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# **Cheboygan Area Schools**

## **BOARD OF EDUCATION**

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Steve Parker .....Athletic Director  
Nancy Spray.....Student Activities Directors

## **HIGH SCHOOL GUIDANCE**

Jeannie Kolb.....11th & 12th grades  
Jacqueline E. Herman.....Special Populations Coordinator - 9th-12th grades  
Sophomores: S - Z  
Michele Ackerman.....Freshmen: T - Z, Sophomores: A - R  
Edward Jeanotte.....Freshmen: A - S

**District Website: [www.chebschools.com](http://www.chebschools.com)**

# Preface

This booklet has been prepared by the staff to be used by you and your parents in the selection of the courses you will take next year.

Use the booklet to its fullest extent. Read it carefully. Select your courses wisely for they will provide you with many future opportunities. Your selections determine the schedule you will have next year. Discuss your course interests with your counselor, teachers, and parents. Ask questions and make certain your selections meet your future needs. Finally, once you have determined your schedule, do your best to put forth the time and effort which will guarantee a successful year.

It should be noted that the courses described in this book are offerings. The ability to offer any of the courses is directly related to the resources of the school district and there is no guarantee that a specific offering will become part of the formal school day.

# Mission Statement

The staff of the Cheboygan Area High School has adopted a mission statement, which guides everything that we do for students and represents the statement of our fundamental beliefs. The Cheboygan Area High School Mission Statement states:

The mission of the Cheboygan Area High School is to provide the opportunity for all students to acquire individual and cooperative lifelong problem-solving skills by actively participating in the learning process. We will promote an environment which enhances self-worth and confidence, enabling students to communicate effectively and responsibly with our ever-changing world. Students will develop an appreciation of the fact that learning takes hard work and scholastic achievement is valued.

The curriculum will be well-rounded in order to expose students to a maximum of education opportunities.

Assessment tools and procedures will be utilized as part of the learning experience. As partners in education, parents must reinforce the schooling of their children. Our direction will be positive, caring, and united toward the goals of students reaching their maximum potential.

# PROGRAM PLANNING

## STUDENT, PARENT AND SCHOOL PERSONNEL

It is the responsibility of the student and parent, with guidance and advice from the school faculty and counselors, to think through future plans and aspirations of the student. Each student designs an Educational Development Plan to assist his/her goal setting and planning for their future. The counselor will ensure that their EDP will satisfy the graduation requirements of the school as well as reflect the student's future plans, interests, skills and abilities. Students will conference with a counselor as they plan a well-rounded educational program to meet their future career, education and personal goals.

All students should be prepared for lifelong learning and a career. While some graduates will go directly into the work force, most will enter into post-secondary education. Post-secondary education might be a two or four year college program, a trade school, apprenticeship programs, short-term training programs, or on-the-job training programs. The integration of academic and technical programs would encourage the teaching of applied knowledge to all students. The curriculum contained in this booklet is designed to prepare all students for this integration.

## Cheboygan Area High School CREDIT REQUIREMENTS

Class of 2011, 2012, 2013, 2014

To become a sophomore	6.5
To become a junior	13
To become a senior	20
<b>To graduate</b>	<b>27.5</b>

### MINIMUM STANDARDS REQUIRED FOR GRADUATION

<u>Subject</u>	<u>Credits</u>	<u>Courses</u>
English .....	4	English 9, 10, 11, 12 or advanced electives
Social Studies .....	3	World History/Geography, U.S. History/Geography, Government/Economics
Science .....	3	Earth, Physical Science or Chemistry, Energy Transformations, Biology I, Biology II, and one additional elective
Mathematics .....	4	Algebra 1, Geometry, Algebra 2, or Algebra 2 expanded, 1 additional elective(s) during last year of high school
Physical Education.....	.5	Physical Education 9
Health .....	.5	Essential Health and Living Skills
Computer Education.....	1	Technology, Employability and Careers (T.E.C.)
Visual, Performing, and Applied Arts .....	1	Electives from approved list
Online Learning Experience .....	0	Required online learning experience will be embedded in other courses
Elective .....	<u>13</u>	Choice
Total .....	30 Credits	(27.5 Minimum Credits Required for Graduation)

PLEASE NOTE: Many colleges and universities are recommending 1-2 years of a language other than English and 1 year of computer education depending upon the program of study.

- Four years of high school (12 trimesters) of full-time attendance are required for graduation.
- Any student who is considering college should pursue the most rigorous high school program available.
- Section 166 A. of the School Aid Act (Public Act 175 of 1993) allows a student's parent or guardian to have the student excused from the Human Growth and Development Unit of the Essential Health and Living Skills Course. This must be a written request by the parent or guardian to the high school principal.

# **ENROLLMENT POLICIES**

(Effective Fall 2007 unless otherwise noted)

1. Successfully completing a course in two trimesters, one period per day, earns one credit; and successfully completing a course in one trimester, one period per day, earns one-half credit.
2. A course that a student failed for one of the two trimesters will earn one-half credit. To gain a full credit, the trimester that was failed must be repeated and passed.
3. If a student fails a prerequisite course, that course must be retaken and passed before taking subsequent coursework in that course progression.
4. All courses required for graduation must be passed.
5. No more than two credits can be applied toward graduation through correspondence study and/or independent study. Prior approval by the high school principal is needed for this type of credit to be earned.
6. A student must attend CAHS for at least three full trimesters prior to their senior year and at least two full trimesters of their last year to qualify for the Top 10 Scholar, unless authorization is granted by the high school principal.
7. Students must enroll in a minimum of five periods of credit bearing classes each trimester. For eligible students this may include work experience, cooperative education, dual enrollment, or independent study.
8. Any student who wishes to "test out" of a course in which he/she is not enrolled may do so by taking the Trimester Final Examination(s) and/or all achievement markers for that course. Student/parent must make a written request to the principal four weeks prior to the end of the trimester. Testing will be completed during exam time and must be arranged through the counselor. In order to receive credit, students must earn at least a C+ (77%) on the assessments. Credit for a course earned by a student through the testing out process may be used to fulfill a course or course sequence requirement and be counted toward the required number of credits needed for graduation but may not be used to determine the student's GPA. The successful student will receive a grade of cr on his/her transcript. An application form must be completed when requesting a "test out" option.
9. For 9th, 10th, and 11th grades, all students enrolled in a zero hour class must also enroll in 5 classes during the regular school day.

## CREDIT GRANTED FOR HIGH SCHOOL EQUIVALENT COURSES TAKEN IN MIDDLE SCHOOLS

The high school equivalent courses taken during middle school will be counted toward the MMC, and will be counted toward the Cheboygan Area Schools graduation requirement of 27.5 credits. The grade earned in middle school will also not be included in the high school GPA calculation. This will allow middle school students to progress through the CAHS curriculum, including meeting prerequisites in some high school courses. Currently, this recommendation applies most directly to the math curriculum, but it may ultimately apply to Science and Language Other Than English courses as those course content expectations and requirements are developed by the State.

## **CORRESPONDENCE CLASSES**

Correspondence classes for credit may only be taken by fourth year students with approval of the principal. Correspondence classes may only be used as make-up credits for previous failure. Correspondence classes may not be used to help a student graduate ahead of schedule. A maximum of 2 credits of correspondence classes may be used toward graduation. A student must prove that he/she is passing all of his/her current classes, before approval will be granted to take additional correspondence classes. Correspondence classes shall be paid by the student/parent for credit redemption.

## **DUAL ENROLLMENT**

Any student in 11th or 12th grade may enroll in a post-secondary program providing he/she meets the requirements established by law and by the District. Any interested student should contact his/her guidance counselor to obtain the necessary information. For detailed information on dual enrollment, please see page 57.

## **SCHEDULE ADJUSTMENTS**

All schedule adjustments must include consultation with the counselor, teachers, student and parent. Students are committed to take the classes they have chosen on their course selection sheet once school has begun. Counselors make schedule adjustments in the following instances:

- 1) incomplete schedules
- 2) processing errors
- 3) approval for alternate programs
- 4) failure of a required class
- 5) changes due to summer school
- 6) academic misplacement - teacher initiated adjustment
- 7) parent requests (reviewed by the principal and counselor)
- 8) conflict between classes that are only offered during the same class hour

Students who feel a class is too difficult for them should first discuss their concerns with their teacher and parent(s). Every effort should be made by the student to seek additional assistance. If the difficulties persist, the teacher and or a parent will recommend a schedule adjustment due to academic misplacement.

## **DROP AND ADD COURSE PROCEDURE**

(Effective Fall 2007)

1. It is recommended that drops/adds be completed prior to the beginning of each new trimester.
2. During the first 3 school days of a trimester, all student requests for drops/adds will be considered.
3. During the first 5 school days of a trimester, all parent/teacher requests for drops/adds will be considered.
4. Written permission utilizing the Drop/Add Form must be received and signed by both the teacher and guidance counselor prior to implementation of the schedule.
5. During the first 8 school days of a trimester, a student can withdraw from a class with no credit/no grade. Students will then be placed in an appropriate class for the remaining portion of that trimester. Withdrawal after 8 school days will result in a failure (E) on the transcript.
6. Emergency withdrawals will be reviewed by the high school principal to determine if a student can drop a class with no grade penalty.
7. Interdepartmental level switches of classes with departmental approval may be made at any time with permission of the teachers, parent, student, and high school principal.

## **COURSE REPETITION**

A student may earn credit in a class only once with the exceptions of Band, Jazz Band, Choir, Conditioning and Training, Yearbook, or Special Programs. If a student takes any other course more than once, credit will not be granted. Students may repeat a course for no credit only with special written permission from their counselor and teacher if they wish to:

1. Improve specific skills in a given area.
2. Improve the original grade earned. The second grade will be included in the students grade point average but not an additional credit toward graduation, unless a failing grade is improved. The original passing grade will also be left on the transcript.

# PERSONAL CURRICULUM

Definition:

A personal curriculum (PC) is a documented process that modified certain requirements of the Michigan Merit Curriculum (MMC) which must be met for the awarding of a high school diploma in Michigan. A PC must be requested on an individual basis, and must meet certain conditions to be approved.

Who is Eligible for a Personal Curriculum ?

All students in grades 9 - 12 are eligible. Students with a documented disability and Individualized Education Plan (IEP) are eligible to modify the MMC to a greater extent than their non-disabled peers.

Under What Circumstances is a PC allowable?

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

- Wish to modify the mathematics requirement
- Wish to go beyond the academic credit requirements by adding more math, science, English language arts, or foreign languages credits
- Need modified content expectations because certain MMC content expectations are not practicable for them in light of their Educational Development Plan (EDP)
- Need other modifications of MMC requirements due to the impact of their special education disabilities

Can a Personal Curriculum be Used to Modify the Entire MMC?

There are no modifications allowed to credit requirements in the following areas except for students with disabilities:

English/language arts, science, languages other than English, civics/government, and the online learning experience.

Who Can Request a Personal Curriculum ?

A parent, legal guardian, school personnel, or a student who has adult status are the only people who can request a PC.

When Can a Personal Curriculum Be Requested?

A PC can be requested at any time for students with a disability. For all students, there are no timelines for requesting a PC except in the areas of mathematics and social studies. Please see a guidance counselor for more information.

What is the Process for Requesting a Personal Curriculum ?

Fill out a PC Request Form found in both the middle school and high school guidance offices. The completed form should be submitted to the high school guidance counselor.

What Happens After a Request is Submitted?

1. PC is requested by a parent/legal guardian or emancipated student.
2. A counselor will document receipt of the request and discuss next steps with the parent.
3. PC Committee, including the parent, student, guidance counselor, along with a school psychologist or other appropriate staff members will meet, look at the PC request along with existing performance records, the EDP and for students with disabilities, the IEP, and decide if the request appears appropriate, given individual student need.
4. If the situation appears to require specific modification to the MMC requirements, and the modification is allowable, a PC will be created by the committee, including measurable goals and methods to evaluate those goals that are aligned with the student's EDP and/or IEP.
5. In order for the PC to be implemented, both the parent/guardian/adult student and the district superintendent must agree in writing.
6. The PC is then implemented by appropriate staff.
7. Student progress is monitored quarterly by parents with each teacher of the modified area(s).
8. Revision to a PC may be made using the same process as the original PC.

Is a Student Eligible for a High School Diploma if They Have a Personal Curriculum ?

A student who completes a PC and fulfills any additional local board of education graduation requirements is to be awarded a high school diploma.



# **STUDENT SERVICES**

(Effective Fall 2007 unless otherwise noted)

## **COLLEGE ENTRANCE EXAMS**

The course of study that appears below is designed to prepare students for greater success in college and on the Preliminary Scholastic Aptitude Test (PSAT), the American College Test (ACT), the Scholastic Aptitude Test (SAT), and the Pre-ACT (PLAN). Many post secondary programs use the results of these tests as one factor in determining, admission and scholarships.

## **RECOMMENDED COURSE SELECTION FOR COLLEGE BOUND STUDENTS:**

English .....4 years  
Social Science.....3 years  
Science.....4 years  
Mathematics .....4 years

\*Please note: many colleges and universities are recommending 1-2 years of World Language and one year of Computer Education depending upon the program of study.

## **MILITARY SERVICE**

The Armed Services Vocational Aptitude Battery (ASVAB) is required for students who plan on enlisting in the military. This assessment is offered free of charge to our students during the second trimester.

## ACADEMIC EVALUATION

At the beginning of each trimester, students will be notified by each teacher as to the method of evaluation in each class. Progress reports are issued at the approximate halfway point of each trimester to all students. Report cards are issued after each trimester.

## GRADE POINT AVERAGE

Grade point average (GPA) is an indicator of the student's overall scholastic performance. The GPA is computed by totaling the number of grade points earned in each course (A = 4, A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, D = 1, D- = 0.7, E = 0) and dividing the sum by the total number of courses. GPA is based on each trimester's final grades only. The final trimester grade is determined by weighing the twelve-week grade as 80% (10% of which is a participation component) and the final exam as 20%.

