression, real number properties, linear equations and basic statistics. Activities will include manipulative and graphing calculators.

This course is designed for those students pursuing a Certificate of Completion within the mild Cognitively Impaired program. It is designed utilizing the Extended High School Content Expectations (eHSCEs). Students will continue to develop their math skills pursuant to their individualized IEP goals and objectives. SHHS only.
TRIGONOMETRY, STATISTICS AND ANALYTIC GEOMETRY
(BOARD APPROVED MAY 2010)
COURSE ID: HS1653 / HS1654
COURSE ID: HS1653C / HS1654C (COMMUNITY HIGH)

This is a one-year college preparatory course designed to prepare the student for college mathematics including calculus. The course content will include a study of trigonometry, statistics, and analytic geometry. Topics to be covered in the course include periodic functions, circular functions, measures of central tendency, standard deviation, variance and correlation, analytical approaches to proofs, vectors, and matrices.

Recommendation: Satisfactory completion of Geometry, Algebra 2

ALGEBRA 2 AND TRIGONOMETRY ACCELERATED
(BOARD APPROVED MAY 2010)
COURSE ID: HS1711 / HS1712

This is a one-year college preparatory course designed for the accelerated mathematics student. The course content will include a rigorous study of Algebra 2 and Trigonometry topics.

Recommendation: Satisfactory completion of Geometry or Geometry Accelerated. An honor point may be earned for this course.

PRE-CALCULUS ACCELERATED
(BOARD APPROVED MAY 2010)
COURSE ID: HS1721 / HS1722 (BOARD APPROVED)

This is a one-year college preparatory course designed for the accelerated 11th grade mathematics student whose goal is to complete calculus in his/her 12th grade year. The course content will include a study of a mathematical system from an analytical point of view, vector algebra, vector geometry, and the solution of higher order equations.

Recommendation: Satisfactory completion of Algebra 2 Trigonometry Accelerated. An honor point may be earned in this course.

AP CALCULUS
(BOARD APPROVED MAY 2010)
COURSE ID: HS1731 / HS1732 (BOARD APPROVED)

This is a one-year course designed for the accelerated 12th grade mathematics student who is considering advanced placement in college or wishes to have maximum preparation for college calculus. The course content will include a study the mathematics of change and motion, linear and quadratic functions, trigonometry, log functions, and determining area and volumes.

Recommendation: Satisfactory completion of Pre-Calculus. An honor point may be earned in this course.

NOTES

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This class is a college prep biological survey course that introduces a variety of topics ranging from the study of living things to environmental problems including cells, classification, heredity, evolution and ecosystems. A special emphasis will be placed on students doing the work of investigation, as well as reading, discussing and resolving biologically related issues and topics.

This course is designed for those students pursuing a Certificate of Completion within the mild Cognitively Impaired program. It is designed utilizing the Extended High School Content Expectations (eHSCEs). Students will be exposed to biology concepts and themes with a focus on applicability to daily life.

Students enrolled in English Literacy may take this course. Basic scientific vocabulary, reading and writing will be expanded. This course places emphasis on constructing, reflecting, and using biological knowledge. Themes covered in this course include: energy, change, scale, interaction and systems as they relate to cells, heredity, evolution, classification of living things and ecosystems.

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA). Note: Biology credit is earned for this course.

The first term introduces students to complex environmental issues that include environmental quality, plant systems, human resources, conservation, pollution, and ecosystems. This involves the study of biology, chemistry, and demography that deals with the interaction between man and nature. During the second term, the emphasis is placed on embryology and biotechnology. The course will focus on the structure of DNA, genetic variation, and cloning. The final area of study will include what role genes play on the embryonic development of animals.

Recommendation: Satisfactory completion of Biology 1 and Algebra 1

Comparative anatomy and physiology is the study of similarities and differences in the form and function of living organisms. This course will examine vertebrate anatomy from behavioral, physiological, and evolutionary perspectives. The course will focus on origin, evolution, and development of vertebrates with special emphasis on the human body. The course will concentrate on the body at a microscopic level and then move on to the individual systems including the skeletal, muscular, nervous, endocrine, reproductive, digestive, respiratory, and urinary system. Along with these topics, students will explore current scientific issues by reading and evaluating original literature so that they have direct access to new developments in the field of evolution and anatomy/physiology. A substantial amount of laboratory experience will be involved including an extensive pig dissection with a lab practical assessment.

Recommendation: Satisfactory completion of Environmental and Developmental Biology.
AP BIOLOGY
(COURSE ID: HS3117 / HS3118)
This course is equivalent to a college-level introductory biology course. Major areas of study include molecules and cells, heredity and evolution, and organisms and populations. The major goals of this course are to help students develop a conceptual framework for modern biology and to help students gain an appreciation for science as a process. Completion of this course will prepare students for the AP Biology exam. Students electing this course should be highly motivated, self-disciplined and inquisitive.

Recommendation: Satisfactory completion of Biology. An honor point may be earned in this course.

CHEMISTRY 1
(COURSE ID: HS3121 / HS3122)
This course provides students with an understanding of chemical principles and skills that are needed for college. The study of chemistry includes laboratory investigation, problem solving activities, textbook study, lecture, and class discussion. The structure and properties of matter, organic and inorganic chemistry, energy, consumer science, technology, history and societal issues make up the content of this class.

Recommendation: Satisfactory completion of Algebra 1

HONORS CHEMISTRY
(COURSE ID: HS3123 / HS3124)
This is a more rigorous chemistry course, requiring additional mathematical experience, and a greater commitment from the student. The course includes the content described in the Chemistry 1 course with additional emphasis on advanced topics for the college bound or AP Chemistry students.

Recommendation: Satisfactory completion of Algebra 1. An honor point may be earned in this course.

CHEMISTRY SKILLS (CI PROGRAMS)
(COURSE ID: HS8959)
This course is designed for those students pursuing a Certificate of Completion within the mild Cognitively Impaired program. It is designed utilizing the Extended High School Content Expectations (eHSCEs). Students will be exposed to chemistry concepts and themes with a focus on applicability to daily life. SHHS only.

CHEMISTRY 2
(COURSE ID: HS3131 / HS3132)
This course is an advanced chemistry course that explores a variety of topics in chemistry with emphasis on: thermo chemistry, organic chemistry, nuclear reaction, electrochemistry, acids, bases and salts and chemical bonding. The final 10 weeks will consist of laboratory study of introductory qualitative analysis.

Recommendation: Satisfactory completion of Chemistry 1

AP CHEMISTRY
(COURSE ID: HS3181 / HS3182)
AP Chemistry covers topics and information normally contained in a first-year college general chemistry course. This course is intended to prepare the student for success on the AP Chemistry Exam. Emphasis will be given to areas not covered in Chemistry 1, including, but not limited to Kinetic-Molecular Theory of Matter, Solutions/Acid-Base Reactions, Thermo Chemistry, Oxidation/Reduction Reactions, Organic Reactions, and Nuclear Chemistry. This course is supported by many extensive labs, some of which may require students to spend time outside the traditional school day to complete.

Recommendation: Satisfactory completion of Chemistry 1. An honor point may be earned in this course.
This is a college prep class designed for the students who have a curiosity about the physical world. Emphasis is placed on understanding the concepts of energy, energy transfer, energy conservation, and radiation, developing laboratory skills and using scientific method to investigate, applying the ideas of physics to technology and developing an awareness of the impact of physics on society.

Recommendation: Satisfactory completion of Algebra 2 or taking Algebra 2 concurrently.

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

This course is a pilot course and may or may not run based on student interest. Beginning with the 2013-14 school year, this course would satisfy the third science course graduation requirement. An honor point may be earned in this course.

This class is an elective, inquiry-oriented science class that will focus on criminal forensics. Through a sequence of lab based activities, students will gain an understanding and appreciation of the role of science in solving crimes. These activities will include fingerprinting, simulated drug evidence analysis, ink chromatography, and an introduction to DNA analysis.

This class is an elective, inquiry-based science which will focus on the fundamental study of the universe. It will primarily explore the nature of weather patterns, moon phases, seasons, stars and galaxies. Students will explore these phenomena through a sequence of lab activities where they will make observations, analyze data, do research and problem solve in order to develop an understanding of how these forces of nature affect Earth.
LABORATORY ASSISTANT
(COURSE ID: HS8918/HS8919)

This class is an elective, part hands-on course which introduces advanced scientific laboratory procedures and meets the online learning requirement. The focus of the course is to improve student understanding of the scientific method, experimental design, presentation skills, data analysis, and career development.

Only elective credit is earned for this course

HEALTHY LIVING (ELD)
(COURSE ID: HS7841 / HS7842)

Students enrolled in English Communication will take this course. The human body course will prepare students with the basic science vocabulary for reading, writing and speaking. The six areas of study will be the body unit, body system, nutrition and diet, exercise, physical/mental/emotional health and personal safety.

Only elective credit is earned for this course
SOCIAL STUDIES

AMERICAN HISTORY
(BOARD APPROVED AUGUST 2009)
COURSE ID: HS2009 / HS2010
COURSE ID: HS2009C / HS2010C (COMMUNITY HIGH)

The purpose of this course is to increase students’ knowledge of the development of the United States as a democratic nation. The course is organized as a chronological survey of the American past from 1877 to World War II. Emphasis will be placed on major events, geography, individuals and ideas which comprise our American heritage.

AMERICAN HISTORY (ELD)
(BOARD APPROVED MAY 2010)
COURSE ID: HS7825 / HS7826

Through individualized pacing and group instruction, students will enrolled in English Literacy will take this class. This social studies class is to increase student’s knowledge of the development of the United States as a democratic nation. The course is organized as a chronological survey of the American past from 1877 to World War II. Emphasis will be placed on major events, individuals, and ideas, comprising our American heritage.

AMERICAN HISTORY SKILLS (CI PROGRAMS)
(BOARD APPROVED AUGUST 2009)
COURSE ID: HS8968

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. Students will be exposed to American History concepts and themes with a focus on applicability to daily life. SHHS only.

AP UNITED STATES HISTORY
(BOARD APPROVED AUGUST 2009)
COURSE ID: HS2013/HS2014

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

An honor point may be earned for this course.
**WORLD HISTORY**  
(BOARD APPROVED AUGUST 2009)  
COURSE ID: HS2017 / HS2018  
COURSE ID: HS2017C / HS2018C (COMMUNITY HIGH)

Students will examine and analyze historic, geographic, political and economic concepts and issues. The focus is on the United States in the second half of the 20th century through the present and its relationship to the rest of the world through four lenses: United States’ perspective, international perspective, geography and economics.

**WORLD HISTORY SKILLS (CI PROGRAMS)**  
(BOARD APPROVED AUGUST 2009)  
COURSE ID: HS8971

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. Students will be exposed to World History concepts and themes with a focus on applicability to daily life. SHHS only.

**GLOBAL GEOGRAPHY**  
(BOARD APPROVED)  
COURSE ID: HS2270  
COURSE ID: HS2070C (COMMUNITY HIGH)

This course examines environmental factors such as climate, topography and natural resources throughout the world. It also explores population distribution and growth and their effect on the world’s population. The study of varied customs and cultural characteristics of world societies, as well as productivity and consumption of natural resources on a global scale are also main aspects of this class.