## CREDIT/NO CREDIT GRADES

On rare occasions, students may receive credit (CR) or no credit (NC) in place of a normal grade. This option would be considered primarily if directed by an IEPC, 504 Plan, or Academic Plan. Other possibilities for this option might include students undergoing a serious personal or family crisis. In some cases, if a student is unable to complete a trimester due to unusual circumstances, the NC grade could be used for all incomplete classes. The CR/NC option can only be used with approval by the high school principal. If the CR/NC grade is used: by definition it has no effect on GPA.

## HONOR ROLL

An honor roll at the end of each trimester will be published. The honor roll is based on final trimester grades for each trimester. To be on the honor roll, a student must:

1. Have no grade less than a "C"
2. Have no incomplete (I) grades reflected for any course
3. Be enrolled in five class periods
4. Have maintained at least a 3.0 GPA for the trimester

## CLASS RANK

To determine class rank, student GPA's are ranked from highest to lowest, based on eleven trimesters. If two or more students have identical averages, they are ranked the same. GPA's are carried out to the third decimal place.

## **CREDITS EARNED DURING FOREIGN EXCHANGE EXPERIENCE**

CAHS students who are interested in participating in foreign exchange programs should consult their counselor in advance for information regarding transfer of credits.

In order for CAHS students to earn credit during a foreign exchange experience, the following conditions must be met:

1. The foreign exchange program must be approved by the CAHS high school principal in advance.
2. The foreign exchange experience must take place during the regular school year, in place of regular school attendance at CAHS.
3. It is the student's responsibility to obtain an official transcript of the course-work completed during the foreign exchange experience.
4. The transcript must (A) be in English, (B) include dates and hours attended, (C) include names of classes attended, (D) include some kind of favorable evaluation (percent, letter grade, credit/no-credit, or written anecdote), and (E) be signed by a school official.
5. The student's CAHS counselor will evaluate the transcript and recommend the number of transfer credits to be granted.
6. Final approval of transferred credits will be made by the CAHS principal.

Students who plan a foreign exchange experience during their junior year must be prepared to make up any junior year graduation course requirements during their senior year.

Students who plan a foreign exchange experience during their senior year should complete all graduation course requirements prior to the end of their junior year.

If the above procedure is followed, every effort will be made to allow foreign exchange participants to graduate on schedule.

## **RECOGNITION OF STUDENT ACHIEVEMENT**

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include but are not limited to academics, athletics, performing arts, citizenship and volunteerism. Recognition for such activities is initiated by the staff and coordinated by the High School Principal.

## GRADUATION RANKING

Graduation rank for seniors is based upon 11 trimesters in class work of all subjects. The policy of this high school regarding class rank is to rank only those seniors who have regularly attended this high school as a full time student at least three full trimesters prior to their senior year. If at all possible, grade point average will be determined on those seniors affected by this rule. Exceptions may be granted by the high school principal.

## GRADUATION CEREMONY

Diplomas will only be issued to those students who complete all graduation requirements. No senior will be able to participate in the graduation ceremony if he/she has not earned the minimum credits for graduation. In addition, seniors may be prohibited from the graduation ceremony due to school behavior, discipline, and illegal behavior in and out of school.

## GRADUATION WITH HONORS

A student will be designated as an "Honor Student" at graduation if the student has a cumulative GPA of at least 3.0 after eleven trimesters. Honor students will wear gold cords during the graduation ceremony.

## EARLY GRADUATION

Students who have successfully completed 10 trimesters and have met all graduation requirements may apply for early graduation in order to enroll full time in a college or university or to serve in the U.S. Armed Forces. Parents/students must submit this request in writing to the building principal by November 1st. This request must include documentation of intent and commitment from the university or military. After a meeting with the student, parent, and high school principal, the requests are submitted for Board of Education approval.

Students who have successfully completed 11 trimesters and have met all graduation requirements may apply for early graduation in order to go to work full time or to serve in the U.S. Armed Forces. Parents/students must submit this request to the high school principal in writing by February 1st. This request must include documentation of full time employment or commitment in the military. After a meeting with the student, parent, and high school principal, the requests are submitted for Board of Education approval.

Individuals who are granted early graduation may participate in the graduation ceremony. However, these individuals will be considered non-students and forego participation in other events that occur after the date of early graduation. They will not be allowed to attend dances (including From) without an invitation from a current student and administrative approval. Class ranking, Top Ten Scholar (or Valedictorian/Salutatorian), scholarship opportunities, designation of "Honor Student", and other such identifications will be discussed/determined at the student, parent, principal meeting. Exceptions to the above may be granted by the Board of Education.

## TOP CLASS RANK

(Effective for the class of 2011 and beyond)

To be eligible for the Top 10 Scholars, a student must have attended CAHS for three full trimesters prior to their senior year and at least two full trimesters of their last year unless otherwise authorized by the high school principal. The Top 10 Scholar selections are based on the cumulative GPA for the eleven trimesters or the cumulative GPA earned upon meeting the minimum graduation requirements. If there is a tie, there is the potential to have more than 10 scholars that graduating year. The Top 10 Scholars will wear medals and will receive recognition at the graduation ceremony.

## **SPECIAL SERVICES OFFERED TO STUDENTS**

1. Special Education support services are available in accordance with state & federal guidelines. Credits received through supportive services will comply with the Cheboygan Area Schools' Board of Education Graduation Requirements and mandated state and federal requirements.

2. Seniors who do not have enough credits, or have not passed the required course work for graduation with their class have the following options:

- Return to high school the following year for required course work with permission of the high school principal.

- Enroll in Correspondence courses with permission of high school principal.

3. The Cheboygan Area High School is pleased to offer services to assist students enrolled in Career Technical programs who fall into the categories of economically disadvantaged, handicapped, or limited English proficiency. For further information, contact the Career and Technology Education Director.

### **WORK PERMITS**

Work permits are required by employers for students under 18 years of age. Work permits may be obtained at the Cheboygan Area High School Office for students who have employment.

### **SUMMER SCHOOL**

Students may receive a maximum of three credits during their high school career (one credit maximum per summer) from accredited summer school programs. CAHS offers one - two 18 day sessions in which a student may earn one-half credit by attending and passing one session. These credits may not be used toward an early graduation but may be used to make up credit for classes a student has failed. Students must consult with their counselor in January and May and have administrative approval before enrolling in any summer school program for credit toward graduation.

### **SCHOOL ACTIVITIES / CLUBS**

School activities that may be offered to enhance the high school students' learning are listed below

- Chess Club
- Junior/Senior Play
- Straits Area Builders Association
- Student Council
- HOSA
- BPA
- Future Problem Solvers
- Spanish Club
- Solo & Ensemble Contest
- National Honor Society
- Student of the Month
- Circle of Friends
- Science Olympiad
- Green Dinosaurs Club
- School Newspaper
- Ski Club
- Equestrian Club
- All School Musical
- Industrial Arts/MITES
- French Club
- VICA/SkillsUSA
- DECA
- Yearbook
- Dance Team Club
- Forensics Club

### **INTERSCHOLASTIC ATHLETIC TEAMS**

<b>Fall Sports</b>		<b>Winter Sports</b>		<b>Spring Sports</b>	
Girls Golf	Cheerleading	Wrestling	Cheerleading	Girls Track	Baseball
Boys Soccer	Volleyball	Boys Basketball	Hockey	Boys Track	Girls Soccer
Football	Cross Country	Girls Basketball	Bowling	Softball	Boys Golf

### **NCAA**

Student Athletes considering playing sports at Division I or II at the college level must meet NCAA eligibility requirements. Students should meet with their counselor, coach and/or administrator to review the eligibility requirements. An NCAA application form must be completed by the end of the 1st trimester of the students senior year. [www.ncaa.org](http://www.ncaa.org) is the website to obtain additional information.

## **ARTICULATION AGREEMENTS**

Students have the opportunity to be eligible to obtain advanced placement credit for their coursework by successfully completing a career & technology education course in high school. Students with advance placement take fewer classes in college, which may save money and the student will be able to complete their two year college associate degree at an earlier date. The basic process in which a student becomes involved in pursuing advanced placement is as follows:

1. Demonstrate in a career & technical education education course that the student has successfully learned the skills by earning a B or higher.
2. Obtain the recommendation of the CTE instructor and complete a Notice of Intent Form at the end of the students junior year or the beginning of the students senior year.
3. Complete and submit the college's application form that the student plans on attending.

SEE CHART ON NEXT PAGE

# ARTICULATION AGREEMENT

## FERRIS STATE

Program	Courses	CAHS Articulated Classes
Accounting	ACCT 201 - (3)	Accounting I & II NOCTI Test "B" in course
Hospitality Management	RFIM 113 (3) RFIM 114 (3) RFIM 115 (3) RFIM 127 (3) RFIM 204 (3)	NOCTI Test ServSafe Certificate Hospitality & Food Service "B" in course
Retailing	Marketing (3-6) electives	NOCTI Test • Retail Marketing • Marketing Management • Intro To Bus. • Info Proc. I & II "B" in course
Early Childhood Education	EDCD 104 (3) Free elective	Early Childhood Educ. I & II NOCTI Test "B" in course
All Health Occupations Titles	MRIS 102 (1 cr) CCHS 102 (3 cr)	Allied Health "B" in course NOCTI Test
Automotive Service Technology	AUTO 112 (4) AUTO 115 (4)	Automotive Technology I & II "B" in course Brakes & Steering and Suspension Certificate
Building Construction Technology	BCTM 213 (3)	Constuction Trades "B" in course NOCTI Test
Architectural Technology	CDTD 111 (3) CDTD 112 (3)	Drafting / CAD "B" in course NOCTI Test Project Portfolio
Welding Technology	WELD 113 (5)	Welding I & II "B" in course NOCTI Test Project Portfolio (Opt)

## NORTH CENTRAL MICHIGAN

Program	Courses	CAHS Articulated Classes
Administrative Services	OAS 141 (3) OAS 252 (3) EMS 101 (1) OAS 122 (3)	• Information Processing I & II • TEC • "B" in cte course
Early Childhood Education	ECE 105 (3) ECE 110 (3) EMS 101 (1)	• Complete 2 yrs of ECE Program • "B" in cte course
Accounting	B 104 (3) B 211 (4)	• Information Processing I & II • Accounting I & II • "B" in cte course
Marketing	M 200 (3) B 211 (4) B 104 (3)	• Introduction to Business • Retail Marketing • Marketing Management • Accounting I & II • "B" in cte course
Emergency Medical Services	EMS 110 (4)	• Allied Health I • First Aid & CPR Certificate • "B" in the course

## JOHNSON & WALES UNIVERSITY

Program	Courses	CAHS Articulated Classes
Culinary Arts Program	Sanitation (3)	Hospitality & Food Service I & II and ServSafe Certificate "B" in cte course

## BAKER COLLEGE - MUSKEGON

Program	Courses	CAHS Articulated Classes
Culinary Arts Program	CUL 131 (2) CUL 141 (2)	Hospitality & Food Service I & II "B" in cte courses

## KIRTLAND COMMUNITY COLLEGE

Program	Courses	CAHS Articulated Classes
Accounting	ACC 10600 (3)	Accounting I & II "B" in course
Automotive Technology	AUT 16302 (3) AUT 16401 (3) AUT 17702 (3) AUT 26601 (3)	Automotive Technology I & II "B" in course Brakes and Steering & Suspension Certificates
CAD	EDT 11000 (3) EDT 1000 (3)	CAD "B" in course
Early Childhood Education	EDU 11500 (3)	Early Childhood I & II "B" in courses
Metal Machining	MPT 10270 (3)	Metals II / Man. & Fab II "B" in course
Welding	WLD 10355 (3) WLD 20400 (3)	Welding & Fab I & II Technology "B" in courses
Business	OIS 10100 (3) OIS 10401 (3) OIS 10402 (3) OIS 10403 (3) BUS 10100 (3)	TEC Information Processing I & II "B" in course
Marketing	MKT 20100 (3) BUS 10100 (3)	Retail Marketing "B" in CTE course

## LAKE SUPERIOR STATE UNIVERSITY

Program	Courses	CAHS Articulated Classes
Computer Programming	1 Tech. Elective credit	Computer Programming "B" in course
Adv. Computer Programming	1 Tech. Elective credit	Computer Programming/Adv. Computer Programming "B" in course
Web Design	1 Tech. Elective credit	Web Design "B" in course
Engineering & Industrial Design	1 Tech. Elective Credit	Engineering & Industrial Design "B" in course
Computer Aided Design	2 Tech. Elective credits	Architectural Design or Industrial & Eng. Design, Computer Aided Design "B" in course
Adv. Computer Aided Design	2 Tech. Elective credits	same as above for CAD, Adv. Computer Aided Design "B" in course
Metals 2/Welding 1	EGME 110 3 credits	Metals/Drafting Tech., Metals 2, Welding 1, "B" in all course

## M-TEC IN GAYLORD

Program	Courses	CAHS Articulated Classes
Welding	See Articulation Guidelines	Welding I & II Metals II / Man. & Fab II "B" in courses
Construction Trades	See Articulation Guidelines	Construction Trades I & II Electricity & Electronics Algebra/App. Math "B" in courses

# **GUIDANCE AND COUNSELING SERVICES**

The purpose of this section is to acquaint you with the services available in the counseling center. On the next two pages, you will find an overview of our program.