**AP EUROPEAN HISTORY**  
NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT)  
COURSE ID: HS8735/HS8736

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

This course is a pilot course and may or may not run based on student interest. Beginning with the 2013-14 school year, this course would satisfy the World History graduation requirement. An honor point may be earned in this course.

**GLOBAL HISTORY**  
(BOARD APPROVED)  
COURSE ID: HS2251

The purpose of this course is to increase students’ knowledge of significant events and ideas from ancient times through the 1940’s, as well as how those events have had an important effect on us today. The course covers the ancient civilizations of Samaria, Assyria, Babylon, Egypt, Greece and Rome. World War I and the Holocaust are covered in depth. This study of mankind from a global perspective will help students develop historical insight and sharpen their skills in processing and evaluating information.

**CRIMINAL AND CIVIL LAW**  
(BOARD APPROVED)  
COURSE ID: HS2390

Students will have the opportunity to learn about the criminal justice system and its relationship to the individuals and communities it serves. The individual’s responsibilities to society will be a focus of this course.

**AMERICAN GOVERNMENT**  
(BOARD APPROVED AUGUST 2009)  
COURSE ID: HS2500  
COURSE ID: HS2500C (COMMUNITY HIGH)

American Government offers students the opportunity to learn about the three branches of government as well as their role and responsibility as citizens. The goals of this class are that students recognize the strengths and weaknesses of democratic form of government and develop a realization of the necessity of individual participation to ensure a successfully functioning government.
GOVERNMENT SKILLS (CI PROGRAMS)  
(BOARD APPROVED AUGUST 2009) 
COURSE ID: HS8941

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. Students will be exposed to American Government concepts and themes with a focus on applicability to daily life. SHHS only.

AP ECONOMICS MICRO  
NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT) 
COURSE ID: HS2508

The purpose of an AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

This course is a pilot course and may or may not run based on student interest. Beginning with the 2013-14 school year, this course would satisfy the Economics graduation requirement. An honor point may be earned in this course.

AP GOVERNMENT AND POLITICS  
(BOARD APPROVED AUGUST 2009) 
COURSE ID: HS2501

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government & Politics: United States course must follow, certain topics are generally covered in college courses.

This course may fulfill the Government graduation requirement. An honor point may be earned in this course.

ECONOMICS  
(BOARD APPROVED AUGUST 2009)  
COURSE ID: HS2510  
COURSE ID: HS2510C (COMMUNITY HIGH)

The purpose of this course is to aid students in understanding the basic principles of our economic system and that of other countries. Further aim is to enable students to gain knowledge of economic principles for use in everyday lives. Specific units are production, supply and demand, stock market money, credit, banking, personal income, the government and its economy, and major economic problems in the United States.

AP ECONOMICS MACRO  
NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT) 
COURSE ID: HS2509

An AP course in Macroeconomics is designed to give you 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 determination, and also develops your familiarity with economic performance measures, economic growth, and international economics.

This course is a pilot course and may or may not run based on student interest. Beginning with the 2013-14 school year, this course would satisfy the Economics graduation requirement. An honor point may be earned in this course.

AP HUMAN GEOGRAPHY  
NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT) 
COURSE ID: HS8951/HS8952

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

This course is a pilot course and may or may not run based on student interest. An honor point may be earned in this course.

ECONOMICS SKILLS (CI PROGRAMS)  
(BOARD APPROVED AUGUST 2009)  
COURSE ID: HS8944

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. Students will be exposed to Economics concepts and themes with a focus on applicability to daily life. SHHS only.
PSYCHOLOGY
(COURSE ID: HS2520)

Psychology is the scientific study of behavior and mental processes. When applied to humans, psychology covers everything that people think, feel, and do. The use of a systematic method of asking and answering questions about why people think, act, and feel as they do reduces the chances of coming to false conclusions. Many different approaches are used to understand the complex richness of human behavior.

AP PSYCHOLOGY
(COURSE ID: HS2530)

AP Psychology will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also will learn about the methods psychologists use in their science and practice. The aim of the AP class is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses. Students will be encouraged to take the AP Exam.

An honor point may be earned in this course.

TRANSITIONAL PSYCHOLOGY
(COURSE ID: HS2550)

This course is the study of the various transitions that occur throughout a lifetime and the psychology that can help understand these periods of time. This class will show how events from childhood influence adolescence and affect adulthood. In addition, it will look at the differences between childhood, adolescence, and adulthood in terms of morality, emotions and relationships.

GOVERNING PRACTICES (LEADERSHIP)
(COURSE ID: HS2571 / HS2572)

This course explores the realities of governmental situations and institutions. The class provides a practical exploration of individual philosophies and one’s relationships with government responsibilities including the budgeting process. Also included are studies of the influences of emotional intelligence on problem solving, personal interactions, and conflict resolution. Basic elements of service learning are explored and put into practice. A maximum of two credits may be earned.

Elected student representatives

DEMOCRACY AND CITIZENSHIP (ELD)
(COURSE ID: HS7821 / HS7822)

Students enrolled in English Communication will take this class. Emphasis will focus on vocabulary, listening, speaking and writing. This course will introduce students to American and Michigan history, government, and geography.

World-Class Instructional Design and Assessment (WIDA) Elective credit is earned for this class.

COMMUNITY BASED VOCATIONAL TRAINING (CI PROGRAMS)
(COURSE ID: HS8961 / HS8962)

This course is designed for those twelfth grade students pursuing a Certificate of Completion within the mild Cognitively Impaired program. This course is designed to support a student’s transition goals and objectives determined by an IEP. It focuses on providing training and guidance for entry level positions in the work force outside of the school environment. Specifically, students will learn appropriate interpersonal interactions on the job and in the community. Students will work on understanding appropriate career choices, job application skills, personal finance skills, public transportation skills, time management skills and work-related problem solving skills. SHHS only.
PRE-VOCATIONAL SKILLS (CI PROGRAMS)
(BOARD APPROVED)
COURSE ID: HS8953 / HS8954

This course is designed for those eleventh and/or twelfth grade students pursuing a Certificate of Completion within the cognitively impaired programs. This course is designed to support a student’s transition goals and objectives determined by an IEP. It focuses on understanding resumes and job applications, reading want ads, managing personal finances, and understanding relevant personal information needed for participation within the community. This course will also explore appropriate workplace attire, interview skills, and work-related problem solving skills. Students may perform a variety of entry-level jobs within the school setting with guidance and instruction tailored to their individualized goals. SHHS only.

PERSONAL ADJUSTMENT (CI PROGRAMS)
(BOARD APPROVED)
COURSE ID: HS8955 / HS8956

This course is designed for ninth grade students pursuing a Certificate of Completion within the cognitively impaired programs. This course is designed to support a student’s transition goals and objectives determined by an IEP. It focuses on understanding your personal information, exploring career goals, managing personal finances, and setting personal goals. Additionally, students will explore family issues, hygiene issues, personal social/emotional issues, peer pressure as well as receive guidance adjusting to a high school environment. SHHS only.

COMMUNITY LIVING SKILLS (CI PROGRAMS)
(BOARD APPROVED)
COURSE ID: HS8957 / HS8958

This course is designed for those tenth grade students pursuing a Certificate of Completion within the cognitively impaired programs. This course is designed to support a student’s transition goals and objectives determined by an IEP. It focuses on character education and aspects of good citizenship. This course explores household management, independent living after high school, etiquette, and living a healthy lifestyle. Students will be exposed to a variety of community services available to them after high school, understanding their personal information necessary for independent life, utilizing public transportation and map reading. Students may have an opportunity to participate in community activities within the school environment. SHHS only.
This semester course is a recommendation to all other art courses and will be a survey of two and three dimensional media and art history. Drawing and Painting and/or 3-D Design may be selected upon successful completion of this class.

This course will cover material from the Ancient Civilizations in the Middle East and its migration westward through Europe up until 1800. This course will introduce students to the evolution of the visual expressive arts through lecture and actual studio time. The first semester will emphasize the development of architecture and how the human figure was expressed in painting and sculpture. The course will be divided into two parts: ½ slide/lecture and ½ hands-on studio experiences.

This course will cover the evolution of modern art beginning with an overview of Asian, African, and South American Art, then continuing through Europe and North America to the present day. The course will emphasize the Functional and Decorative Arts (Pottery and Jewelry, etc.) as well as, emphasizing everyday life via landscape and still life compositions. This course will be divided into two parts, ½ slide/lecture and ½ hands on studio experiences.

Students will develop their observation and accuracy skills as they progress through a variety of classroom assignments such as still life drawings, perspective drawings, portraiture, figure drawing and painting. A wide range of drawing and painting media may be used such as graphite, charcoal, India ink, pastel, oil pastel, color pencils, water and acrylic. Student will continue to develop compositional understanding by applying the elements and principles of design to their sketches/drawings. A variety of artists will be studied as students discover how they are relevant in art history and to the individual student’s work.

Three Dimensional Designs seeks to expand students understanding of design theory as it relates to the 3 dimensional world. Working in a variety of media, students will explore concepts of modularity, sequence and series, relief, contour, structure and symmetry. In 3-D, students will examine the function of space, volume, mass, plane, and line. Sculptural issues will be explored through the solution of design problems. The main emphasis of this course is the development of critical thinking skills as they apply to three dimensional art forms and to help you gain a deeper understanding of visual art.

When the design elements of shape and form are organized in three dimensions we move beyond the depiction of perceptual space and compositional balance to real space and physical balance. This unit will build the ability to translate 2D form into 3D design and will focus on Line, Shape/planes, Volume, Mass, Space, and Texture.

Recommendation: Art Foundations
STUDIO ART 1 (VPA)
(COURSE ID: HS5600)
STUDIO ART 2 (VPA)
(COURSE ID: HS5610)

Students work independently with teacher guidance in two or three dimensional areas of concentration. In this course, students will assemble a portfolio of their art work for college admissions, art exhibits, or personal use.

Note: Portfolio Presentation

AP ART (VPA)
(COURSE ID: HS5624 / HS5625)

This course includes students who have chosen to specialize in two-dimensional design, drawing and painting, or three-dimensional design. It is meant to provide students with an experience equivalent to a college introductory course within a specific concentration. Students are expected to be independent learners who are willing to do what it takes to complete at least 30 works of art throughout the school year, illustrating a diversified number of skills within their specific chosen concentration.

An honor point may be earned in this course.

MIXED ENSEMBLE (VPA)
(COURSE ID: HS5003 / HS5004)

This one-year course is designed for students with a moderate background in music who demonstrate an interest and enthusiasm for singing. Emphasis is on the development of vocal skills taught through a wide variety of choral literature.

Membership in this course is by audition only. Attendance at all performances is required.

CHOIR (VPA)
(COURSE ID: HS5013 / HS5014)

The Choir is a select vocal ensemble offering a high level of performance for high school students, usually juniors and seniors. Music is selected from a wide variety of outstanding choral literature periods, including swing, popular, and contemporary. Performances will be held in and out of the school building. A high degree of musicianship, tone development, skill, self-discipline, and citizenship will be required. In addition, prior membership in a high school choral ensemble is also a requirement.

Attendance at all performances is required.