## **PERSONAL GROWTH**

*Provides personal growth content in a systematic way to all students, grades 9-12.*

## **INDIVIDUAL PLANNING**

*Assists all students (9-12) in planning, monitoring, and managing their educational and career development.*

## **RESPONSIVE AND CRISIS SERVICES**

*Addresses the immediate concerns and needs of students on a referral or self-initiated basis.*

## **SCHOOL SUPPORT SYSTEM**

*Includes program, staff, and school support activities and services.*

### **PURPOSE**

- *Application of skills needed in everyday life*
- *Student educational and occupational planning*
- *Decision-making*
- *Goal setting*
- *Prevention*
- *Intervention*
- *Program delivery*
- *Program support*

### **AREAS ADDRESSED**

- *Self esteem development*
- *Motivation to achieve*
- *Decision-making, goal setting, planning, and problem solving skills*
- *Interpersonal effectiveness*
- *Communication skills*
- *Tolerance and acceptance of others*
- *Responsible behavior*
- *Acquisition of study skills*
- *Awareness of high school educational opportunities*
- *Appropriate high school course selection*
- *Standardized testing*
- *Career planning*
- *Post-secondary education and career training*
- *Awareness of financial aid and scholarships*
- *Positive work habits*
- *Complete EEDP*
- *Academic concerns*
- *Relationship concerns*
- *Physical / sexual / emotional abuse*
- *Grief / loss / death*
- *Substance abuse*
- *Family issues*
- *Sexuality issues*
- *Coping with stress*
- *Guidance program development*
- *Teacher / administration consultation*
- *Staff development for educators*
- *School improvement planning*
- *Counselor professional development*
- *Community outreach*
- *Community involvement in school*
- *Public relations*
- *Informational presentations to parents*
- *Dual enrollment liaison responsibilities*

## **INTRODUCTION TO EDUCATIONAL COUNSELOR ROLE**

- *Individual counseling*
- *Parent consultation*
- *Informal groups*
- *Individual counseling*
- *Classroom presentations*
- *Assessment and testing*
- *Transitional and referral services*
- *Consultation and planning*
- *Presentations to parents*
- *Parent Involvement*
- *Individual meetings with all parents*
- *Individual counseling*
- *Small group counseling*
- *Consultation*
- *Referral*
- *Parent Contact*
- *Program management*
- *Consultation*
- *Coordination of student / parent related services*
- *Maintain individual student permanent files*

# **EMPLOYABILITY DEVELOPMENT PLANS**

The teachers and counselors at the Cheboygan Area High School have prepared the following sample Educational Employability Development Plans to assist parents and students in planning the student's high school program. It is our feeling, as educators, that clear goals are essential. Students need to see and understand the meaning in their educational program in order for excellence to be achieved.

These Educational Employability Development Plans are to be used as students select their classes for the following school year. A coherent sequence of courses or field of study that prepares a student to enter the work force, or further education is called a career pathway.

There are six broad career pathways from which to choose.

- Arts and Communications
- Business, Management, Marketing and Technology
- Engineering/Manufacturing and Industrial Technology
- Health Sciences
- Human Services
- Natural Resources and Agriscience

Each Educational Employability Development Plan is a sample list of occupations corresponding with each level of the career pathway. This occupational information has been included to assist students in the planning process and to stimulate further career investigation. The Cheboygan Area High School has a Career Resource Center, for students to use to gain career information and assistance.

Additional career development activities are also provided by counselors and teachers to assist students in selecting the career pathway of their choice. While the Educational Employability Development Plans focus upon career preparation, the school staff recognizes their responsibility to help students develop competencies in the life roles of:

Student - read, write, analyze, interpret  
Individual - interpersonal skill, physical and mental health  
Wage earner - saleable skills, career planning  
Citizen - government operation, national and local issues  
Consumer - evaluate goods, services, and legal documents  
Family member - parenting and planning  
Leisure time pursuer - hobbies, sports, and aesthetics

We encourage students to choose electives to prepare them for the spectrum of their life roles. For this reason, flexibility has been built into the Educational Employability Development Plans and career pathways.

It is the hope of the staff of the Cheboygan Area High School that the educational employability development planning process will assist students in their goal setting. Once their goals are set, students will accept the challenges before them, work hard and achieve.



# ARTS AND COMMUNICATION

Careers in arts and communications relate to the humanities and to the performing, visual, literary and media arts.

Grade 9	Grade 10	Grade 11	Grade 12
<b>SUGGESTED COURSES</b> English 9 Earth Science Biology 1 World History & Geography T.E.C. Physical Education/Health Intro to Alg/Algebra 1 Algebra 1/Geometry	<b>SUGGESTED COURSES</b> English 10 Chemistry or Physical Science Biology II U. S. History & Geography Geometry/Algebra II	<b>SUGGESTED COURSES</b> English 11 Energy Transformations Government/Economics Algebra II/Trig/Pre-Calc/Applied Math	<b>SUGGESTED COURSES</b> English 12 Trig/Pre-Calc/Statistics/Calculus CTE/Math Credit CTE/LA Credit
<b>SUGGESTED ELECTIVES</b> World Language Ceramics/Drawing/Painting Vocal Music Instrumental Music	<b>SUGGESTED ELECTIVES</b> World Language Ceramics/Drawing/Painting Vocal Music Instrumental Music Speech Drama Intro to Drafting/Architecture	<b>SUGGESTED ELECTIVES</b> World Language Vocal Music Instrumental Music Desktop Publishing Web Design Psychology Creative Writing / Media Literacy Journalism / Yearbook Enjoying Music for a Lifetime Art Electives	<b>SUGGESTED ELECTIVES</b> World Language Vocal Music Instrumental Music Desktop Publishing Web Design Social Psychology Creative Writing / Media Literacy Journalism/ Yearbook Enjoying Music for a Lifetime Art Electives / Studio Art

## PA 451 SPECIAL EDUCATION ACT PER STUDENT IEP

<b>SUGGESTED COURSES</b> English 9 Skills/ Reading Skills/Reading Practical Math/Vocational Math/ Pre-Algebra Skills Earth Science Skills Biology I Skills World History & Geography Skills Transition Basic Living Skills	<b>SUGGESTED COURSES</b> English 10 Skills/ Reading Skills/ Reading Vocational Math/Pre-Algebra Skills Biology II Skills Physical Skills or Chemistry Skills U.S. History & Geography Skills	<b>SUGGESTED COURSES</b> English 11 Skills Reading Transition Pre-Algebra Skills Government Skills Economics Skills Career Awareness	<b>SUGGESTED COURSES</b> Transition English 12 Reading Worldwide Issues Career Awareness
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# ARTS AND COMMUNICATION OCCUPATIONS

### HIGH SCHOOL, ON-THE-JOB TRAINING, OR APPRENTICESHIP

Actor  
 Composer  
 Drafter  
 Florist  
 Graphic Designer  
 Model  
 Musician & Composer  
 Sign Painter & Letterer

### TECHNICAL, COMMUNITY OR JUNIOR COLLEGE

Commercial Artist  
 Creative Writer  
 Dancer/Choreographer  
 Display Artist  
 Drafter  
 Computer Graphic Designer  
 Illustrator  
 Musician and Composer  
 Office Machine Repairer  
 Office Supply Manager  
 Photographer  
 Radio/TV Announcer & Newscaster  
 Theater Technicians

### COLLEGE, UNIVERSITY OR GRADUATE/PROFESSIONAL SCHOOL

Advertising  
 Architect  
 Commercial Artist  
 Designer  
 Industrial Designer  
 Interpreter & Translator  
 Journalist  
 Landscape Architect  
 Musician & Composer  
 Public Relations  
 Radio/TV Announcer & Newscaster  
 Research Worker  
 Technical Writer  
 Writer & Editor

### STEPS ALONG THIS PATHWAY...

8th Grade: Meet with CAHS Counselor to begin working on Career Pathway Plan  
 9th Grade: MOIS Interest Surveys; CAREERSCOPE; My Dream Explorer  
 10th Grade: PLAN Test & Interest Survey; meet with counselor to complete Career Pathway Plan  
 11th Grade: PSAT, ASVAB, ACT, MME Tests; meet with counselor to continue post-secondary planning  
 12th Grade: Meet with counselor to finalize post-secondary plans

# BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY

Careers in business, management, marketing and technology require attention to detail, calculating, implementing and evaluating.

Grade 9	Grade 10	Grade 11	Grade 12
<b>SUGGESTED COURSES</b> English 9 Earth Science Biology I World History & Geography Intro to Alg./Algebra I/Geometry T.E.C. Health/Physical Education	<b>SUGGESTED COURSES</b> English 10 Physical Science or Chemistry Biology II U.S. History & Geography Geometry/Algebra II	<b>SUGGESTED COURSES</b> English 11 Algebra I I/Pre-Calc Energy Transformations Government Economics	<b>SUGGESTED COURSES</b> English 12 Trig/Pre-Calc/Statistics/Calculus/ Business Math & Personal Finance CTE/Math Credit CTE/LA Credit
<b>SUGGESTED ELECTIVES</b> World Language Drawing	<b>SUGGESTED ELECTIVES</b> Information Processing Computerized Accounting Introduction to Business Speech Yearbook World Language Drawing/Painting	<b>SUGGESTED ELECTIVES</b> Introduction to Business Information Processing Computerized Accounting Desktop Publishing / Web Design Retail Marketing Hospitality & Culinary Service Computer Programming Art Electives Creative Writing / Journalism Yearbook / Speech Psychology	<b>SUGGESTED ELECTIVES</b> Marketing Management Retail Marketing Hospitality & Culinary Service Desktop Publishing / Web Design Introduction to Law Cooperative Education Work Experience Computer Programming Art Electives Social Psychology Yearbook / Speech / Journalism

## PA 451 SPECIAL EDUCATION ACT PER STUDENT IEP

<b>SUGGESTED COURSES</b> English 9 Skills/ Reading Skills/Reading Practical Math/Vocational Math/ Pre-Algebra Skills Earth Science Skills Biology I Skills World History & Geography Skills Transition Basic Living Skills	<b>SUGGESTED COURSES</b> English 10 Skills/ Reading Skills/ Reading Vocational Math/Pre-Algebra Skills Biology II Skills Physical Skills or Chemistry Skills U.S. History & Geography Skills	<b>SUGGESTED COURSES</b> English 11 Skills Reading Reading Transition Pre-Algebra Skills Government Skills Economics Skills Career Awareness	<b>SUGGESTED COURSES</b> Transition English 12 Reading Worldwide Issues Career Awareness
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# BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY OCCUPATIONS

### HIGH SCHOOL, ON-THE-JOB TRAINING OR APPRENTICESHIP

Automobile Sales Person  
 Auto Parts Service Clerk  
 Bank Teller  
 Billing, Cost and Rate Clerk  
 Accounting Assistant  
 Cashier  
 Collection Worker  
 Court Clerk  
 Data Processor  
 Entrepreneur  
 File Clerk  
 General Office Clerk  
 Insurance Agent  
 Office Machine Repairer  
 Payroll Clerk  
 Postal Clerk and Mail Carrier  
 Retail Salesperson  
 Receptionist  
 Secretary

Shipping and Receiving Clerk  
 Stock / Inventory Manager  
 Word Processor

### TECHNICAL, COMMUNITY, OR JUNIOR COLLEGE

Ad Designer  
 Buyer, Wholesale and Retail  
 Copywriter  
 Computer Operator  
 Court Reporter  
 Entrepreneur  
 Hotel/Motel Manager and Assistant  
 Insurance Claim Representative  
 Legal Assistant/Paralegal  
 Office Manager  
 Real Estate Sales Agent  
 Retail Sales Manager  
 Wholesale Trade Sales Worker  
 Website Designer

### COLLEGE, UNIVERSITY OR GRADUATE/PROFESSIONAL SCHOOL

Accountant & Auditor  
 Actuary  
 Advertising Agent  
 City Manager  
 Computer Programmer  
 Credit Manager  
 E-Commerce Manager  
 Financial Manager  
 General Manager  
 Human Resources Manager  
 Insurance Agent  
 Manufacturer's Representative  
 Personnel, Training, and Labor Relations Specialist  
 Property and Real Estate Manager  
 Public Administrator  
 Purchasing Agent  
 Real Estate Appraiser  
 Retail Sales Manager  
 Sales Engineer  
 Technical Sales Representative  
 Service Sales Representative  
 Software Designer  
 Stockbroker  
 Systems Analyst  
 Technical Writer  
 Underwriter

### STEPS ALONG THIS PATHWAY...

8th Grade: Meet with CAHS Counselor to begin working on Career Pathway Plan  
 9th Grade: MOIS Interest Surveys; CAREERSCOPE; My Dream Explorer  
 10th Grade: PLAN Test & Interest Survey; meet with counselor to complete Career Pathway Plan  
 11th Grade: PSAT, ASVAB, ACT, MME Tests; meet with counselor to continue post-secondary planning  
 12th Grade: Meet with counselor to finalize post-secondary plans

# ENGINEERING/MANUFACTURING AND INDUSTRIAL TECHNOLOGY

Careers related to the technologies necessary to design, develop, install, or maintain physical systems. See page 23 for additional information.