CADET BAND (VPA)
(COURSE ID: HS5105 / HS5106)

Cadet band is available as an introductory band to train students for the technical and musical demands of the other performing bands. Students in this band will focus on the fundamentals of performance, such as developing a characteristic tone, rhythm and counting, music reading ability, interpretation skills, and overall musicality. Throughout the school year, various performance opportunities will be made available and/or required such as Marching Band, Pep Band, Parades, Solo & Ensemble Festival, and the like.

Membership in this course is by audition only. Attendance at all performances is required.

CONCERT BAND (VPA)
(COURSE ID: HS5101 / HS5102)

This instrumental music ensemble performs a wide variety of genre and emphasizes the continued development of musical performance skills. Throughout the school year, various performance opportunities will be made available and/or are required such as Marching Band, Pep Band, Parades, Solo & Ensemble Festival, and the like.

Membership in this course is by audition only. Attendance at all performances is required.
SYMPHONIC BAND (VPA)
(BOARD APPROVED)
COURSE ID: HS5111/HS5112
COURSE ID: HS 5113/HS5114 (WMHS-WIND ENSEMBLE)

This instrumental music ensemble performs an array of advanced instrumental music literature. Throughout the school year, various performance opportunities will be made available and/or are required such as Marching Band, Pep Band, Parades, Solo & Ensemble Festival, and the like.

Membership in this course is by audition only. Attendance at all performances is required.

JAZZ BAND (VPA)
(BOARD APPROVED)
COURSE ID: HS5121 / HS5122

This unique instrumental music ensemble performs a wide variety of jazz, rock, blues, and other types of music utilizing the jazz/rock band instrumentation. Instrumentation includes trumpet, trombone, saxophone, drums, piano, guitar, and bass.

Membership in this course is by audition only. Attendance at all performances is required.

AP MUSIC THEORY (VPA)
NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT)
COURSE ID: HS5163/HS5164

The ultimate goal of an AP Music Theory course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

This course is a pilot course and may or may not run based on student interest. An honor point may be earned in this course.
PHYSICAL/HEALTH EDUCATION

TEAM SPORTS
(BOARD APPROVED)
COURSE ID: HS4631
COURSE ID: HS4631C (COMMUNITY HIGH)

This co-ed class will provide the student with the opportunity to improve and/or learn new team sport athletic skills. Students will learn sportsmanship, rules, strategies, and refine motor skills at a competitive level in several of the following areas: football, soccer, softball, basketball, volleyball, swimming, and skill activities. In addition, students will also learn how to improve personal physical conditioning which will help them achieve optimal healthy and physical fitness.

Note: This class fulfills the P.E. requirement for graduation.

LIFETIME FITNESS
(BOARD APPROVED)
COURSE ID: HS4632
COURSE ID: HS4632C (COMMUNITY HIGH)

This co-ed class will provide the student with the opportunity to improve their resistance to injury, physical performance, and enhance their mental toughness, self-esteem, and self-confidence. Students will learn fundamental movement patterns that will allow them to engage in functional strength training. The student will also be taught physical fitness components such as: aerobic, anaerobic, agility, speed, mobility and flexibility training. Finally the student will learn how healthy nutrition plays a role in keeping physically fit.

The major outcome of this class is that the student’s short-term performance improvements in physical fitness will result in long-term life improvements.

Note: This class fulfills the P.E. requirement for graduation.

AEROBICS AND BODY SHAPING
(BOARD APPROVED)
COURSE ID: HS4633

This co-ed class is for the student who is interested in developing or maintaining aerobic fitness and muscular endurance. The four basic components to this program include: (1) body movement and exercising to music; (2) strength training; (3) aerobic exercise activities and (4) personal fitness awareness. The students may participate in some of the following activities: low-impact aerobics, fitness jogging/walking, circuit aerobics, step training, jump rope, dance aerobics, tumbling, hand weights, strength training, plyometrics, and swimming.

Note: This class fulfills the P.E. requirement for graduation.

HEALTH
(BOARD APPROVED)
COURSE ID: HS4910
COURSE ID: HS4910C (COMMUNITY HIGH)

This Michigan Model health curriculum will enable students to become better informed and make wise life decisions in regard to the care and maintenance of their personal health. The curriculum will focus on units in alcohol and drugs, tobacco, teen violence, nutrition, HIV and AIDS, fitness, and CPR/First Aid.

HEALTH SKILLS (CI PROGRAMS)
(BOARD APPROVED)
COURSE ID: HS8935

This course is designed for students pursuing a Certificate of Completion within the mild cognitively impaired programs. It focuses on enabling students to understand personal health issues in order to make wise life decisions. This curriculum will focus on aspects of the general education health course including but not limited to drugs and alcohol, tobacco use, teen violence, nutrition, and fitness. SHHS only.

NOTES

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What the Michigan Merit Curriculum Law Says
Sec. 1278a(2) In addition to the requirements under subsection (1), the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed during grades K to 12 at least 2 credits that are grade-appropriate in a language other than English or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on guidelines developed by the department. For pupils who graduate from high school in 2016, 2017, 2018, 2019, or 2020 only, a pupil may partially or fully fulfill 1 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the requirements under subsection (1) (a)(iv).

Admission to some colleges/universities requires two years of study of the same language, as three or four years are strongly advised. Taking four years of a language in high school increases students’ chances of fulfilling some college language requirements.

SPANISH 1
(BOARD APPROVED)
COURSE ID: HS4011 / HS4012

Instruction will concentrate on listening to and speaking the target language with the aim of proficiency in Spanish. Memorization, recitations, and mimic responses with cooperation in learning are required throughout the year. Cultural discussions are held on the ideas, beliefs, and behavior of Spanish speaking people.

SPANISH 2
(BOARD APPROVED)
COURSE ID: HS4111 / HS4112

This course is a continuation of the goals of Spanish 1 with further development of proficiency in listening and speaking skills. More emphasis is placed on structure pattern analysis as well as on reading and writing (composition).

Recommendation: Spanish 1

SPANISH 3
(BOARD APPROVED)
COURSE ID: HS4311 / HS4312

This course is a review of grammar and structural pattern; emphasis on proficiency in composition, reading and discussion of ideas, beliefs, and behavior of the people as revealed in their literature is expected, as well as special projects. The use of the Spanish language is required at all times.

Recommendation: Spanish 2

SPANISH 4
(BOARD APPROVED)
COURSE ID: HS4511 / HS4512

This course is a continuation of Spanish 3 with emphasis on literature and cultural projects.

Recommendation: Spanish 3

AP SPANISH
NEW TO HIGH SCHOOL COURSE OFFERINGS (PILOT)
COURSE ID: HS4513/HS4514

An AP Spanish Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition.

This course is a pilot course and may or may not run based on student interest. An honor point may be earned in this course.

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BUSINESS, BUSINESS MANAGEMENT, MARKETING MANAGEMENT, AND TECHNOLOGY

BUSINESS TECHNOLOGY MANAGEMENT (VEI) (VPA) (BOARD APPROVED) COURSE ID: HS7011/HS7012

This Virtual, hands on, student led program will give you experience in a simulated business environment while using the Virtual Enterprises International (VEI) curriculum. A multifaceted business operation will take place each day within this business classroom. Students will take part in all of the steps included in a small business startup. Accounting, Administration, Purchasing, Sales and Marketing, Human Resources, Graphics and Design are departments working daily establishing a successful “Virtual Business”, including financial and operational management, ethical responsibilities of business operations. This program will take you on an “out of the box” learning adventure thru field trips, leadership competitions and trade show events.

INTEGRATED TECHNOLOGY SPECIALIST (VPA) (BOARD APPROVED) COURSE ID: HS7111

This course is designed to prepare students for 21st Century business skills. Emphasis will be placed on practical application of business fundamentals. Business communications, beginning budgeting, career planning, business reports and web design will be the focus of this dynamic core business program.

BUSINESS EXTERNSHIP RELATED (MRC/VPA) HOUSED AT CPC (BOARD APPROVED) COURSE ID: HS7211 / HS7212

This is a required class for the Business Externship program. Students will become competent in document processing, office procedures and management, and human relation skills. In this course, students will use an on-line learning system for lecture notes, exercises, tutorials, on-line discussions, and assessments with on-line help and email available. Utilizing the on-line discussion board, students will share work experiences and common on-the-job concerns with their instructor and classmates.

Recommendation: Integrated Technology I.
Students must be concurrently enrolled in Business Office Externship (work experience).
Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

BUSINESS OFFICE EXTERNSHIP (MRC/VPA) HOUSED AT CPC (BOARD APPROVED) COURSE ID: HSC7221 / HSC7222

Students are placed and monitored by the externship coordinator in an approved office environment in the community where they experience on-the-job training as a paid employee. A maximum of two credits may be earned for actual hours worked in a business office.

Student must be concurrently enrolled in Business Externship Related.
Math Related Credit may be earned for the fourth year math requirement if taken during senior year.
WEB DESIGN 1 (VPA)
(BOARD APPROVED)
COURSE ID: HS7711

WEB DESIGN 2 (VPA)
(BOARD APPROVED)
COURSE ID: HS7712

WEB DESIGN 3 (VPA)
(BOARD APPROVED)
COURSE ID: HS7713

WEB DESIGN 4 (VPA)
(BOARD APPROVED)
COURSE ID: HS7714

Students learn HTML, XHTML, Dreamweaver, Photoshop, and Flash through the Adobe Premium Design Suite or Macromedia Studio 8. Students will design, create, and maintain the school web site for the community. In this course, students will use an on-line learning system for lecture notes, exercises, on-line discussions, and assessments with on-line help and email available. Students in Web Design 2, 3, & 4 will receive further training in HTML, JavaScript, and Flash. Web 2 students may also have the opportunity to enter contests for their web design work. Students completing Web Design 1 & 2 may qualify for college articulation credits. This will also be offered at the Career Prep Center as a two hour class.

Recommendation: Students should be proficient in keyboarding skills and have strong writing skills.

ACCOUNTING 2 (MRC/VPA)
(BOARD APPROVED)
COURSE ID: HS7321 / HS7322

Students will expand their knowledge of manual and computerized accounting procedures. Decision-making skills in budgeting, departmental accounting systems, payroll procedures, and simulated accounting experiences will be emphasized. In this course, students will use an on-line learning system for lecture notes, exercises, tutorials, on-line discussions, and assessments with on-line help and email available. Students completing Accounting 1 and 2 may qualify for college articulation credits.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

ACCOUNTING 1 (MRC/VPA)
(BOARD APPROVED)
COURSE ID: HS7311 / HS7312

This course will provide students with the manual and computerized accounting skills used in a small business, organized as a proprietorship or a corporation. Students will complete realistic accounting simulations and perform duties that assist the accountant in recording, sorting, and filing financial data. Manual and computerized competency will be exhibited in journalizing and posting transactions; reconciling a bank statement; completing a worksheet; creating a trial balance, balance sheet, and income statement; adjusting and closing entries; and implementing petty cash and payroll procedures. Students completing Accounting 1 and 2 may qualify for college articulation credits. In this course, students will use an on-line learning system for lecture notes, exercises, tutorials, on-line discussions, and assessments with on-line help and email available.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.
ENTREPRENEURSHIP (VPA)
HOUSED AT CPC (BOARD APPROVED)
COURSE ID: HSC7411

This course forces on the planning, owning, and running of small businesses. Emphasis is placed on marketing a small business, the legal requirements of owning and operating small businesses, and career opportunities within the field of entrepreneurship. Students completing Entrepreneurship, Marketing 1, and Marketing 2 may qualify for college articulation credits.

MARKETING 1
HOUSED AT CPC (BOARD APPROVED)
COURSE ID: HSC7412

This course provides a foundation in basic principles and concepts of marketing, as well as retail merchandising. Students will develop skills in promotion, planning and budgeting, the nature and scope of selling, economic systems, and career-seeking skills. Students completing Entrepreneurship, Marketing 1 and 2 may qualify for college articulation credits.

MARKETING 2/MANAGEMENT (MRC/VPA)
HOUSED AT CPC (BOARD APPROVED)
COURSE ID: HSC7421 / HSC7422

This is a required course for students in the Marketing Externship. Topics covered: Employability Skills, Sales & Management, Inventory, Marketing Research, Finance and Ownership. The goal of the course is to help students develop the skills necessary to become upwardly mobile as well as define career goals and startup requirements should they want to start their own business venture.

Students completing Entrepreneurship or Marketing 1 and Marketing 2 may qualify for college articulation credits at Macomb County Community College, Baker University, or Ferris State University.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

Recommendation: Entrepreneurship and/or Marketing 1 (but not a requirement)

MARKETING WORK BASED LEARNING (MRC/VPA)
HOUSED AT CPC (BOARD APPROVED)
COURSE ID: HSC7431 / HSC7432

Students work part time in a retail/marketing business or a business related to their area of study. The student-worker is periodically evaluated by their work-site supervisor in cooperation with the Work-Based Learning coordinator and/or the course-related Instructor. The Work-Based Learning program is an “EARN WHILE YOU LEARN” experience and part of the Marketing program and related Career Prep Center program.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

Recommendation: Must be concurrently enrolled in Marketing 2 or Work-Based Learning related course as a completer.

GLOBAL FINANCIAL CITIZENSHIP (MRC/VPA)
(COMPANY HIGH)
COURSE ID: HSC7612C/HS7613

Global Financial Citizenship is designed to teach real world applications and increase financial literacy. The topics will focus on employability in a global economy, career development, budgeting, money management, and credit management. Students will develop skills in pursuing career choices and prepare to be knowledgeable consumers. Other topics include, college planning, saving and investing, as well as consumer rights and responsibilities. Students will participate in a Capstone project centered around successful management of a virtual business, while learning how to be a global financial citizen.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

BUSINESS LAW (VPA)
HOUSED AT CPC (BOARD APPROVED)
COURSE ID: HS7620

Business law is a one-semester course designed for both personal and business use. Topics include development of law, protecting one’s rights, functions of courts, defective agreements, and consideration of business contracts. In this course, students will use an on-line learning system for lecture notes, exercise, tutorials, online discussions and assessments with on-line help and email available.
FAMILY CONSUMER SCIENCE

FOODS AND NUTRITION 1 (VPA)
(Board Approved)
Course ID: HS8100

Students will learn about food management, preparation, measurements, selection, storage, and serving foods leading to more advanced skills and concepts. Students will discover the relationship of nutritious food and a healthy lifestyle.

FOODS AND NUTRITION 2 (MRC/VPA)
(Board Approved)
Course ID: HS8200

This course explores the development of skills in advanced food preparation creating healthy snacks, meals, and introducing students to culture and cuisine. Dietary guideline concepts will help influence students to make healthy choices.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

FAMILY & PERSONAL LIVING
(Board Approved)
Course ID: HS8110

Emphasis of this course is placed on the individual and his or her relationships with others. Areas covered are interpersonal skills, family structures and their impact on society, parental changes that impact family, and the need of family to manage and adapt to change. The use of personal and community resources to resolve family and personal conflict is utilized.

CONSUMER MANAGEMENT (MRC)
(Board Approved)
Course ID: HS8210

Knowing how to use one’s paycheck to buy/rent a residence, finance a vehicle, purchase necessities, and save money is the key focus of the management course. Making one’s own decisions on banking, insurance, food purchases, recreation, and investments will also be explored. The three S’s: spend, save, and survive are the keys to consumer management.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

INDUSTRIAL & AUTOMOTIVE TECHNOLOGY

TRADE AND INDUSTRIAL EXTERNSHIP
2 Credits, Housed at CPC (Board Approved)
Course ID: HS6601 / HS6602

This course provides students with actual ‘on-the-job’ work experience with pay as they learn. Students will work with the ‘professionals’ in their field of training and will be periodically evaluated by the employer and the coordinator.

Must be concurrently enrolled in a related career technical trade or industrial course for the area in which employment is sought.

AUTO TECH 1 (TWO HR BLOCK)
Housed at Cousins (Board Approved)
Course ID: HS6361 / HS6362

This National Automotive Technical Education Foundation (NATEF) certified program introduces students to vehicle maintenance and light repair (MLR). This course covers the basic principles of vehicle maintenance and repairs. Along with classroom instruction, students will work “Hands On” in an auto shop setting focusing on professionalism with the emphasis on attitude, work ethic, and motivation.

AUTO TECH 2 (TWO HR BLOCK) (MRC)
Housed at Cousins (Board Approved)
Course ID: HS6561 / HS6562

Students will expand their automotive knowledge and skills while concentrating on Steering and Suspension, and Electrical system diagnosis and repairs. Students, upon completion of this course, are eligible to receive college credit from various local colleges and vocational training institutions in the tri-state area.

Recommendation: Auto Tech 1

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.
Career Prep Center Programs are available throughout the school day and are open to eleventh and twelfth grade and students. Students can register for CPC courses with their home school counselor. Career Prep Center Programs are designed to provide students with the skills necessary to be successful, upon graduation, to enter the work force or continue with additional training through college courses or workplace experiences. CPC students must stay in the program the entire year in order to receive credit.

Career and Technical Education (CTE) is an essential component of the education system in Warren Consolidated Schools and the State of Michigan. CTE classes at the Career Preparation Center provide technical skills and knowledge for students to succeed in careers and the workplace. These skills incorporate teamwork, problem solving, and the ability to find and use pertinent information. CTE classes combine real world learning with rigorous academic subjects such as Math and Science.

Listed below are the Board approved courses that can earn Math Related Credit (MRC). Students in their final year of high school are required to earn one credit in Math or one credit in a Math Related Credit (MRC) course. Several CTE courses fulfill the final year MRC requirement.

Courses that include MRC options are:

- Biomedical Machining
- Building Trades
- Collision Repair Technology
- Computer Information Systems
- Culinary Arts
- Dental Science
- Electronic Technology
- Emergency Medical Technician
- Health Science 2
- Network Administration
- Pre-Engineering CAD
- Visual Imaging and Printing Technology

BIOMEDICAL MACHINING 1
2 CREDITS (MRC/VPA)
(BOARD APPROVED)
COURSE ID: HSC171 / HSC172

Students will learn the hands-on fundamentals of how to take an idea from concept to finished product using a wide variety of materials, machinery, tooling, precision instruments and much more. Additionally, students will have the ability and resources to create innovative elective projects from raw materials as they prepare for a career in Engineering, Medicine, Manufacturing and other related technical fields in high demand right now.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

BIOMEDICAL MACHINING 2
2 CREDITS (MRC/VPA)
(BOARD APPROVED)
COURSE ID: HSC671 / HSC672

Advanced students will learn computer-aided manufacturing processes such as CNC programming and operation utilizing MasterCam 8.0. They will focus on new tools for medicine such as prosthetics, orthotics, and implantable medical devices. Additionally, students will have elective options to design and build innovative product ideas as they wish to pursue. Career paths include, but are not limited to, Engineering, Medicine, Manufacturing, Technician and other related fields.

Prerequisite: Biomedical Machining 1

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

BUILDING TRADES 1
2 CREDITS (MRC/VPA)
(BOARD APPROVED)
COURSE ID: HSC023 / HSC024

This course is designed to give the student a foundation in the fundamental skills needed for careers in the residential construction industry. Industry related vocabulary, scale reading, applying construction calculations, measuring, tools and their uses and construction procedures are just some of the topics covered in the course. From basic hand tools to modern power equipment, students will learn to become proficient with all of their uses and potential. Students will learn in a well-equipped, modern shop at the Career Prep Center. They will complete a wide variety of projects that challenge the student in a real-world atmosphere. Projects include rough framing of structures and roofs, application of siding, installation of fixtures, tile installation, drywall, plumbing, and electrical. Students will
also work with state-of-the-art, computerized heavy equipment simulators. The learning experience develops confidence and skills in a supportive and challenging environment.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

**BUILDING TRADES 2**
**2 CREDITS (MRC/VPA)**
*(BOARD APPROVED)*
**PM COURSE ID:** HSC527 / HSC528

The Building Trades 2 program offers students a unique opportunity to apply skills learned in Building Trades 1 towards construction of a residential, single family home. They will construct the full scale home, from start to finish, in a local subdivision. The course emphasizes the skills necessary for a successful career in the residential construction industry: print reading, carpentry, electrical, drywall, tile installation, flooring, painting, window installation, interior finish woodworking, and plumbing skills. Upon successful completion of this course, students are ready to enter the residential construction industry in entry level positions.

Articulation Agreements(s):
- Macomb Community College  up to 15 credits
- Detroit Carpenters Apprentice School: Length of apprenticeship shortened
- Detroit Carpenters Apprentice School: Test Out of blueprint reading and Math

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

**COLLISION REPAIR TECHNOLOGY 2**
**2 CREDITS (MRC/VPA)**
*(BOARD APPROVED)*
**COURSE ID:** HSC511 / HSC512

Students continue to build and refine advanced skills in collision repair in a hands-on shop setting, with additional introductions to automotive frame technology, estimating and customer service.

Articulation Agreement(s):
- Certification credit for one year of the two years of work experience required for Automotive Service Excellence (A.S.E.) testing
- Up to 8 credit hours are transferable into the Baker College Collision Repair Technology program.
- Prepares students for entry into on-the-job training programs with local employers and/or Collision Repair Technology programs at Oakland Community College, Baker College and other post-secondary programs, supported by strong inter-educational and professional relationships between the Career Prep Center and local educators and employers.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

**COMPUTER INFORMATION SYSTEMS 1**
**2 CREDITS (MRC/VPA)**
*(BOARD APPROVED)*
**COURSE ID:** HSC051 / HSC052

If you love computers, this program is for you! This comprehensive program provides a well-rounded background in the major areas of Programming and Information Technology (IT). Students are immersed into the world of current technology providing them the opportunity to apply their skill-set in programming in order to develop business related solutions.

Students explore the following areas:
- Introductory programming and game development
- Mobile iOS and Android Applications
- 2D and 3D Game Development
- Web Design, HTML and Dreamweaver and PHP
- Visual Basic, Database Development & Management, Query Language, MYSQL, SQL
- C++, Java, Python, and JavaScript, Ruby
- Programming/Web Design
  - Visual Basic, Data Base Development, Query Language, C++, Java, Python, Ubuntu Linux/Pear, HTML, Dreamweaver, JavaScript, API’s, Ruby, Git, Augmented Reality, 3D and 4D Development

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.
The advanced class is designed for students who are interested in learning high level programming and game development! Second-year students will advance their knowledge in:

- Advanced Programming/Web Design
  - Visual Basic, Database Development & Management, Query Language, C++, Java, Ruby, Python, Ubuntu Linux/Pear, HTML, Dreamweaver, JavaScript, SQL, MYSQL, ADISS, Git, PHP
- Mobile iOS and Android App & Game Development (Programming) Augmented Reality, 3D and 4D development
- Networking & Project Management Skills
- Online Lab Simulations

Advanced students will assume leadership roles, with a concentration on pathways to certifications while taking their skills to the next level by working on special projects. Second-year students will prepare for certification, employment, and/or advanced post-secondary training. Projects can result in actual mobile applications and games which qualify for placement on the market. Work-based learning opportunities may be offered when available. These comprehensive courses are project-based and develop critical thinking and communication skills that are essential for business and project management.