Grade 9	Grade 10	Grade 11	Grade 12
<b>SUGGESTED COURSES</b> English 9 Earth Science / Biology I World History & Geography T.E.C. Health/ Physical Education Intro. to Alg./Algebra I/ Algebra I /Geometry	<b>SUGGESTED COURSES</b> English 10 Biology II Chemistry or Physical Science U.S. History & Geography Geometry/Algebra II	<b>SUGGESTED COURSES</b> English 11 Energy Transformations Government Economics Algebra II/Applied Math/Trig/Pre-Calc Electricity & Electronics	<b>SUGGESTED COURSES</b> English 12 Trig/PreCalc/Statistics/Calculus/ Business Math & Personal Finance Electricity & Electronics Mechanic Physics Thermo & Waves Physics CTE/Math Credit CTE/LA Credit
<b>SELECTED ELECTIVES</b> Woods Intro to Drafting/Architecture Manufacturing & Metals I	<b>SELECTED ELECTIVES</b> Woods Manufacturing & Metals II Architectural Design Engineering & Industrial Design Introduction to Business Construction Technology Core Automotive Essentials Home Maintenance Foreign Language Drawing/Painting	<b>SUGGESTED ELECTIVES</b> Woods Engineering & Industrial Design Architectural Design AutoCAD / Automotive Essentials Construction Trades / Welding Automotive Technology Construction Technology Core Introduction to Business Web Design Information Processing Computerized Accounting Psychology Speech Introduction to Law	<b>SUGGESTED ELECTIVES</b> Advanced Furnituremaking AutoCAD 3D Rendering & Design Advanced Automotive Technology Automotive Technology Cooperative Education Marketing Management Social Psychology Speech Work Experience / Retail Marketing Construction Trades / Welding

## PA 451 SPECIAL EDUCATION ACT PER STUDENT IEP

<b>SUGGESTED COURSES</b> English 9 Skills/ Reading Skills/Reading Practical Math/Vocational Math/ Pre-Algebra Skills Earth Science Skills Biology I Skills World History & Geography Skills Transition Basic Living Skills	<b>SUGGESTED COURSES</b> English 10 Skills/ Reading Skills/ Reading Vocational Math/Pre-Algebra Skills Biology II Skills Physical Skills or Chemistry Skills U.S. History & Geography Skills	<b>SUGGESTED COURSES</b> English 11 Skills Reading Transition Pre-Algebra Skills Government Skills Economics Skills Career Awareness	<b>SUGGESTED COURSES</b> Transition English 12 Reading Worldwide Issues Career Awareness
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# ENGINEERING/MANUFACTURING AND INDUSTRIAL TECHNOLOGY OCCUPATIONS

### HIGH SCHOOL, ON-THE-JOB TRAINING OR APPRENTICESHIP

Assembler  
 Brickmason/Stonemason  
 Bulldozer Operator  
 Carpenter  
 Carpet Installer  
 Cement Mason  
 Chemical Equipment Operator  
 Communication Equipment Installer  
 Construction Laborer  
 Drywall Installer  
 Electrician  
 Inspector/Tester  
 Insulation Technician  
 Locomotive Engineer  
 Machinist  
 Military  
 Oil & Gas Driller  
 Painter & Paperhanger  
 Plasterer  
 Road Construction Machine Operator  
 Roofer  
 Vending Machine Mechanic  
 Structural Metal Worker  
 Sheet Metal Worker  
 Small Engine Mechanic  
 Solar Energy System Installer  
 Telephone Installer and Repairer

Boilermaker  
 Chauffeur  
 Millwright  
 NCR Tooler  
 Tile Setter  
 Truck Driver  
 Welder  
 Woodworker

### TECHNICAL, COMMUNITY OR JUNIOR COLLEGE

Air/Auto/Truck Mechanic  
 Air Conditioning & Heating  
 Automotive Technician  
 Auto & Truck Body Repairer  
 Construction & Building Inspector  
 Cost Estimator  
 CNC Machining  
 CAD/CAM Operator  
 Diesel Heavy Equipment Mechanic  
 Drafter  
 Brick Layer  
 Cabinet Maker  
 Carpenter  
 Glazier  
 Industrial Equipment Maintenance  
 Materials Salesperson  
 Numerical Control Tool Programmer  
 Plant Maintenance  
 Power Plant Operator  
 Production Manager

Electrician  
 Painter  
 Plasterer  
 Pipefitter  
 Plumber

### COLLEGE, UNIVERSITY OR GRADUATE/PROFESSIONAL SCHOOL

Airplane Pilot  
 Air Traffic Controller  
 Architect  
 Building Supervisor  
 Career & Technology Education Teacher  
 Chemical Engineer  
 Civil Engineer  
 Construction Management  
 Cost Estimator  
 Electrical Engineer  
 Environmental Designer  
 Industrial Traffic Manager  
 Insurance Inspector  
 Mathematician  
 Mechanical Engineer  
 Mining Engineer  
 Robot Technology  
 Surveyor

### STEPS ALONG THIS PATHWAY...

8th Grade: Meet with CAHS Counselor to begin working on Career Pathway Plan  
 9th Grade: MOIS Interest Surveys; CAREERSCOPE; My Dream Explorer  
 10th Grade: PLAN Test & Interest Survey; meet with counselor to complete Career Pathway Plan  
 11th Grade: PSAT, ASVAB, ACT, MME Tests; meet with counselor to continue post-secondary planning  
 12th Grade: Meet with counselor to finalize post-secondary plans

## HEALTH SCIENCES

Careers in health sciences are for people who are interested in promoting good health, treating injuries, health conditions or control of diseases.

Grade 9	Grade 10	Grade 11	Grade 12
<b>SUGGESTED COURSES</b> English 9 Biology I Earth Science World History & Geography Intro. to Alg/Algebra I Algebra I/Geometry T.E.C. Health/ Physical Education	<b>SUGGESTED COURSES</b> English 10 Biology II Chemistry or Physical Science U.S. History & Geography Geometry/Algebra II	<b>SUGGESTED COURSES</b> English 11 Energy Transformations Anatomy & Physiology Chemistry in Community/Organic Chem/ Inorganic Chem Government Economics Algebra II/Trig-Pre-Calc	<b>SUGGESTED COURSES</b> English 12 Advanced Biology Forensic Science Organic Chem/Inorganic Chem Trig-Pre-Calc/Statistics CTE/Math Credit CTE/LA Credit
<b>SUGGESTED ELECTIVES</b> Nutrition Education Parenting Education Foreign Language Drawing	<b>SUGGESTED ELECTIVES</b> Nutrition Education Parenting Education Foreign Language Drawing/Painting Introduction to Business Information Processing	<b>SUGGESTED ELECTIVES</b> Allied Health Speech Conditioning & Training Lifetime Sports Psychology Information Processing Desktop Publishing Digital Imaging	<b>SUGGESTED ELECTIVES</b> Allied Health Speech Conditioning & Training Lifetime Sports Psychology Cooperative Education Work Experience

### PA 451 SPECIAL EDUCATION ACT PER STUDENT IEP

<b>SUGGESTED COURSES</b> English 9 Skills/ Reading Skills/Reading Practical Math/Vocational Math/ Pre-Algebra Skills Earth Science Skills Biology I Skills World History & Geography Skills Transition Basic Living Skills	<b>SUGGESTED COURSES</b> English 10 Skills/ Reading Skills/ Reading Vocational Math/Pre-Algebra Skills Biology II Skills Physical Skills or Chemistry Skills U.S. History & Geography Skills	<b>SUGGESTED COURSES</b> English 11 Skills Reading Transition Pre-Algebra Skills Government Skills Economics Skills Career Awareness	<b>SUGGESTED COURSES</b> Transition English 12 Reading Worldwide Issues Career Awareness
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## HEALTH SCIENCES OCCUPATIONS

### HIGH SCHOOL, ON-THE-JOB TRAINING OR APPRENTICESHIP AMBULANCE

Attendant/Driver  
 Animal Caretaker  
 Dental Assistant  
 Dental Laboratory Technician  
 Dialysis Technician  
 Emergency Medical Technician  
 Home Health Aide  
 Long Term Caretaker  
 Maintenance Supervisor  
 Medical Assistant  
 Nursing Aide  
 Occupational Therapy Aide  
 Ophthalmic Lab Technician  
 Optician Assistant  
 Orthosist & Prosthetist Assistant  
 Physical Therapy Assistant  
 Surgical Technologist  
 Veterinary Laboratory Technician

### TECHNICAL, COMMUNITY OR JUNIOR COLLEGE

Biomedical Equipment Technician  
 Clinical Laboratory Technologist  
 Dental Hygienist  
 Dental Laboratory Technician  
 Electrocardiograph Technician  
 Laser Technician  
 Licensed Practical Nurse  
 Massage Therapy  
 Medical Records Technician  
 Nuclear Medicine Technologist  
 Occupational Therapy Assistant  
 Physician's Assistant  
 Radiologic Technologist  
 Respiratory Therapist  
 Surgical Technologist  
 Ultrasound Technologist  
 Veterinary Laboratory Technician

### COLLEGE, UNIVERSITY OR GRADUATE/ PROFESSIONAL SCHOOL

Acupuncturist  
 Activities Therapist  
 Anesthesiologist  
 Audiologist  
 Biological Scientist  
 Biomedical Engineer  
 Chemist  
 Chiropractor  
 Clinical Laboratory Technologist  
 Dentist  
 Dietician & Nutritionist  
 Health Administrator  
 Industrial Hygienist  
 Nurse Anesthetist  
 Nurse, Registered  
 Occupational Therapist  
 Optometrist / Optician  
 Orthotist & Prosthetist  
 Pharmacist  
 Podiatrist  
 Psychiatrist  
 Physical Therapist  
 Physician  
 Research Worker  
 Speech Pathologist  
 Surgeon  
 Veterinarian

### STEPS ALONG THIS PATHWAY...

8th Grade: Meet with CAHS Counselor to begin working on Career Pathway Plan  
 9th Grade: MOIS Interest Surveys; CAREERSCOPE; My Dream Explorer  
 10th Grade: PLAN Test & Interest Survey; meet with counselor to complete Career Pathway Plan  
 11th Grade: PSAT, ASVAB, ACT, MME Tests; meet with counselor to continue post-secondary planning  
 12th Grade: Meet with counselor to finalize post-secondary plans

# HUMAN SERVICES

Careers in human services focus on helping people learn, protecting themselves and others, solving problems and attending to their personal and consumer needs, rights and responsibilities.

Grade 9	Grade 10	Grade 11	Grade 12
<b>SUGGESTED COURSES</b> English 9 Biology I / Earth Science World History & Geography Intro. to Alg/Algebra I/ Algebra I/Geometry T.E.C. Health/Physical Education	<b>SUGGESTED COURSES</b> English 10 Biology II Chemistry or Physical Science U.S. History & Geography Geometry/Algebra II	<b>SUGGESTED COURSES</b> English 11 Energy Transformations Government / Economics Algebra I I/Trig/Pre-Calc Chemistry in Community/Organic Chem/ Inorganic Chem/Anatomy & Physiology	<b>SUGGESTED COURSES</b> English 12 Trig/Pre-Calc/Statistics/Calculus/ Business Math & Personal Finance Inorganic or Organic Chemistry/ Advanced Biology/Mechanical Physi Forensic Science CTE/Math Credit CTE/LA Credit
<b>SUGGESTED ELECTIVES</b> Parenting Education Nutrition Education World Language Art Elective Vocal or Instrumental Music	<b>SUGGESTED ELECTIVES</b> Parenting Education Nutrition Education World Language Art Elective Vocal or Instrumental Music	<b>SUGGESTED ELECTIVES</b> Early Childhood Education Introduction to Teaching Psychology Journalism / Media Literacy Yearbook Introduction to Law Conditioning & Training Lifetime Sports	<b>SUGGESTED ELECTIVES</b> Early Childhood Education Introduction to Teaching Social Psychology Journalism / Media Literacy Creative Writing Cooperative Education Work Experience Lifetime Sports Conditioning & Training Marketing Management

## PA 451 SPECIAL EDUCATION ACT PER STUDENT IEP

<b>SUGGESTED COURSES</b> English 9 Skills/ Reading Skills/Reading Practical Math/Vocational Math/ Pre-Algebra Skills Earth Science Skills Biology I Skills World History & Geography Skills Transition Basic Living Skills	<b>SUGGESTED COURSES</b> English 10 Skills/ Reading Skills/ Reading Vocational Math/Pre-Algebra Skills Biology II Skills Physical Skills or Chemistry Skills U.S. History & Geography Skills	<b>SUGGESTED COURSES</b> English 11 Skills Reading Transition Pre-Algebra Skills Government Skills Economics Skills Career Awareness	<b>SUGGESTED COURSES</b> Transition English 12 Reading Worldwide Issues Career Awareness
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# HUMAN SERVICES OCCUPATIONS

## HIGH SCHOOL ON-THE-JOB TRAINING OR APPRENTICESHIP

Adult Care Aide  
 Child Care Aide  
 Cook/Chef  
 Corrections Officer  
 Cosmetologist  
 Custodian  
 Food & Beverage Service Worker  
 Guard  
 Health Care Aide  
 Home Health Aide  
 Home Restoration  
 Housekeeper  
 Landscaper  
 Postal Clerk & Mail Carrier  
 Recreation Worker  
 Service Station Worker  
 Taxi Driver & Chauffeur  
 Telephone Operator  
 Waiter/Waitress

Military

## TECHNICAL, COMMUNITY OR JUNIOR COLLEGE

Barber  
 Building Manager  
 Firefighter  
 Food Service Manager  
 Funeral Director  
 Hotel/Motel Assistant Manager  
 Human Services Worker

## COLLEGE, UNIVERSITY OR GRADUATE/PROFESSIONAL SCHOOL

Archivist and Curator  
 Building Manager  
 Career & Technology Education Teacher  
 College Faculty Member  
 Cooperative Extension Service Worker  
 Counselor  
 Court Administrator  
 Educational Administrator  
 Elementary School Teacher  
 Food Service Manager  
 Funeral Director  
 Hotel/Motel Manager

Library Technical Assistant  
 Police Officer  
 Recreation Worker  
 Religious Worker  
 Sports Trainer  
 Substance Abuse Counselor  
 Teacher Aide

Inspector & Compliance Officer  
 Clergy  
 Judge  
 Lawyer  
 Librarian  
 Marriage Counselor  
 Pre-School Teacher  
 Professional Athlete  
 Psychologist  
 Recreation Worker  
 Secondary School Teacher  
 Science Technician  
 Social Scientist  
 Social Worker  
 Sociologist  
 Substance Abuse Counselor  
 Special Education Teacher  
 Sports Instructor/Coach  
 Urban & Regional Planner  
 Vocational Rehabilitation Counselor

## STEPS ALONG THIS PATHWAY...

8th Grade: Meet with CAHS Counselor to begin working on Career Pathway Plan  
 9th Grade: MOIS Interest Surveys; CAREERSCOPE; My Dream Explorer  
 10th Grade: PLAN Test & Interest Survey; meet with counselor to complete Career Pathway Plan  
 11th Grade: PSAT, ASVAB, ACT, MME Tests; meet with counselor to continue post-secondary planning  
 12th Grade: Meet with counselor to finalize post-secondary plans