Up to 29 college credits can be earned for successful completion of these courses.

Articulation Agreement(s):

- Baker College  up to 32 credits
- Davenport University  up to 29 credits
- Macomb Community College  12 credits
- Eastern Michigan University  6 credits

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

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<th>COMPUTER INFORMATION SYSTEMS 2</th>
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<td><strong>2 CREDITS (MRC/VPA)</strong></td>
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<td><em>(BOARD APPROVED)</em></td>
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<td><strong>COURSE ID:</strong> HSC551 / HSC552</td>
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<th>CULINARY ARTS 2</th>
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<td><strong>COURSE ID:</strong> HSC593 / HSC594</td>
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Second year students will learn more advanced culinary techniques. The students will have the chance to assist the Chef in teaching some of the basic skills to other students in the program. Second year students will develop and construct the necessary menu’s for the Grille, and the many different banquet functions that the Career Prep Center Grille provides to the community at large. During the second year experience, students will have the opportunity to develop their personal business that is run inside the classroom. Some of the examples include personal cupcakes, gourmet popcorn, ice cream land, and many others. During this experience the students learn how to develop a business plan for opening their own business in their future.

Certifications: Serve Safe Worker Certificate

Articulation Agreement(s):

- Macomb Community College
- Culinary Institute of Michigan: Muskegon and Port Huron Campus
- Art Institute of Novi
- Culinary Institute of America

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

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<th>ELECTRONICS TECHNOLOGY 1</th>
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<td><strong>COURSE ID:</strong> HSC073 / HSC074</td>
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This course is designed to provide students with a foundation in the basic fundamentals of electricity and electronics. Students will be introduced to DC and AC currents, basic concepts relating to atom theory, instrumentation, circuit materials, energy, sources of electricity, series circuits, parallel circuits, combination circuits, magnetism, transformers, inductance, capacitance, semiconductors, integrated circuits and AM/FM radio. Students will have the opportunity to learn in a hands-on lab where they will complete projects such as burglar alarms, automatic night lights, moisture detectors, electric organs, and railroad lights. At the end of the course, AM/FM
Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

**ELECTRONICS TECHNOLOGY 2**
2 CREDITS (MRC/VPA)
(Board Approved)
COURSE ID: HSC573A /HSC573B

Electronics Technology 2 is a course designed to introduce students to Mechatronics – a multidisciplinary field of engineering that combines mechanics, electronics, computer programming, systems and control engineering, sensors, optical engineering, and robotics. Knowledge in these disciplines allows a Mechatronics engineer to develop, design, improve, implement and maintain high-tech products, services and processes in mechanical, electronic and computer-related businesses. The products and processes may be as common as a smarter, more efficient washing machine or as innovative as a fully automated robotic assembly line for mass production. Students will learn by working with electronics, pneumatics, hydraulics, computer-generated lessons with hands-on learning in a state-of-the-art lab.

Articulation Agreement(s):
- Macomb Community College: Up to 14 credits
- (Dual Enrollment Math Credits): 4 credits
- Baker College: 20 credits
- Davenport University: 17 credits

HSDE1P/HSDE2P Dual Enrollment Math-RCL Analysis:
(This is a college math course for all students enrolled in Electronics. It is offered through Macomb Community College and held on-site at Career Prep Center during class time.)

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

**HEALTH SCIENCE 1**
2 CREDITS
(Board Approved)
COURSE ID: HSC183 / HSC184 HEALTH SCIENCE, 1 ELECTIVE CREDIT

COURSE ID: HSC511/HSC512 MEDICAL ANATOMY & PHYSIOLOGY, 1 SCIENCE CREDIT (PASSING 80%)

For any student who has dreams of being a doctor, vet, nurse, physical therapist or a variety of other exciting health professional careers. This class is a great match to help you achieve your dreams and earn a science credit.

Certifications: American Heart Association, Adult HeartSaver CPR AED

**HEALTH SCIENCE 2-HOSPITAL INTERNSHIP 1**
1 CREDIT SEMESTER 1/1 CREDIT SEMESTER 2
(Board Approved)
COURSE ID: HSC383 / HSC384

If you dream of being a healthcare professional, this class is for you! Health Science Internship is a fun-filled, action-packed second-year, hospital-based program (taken only after successful completion of Health Science 1) in which students spend three days per week working with patients at St. John Hospital Macomb-Oakland. Students participate in exciting, year-long teambuilding exercises in the classroom. Interesting class lectures on various topics (including: CPR, Safety, Gerontology, and Medical Math) are combined with hands-on activities and work skills gained from the hospital experience to allow students to become productive members of the healthcare team. Activities include college visit and other medically related experiences.

If eligible, students may dual enroll at Baker College for Algebra I (for both math and college credits).

Certifications: BLS for Healthcare Providers;
(American Heart Association)
National Healthcare Foundations Skills Assessment

**HEALTH SCIENCE 2 EXPLORATION**
SEMESTER 1 (1 CREDIT)/SEMESTER 2 (1 CREDIT)
(MRC)
(Board Approved)
COURSE ID: HSC284 / HSC288

Second-year students will learn advanced skills necessary to work in multiple areas of health care. Classroom modules will introduce students to dental diagnostics, sports medicine, physical therapy, radiology, veterinary science, and pharmacology. This course will include placement in a community-based health care facility.

Explorations attend a career based visit to the Detroit Zoo and Leader Dogs for the Blind. There are other opportunities throughout the year to experience field volunteerism at retirement homes, skilled nursing facilities, animal hospitals and physical therapy outpatient clinics. Students will also visit Baker College to gather more information on health and human service programs available.

If eligible, students may dual enroll at Baker College for Algebra I (for both math and college credits).

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.
DENTAL SCIENCE 1
1 CREDIT
(Board Approved)
Course ID: HSC191 / HSC192

MEDICAL ANATOMY & PHYSIOLOGY
1 SCIENCE CREDIT (PASSING GRADE 80%)
(Board Approved)
Course ID: HSCS11 / HSCS12

DENTAL SCIENCE 1 – 2ND YEAR /SENIOR
2 ELECTIVE CREDITS (MRC)
(Board Approved)
Course ID: HSC193 / HSC194

Are you interested in a dental career such as a dentist, dental hygienist, dental assistant or a dental laboratory technician? Students will learn basic dental skills and knowledge to work in a dental office or for continuing college dental programs after high school. The study of anatomy and physiology provides the knowledge needed to support all dental and health careers.

Certifications:
* American Heart Association
  Adult Heart Saver CPR AED
* OSHA Safety Training

EMERGENCY MEDICAL TECHNICIAN/BASIC
2 CREDITS (MRC)
(Board Approved)
Course ID: HSC483 / HSC484

EMT is a second-year program that will cover the care and treatment of critically ill and injured patients in an emergency setting. Students will acquire a working knowledge of practices and procedures in the field of emergency care, such as patient assessment, vital signs, splinting, bandaging, child birth, and treatment of burns and shock. Students who want to be eligible for the National Registry Exam will be responsible for completing unpaid clinical hours at designated sites after school. A college level senior research project is required.

Recommendation: Health Science 1

Students will not have to repeat the Basic EMT course to go on to Specialist or Paramedic course at various colleges.

Certifications: EMT National Registry Examination Eligible (upon successful completion of course and clinical requirements and State test) Basic Life Support for Healthcare Providers (CPR) American Heart Association.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

NETWORK ADMINISTRATION 1
2 CREDITS (MRC/VPA)
(Board Approved)
Course ID: HSC205 / HSC206

This is a comprehensive, hands-on course in which students learn networking skills and Workstation (Windows 7 & 8) and Server 2008 & 2012 Management Skills. Students will also learn to become effective cybercrime investigators. The course examines the basic steps required in hardware identification, rules of electronic evidence, network investigation, and case management and intrusion detection.

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.

NETWORK ADMINISTRATION 2
2 CREDITS (MRC/VPA)
(Board Approved)
Course ID: HSC215 / HSC216

This course addresses the comprehension and application of computer forensics investigations, using Workstation (Windows 7 & 8) and Server 2008 & 2012 Management Skills. Students will evaluate and synthesize technical and legal issues in relation to digital evidence. Investigative software tools are used to analyze seized electronic media.

Advanced Fanuc Robotics applications and programming including: integrated vision systems (irVision), logic controller programming, and ROBOGUIDE simulation software. Second year students have an opportunity to obtain CERT Robotics certification.

Articulation Agreement(s):
* Davenport University up to 29 credits
* Macomb Community College 12 credits
* Baker College 32 credits
* Eastern Michigan University 6 credits

Math Related Credit may be earned for the fourth year math requirement if taken during senior year.
**PRE-ENGINEERING & COMPUTER-AIDED DESIGN 1 (CAD 1)**
2 CREDITS (MRC/VPA)
(BOARD APPROVED)
COURSE ID: HSC061 / HSC062

This course is designed to provide students with a foundation in the basic skills needed for success in modern engineering, design, and renewable technologies careers. Students will use Auto CAD (Automated Computer-Aided Design) and SolidWorks in the creation of drawings and 3D geometry. Students will be introduced to the field of design and engineering through hands-on projects and competitions. Students will also see their designs come to life through the use of 3D printing.

*Note: College credits can be earned upon completion of this course. This course fulfills the Visual, Performing Arts Requirements.*

Math credit may be earned for the fourth-year graduation requirement if taken as a senior.

**PRE-ENGINEERING & COMPUTER-AIDED DESIGN 2 (CAD 2)**
2 CREDITS (MRC/VPA)
(BOARD APPROVED)
COURSE ID: HSC561 / HSC562

This course is designed to provide students with the opportunity to advance their skills for success in modern design and engineering careers in a project based, hands-on setting. Students will participate in real world learning through participation in engineering competitions, hands-on engineering projects and experiments, and product development. Areas of study will include aerospace and aeronautics, fluid dynamics, product development and packaging, manufacturing materials and processes, rapid proto-typing (3D-Printing), product rendering, and advanced computer-aided design. Students will learn to use NX engineering software.

*This course is recommended for 2nd year students.*

*Note: College credits can be earned upon successful completion of this course. This course fulfills the Visual, Performing Arts Requirements.*

Math credit may be earned for the fourth-year graduation requirement if taken as a senior.

**PRE-ENGINEERING, AVIATION & COMPUTER-AIDED DESIGN 3 (CAD 3)**
2 CREDITS (MRC/VPA)
(BOARD APPROVED)
COURSE ID: HSC661 / HSC662

This course is designed to provide students with the opportunity to explore the exciting world of aviation science. Students will participate in AeroScholars – the country’s premiere on-line aviation science curriculum for high school students. Developed in accordance with national teaching standards, this two-course, award winning on-line program brings the fascinating world of aviation right to the student’s fingertips. The program is not simply textbooks on the internet. It is comprised of educational videos, 3D animations, interactive question and other multimedia learning tools. Upon successful completion of the program, students will have completed the first step towards earning a real pilot’s license. Students will also have the opportunity to learn how to use UG, NX, CREO Parametric, and/or SolidWorks design software.

*Prerequisites: None*

*Note: College credits can be earned upon successful completion of this course. This course fulfills the Visual, Performing Arts requirements.*

Math credit may be earned for the fourth-year graduation requirement if taken as a senior.

**VISUAL IMAGING & PRINT TECH 1**
2 CREDITS (MRC/VPA)
(BOARD APPROVED)
COURSE ID: HSC111 / HSC112

Visual Imaging and Print Tech (VIPT) is a hands on program focusing on foundational skills in creative digital image development and production to apply to a wide variety of related careers. This class is broken into two major areas: graphic design for print and digital media offset printing. In addition, special projects will include video production and editing, illustration, photography, vinyl graphics and design for web.

*Math credit may be earned for the fourth-year graduation requirement if taken as a senior.*
With skills learned in the first year program, students will go further in depth into the career of VIPT. Students in the second year program will have hands on experiences with actual clients and be expected to meet deadlines. All second year students will complete an on-line portfolio which will be a valuable tool in applying to college, or obtaining an entry level position in the industry. The goal of the second year program is to have it be an intensified concentration into the specific career pathways in the field of graphic design.

Math credit may be earned for the fourth-year graduation requirement if taken as a senior.

Dual Enrollment:
Macomb Community College: Digital Layout Design & Photoshop, 4 credit hours each
(This is a college Media and Communications Arts class for all second year students enrolled in VIPT 2. It is offered through Macomb Community College and held on-site at the Career Prep Center during class time.)
The Macomb Mathematics Science Technology Center (MMSTC) is an honors program for students interested in advanced mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teacher recommendation. The Center’s program is half a day. Therefore, students attend their home schools for the remainder of their school day. Students take four years (grade 9-12) of accelerated mathematics, advanced sciences, and interdisciplinary studies. For specific course descriptions see MMSTC prospectus or contact your current counselor.

9TH GRADE SEQUENCE

GEOMETRY AND ALGEBRA WITH TRANSFORMATIONS

Through calculator explorations with transformations, geometric concepts are discovered and studied. An introduction to matrices, complex numbers, polar coordinates, and the conic sections are used to link geometric and algebraic concepts. Descriptive statistics and design or experiments are studied.

Note: An honor point may be earned in this course.

INTERDISCIPLINARY STUDIES 1 (VPA)

An introductory course that introduces and develops computer literacy with special emphasis placed on problems that focus on the interrelations of STEM (Science, Technology, Engineering, & Mathematics). Students will use computers, calculators, and other technological devices as tools for study, writing, problem solving, and construction of multi-media presentations. Beginning statistical concepts, as well as charting and graphing will be applied as it pertains to biological research.

BIOLOGY

Students will focus on the areas of ecology, histology, genetics, classification, photosynthesis, and respiration with an emphasis on laboratory experience and independent long-term research.

10TH GRADE SEQUENCE

FUNCTIONS, STATISTICS AND TRIGONOMETRY

Students will review and extend ideas about linear, quadratic, exponential, logarithmic, trigonometric and circular functions through computer and calculator modeling. Probability, statistics, complex numbers, and sequences and series are studied. The statistical concepts in the Design of Experiments model are explored.

Note: An honor point may be earned in this course.

INTERDISCIPLINARY STUDIES 2 (VPA)

This course provides continued practice in word processing, data management, and presentation skills. Methods of experimental design and statistical analysis are continued. Chemistry research provides the opportunity to realistically apply these concepts. Additionally, students explore Industrial Technology (IT), Computer Science (CPS), and Computer Aided Design (CAD).

CHEMISTRY

This is an advanced chemistry course that explores topics in general chemistry. Topics include Chemistry of matter, atomic theory, stoichiometry, solution/acid-base reactions, oxidation-reduction reactions, thermochemistry, gases, periodicity, bonding, and equilibrium. Students will engage in a variety of laboratory experiences including an independent research project utilizing qualitative and quantitative analysis.

Note: An honor point may be earned for this course.
11th Grade Sequence

Math Offering
PRE-CALCULUS WITH DISCRETE MATHEMATICS  
(BOARD APPROVED)  
COURSE ID: HSM170 / HSM171

With the aid of technology, students will explore and model connections between problem situations and their mathematical representations. Topics to be explored are functions, trigonometry, and complex numbers. In discrete math, vectors, determinants, sequences, series, matrices, applications to computer systems, election theory and graph theory are studied. A geometric introduction and algebraic rules for the derivative are also included. Further topics in the Statistical Design of Experiments model are explored.

Note: An honor point may be earned in this course.

INTERDISCIPLINARY STUDIES 3 (VPA)  
(BOARD APPROVED)  
COURSE ID: HSM260 / HSM261

This course continues the exploration of advanced topics in Engineering, Computer Science (CPS), and Computer Aided Design (CAD). Students explore robotics and write computer programs to solve math and science problems. In addition, students learn to manufacture actual products they have designed with the computer. Advanced methods of statistical analysis of scientific data are taught and students complete a joint research project with physics.

Science Offering
PHYSICS  
(BOARD APPROVED)  
COURSE ID: HSM390 / HSM391

The purpose of this course is to gain an understanding of such topics as motion, forces, momentum, work, energy, waves, lenses and electricity. The approach will include real-world applications of physics so that students may gain an appreciation of this subject. Course assignments will include such things as problem sets, lab experiments, computer assignments, and a research project.

12th Grade Sequence

CALCULUS AND ANALYTIC GEOMETRY  
(BOARD APPROVED)  
COURSE ID: HSM180 / HSM181

Calculus topics are presented three ways: geometrically, numerically, and algebraically. Topics include the study of functions, finding derivatives by definition, finding derivatives by the rules and their application, defining integrals and their applications, differential equations and approximations.

Note: An honor point may be earned in this course.

ADVANCE PLACEMENT CALCULUS  
(BOARD APPROVED)  
COURSE ID: HSM190 / HSM191

In this course, students study functions and limits, the derivative and integral with their applications, transcendental function, advanced integration techniques, and other related topics. The graphing calculator will be used to extend and enhance student understanding. Students may elect to take the Advanced Placement Exam.

Note: An honor point may be earned in this course.

Science Offering
AP CHEMISTRY AND RESEARCH  
(BOARD APPROVED)  
COURSE ID: HSM410 / HSM411

AP Chemistry covers topics that would be contained in a first year general chemistry college course. This course will extend topics covered in chemistry as well as focus on kinetics, spontaneity, entropy, free energy, electrochemistry, acid-base equilibria, and organic chemistry. The course is supported by a laboratory component which includes an independent research project utilizing qualitative and quantitative analysis.

Note: An honor point may be earned for this course.
BIOLOGY RESEARCH/ADVANCED BIOLOGY
(COURSE ID: HSM412 / HSM413)

Students will focus on the areas of ecology, histology, biochemistry, genetics, classification, physiology, photosynthesis, and respiration with an emphasis on laboratory experience, advanced curriculum and independent long term research. Students may elect to take the AP exam.

Note: An honor point may be earned in this course.

PHYSICS RESEARCH/ADVANCED PHYSICS
(COURSE ID: HSM414 / HSM415)

The purpose of this course is to gain a thorough understanding of such topics as motion, forces, momentum, work, energy, oscillations, and circuits. Course assignments will include such things as a research project, problem sets, lab experiments, engineering projects, and computer assignment. Students may elect to take the AP exam.

Note: An honor point may be earned in this course.

INTERDISCIPLINARY STUDIES 4 (VPA)
(COURSE ID: HSM420 / HSM421)

This is the time that all the computer/technology skills are applied. Within the first few weeks of class, a finalized “portfolio”, “college essay”, and resume will be completed enabling the college application process to get underway smoothly. The first semester is spent writing the senior science research paper, doing a literature/Internet search, performing the scientific experiment, collecting data, applying the statistical concepts, preparing the formal scientific presentation and applying other skills to conduct science research. The second semester is spent developing web making skills with animation. In addition, students explore advanced topics in computer programming and computer simulation of real products.
The Warren Consolidated School of Performing Arts (WCSPA) is a nationally recognized program specializing in all aspects of theatre performance and production. Classes are set in a professional working environment, which meet daily for two hours. During classes, students rotate among a variety of specialized teachers. In addition to school hours, students are required to participate in some after-school activities related to performances.

Students participating in the Warren Consolidated School of Performing Arts (WCSPA) program must complete a full year (two semesters) to receive credit. No partial credits are available. Classes are available for students in 9th-12th grades.

Students are transported to/from Sterling Heights High School (the home of WCSPA) to their “home” schools for the remainder of their academic day.

Students interested in taking WCSPA as a class must fill out an application and then audition. There will be a General Informational Meeting on February 10, 2016. Open auditions will be held on Saturday, February 27, 2016 by appointment at the Performing Art Center located at Sterling Heights High School. Auditions for students enrolled in the MSVPA program will be held during their instructional day at the Butcher Educational Center. The application, additional information and specific details are all available on the WCSPA website (www.wcskids.net/wcspa) under the “Admissions” tab.

Students participating in the Warren Consolidated School of Performing Arts (WCSPA) program must complete a full year (two semesters) to receive credit. No partial credits are available. For additional information about Warren Consolidated Schools School of Performing Arts Courses contact, Jonathan Gillespie, Artistic Director of Warren Consolidated Schools at (586) 825-2525, ext: 4.

Note: Students can fulfill .5 PE credit with one year or more at WCSPA.
WCSPA LEVEL 3
2-HOUR BLOCK/2 CREDITS (VPA)
(BOARD APPROVED)
COURSE ID: HS0695 / HS0696

This is a two-hour period magnet level course that meets the last two hours of the school day. In this class, students explore theatre in terms of theory, design and execution. Students generally find areas of strengths and strong interest which they explore through project-based learning. Students in Level 3 perform, design and produce shows along with other students from Levels 2 and 4.

Audition and interview are required. Attendance at all performances is mandatory.

WCSPA LEVEL 4
2-HOUR BLOCK/2 CREDITS (VPA)
(BOARD APPROVED)
COURSE ID: HS0697 / HS0698

This is a two-hour period magnet level course that meets the last two hours of the school day. This course is designed for students who are either planning to further their study of theatre at a college or university or are planning to directly enter the workforce and a professional. Students create resumes and portfolios that demonstrate a command of the skills and concepts they have acquired in preparation for college scholarship and admissions. In addition, students continue to perform, crew, design, choreograph, direct, etc. Students work collaboratively with their peers from Levels 2 and 3.

Audition and interview are required. Attendance at all performances is mandatory.
All classes are open to Cousino, Sterling Heights and Warren Mott High School students.

**RADIO BROADCASTING (VPA)**

**COURSE ID:** HS0641

This course provides an overview of the broadcasting industry that includes the areas of radio. Subjects to be covered include areas of announcing, producing, marketing and news writing. This course provides “hand-on” experience and fulfills 6 of the 12 CTE Segments for Radio/TV.