## 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.

Grade 9	Grade 10	Grade 11	Grade 12
<b>SUGGESTED COURSES</b> English 9 Biology I Earth Science World History & Geography Intro. to Alg./Algebra I/ Algebra I/ Geometry T.E.C. Health/Physical Education	<b>SUGGESTED COURSES</b> English 10 Biology II Chemistry or Physical Science U.S. History & Geography Geometry/Algebra II	<b>SUGGESTED COURSES</b> English 11 Energy Transformations Forensic Science/Organic Chem/ Inorganic Chem/ Anatomy & Physiology Chemistry in the Community Algebra I II/Trig/Pre-Calc Government Economics	<b>SUGGESTED COURSES</b> English 12 Mechanical Physics/Advanced Biology/ Organic or Inorganic Chemistry Applied Math/Statistics/Trig/Pre-Calc Electricity & Electronics CTE/Math Credit
<b>SUGGESTED ELECTIVES</b> Manufacturing & Metals I Woods Art Elective	<b>SUGGESTED ELECTIVE</b> Manufacturing & Metals II Woods Art Elective Introduction to Drafting/Architecture World Language Construction Tech Core Home Maintenance	<b>SUGGESTED ELECTIVES</b> Foreign Language Introduction to Business Information Processing Speech Engineering & Industrial Design	<b>SUGGESTED ELECTIVES</b> Psychology Work Experience

### PA 451 SPECIAL EDUCATION ACT PER STUDENT IEP

<b>SUGGESTED COURSES</b> English 9 Skills/ Reading Skills/Reading Practical Math/Vocational Math/ Pre-Algebra Skills Earth Science Skills Biology I Skills World History & Geography Skills Transition Basic Living Skills	<b>SUGGESTED COURSES</b> English 10 Skills/ Reading Skills/ Reading Vocational Math/Pre-Algebra Skills Biology II Skills Physical Skills or Chemistry Skills U.S. History & Geography Skills	<b>SUGGESTED COURSES</b> English 11 Skills Reading Transition Pre-Algebra Skills Government Skills Economics Skills Career Awareness	<b>SUGGESTED COURSES</b> Transition English 12 Reading Worldwide Issues Career Awareness
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## NATURAL RESOURCES AND AGRISCIENCE

### HIGH SCHOOL, ON-THE-JOB TRAINING OR APPRENTICESHIP

Animal Groomer  
 Agricultural Equipment Mechanic  
 Florist  
 Greenhouse Worker  
 Landscaper  
 Solar Energy System Installer  
 Military

### TECHNICAL, COMMUNITY OR JUNIOR COLLEGE

Biomedical Technician  
 Breeder  
 Conservation Officer  
 DNR Officer  
 Farmer  
 Landscaper  
 Groundskeeper  
 Greenhouse Grower  
 Seismograph Technician  
 Storm Chaser  
 Surveyor  
 Zoo Maintenance Worker

### COLLEGE, UNIVERSITY OR GRADUATE/ PROFESSIONAL SCHOOL

Arborist  
 Astronomer  
 Aerospace Engineer  
 Agricultural Engineer  
 Agricultural Scientist  
 Botanist  
 Conservation Scientist  
 Fisheries Management Forester & Forester &  
 Conservation Officer  
 Geographer  
 Geologists & Geophysicists  
 Genetists  
 Golf/Turf Manager  
 Horticulturist  
 Marine Biologist  
 Marine Engineer  
 Metallurgical & Materials Engineer  
 Meteorologist  
 Mining Engineer  
 Nuclear Engineer  
 Petroleum Engineer  
 Physicist  
 Plant Scientists  
 Water Ecologist

### STEPS ALONG THIS PATHWAY...

8th Grade: Meet with CAHS Counselor to begin working on Career Pathway Plan  
 9th Grade: MOIS Interest Surveys; CAREERSCOPE; My Dream Explorer  
 10th Grade: PLAN Test & Interest Survey; meet with counselor to complete Career Pathway Plan  
 11th Grade: PSAT, ASVAB, ACT, MME Tests; meet with counselor to continue post-secondary planning  
 12th Grade: Meet with counselor to finalize post-secondary plans

**CHEBOYGAN AREA HIGH SCHOOL**  
**EDUCATIONAL EMPLOYABILITY**  
**DEVELOPMENT PLAN**

NAME \_\_\_\_\_ CLASS OF \_\_\_\_\_

CAREER PATHWAY \_\_\_\_\_ BIRTH DATE \_\_\_\_\_

PARENT ENDORSED \_\_\_\_\_ DATE \_\_\_\_\_



**Road To Success...**

Print In Pencil

9th GRADE	10th GRADE	11th GRADE	12th GRADE
English 9	English 10	English 11	English 12
Biology I Earth Science	Biology II, Chemical Science or Physical Science	Science Elective and Energy Transformations	Science or Elective
Math	Math	Math	Math
World History and Geography	U.S. History and Geography	Government Economics	Social Studies or Elective
Technology, Employability and Career	Visual, Performing, Applied Arts	Career Tech or Elective Career Tech or Elective	Career Tech or Elective Elective
PE	Elective	Elective	Elective
Health	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Alternate	Alternate	Alternate	Alternate
Credits earned: 2011 (Min. 6.5) _____ 2012 (Min. 6.5) _____ 2013 (Min. 6.5) _____ 2014 (Min. 6.5) _____  GPA _____ Cum. GPA _____	Credits earned 2011 (Min. 13) _____ 2012 (Min. 13) _____ 2013 (Min. 13) _____ 2014 (Min. 13) _____  GPA _____ Cum. GPA _____	Credits earned: 2011 (Min. 20) _____ 2012 (Min. 20) _____ 2013 (Min. 20) _____ 2014 (Min. 20) _____  GPA _____ Cum. GPA _____	Credits earned: 2011 (Min. 27.5) _____ 2012 (Min. 27.5) _____ 2013 (Min. 27.5) _____ 2014 (Min. 27.5) _____  GPA _____ Cum. GPA _____

## **CAREER AND TECHNOLOGY EDUCATION**

**PLEASE NOTE:** To be enrolled in two 2-hr. CTE programs, students must obtain permission prior to their senior year. Students can enroll in four combined hours of CTE courses and they must be occupationally related. The CTE courses selected must be reflected in their Career Pathway choice and on the students E.D.P. Please note: CTE courses do not fulfill state curriculum requirements for independent study coursework.

<b><u>COURSE</u></b>	<b><u>CREDIT</u></b>	<b><u>GRADE</u></b>	<b><u>TRI</u></b>
<b>Health Sciences</b>			
Allied Health Technology	2	11-12	4
<b>Business Marketing, Management &amp; Technology</b>			
Technology, Education, and Careers (T.E.C.)* 1	1	9	2
Information Processing I	1	10-12	2
Information Processing II	1.5	11-12	3
Web Design	1	10-12	2
Desktop Publishing	1	10-12	2
Computerized Programming	1	11-12	2
Advanced Computerized Programming	1	12	2
Business Math and Personal Finance	.5	11-12	1
Introduction to Law	.5	11-12	1
Digital Imaging	.5	10.12	1
Hospitality & Culinary Service I	2	11-12	4
Hospitality & Culinary Service II	2	12	4
<b>Finance</b>			
Computerized Accounting I	1	10-12	2
Computerized Accounting II	1	11-12	2
<b>Marketing Education</b>			
Introduction to Business	1.5	10-12	3
Retail Marketing	1.5	11-12	3
Marketing Management	1.5	11-12	3
<b>Human Service</b>			
Early Childhood Education I	2	11-12	4
Early Childhood Education II	2	12	4
Introduction to Teaching	1.5	11-12	3
<b>Engineering, Manufacturing &amp; Industrial Technology</b>			
Automotive Essentials	.5	10-12	1
Automotive Technology I & II	2	11-12	4
Home Maintenance	.5	10-12	1
Construction Technology Core	1	10-12	2
Construction Trades I	2	11-12	4
Construction Trades II	2	12	4
Introduction To Metal Fabrication I	1	9-12	2
Metal Fabrication II	1.5	10-12	3
Introduction To Drafting/Architecture	1	9-12	2
Architectural Design	1.5	10-12	3
Engineering & Industrial Design	1.5	10-12	3
AutoCAD	1.5	11-12	3
Welding Technology I	2	11-12	4
Welding Technology II	2	12	4



**ALLIED HEALTH TECHNOLOGY I & II**      **2 credits**      **Grade: 11, 12**

**Pre-requisite or currently enrolled in: Anatomy and Physiology**

Students in the Allied Health Technologies Program will be able to complete training in a variety of health-related fields with the potential of being job ready in several areas. The overall title is Multi-Skilled Technician. All students must complete a core of national skills mandated by the State of Michigan. These include the following: Medical Ethics, Communication, Supplies/Equipment Emergency Procedures, Asepsis, Medical Terminology, Body Structure, Body Function. Personal Care, and Assessment. Career training rotates on a two-year cycle. Area of study for the 2010-11 year are: Medical Assistant, Pharmacy Technician and Dental Aide. Area of study for the 2011-12 year are: Nurse Aide, Veterinary Aide, Physical Therapy Aide and Pre EMT. An important part of the Program is the on-the-job experience in the various community health agencies. Students must maintain a C in this course. Students may earn a science credit in this course when simultaneously taken with Anatomy & Physiology and earn a "C" in each trimester of the course .

**BUSINESS SERVICES AND TECHNOLOGY**

**TECHNOLOGY EMPLOYABILITY & CAREERS**

**T.E.C. A**

**1 credit**

**Grade: 9**

This class is offered to all Freshmen as a requirement for graduation. TEC A will provide students with common business and foundation skills. These skills are considered necessary for life-long learning.

Topics covered include:

- Various keyboard skills
- Identify types of computer hardware and software
- Perform basic and advanced word processing operations
- Management and leadership skills
- CAREERSCOPE Interest and Aptitude Assessment
- Work toward completion of the Michigan Merit Curriculum 20 hour On-line Experience Requirement
- Define computer-related terms
- Diversified communications skills
- Positive work habits
- Smart internet searches

**T.E.C. B**

This class is offered to all Freshmen as a requirement for graduation. TEC B will provide students with common business and foundation skills. These skills are considered necessary for life-long learning.

Topics covered include:

- Basic and intermediate spreadsheet operations
- Multimedia presentations using Power Point through the advanced level
- Applied mathematics skills
- Basic database operations using Access
- Completion of an Electronic EDP - Educational Development Plan
- Completion of the Michigan Merit Curriculum 20 hour On-line Experience Requirement
- Various career planning components
- Integrated Microsoft Office simulations

**INFORMATION PROCESSING I**

**1 credit**

**Grades: 10, 11, 12**

**Pre-requisite TEC A & B (C or better)**

Job Title: Office Assistant

This course is designed to prepare students for office employment opportunities in today's rapidly changing business environment. Students will:

1. Acquire skills and knowledge of office procedures and equipment
2. Apply skills and knowledge gained in the Business Services and Technology TEC (Core) classes
3. Develop personal characteristics, work attitudes, soft skills, and communication skills essential for success on the job
4. Develop a knowledge base in the following: Essential business skills, employment skills, professional development, information management, marketing, human resources and international business.

Competencies will be completed in such areas as:

1. Telephone skills
2. Bookkeeping skills (payroll, sales, invoices)
3. Alphabetic and numeric filing
4. Document processing

Students will be able to earn visual, performing and applied arts credit.

**INFORMATION PROCESSING II****1.5 credits****Grades: 11, 12****Pre-requisite Information Processing I (C or higher)**

Job Title: Office Specialist

This course is designed to prepare students for advanced employment opportunities in today's rapidly changing business environment. These changes in today's office have created a demand for workers with a broader variety of skills, an awareness of the interrelatedness of office functions, and a knowledge of new procedures and terminology. Students will:

1. Build upon skills acquired as an Office Assistant
2. Utilize electronic communication tools (email)
3. Apply document processing procedures
4. Further enhance their knowledge base in the following: Entrepreneurship, advanced applications, financial analysis, business law, and strategic management.
5. Develop critical thinking skills.
6. Complete a simulation in office procedures using Microsoft Office Suite.
7. Bookkeeping skills (payroll, sales, invoices, purchasing)

Students enrolled in Information Processing II will be eligible for testing to become certified as a Microsoft Office User Specialist in Word, Excel, PowerPoint, Outlook or Access. Students may earn a 1/2 credit for English 12 if a student earns a "C" for each trimester of the course.

**WEB DESIGN****1 credit****Grades: 11, 12**

Students will identify and research various types of web search engines, evaluate web sites, and practice web page authoring using a variety of techniques. Students will learn the following web page development tools: XHTML, Dreamweaver, Flash, Fireworks, Cascading Style Sheets, and JavaScript. Students will use and import images to enhance web design, practice advanced layout principles, create buttons and navbars, and develop live, interactive web. Students will be able to earn visual, performing and applied arts credit.

**DESKTOP PUBLISHING****1 credit****Grades: 10, 11, 12**

Desktop Publishing is a business course designed to allow students to develop proficiency in using document publishing software to create a variety of printed publications. Students will incorporate journalistic principles in design and layout of print and Web publications including integration of text and graphics and use sophisticated hardware and software to develop and create quality materials for business related tasks. Students will incorporate the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively.

**COMPUTER PROGRAMMING****1 credit****Grades: 11, 12****Prerequisite: Algebra I & T.E.C.**

An elective course designed for the student that has a strong math background, as well as a good understanding of basic technology principles, and is considering a career in information technology services. This course provides a fundamental understanding of operating systems, hardware, DOS, Assembly Language, Visual Basic, Object oriented programming, database management, Java Script and HTML and Java. In addition to programming languages, digital design concepts will be covered using Flash and Fireworks.

**ADVANCED PROGRAMMING****1 credit****Grades: 12****Pre-requisite: Successful completion of Computer Programming and permission of the instructor.**

This class is designed for students who are interested in the Business/Technology career pathway. Coursework will consist of C++ and Java Programming, advanced database (Access) topics, Advanced HTML and Dream Weaver. The advanced programming student will also learn advanced scripting methods used in Flash to create interactive programs. In addition, students will gain valuable skills in the field of computer repair/troubleshooting. Students will assume "team leader" roles, and practice total quality management. Finally, advanced programming students will be responsible for working the high school technical help desk.