Recommended enrollment in both TV Broadcasting 1 and Radio Broadcasting 1 in the same school year.

**ADVANCED RADIO BROADCASTING 2 (VPA)**

**COURSE ID:** HS0651 / HS0652

This course is designed to provide a practical “hands-on” experience for those students who have completed Radio and TV Broadcasting 1. A working knowledge of the studio, basic production techniques, news casting, basic broadcast writing and study of station departments will be covered.

Recommendation: Radio and TV Broadcasting 1

**ADVANCED TELEVISION BROADCASTING 2 (VPA)**

**COURSE ID:** HS0671 / HS0672

This course is designed to provide a practical “hands-on” experience for those students who have completed Radio and TV Broadcasting 1. A working knowledge of the studio, basic production techniques, news casting, basic broadcast writing and study of station departments will be covered.

Recommendation: Radio and TV Broadcasting 1

**ADVANCED TELEVISION BROADCASTING 3 (VPA)**

**COURSE ID:** HS0681 / HS0682

This course is designed to give selected students a working knowledge of a typical television station and its departments. Students will be responsible for regular television programming and operating the station’s various departments. Production work and job searching will be stressed.

Recommendation: Radio and TV Broadcasting 2
EARLY COLLEGE OPPORTUNITIES

Warren Consolidated Schools strongly encourages eligible students to take advantage of several “early college opportunities” that are available across the district. Each of these opportunities comes at a significantly reduced cost to students and families and each serves as an excellent “bridge” to postsecondary education.

DUAL ENROLLMENT

Students in grades 9-12 who score at or above minimum scores on specific norm referenced test (e.g. Explore, PLAN, ACT, Compass, PSAT, SAT, M-STEP or IOWA) or criterion referenced test (e.g. MME) are eligible to “dual enroll” at any public college or university in the state of Michigan. Dual enrollment enables a student to simultaneously earn high school and college credit. These college credits may be transferred depending on the college/university the student will be attending. Students can take classes either on campus, or, becoming more popular each year, in an “on-line” format. Perhaps most significantly, in Dual Enrollment cases, the majority of the costs for tuition, books and student fees are paid for by Warren Consolidated Schools.

ADVANCED PLACEMENT (AP)

Warren Consolidated School offers courses in several curriculum areas that have been approved by the American College Board as “Advanced Placement” classes. Here, students completed a “college level” curriculum taught by one of our highly qualified Warren Consolidated Schools teachers. Upon completion of this curriculum, the student may take the AP Exam. If a minimum score is earned on the exam, college credits may be earned.

ARTICULATION AGREEMENTS

Warren Consolidated Schools has established “articulation agreements” with several colleges and universities in the state of Michigan. Articulation Agreements enable students completing specific courses of study, to earn the college credits in an introductory course upon the successful completion of the second level course on the college level. Many of these classes are in Career and Technical Education.

Please see your counselor to learn how you can become involved in these exciting programs.
FREQUENTLY ASKED QUESTIONS

Q: How many credits must a Warren Consolidated Schools student take?
A: Each year, all students must enroll in 12 semester classes totaling 6 credits or an equivalent, if students are dual enrolling in college classes.

Q: How does 8th Grade Science affect my high school science requirements?
A: Science taken in 8th grade in WCS counts towards a science elective credit in high school as long as you have passed the course in 8th grade or in summer school prior to entering 9th grade. The grade you earn does not count towards your high school GPA. If you did not pass 8th grade science, you will need to take an additional science or approved CPC course to fulfill your three (3) required science credits.

Q: What are Advanced Placement (AP) courses?
A: Advanced placement classes provide high school students with college-level classes which culminate in AP tests. Students enrolled in AP courses are expected to take the AP test in early May. By taking these exams and earning a qualifying score, students may earn college credit at many major colleges and universities. Students enrolled in Advanced Placement classes who earn an overall grade of at least a B-, earn an honor point that is averaged into their GPA.

Interested students should see their counselor about the AP courses that may provide college credit through examination. Students may also go online for further information. http://www.collegeboard.org/ap/students/index.html.

Q: Can anyone take accelerated courses?
A: Yes. In addition to Advanced Placement courses, accelerated courses are offered in the area of English, Math, and Science. Students, who take the following course(s) and earn an overall grade of at least a B-, earn an honor point that is averaged into their GPA.

Q: What are magnet courses and where are they located?
A: Warren Consolidated Schools high school students have the opportunity to take any course listed in the catalog. However, some courses require an audition or skills-based tests before being accepted into the program.

Also, many courses are offered only at one location and transportation to and from that building may not be provided. Students enrolling in magnet courses are expected to take the course for the entire year.

Transportation is provided for the following magnet programs:
- Warren Consolidated School of Performing Arts (WCSPA): Sterling Heights High School
- Macomb Mathematics, Science & Technology Center: Butcher Community Center
- Career & Technical Courses: Career Prep Center
- Radio/Television Courses: Cousino High School
- Auto Technology Courses: Cousino High School & CPC

Q: Do magnet courses satisfy graduation requirements?
A: Yes. Magnet courses do satisfy graduation requirements. Students should see their counselor for further explanation.

Q: How are students ranked in their class?
A: A student’s class rank is determined by his/her cumulative grade point average. Courses offering an honor point are averaged into the final grade point average. Rank and GPA is recalculated at the end of each semester.

Q: What are the three Graduation Honors?
A: Summa Cum Laude – Highest Honors. To qualify for highest honors, a student must have a 3.900 or higher GPA. Qualifiers will wear an honors tassel, stole and medallion at commencement.

Magna Cum Laude – High Honors. To qualify for high honors, a student must have a 3.500 to 3.899
GPA. Qualifiers will wear an honors tassel and a stole at commencement.

**Cum Laude – Honors.** To qualify for honors, a student must have a 3.00 to 3.499 GPA. Qualifiers will wear an honors tassel at commencement.

**Q: How do I regain credit for courses I did not pass?**
**A:** Students who do not pass a course and want to graduate with their graduating class are expected to attend summer school. Please see the school counselor for additional credit recovery options.

**Q: Is there a Testing Out policy in WCS?**
**A:** The Michigan Department of Education requires that school districts develop alternatives for students in their selection of high school classes. A student may test out of most courses required for graduation. However, a student **may not** “test out” of a course he/she failed or is currently taking. Testing Out opportunities will be scheduled near the end of each semester during the months of January and May/June. Students must meet with their counselor no less than three weeks prior to semester exams to receive materials and schedule a testing date as determined by the district. See your counselor for further details.

**Q: Does WCS allow Dual Enrollment?**
**A:** Warren Consolidated Schools encourages students to attend courses at local colleges, universities, or career technical schools in addition to their own high school.

The State School Aid Act contains a provision that directs all 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 in Grade 9-12 must be enrolled in at least one high school class. Students who score at or above minimum scores on specific norm referenced test (e.g. Explore, PLAN, ACT, Compass, M-STEP, PSAT, SAT, or IOWA) or criterion referenced test (e.g. MME) are eligible to “dual enroll” at any public college or university in the state of Michigan.

2. Students must be enrolled in both the school district and post-secondary institution during the local school district’s regular academic year.

3. Students must also complete the Dual Enrollment Form and submit the application to his/her counselor for approval.

4. Students must be enrolled in a college course not offered by the district or a course offered by the district but not available to the student because of scheduling conflicts (as determined by the district).

5. The college courses must be academic courses (excludes activity courses, physical education, and religious education). If interested, see your counselor for more information.

Warren Consolidated Schools will pay tuition and fees (e.g. registration fees, course fees, textbooks and materials) up to the amount allocated by Warren Consolidated Schools Dual Enrollment guidelines.

**Q: What is the Career Prep Center (CPC) and where is it located?**
**A:** The Career Prep Center is in Warren Consolidated Schools Technical Education Building. Courses are offered in a variety of technical avenues: Refer to page 41 for a list of courses. The Career Prep Center is located at 12200 Fifteen Mile in Sterling Heights (corner of Maple Lane and 15 Mile Rd.).

**Q: Is CPC for college bound students as well as students who don’t go to college?**
**A:** Yes. CPC provides lifelong-skills that benefit students who plan to attend four year universities and two year colleges as well as those who plan to enter the work force immediately upon high school graduation.

**Q: I heard that students can earn college credit at CPC. Is this true?**
A: Yes. Many courses at CPC have articulation agreements with some of Michigan’s public and private colleges and universities. An articulation agreement is an agreement between CPC and a college or university which determines what college credits will be awarded upon successful completion of a CPC Course. Contact the counselor or instructors at CPC for further information.

Q: Can I attend CPC for the first time as a senior?
A: Yes. There are many opportunities for seniors. In fact, they actually have senior-only programs.

Q: Can I take the second year course at CPC before I take the first year course?
A: No. Students must successfully complete year 1 courses of a CPC program before taking year 2 courses.

Q: Can I attend CPC if I am a Special Education student?
A: Yes, we have many Special Education Students at CPC and have staff members who can help them with special needs.

Q: Do I have to provide my own transportation to CPC?
A: No. Warren Consolidated Schools provides transportation from our high schools to the Career Prep Center.

Q: Do I have to be a Warren Consolidated Schools’ student to attend CPC?
A: No. Warren Consolidated Schools has a consortium with Clintondale and Fraser, and many of their students attend CPC. Also, we have students from private schools as well as home-schooled students.

Q. If I have questions about the CPC’s programs who should I contact?
A: Contact the Counseling Department at CPC at (586)698-4178. You can also speak with your high school counselor.

Q: What are the requirements set by National Collegiate Athletic Association?
A: Please see Appendix A on pages 63 & 64.
The following procedures and guidelines are to be used in implementing the District's grading policy:

A. All teachers shall set up their gradebook according to the Board Policy and Administrative Guidelines prior to the first student day. Should a teacher be hired after the first student day, the teacher's gradebook shall be set-up within two days of their first day of instruction.

B. All teachers will use the WCS Grade Scale to determine all card marking, final semester exam, and final semester grades for students in grades 3-12. Teachers of grades K-2 students determine grades using an alternative grading scale:

Mastery – Student can apply knowledge to new situations in an appropriate and meaningful manner.

Developing Mastery – Student can use the knowledge in a variety of ways but does not always apply knowledge in an appropriate and meaningful manner.

Basic Understanding – Student has demonstrated a basic understanding of the course content, skills and processes.

Incomplete Understanding – Student made an attempt, using appropriate content.

Area of Concern ( * ).

C. All student work will be graded on the WCS Grade Scale unless an alternate grading system is approved annually by administration and distributed in writing to students and parents. If an alternate grading system is approved it must follow the following grading guidelines:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 and Above</td>
</tr>
<tr>
<td>A</td>
<td>97 - 93</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 87</td>
</tr>
<tr>
<td>B</td>
<td>86 - 83</td>
</tr>
<tr>
<td>B-</td>
<td>82 - 80</td>
</tr>
<tr>
<td>C+</td>
<td>79 - 77</td>
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<tr>
<td>C</td>
<td>76 - 73</td>
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<td>C-</td>
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<td>D+</td>
<td>69 - 67</td>
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<td>66 - 63</td>
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<td>D-</td>
<td>62 - 60</td>
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<tr>
<td>E</td>
<td>59 - 50</td>
</tr>
<tr>
<td>F</td>
<td>49 - 0</td>
</tr>
</tbody>
</table>

The "E" is to be used to indicate the student has made significant effort but has not reached mastery of the course content.

The "F" is to be used to indicate the student has not made the effort to reach mastery of the course content.

Students should be assessed based on knowledge acquired, therefore assessments should account for the majority of a class grade (at least 75%) unless an alternative grading policy is approved.

Homework and daily/in-class work may account for up to 25% of the final grade. The remaining 75% percent of the final grade is to be based on fair and equitable, multiple ongoing measures of assessments* that will permit a student to demonstrate his/her mastery level of the course’s content.

*Examples of assessments may include, but are not limited to, chapter tests, quizzes, projects, presentations, labs, etc. Assessments may be of any type that will demonstrate knowledge gained. Homework shall not be counted as assessment.
Teachers shall use total points or percentages when entering grades in PowerSchool for Homework and Assessment.

Within the teacher’s gradebook, the teacher shall only use:

1. "Category Weights" in calculating the final grade for each trimester (elementary) or quarter (secondary) grade. "Categories Weights" shall include a "Homework" and "Assessment" category. The "Assessment" category may be comprised of multiple categories designated within the teacher’s grade book as long as the total of all "assessment" categories account for at least 75% of the student’s total grade. "Assessment" categories must reflect the examples of Assessments listed above.

2. "Term Weights" for each final semester grade (i.e. 40-40-20 for high school credit courses and 50-50 for middle school courses) – Secondary Only

Teachers are encouraged to implement intervention practices with regards to assessments in order to encourage student success. (Examples may include "test correction opportunities" or "test retakes" and other building based school improvement intervention strategies)

All assignments not graded as assessments shall be considered homework and are to be graded no lower than an F 49% per task. However, if a student does not turn in an assignment (not graded as an assessment), after the teachers has made at least three (3) reasonable attempts to provide students an opportunity to complete and turn in for credit, the assignment will be given a 0% in the gradebook, unless prohibited by the student’s IEP or 504 Plan. The building principal shall be responsible for defining “Reasonable Attempts.” Individual assessment tasks are to be graded using the full percentage range of 0-100%.

D. A teacher may require students to meet a set of class expectations to receive a passing quarter or final grade. Such expectations need to be clearly communicated in writing at the beginning of the class with students and parents and approved by administration annually.

E. All card marking periods are separate. No grading can be carried over from one (1) card marking to another. (ie. Grade for a particular assessment/assignment may be counted in only one card-marking)

F. Final semester exams will be given to students in grades 9-12 each semester unless otherwise dictated by an IEP. Students who do not take final semester exams, unless excused from final semester exam per the senior final semester exam excusal criteria (see clause G below) will receive failing grades for the semester. Performance or oral exams will be permitted if approved by building principals. In accordance with State and/or Federal statutes, an IEP or 504 plans can dictate individual instructional and testing accommodations, exclusions or exemption from this policy. (Secondary Only)

G. Students who are absent for the semester exam shall work with the teacher to schedule the make-up exam prior to the close of the grading window period must have administrative approval to make-up exams. Final semester exams may not be given early unless extenuating circumstances exist as approved by administration. Make-up exams must occur after the original final exam is administered to students. In such instances, an alternative final semester exam may be used. Students will receive an "F" as a final mark until the final semester exam is taken by the student and graded by the teacher. In accordance with State and/or Federal statutes, an IEP or 504 plan can dictate individual instructional and testing accommodations, exclusions or exemption from this policy. (Secondary Only)

Seniors wishing to be excused from Spring Final Exams must meet and maintain all criteria listed below, until the last day of the class in order to be eligible for excusal. Courses held at CPC, MMSTC, and WCSPA are exempt from this excusal. Therefore, seniors must take all finals at CPC, MMSTC, and WSCPA.
Criteria for Spring Final Exam excusal:

1. Student must maintain an A- 90% or better average in the class using the average of the two (2) marking period grades.
2. No "skips" or "unverified" absences.
3. No more than three (3) combined absences or tardies.
4. Citizenship of Satisfactory (S) or better in each marking period.

Seniors must also submit an application to each teacher for the final from which they want to be excused from no later than the Friday preceding the start of final exams. Teachers must notify students who submitted an application for excusal whether or not they are eligible no later than two (2) school days before semester exams begin. This approval may be revoked should a student no longer meet the above criteria on the day of the final exam.

Students who are excused from the Spring Final exam shall receive a "credit" (CR) on the semester exam for report card purposes. The semester grade will be based on the average of the two (2) marking period grades with each marking period accounting for fifty (50) percent.

Non-high school students taking accelerated courses which earn an honors point, will earn the high school credit and grade, which will be used in the calculation of the high school GPA and will be included on the student’s high school transcript.

Sixth through eighth grade students will take a cumulative exam at the end of each semester for all non-high school courses. This exam will equate to no more than one (1) assessment grade in the 2nd and 4th card marking.

I. Teachers, each semester, will submit a copy of their examinations to their administrator the Monday prior to the first exam day. In the case of performance or oral exams, a description of the required activities will be submitted. Answer keys will accompany such materials as may be appropriate. Student exams, after grading, will be retained by the classroom teacher for one (1) additional semester. All written final exams and answer keys and descriptions of performance or oral exams shall be submitted to the Chief Academic Officer by the last day of exams each semester. (Secondary Only)

J. A student’s grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned (see Policy 5200). Elements of student conduct which are normally considered part of the conduct grade cannot be used in determining the academic grade. Likewise, no element of the student’s academic grade can be used in determining the conduct grade.

K. Students will be allowed one day for each day of excused absence to make-up missed work. Requests for exception will be referred to the building administrator for decision and direction. Previously assigned work will be due upon return.
L. The integration of card markings and final exam grades shall be defined as below in determining passing/semester grades and the granting of credit:

1. High School: 40% each card marking, 20% final exam grade per semester. Credit will be given if the student achieves at least a D- 60 % average and passes 60% of the card marking periods and semester exam combined.

2. Middle School: 50% each card marking per semester or 25% each marking period in a year class. A middle school student must achieve at least a D- 60 % average and pass a minimum of 50% of the card marking periods to receive a passing grade as a final grade. However, if a middle school student is taking a class for high school credit the language of Clause H and Clause L1 in this administrative guideline (5421A) shall apply.

3. Elementary School (Grades 3-5): A 3rd, 4th, or 5th grade student must achieve at least a D- 60 % average and pass a minimum of two-thirds (2/3’s) of the card marking periods to receive a passing grade as a final grade.

If a new student is enrolled in a class, the student’s grade for the marking period (i.e. trimester for elementary students and quarter for secondary students) shall be based on the content for which the student was in attendance. No student shall be penalized for content covered prior to the student enrolling in the class.

M. When periodic grades are computed, (card marking, final exam, final grade), teachers will use the ranges to equate a letter grade as follows:

<table>
<thead>
<tr>
<th>Equivalent Letter Grade</th>
<th>GPA Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>3.33</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
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<tr>
<td>D-</td>
<td>.67</td>
</tr>
<tr>
<td>E and F</td>
<td>0</td>
</tr>
</tbody>
</table>

N. Beginning with the 2011-12 school year, students enrolled in courses that may award added-value honor points will receive, one-half (0.5) additional honor point, for grades B- and above in District defined accelerated semesterized courses.

O. If a student repeats and passes a class s/he has failed, that student will receive credit and both grades will become part of the transcript but the highest grade will be used in GPA calculation. A student may also repeat a class already passed. That transcript would also include the original grade and second grade. No additional credit will be given. Again, the highest grade will be considered in determining the GPA. (Secondary Only)

P. A grade of incomplete ("I") may be given by the teacher with the approval of a building administrator and only under extenuating circumstances. When an "incomplete" is issued, the teacher is responsible for changing the mark on the grade sheet to a conventional ("A"-"F") grade within five (5) school weeks of the time of issuance. It is the student's responsibility to request assigned work missed and to complete all of it, including tests, within time limits as established by the teacher and the building administrator.

Q. In order to participate in commencements, seniors must have all correspondence course credits on file with the school by the first day of Spring Senior Final Exams.
In compliance with Title VI or the Civil Rights Act of 1964, Title IX of the education Amendments of 1972, Section 504 or the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability act of 1990, the Elliott Larsen Civil Rights Act or 1977, and the Genetic Information Nondiscrimination Act of 2008, it is the policy of the Warren Consolidated School District that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, “Protected Classes”) be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to Ellanore Evans, Executive Director Student & Family Liaison, 31300 Anita, Warren, MI 48093. (586) 825-2400, ext. 68210

The individuals listed below assume responsibilities for assuring compliance with the Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Title II of the American Disability Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, as noted:

- Title II American with Disabilities compliance Officer for Personnel, and Age Discrimination: Sharon Irvine, Chief Human Resource Officer;
- Civil Rights Compliance Coordinator for Title VI, Section 504 Compliance Officer, and Title IX,: Ellanore Evans, Executive Director Student & Family Liaison;
- Title II American with Disabilities Compliance Officer for students: Ellanore Evans, Executive Director Student & Family Liaison

Report to your counselor or to another staff member at the school, if you believe that you have been discriminated against, or not allowed to participate in any academic, sport, social program or activity in or at your school, or the district because of your: race, color, religion, national origin or ancestry, language, gender, age, disability, height, weight or marital status. Your rights as an individual are safeguarded by the laws of the federal and state government and the district’s policies and procedures.

Follow these steps: Contact your counselor or another staff member immediately. Be prepared with the following information; it is critical that you be as specific as possible with the date and time of the incident, what took place and what was said, and names of any persons who were witness to the incident. Witnesses are not required to report a complaint. Your concern will be investigated and resolved by the appropriate building or central office administrator within 10 school days of your report. If you are not satisfied with the results of the investigation, you may appeal to the school district Civil Rights Coordinator, Ellanore Evans, Executive Director Student & Family Liaison. Confidentiality: every reasonable effort will be made to maintain your confidentiality during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. You will be appropriately notified when the investigation has been completed.
Divisions I and II Initial-Eligibility Requirements

Core Courses

- NCAA Divisions I and II require 16 core courses. See the charts below.
- Beginning August 1, 2016, NCAA Division I will require 16 core courses to be completed prior to the seventh semester (seven of the 16 must be a combination of English, math or natural or physical science that meet the distribution requirements below). Those 16 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
  - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletic aid and the ability to practice with the team if he or she fails to meet the 16 course requirement, but would not be able to compete.

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.nationalscholastics.org). Only courses that appear on your school's list of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

<table>
<thead>
<tr>
<th>DIVISION I</th>
<th>DIVISION II</th>
</tr>
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<tbody>
<tr>
<td>16 Core Courses</td>
<td>16 Core Courses</td>
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<tr>
<td>4 years of English.</td>
<td>3 years of English.</td>
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<tr>
<td>3 years of mathematics (Algebra I or higher).</td>
<td>2 years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
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<td>1 year of additional English, mathematics or natural/physical science.</td>
<td>3 years of additional English, mathematics or natural/physical science.</td>
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<tr>
<td>2 years of social science.</td>
<td>2 years of social science.</td>
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<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
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### Sliding Scale A
**Use for Division I prior to August 1, 2016**

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For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

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### Sliding Scale B
**Use for Division I beginning August 1, 2016**

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