**HOSPITALITY AND CULINARY SERVICES I****2 credits****Grade: 11, 12**

Friendly, outgoing, creative people find this career field most rewarding. Students in this program will learn the aspects of operating a commercial restaurant/business through a unique hands-on experience. Skills such as: Management, Marketing, Business Math. Employability Skills, Customer Service, and Culinary Arts are all part of the curriculum as well as aspects of the Hospitality Industry such as Travel & Tourism. These skills are put to use as the students manage and operate the Drift Inn Restaurant. Students will also have the opportunity to earn ServSafe & Prostart certification as well as possible college credits through articulation agreements. This class fulfills a visual, performing and applied arts credit.

Throughout the world, more people are employed in the hospitality and culinary fields than in any other area. There are literally hundreds of thousands of jobs available worldwide and continued growth is expected. There is work available in a wide range of related areas. Many of the jobs offer fast promotions and unlimited earnings. The student can earn a 4th year senior math credit in this course. The student must earn a "C" each trimester of this course to earn a math credit when the student takes this course in their senior year.

**HOSPITALITY & CULINARY SERVICES II****2 credits****Grade: 12**

Students must have taken H.C.S. I as a prerequisite to H.C.S. II. In the level II class students will continue to build upon the skills learned in the HCS I with the addition of several more advanced segments. Management, ordering and inventory, bookkeeping, production schedules and crisis management just to name a few. A Prostart II second year textbook and workbook will be used and students will have more responsibility in the daily operations of the Drift Inn Restaurant. Advanced certifications through ServSafe and Prostart are also offered. The student can earn a 4th year senior math credit in this course. The student must earn a "C" each trimester of this course to earn a math credit when the student takes this course in their senior year.

**DIGITAL IMAGING****1/2 credit****Grades: 10, 11, 12**

Students will learn to use Adobe Photoshop to design, create, and manage digital images of text, graphics, and slides. Students will explore both the technical aspects of image manipulation and the artistic aspects of creating images. They will become familiar with Photoshop through watching demonstrations and completing assignments and projects. This is an elective course.

Course topics will include:

- Digital Photography
- Digital painting
- Digital Cameras
- Using digital photos and scanning images
- Basic Photoshop use
- Creating montages and collages

**FINANCE****COMPUTERIZED ACCOUNTING I****1 credit****Grades: 10,11,12****Pre-requisite: TEC****Job Title: Accounting Assistant**

Introduction to accounting principles designed to prepare students to have a stronger financial background. Emphasis is placed upon understanding financial information and the accounting cycle as it pertains to individuals and businesses. Students will computerize applications to enhance the effectiveness and efficiency of financial information. Assets, liabilities, and owner's equities as they relate to proprietorships and corporations, payroll and taxes, stocks and investments will be covered.

The student can earn a 4th year senior math credit in this course. The student must earn a "C" each trimester of this course to earn a math credit when the student takes this course in their senior year.

**COMPUTERIZED ACCOUNTING II****1 credit****Grades: 11,12****Pre-requisite: Computerized Accounting I with a "C" or higher**

This course is a continuation of the accounting principles relating to the role of managerial accounting information. Emphasis is placed upon departmentalized accounting, corporate accounting, cost accounting, inventories, budgeting, and financial analysis and decision-making.

The student can earn a 4th year senior math credit in this course. The student must earn a "C" each trimester of this course to earn a math credit when the student takes this course in their senior year.

**INTRODUCTION TO LAW****1/2 credit****Grade: 11, 12**

Students interested in law and personal law will be able to better understand the legal environment in which we live. Real life cases and problems will help to build critical thinking skills. Activities include discussions, role-playing, debates, case studies, group work, and a possible mock trial. Topics covered include: the origin of law, criminal law, civil law, court systems, property, wills, ethics, contracts, consumer law, insurance, and legal careers.

**CO-OPERATIVE EDUCATION****1-2 credits****Grade: 12**

The cooperative education program is designed to provide students with the opportunity to extend their learning beyond the classroom by working in a career related occupation while attending high school classes. Students must have already completed at least one year of the Career and Technology program that relates to their job. Students must also be concurrently enrolled in the related CTE program as well as have senior status. The cooperative education coordinator arranges appropriate placement with the local employer and completes all necessary documentation prior to beginning of program. Students must average 10 hours of paid work per week at their job. A cooperative education application, safety training meeting, copy of the student's EDP, and training plan are also required to be enrolled. A letter grade is earned in this program.

**MARKETING EDUCATION****INTRODUCTION TO BUSINESS****1.5 credits****Grade: 10, 11, 12**

This course is designed for students who are considering a career in business, management, or entrepreneurship. Business segments which are covered include business management, economics, financial management, career development and entrepreneurship. Students will complete hands on projects involving banking, credit, business communications, and international business. A professional business plan will also be created by each student to start their own enterprise. Along with developing basic business skills needed by any workplace, students will have the opportunity to participate in DECA regional and state competitions. This class fulfills a visual, performing and applied arts credit. A student may earn a 1/2 credit for English 12 if a student earns a "C" for each trimester of this course.

**MARKETING MANAGEMENT****1.5 credits****Grade: 11, 12**

Marketing Management offers students opportunities to explore all the diverse function of marketing. Specific topics include selling techniques, promotion, marketing information, distribution of products and services, and advertising. Student projects include completing a marketing research project, performing a sales demonstration, creating digital commercials, and developing advertising campaigns for real businesses. Students will visually display their ideas through the creation of products, labels and packages, and promotional materials. Students will also have the opportunity to participate in DECA regional and state competitions. This class fulfills a visual, performing and applied arts credit. A student may earn a 1/2 credit for English 12 if a student is a DECA member and earns a "C" for each trimester of this course.

**RETAIL MARKETING****1.5 credits****Grades: 11, 12**

Retail Marketing is a course which allows students to gain work experience as an employee of the school store. Tip of the Mitt while learning about the business world. Business segments covered in this course include customer relations, promotion, product planning, financial records, and selling. Student employees are in charge of product ordering, inventory management, store promotions, pricing, and cashiering. Students also learn technical skills by using new store equipment that allows for customized products. Students will have the opportunity to participate in DECA regional and state competitions. This class fulfills a visual, performing and applied arts credit. The student can earn a 4th year senior math credit in this course. The student must earn a "C" each trimester to earn a math credit when the student takes this course in their senior year.

## **EDUCATION**

### **INTRODUCTION TO TEACHING**

**1.5 credits**

**Grades: 11, 12**

This course is designed for students who are interested in the career field of education. Students will explore the multiple responsibilities of a teacher as well as their professional role. Students have the opportunity to explore diverse career options in the field of education. They will observe, explore and utilize effective teaching practices. Students will also develop an understanding of school structures, operations, policies and critical issues in education. The structure of this class will be in a classroom setting, as well as a work experience environment. Students have the opportunity to explore two classroom settings. This setting may be at the elementary, middle school or high school level. During the placement, students will design, create and teach a lesson. This course is for students who want to learn from a master teacher as a student assistant doing work experience. This class fulfills a visual, performing and applied arts credit. Students may earn a 1/2 credit for English 12 if a student earns a "C" each trimester of this course.

### **EARLY CHILDHOOD EDUCATION I**

**2 credits**

**Grades: 11, 12**

Early Childhood Education I is designed to provide students with the experience of working with preschool children. Students participate in the management and operation of our on-site preschool, The Learning Center. The classroom component prepares students with knowledge of the developing child. The preschool component allows students the opportunity to practice the skills that they are learning. Students may be able to participate in extra training, such as 4-C basic training or First Aid/CPR certification. Field trips and speakers help round out the curriculum. First year students work on observation skills and positive guidance techniques. They also design bulletin boards and create developmentally appropriate lesson plans. Students will have a variety of experiences, such as reading to children, preparing snack, leading circle activity and supervising during outdoor play and preschool field trips. Students complete the year with a final project that includes all components of creating a family day care home, a day care center or a preschool center. This class fulfills the visual, performing and applied arts credit. Students may earn a 1/2 credit for English 12 if a student earns a "C" each trimester of this course.

### **EARLY CHILDHOOD EDUCATION II**

**2 credits**

**Grade: 12**

Early Childhood Education II is designed to provide students with the experience of working with preschool or elementary children. Students continue their exploration of the development of children, with more focus on curriculum, management skills, special needs children and post-secondary and career preparations. Students continue to help in our on-site preschool, The Learning Center, but have the option of long term placement in preschool or elementary classrooms. Lesson plans are stressed and many projects are created. These are presented in each student's portfolio as they complete their second year. Students may earn a 1/2 credit for English 12 if a student earns a "C" each trimester of this course.

## **TRADE & INDUSTRY**

### **AUTOMOTIVE TECHNOLOGY I & II**

**2 credits**

**Grades: 11, 12**

Automotive Technology is designed to prepare students for various transportation careers such as, automotive management, auto and diesel technician, technical education, parts specialist, or engineering. Students are expected to gain basic skills in the use of tools and equipment common to vehicle repair. Theory of operation is taught for the purpose of enhancing the student's diagnostic skill, with related project work in the auto lab. "Hands on" lab tasks will be performed with extensive instruction in the areas of brakes, electrical & electronic and suspension/steering. Students also work together as a team in repairing lab donated vehicles. This NATEF accredited program provides advanced placement credit with various universities and community colleges when articulation guidelines are met. Michigan mechanic certification tests are administered, and students have the opportunity to compete regionally and at the state level of SkillsUSA. Area of study for the 2010-11 year are: electrical performance, engine performance and steering and suspension. Area of study for the 2011-12 year are: brakes and electrical performance.

## **AUTOMOTIVE ESSENTIALS**

**1/2 credit**

**Grades: 10, 11, 12**

This course will provide the automotive maintenance basics every student will need. Topics include emergency repairs, safety inspections, fundamental repairs and maintenance, vehicle appearance care, customizing, and accessory installations. This is an elective course. This course fulfills the visual, performing and applied arts credit.

## **CONSTRUCTION TECHNOLOGY CORE**

**1 credit**

**Grades: 10, 11, 12**

The Construction Trades Technology Core Class covers all the theory and components to enter the Construction Technology class. The student will be exposed to 8 core subject areas:

Hand tools	Power hand tools	Building Materials
Electrical	Plumbing	Safety
Career Awareness		Blueprint reading

The student once completing the core areas will be exposed to 15 job specific areas. Building Material handler trainee, Framing Carpenter trainee, Roofer trainee, Siding Applicator trainee, Trim Carpenter trainee, Flatwork Former trainee, Flatwork Finisher trainee, Insulator trainee, Gypsum Board Hanger trainee, Drywall Finisher trainee, Painter Helper trainee, Electrician trainee, Plumber trainee, & Heating/Cooling trainee. It is a classroom/lab environment designed to develop the students interest in the Construction Trades field. This is a one-hour course designed for students who cannot fit the two-hour block of Construction Trades I and II into their schedule. This course is not a prerequisite for the Construction Trades classes. This class must not be taken concurrently with Construction Trades I and II.

## **CONSTRUCTION TRADES TECHNOLOGY I & II**

**2 credits**

**Grades: 11, 12**

This program challenges students with real work experiences through the construction of a house. Students can earn a 4th year senior math credit in this course. The student must earn a "C" each trimester of this course to earn a math credit when the student takes this course in their senior year. Students will be exposed to 12 areas of construction which are;

1. Safety and Career Awareness
2. Wood/Fasteners
3. Blueprints/Concrete
4. Floor Framing/Wall Framing
5. Roof Framing
6. Roofing
7. Windows and Doors
8. Siding & Decks
9. Insulation & Wall Finish
10. Interior Finish
11. Stair Framing and finish
12. Cabinets & Countertops

Your training in Construction Technology gives you several exciting options:

- Entry-level employment - Students might begin a career with a residential construction employer.
- Entrepreneurship - Or, by opening up their own business.
- Continued Education - Students can continue their education with the advantage of articulating college credits at the same time they are earning their high school diploma, and they don't have to pay for it! After successfully completing the program, students may articulate credits at Ferris State University or at the MTEC in Gaylord Michigan. The articulation process will give students a head start on their post-secondary education, as well as save them a considerable sum of money. In addition, students are also ready to enter industry/employer-sponsored training programs.

## **HOME MAINTENANCE**

**.5 credit**

**Grades: 10, 11, 12**

This class consists of the basic core curriculum which entails safety, hand and power tools, building materials, plumbing, electrical, cooling and heating systems, and career areas in this field. Structural features, appliances, and alternative energy sources will be demonstrated and used to improve the energy efficiency of a home. There will also be a unit of instruction on installation of appliances and maintenance of the appliances at the homeowner and industry level. This is an elective course.

## **DRAFTING**

### **INTRODUCTION TO DRAFTING/ARCHITECTURE**

**1 credit**

**Grades: 9, 10, 11,12**

This course is designed to introduce students to the basic fundamentals of drafting. He student will be exposed to blueprint reading, sketching, shape, description, and an introduction to CAD. (Computer Aided Design). Upon completion of this course, the students will understand and be able to demonstrate practical knowledge in basic house development and design, drafting techniques and fundamentals, modular applications, room planning, material section, design and drawing basic floor plans and perspective drawings. Computer Aided Drafting and career opportunities will also be a part of this course.

### **ARCHITECTURAL DESIGN**

**1.5 credits**

**Grades: 10, 11, 12**

#### **Prerequisite: Introduction to Drafting/Architecture**

This is a more advanced drafting course in architecture. Upon completion of this course, using AutoCAD students will have developed a complete set of architectural working drawings, renderings and models. Students will become more familiar with construction techniques and processes in architecture. This course will also allow students to further explore careers in this field. This course fulfills the visual, performing and applies arts credit.

### **ENGINEERING & INDUSTRIAL DESIGN**

**1.5 credits**

**Grades 10, 11, 12**

#### **Prerequisite: Introduction to Drafting/Architecture**

This course is designed to not only enhance basic principals of engineering and mechanical drafting, but upon completion of this course, students will be able to read and draw complete sets of mechanical and engineering drawings. They will be efficient in freehand drawings, AutoCAD and creating models. Students will also be introduced to geometric dimensioning and tolerance that will give them an edgejn the career field or at the post secondary level. This course fulfills the visual, performing and applied arts credit. The student can earn a 4th year senior math credit in this course. The student must earn a “C” each trimester of this course to earn a math credit when the student takes this course in their senior year.

### **AUTOCAD/COMPUTER AIDED DESIGN**

**1.5 credits**

**Grades: 11, 12**

#### **Prerequisite: Architectural Design or Engineering & Industrial Design**

This is an advanced drafting and design course that upon completion he student will become more familiar with the commands and functions of the CAD system. Students will begin to apply what they have learned to create working drawings. Each student will have the option of choosing one of the following specialties Architectural CAD, Mechanical and Engineering CAD, or Interior Architectural CAD. The student can earn a 4th year senior math credit in this course. The student must earn a “C” each trimester of this course to earn a math credit when the student takes this course in their senior year.

### **ADVANCED AUTOCAD/COMPUTER AIDED DESIGN**

#### **SENIOR PORTFOLIO**

**1.5 credits**

**Grade: 12**

#### **Prerequisite: Auto CAD**

This class is designed for students who have shown exceptional skill in Computer Aided Drafting and related courses and are planning to continue on in this career area. Students will be required to concentrate on expanding knowledge of basic AutoCAD skills, as well as continuing to become competent in areas of 3-D modeling and rendering. Students will be required to gain increased knowledge in the area of mechanical design. They will be required to create HVAC, electrical, lighting schedules and details for their designs. Students will also be required to complete a portfolio which will include all pervious accomplishments throughout his or her 3+ years in the Drafting Technology field as well as being prepared for college level entrance work. The student can earn a 4th year senior math credit in this course. The student must earn a “C” each trimester of this course to earn a math credit when the student takes this course in their senior year.

## **WELDING**

### **INTRO TO METAL FABRICATION I**

**1 credit**

**Grades: 9,10,11,12**

Intro to Metal Fabrication 1 is an entry-level course that introduces the students to the basic principles and processes involved in the areas of metal working, fabrication, project design and construction. Students learn how to use hand and power tools, read and interpret blueprints, and create projects. The students will be introduced to welding and thermal cutting processes, metal forming and shaping techniques, metal sawing, shearing and cutting procedures, as well as all aspects of manufacturing fundamentals. Project design, fabrication, and exhibitions are a large part of the class. It is a course designed to prepare the students for continuation into the Metal Fabrication II course or to provide an exploratory into the metalworking/welding trades. The course will also provide the students with practical metal working knowledge useful to them in their everyday life.

### **METAL FABRICATION II**

**1.5 credits**

**Grades: 10,11,12**

#### **Prerequisite: Intro To Metal Fabrication I**

Metal Fabrication II builds and expands on all of the fundamentals learned in the Intro to Metal Fabrication I class. Additional processes will include lathe and vertical milling operations including the use of precision measuring equipment. Advanced sheet metal work is also included as well as expanded instruction into several welding and thermal cutting processes. Students will be required to design, fabricate and then exhibit their finished projects in the MITES regional and state project competitions. This class fulfills the visual, performing and applied arts credit requirements (VPAA). It is a course designed to prepare the students for continuation into the Welding Technology courses or to provide a career pathway into the metalworking or welding trades. The course will also provide the students with practical metal working and fabrication knowledge useful to them in their everyday life.

### **WELDING TECHNOLOGY 1**

**2 credits**

**Grades: 11, 12**

#### **Prerequisite: Metal Fabrication I & II**

Welding Technology I covers the basic thought advanced welding processes and operations. Students will demonstrate proficiency using several different welding processes and operating many related metal working machines. This class is designed to provide the student with a very well rounded base of knowledge involving several different welding, cutting, and metal fabrication processes. It provides an excellent transition into associate or bachelor degree programs at many Michigan community colleges and universities in addition to several welding trade schools. American Welding Society structural welding certification is also available upon completion of the course requirements for those students looking for post high school employment. If the student is looking to gain some life long skills that will benefit him/her in whatever their future occupation might be, then this course will provide that as well. The student can earn a 4th year senior math credit in this course. The student must earn a "C" each trimester of this course to earn a math credit when the student takes this course in their senior year. This class also fulfills the VPAA credit requirement.

### **WELDING TECHNOLOGY 2**

**2 credits**

**Grades: 12**

#### **Prerequisite: Metal Fabrication I & II, Welding Technology 1**

Students will be working with the same processes that they used in WFT 1, but the assignments in those processes will be much more advanced and more difficult with a much higher degree of difficulty. For example, in welding process and will perform all fillet welds in the flat position on Gas Tungsten Arc Welding process and will perform all fillet welds in the flat position on aluminum and steel. In Welding & Fab 2 the students will perform the welds in the horizontal and vertical positions, perform groove and square butt welds in addition to fillet welds and also weld on other materials beside steel and aluminum. The students will also be expected to act as leaders and provide assistance to the WFT 1 students. WFT 2 students will also be expected to perform repair and general fabrication work as a practical means of applying the knowledge and skill they have obtained in WFT 1. WFT 2 is highly recommended if the student is planning to pursue a career in the welding profession or continue on in a post-secondary welding program at a college or university. The student can earn a 4th year senior math credit in this course. The student must earn a "C" each trimester of this course to earn a math credit when the student takes this course in their senior year.



## ENGLISH / LANGUAGE ARTS

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
Introduction to English 9	.5	9	1
English 9*	1	9	2
English 10*	1	10	2
English 11*	1	11	2
English 12*	1	12	2
Speech	.5	10-12	1
Drama	.5	9-12	1
Media Literacy	.5	11-12	1
Journalism I & II	.5-1.5	10-12	1-3
Creative Writing	.5	11-12	1
AP Literature	1-1.5	12	1-3
Adventures in Reading	.5	10-12	1

Pending school board approval: students may have an opportunity to earn 1/2 credit for English 12 in the following CTE courses. Students must earn a “C” in each trimester of the course offered.

Information Processing II	1/2	11-12	2
Introduction To Business	1/2	10-12	3
Marketing Management (DECA member)	1/2	12	3
Introduction To Teaching	1/2	11-12	3
Early Childhood Education I	1/2	11-12	4
Early Childhood Education II	1/2	12	4

### \*Required Courses

INTRODUCTION TO ENGLISH 9 - By teacher recommendation only. This class is offered 1st trimester; students will enroll in English 9 for the remaining trimesters.

### **ENGLISH 9** **1 credit** **Grade: 9**

English 9 is a survey course designed to build a solid foundation of knowledge and skills that will be refined, applied and extended as students engage in more complex ideas. Ninth graders will connect with and respond to text through the lens of interrelationships and Self-Reliance. Units of instruction include an introduction to high school reading and writing, contemporary realistic fiction, epic poetry, and Shakespearean drama.

### **ENGLISH 10** **1 credit** **Grade: 10**

English 10 extends the foundation of skills developed in English 9. Students add to the list of contemporary, narrative, and informational text through the lens of Critical Response and Stance. Units of instruction include American Post World War II drama, contemporary realistic satire, protest writing and the Great Depression, and the Harlem Renaissance.

### **ENGLISH 11** **1 credit** **Grade: 11**

English 11 extends knowledge and skills in all areas of English-Language Arts including writing, speaking; reading, literature and culture, and language application. Students will move from concrete to abstract thinking in their study of British and world Literature. Emphasis on ACT success is embedded in each unit of instruction.

### **ENGLISH 12** **1 credit** **Grade 12**

English 12 capitalizes on the students' four years of English as students consider their own leadership and communication skills and prepare to make their own way in society. Students will use abstract thought to analyze literature reading novels, plays and other writings from around the world. Students' independent thought, writing, persuasive and intuitive skills will be utilized in an end of class culminating project.

AP LITERATURE A 1/2 credit Grade: 12  
Prerequisite: Successful completion of English 11

AP Literature is an accelerated English course for students who are highly self-motivated in the areas of reading and writing. The focus of the course is on world literature and college preparatory writing. Highlighted authors include Sophocles, Herman Hesse, William Shakespeare and Richard Wright. Independent reading is expected and encouraged.

AP LITERATURE B 1/2 credit Grade: 12  
Prerequisite: Successful completion of AP Literature A

AP Literature B is an accelerated English course for students who are highly self-motivated in the areas of reading and writing. Students enrolled in this course will survey classic authors both in class and independently as well as participate in a research writing project. Emphasis will be placed on writing effectively for both college and the AP exam.

AP LITERATURE C 1/2 credit Grade: 12  
Prerequisite: a decision to take the AP English exam and successful completion of AP Literature A & B

This course is designed for students planning to take the AP English exam in May. The emphasis will be on intensive test preparation strategies for both the multiple choice and essay sections of the exam. Predetermined levels of competence on the examination will result in college level credits at virtually any American university.

**JOURNALISM I 1/2 credit Grades: 10, 11, 12**

Students will learn to write in a variety of journalistic styles including news articles, opinions articles, reviews, feature articles and sports articles and will become familiar with the parts of a newspaper, journalistic vocabulary and journalism ethics. Interviewing and research skills will also be covered and some extra-curricular involvement is critical and will be, at times, mandatory. (Open to 10th graders enrolled concurrently in another English class as elective credit only).

**JOURNALISM II 1/2 credit Grades: 10, 11, 12**

**Pre-requisite: Success in Journalism I (C- or higher)**

Students will review and strengthen their journalism and interviewing skills as well as taking on a more involved role in planning, layout and production of the paper acting as student editors. Extra-curricular involvement is crucial. (Open to 10th graders enrolled concurrently in another English class as elective credit only).

**SPEECH 1/2 credit Grades: 10, 11, 12**

This course emphasizes verbal and non-verbal communications, listening skills and small group discussion. Students will research and write formal outlines and learn proper public speaking techniques in speeches of introduction, information, persuasion and debate. Class participation is mandatory. This course fulfills the visual, performing and applied arts credit.

**DRAMA 1/2 credit Grades: 9, 10, 11, 12**

Drama focuses on the study of theater history and terminology. Students will be introduced to different aspects of acting (voice, movement, concentration, memorization, emotion). This course will also include the study of different types of plays (comedy, drama, melodrama). Writing, performance and participation are mandatory. This course fulfills the visual, performing and applied arts credit.

**CREATIVE WRITING 1/2 credit Grades: 11, 12**

The Creative Writing course is intended for juniors and seniors who want to explore and extend their writing ability in a variety of genres and forms. The course introduces students to contemporary writing including (but not limited to) poetry, fiction, drama, creative nonfiction, and multi-genre research. It also includes the reading and interpretation of good writing models, as well as a study of the qualities of good writing, including figurative language, content, focus, organization, and style. Students will apply these critical perspectives to their original work and the work of other students. They will make their work public through oral reading in class and by submitting writing for various contests and publications.

**MEDIA LITERACY****1/2 credit****Grades: 10, 11, 12****Prerequisite: successful completion of English 10 prior to enrollment**

Media Literacy will focus on applying literary techniques to discuss, critique and analyze the literary properties of film and television. Students will also be introduced to visual film techniques of montage, mise-en-scene and others to analyze the visual impact of filming. A great deal of emphasis will be put on being able to discuss and write about television, film and techniques with students producing a number of essays about a variety of films.

**ADVENTURES IN READING****1/2 credit****Grades: 10, 11, 12**

A class designed to appeal to all readers. Students will investigate new young adult titles, illustrated novels and nonfiction works and apply the concepts to their own experiences and interests. Students will be able to explore their own interests in reading, participate in reading and writing workshops and create a portfolio of their works.

**CTE LANGUAGE ARTS CREDIT**

A student must earn a "C" in each trimester of the CTE course to earn a 1/2 credit of English 12. The specifics are illustrated below:

**INFORMATION PROCESSING II** - A student may be a junior or senior and earn a 1/2 credit for English 12. The entrepreneurship project must utilize the rubric guidelines and to include 3 to 4 informative persuasive pieces in regard to the business ethics objectives. Students must present 4 presentations in the form of electronic, non-electronic, a web site design and creating a commercial of a product. Please refer to the State Board of Education adopted lesson design.

**INTRODUCTION TO BUSINESS** - A student may be a sophomore, junior or senior and earn a 1/2 credit for English 12. A business plan must utilize the rubric guidelines and to include a presentation of the business plan. Please refer to the State Board of Education adopted lesson design.

**MARKETING MANAGEMENT** - A student must be a senior and a member of DECA and complete and submit a written project to the State DECA competition. The written project must utilize the rubric guidelines. This is an option for all students in the course to earn a 1/2 credit for English 12 if they are a member of DECA. Please refer to the State Board of Education adopted lesson design.

**INTRODUCTION TO TEACHING** - A student may be a junior or senior and earn a 1/2 credit for English 12. Please refer to the national CTE curriculum which will be the document utilized for this course. "The First Days of School" by Harry Wong will be the anchor text. A end of year project will be the encompassing product for the students writing portfolio. Rubric guidelines must be utilized.

**EARLY CHILDHOOD EDUCATION I** - A student may be a junior or senior and earn 1/2 credit for English 12. Please refer to the National CTE curriculum which will be the document utilized for this course. A student will create a project and maintain a portfolio. Rubric guidelines must be utilized.

**EARLY CHILDHOOD EDUCATION II** - A student must be a senior and earn a 1/2 credit for English 12. Please refer to the National CTE curriculum which will be the document utilized for this course. A student will create a project and maintain a portfolio. Rubric guidelines must be utilized.

## **INDUSTRIAL ARTS**

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
Woodworking I	1	9-12	2
Woodworking II	1	10-12	2
Woodworking III	1	11-12	2
Advanced Furniture Making	1	12	2
Woodworking Safety and Maintenance	.5	11-12	1

### **WOODWORKING I** **1 credit**      **Grades: 9, 10, 11, 12**

Students will learn to use woodworking tools and machines safely. The initial project is designed by the instructor and is required to incorporate the safe and efficient use of major equipment found in a woodworking shop. Areas which will be emphasized include measurement and applied math, wood joinery, and surface preparation and finishing. There is a lab fee with this course.

### **WOODWORKING II** **1 credit**      **Grades: 10, 11, 12**

#### **Prerequisite: Successful completion of Woodworking I**

In Woodworking II, students will review machine safety and then build a student or pre-planned project of their choice. All projects must be approved by the instructor. Along with the project, students will be required to do a series of lab assignments. These assignments include using a lathe, band saw, and scroll saw. Students are required to pay for the materials used to construct their project. This course fulfills the visual, performing and applied arts credit.

### **WOODWORKING III** **1 credit**      **Grades: 11, 12**

#### **Prerequisite: Successful completion of Woodworking II**

In Woodworking III, students conceive an idea, plan, and build a project that challenges their woodworking skills. In conjunction with the project, students will do a series of lab assignments. These include wood lamination, steaming and bending wood, and the use of basic machines to complete multiple tasks. Students are required to pay for the materials used to construct their project. The student can earn a 4th year senior related math credit in this course. The student must earn a "C" in each trimester of this course to earn a math credit when the student takes this course in their senior year.

### **ADVANCED FURNITURE MAKING** **1 credit**      **Grades: 12**

#### **Prerequisite: Woodworking III and approval of the instruction**

Students are expected to construct a major piece of furniture of extremely high quality. This project will be entered in the annual Michigan Industrial Technology Education Society (M.I.T.E.S.) contest. Students will estimate and bid the cost of the project. The project must include one of the following elements: laminated bending, steam bending, inlays, turning, carving, molding/pattern making, or mechanical operation. In conjunction with the project, students will be expected to read and summarize five articles of current woodworking literature in order to further develop their knowledge of current woodworking techniques and processes. Students are required to pay for the materials used to construct their project. The student can earn a 4th year senior related math credit in this course. The student must earn a "C" in each trimester of this course to earn a math credit when the student takes this course in their senior year.

### **WOODWORKING SAFETY AND MAINTENANCE** **.5 credit**      **Grades: 11, 12**

Students will learn to use and maintain woodworking tools and machines safely. Students will master the use of tools through a series of lab assignments. There will be no project. Areas which will be emphasized include measurement and applied math, wood joinery, and surface preparation and finishing. There is a lab fee with this course.



## **MATHEMATICS**

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
Introduction to Algebra	.5	9-10	1
Algebra 1*	1	9-12	2
Geometry*	1	10-12	2
Algebra 2*	1	11-12	2
Algebra 2 Expanded*	1.5	11-12	3
Trigonometry / Pre-Calculus	1	11-12	2
Probability, Data and Statistics	.5	11-12	1
Business Math and Personal Finance	.5	12	1
AP Calculus	1-1.5	12	2-3
AP Statistics	1-1.5	12	2-3

### **\*credit required for graduation**

**Math credit for senior year:** Students must earn a “C” or better for each trimester in the following programs when taken in their senior year to earn 1 credit.

Finance/Computerized Accounting 1	Engineering & Industrial Design	Construction Trades 1
Finance/Computerized Accounting 2	Computerized Aided Design (CAD)	Construction Trades 2
Hospitality & Culinary Services 1	Woodworking III	Welding 1
Advanced Furniture Making	Retail Marketing	Welding 2
Hospitality & Culinary Services 2		

### **INTRODUCTION TO ALGEBRA**

**1/2 credit**

**Grades: 9**

By teacher recommendation only. This class is offered 1st trimester and then students will enroll in Algebra 1 for the remaining trimesters.

### **ALGEBRA 1**

**1 credit**

**Grades: 9**

This is a course designed to provide a comprehensive knowledge of first-year Algebra. Topics include understanding our number system, variables, equation solving, graphing, polynomials, rational and irrational numbers, and quadratic equations.

### **GEOMETRY**

**1 credit Grades: 9, 10, 11, 12**

#### **Prerequisite: Successful completion of Algebra 1**

This is a course designed for students that successfully completed Algebra 1 or Algebra in 8th grade. The concepts of congruence, similarity and symmetry of lines, triangles, polygons and circles will be studied both inductively and deductively. Three-dimensional geometry, special triangles, coordinates, geometry, trigonometry, geometric construction and transformation will complete the topics studied.

### **ALGEBRA 2**

**1 credit Grades: 10, 11, 12**

#### **Prerequisite: Successful completion of Geometry**

With an emphasis on reading, this class will cover variations and graphs, linear relations, matrices, systems of equations including linear programming, parabolas and quadratic equations, functions, powers and roots, exponents and logarithms, trigonometry including sine and cosine functions and the Law of Sines and Cosines, polynomials, quadratic relations, and series, combinations and statistics. Students will be using graphing calculators TI 83 throughout the course.

### **ALGEBRA 2 EXPANDED**

**1.5 credits**

**Grades: 11, 12**

This course will contain the same curriculum as Algebra 2, but will be delivered over the course of 3 trimesters.

### **TRIGONOMETRY / PRECALCULUS**

**1 credit**

**Grades: 11, 12**

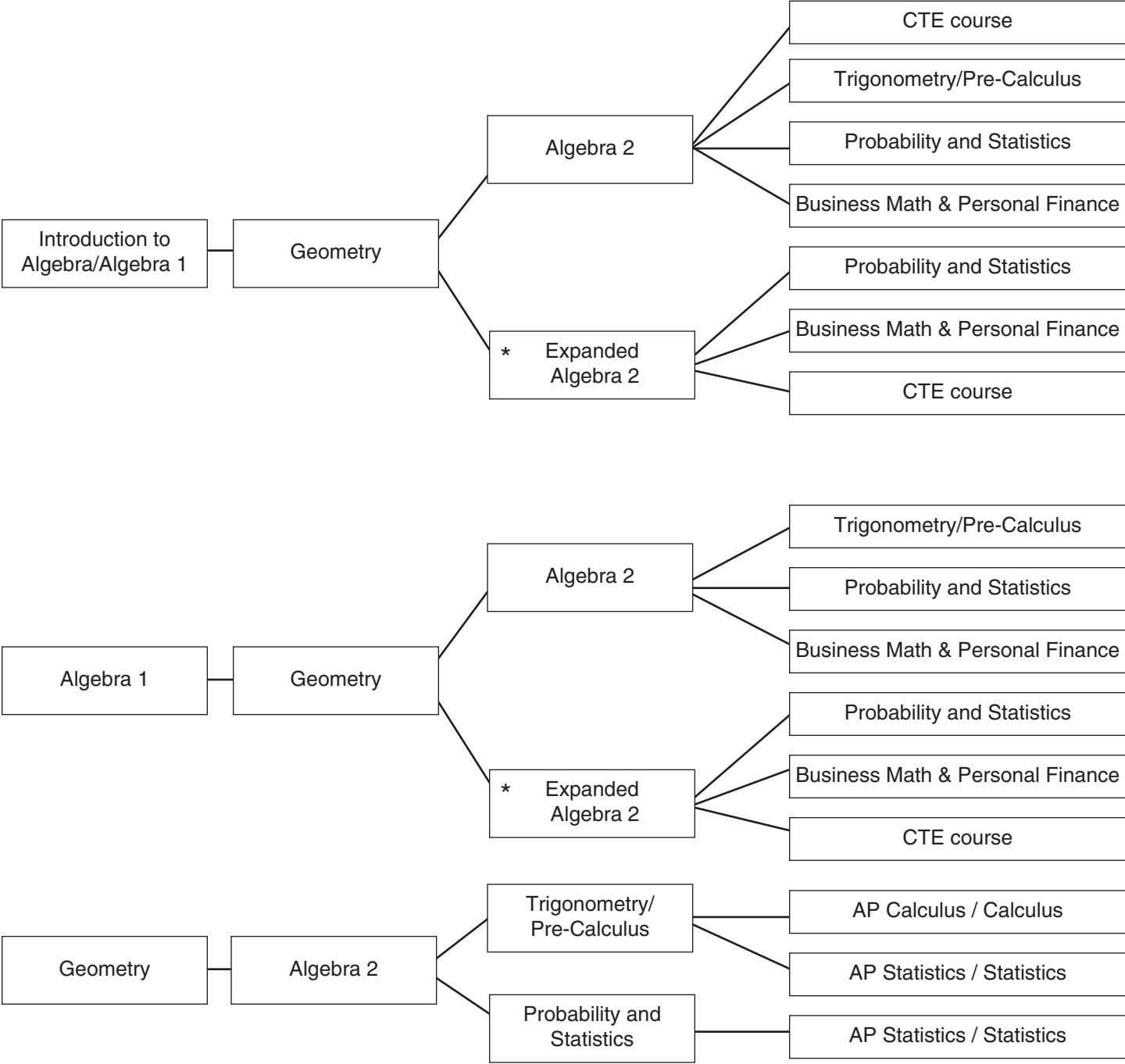
#### **Prerequisite: Successful completion of Algebra 2**

This class will cover functions and models; transformations of functions and data; power, exponential and logarithmic functions; trigonometric functions; graphs of circular functions; probability and

simulation; sequences, series and combinations; polynomial functions; binomial distributions; matrices and trigonometry as well as quadratic relations. Differential and integral calculus and their applications in science and business will also be covered. Logic, mathematical induction, complex numbers and mathematical modeling of real life situations will be introduced. Students will be using graphing calculator, TI 84 throughout the course.

**BUSINESS MATH AND PERSONAL FINANCE      1/2 credit      Grades: 11, 12**

This course will enable the student to make sound financial decisions that will assist the student in being more efficient and effective with their money. The topics of discussion include credit and borrowing, savings and investments, stocks, bonds budgeting real estate, retirement, insurance, the use of financial institutions, and taxes. In addition students will further enhance their skills in figuring discounts, commissions interest, gross and net income, overtime, averages, and shipping charges. This is a mathematics and/or CTE elective course.



**PROBABILITY, DATA, AND STATISTICS****1/2 credit****Grades: 11, 12**

Take the guess out of guessing! This will be a hands-on, activities based class that investigates the basic rules of probability and statistics. While working in groups students will collect data and design models to determine their statistical significance

**AP STATISTICS****1-1.5 credits****Grade: 12****Prerequisite: Successful completion of Pre-Calculus or Algebra 2**

This course is for student who has a strong background in mathematics and is planning to pursue careers in the areas of business, marketing, government or science research, insurance, etc. Topics studied in statistics are divided into four major themes. *Exploratory analysis* of data makes use of graphical and numerical techniques to study patterns and departures from patterns. *Collecting data* according to a well developed plan if valid information on a conjecture is to be made. *Probability* and how it is used to anticipate what the distribution of data should look like under a given model. *Statistical* inference which guides the selection of appropriate model. TI-83 graphing calculators will be used throughout the course. Students will have the opportunity to take the College Board AP statistics examination. Students must obtain a score of 4 or 5 to obtain free college math credits at any institution that accepts AP examination scores.

**AP CALCULUS****1-1.5 credits****Grade: 12****Prerequisite: Successful completion of Pre-Calculus**

This course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations also are important. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, confirm written work, implement experimentation, and assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximations, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. These themes are developed using all the functions listed throughout the course outline. As a year-end evaluation, students will take The College Board AP Calculus AB Examination. Predetermined scores on the examination will result in free college math credits at virtually any institution in the United States.



## **PHYSICAL EDUCATION**

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
Physical Education 9*	.5	9	1
Conditioning and Training	1-1.5	10-12	2-3
Lifetime Sports A	.5	10-12	1
Lifetime Sports B	.5	10-12	1

**\*credit required for graduation**

### **PHYSICAL EDUCATION**

**1/2 credit**

**Grade: 9 only**

This is a general co-ed physical education class for 9th graders only. The benefits of being physically fit are stressed through individual sports, team sports and physical conditioning. The class is designed to foster enjoyment of physical activities and encourage future physical fitness. This course is required for all freshmen and is accompanied by an twelve week health unit.

### **CONDITIONING & TRAINING**

**1/2 credit**

**Grades: 10, 11, 12**

An advanced physical education class designed to improve strength, fitness and specific sport skills. Weight training, running and exercise are used to enhance the students physical, emotional, and intellectual skills. Interscholastic participants are encouraged to enroll.

### **LIFETIME SPORTS**

**1/2 credit**

**Grades: 10, 11, 12**

This course will involve a variety of sports, both team and individual. Emphasis will be placed on activities that could be enjoyed throughout the student's lives. A list of possible activities could include softball, soccer, volleyball, tennis, basketball, kickball, floor hockey, and sturvball. Other activities could be added depending on class numbers. Students deciding to take the class should have an interest in all sports and a willingness to stay fit. Skill and effort are both criteria for a grade, not just participation. Daily calisthenics and cardiovascular activities are included. There will be no weightlifting.

Lifetime sports A & B are not consecutive courses. Students can take A and/or B. In a students high school career, he or she can only earn 1 full credit of lifetime sports.

## **SCIENCE**

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
Biology I*	.5	9	1
Earth Science *	.5	9	1
Biology II*	.5	10	1
Chemical Science* or Physical Science*	.5	10	1
Energy Transformations*	.5	11	1
Inorganic Chemistry	.5	11-12	1
Organic Chemistry	.5	11-12	1
Chemistry in the Community	.5	11-12	1
Electricity & Electronics	.5-1	11-12	1-2
Forensic Science	.5	11-12	1
Physics - Mechanics	.5	11-12	1
Physics - Thermodynamics and Waves	.5	11-12	1
Anatomy and Physiology	.5-1	11-12	1-2
Advanced Biology	.5-1	11-12	1-2

\*Required for graduation

### **EARTH SCIENCE**

**1/2 credit**

**Grade: 9**

Topics covered in Earth Science will include earth's history, earth systems (biogeological, rock cycle; etc.), hydrology, the earth's interior, plate tectonics, earthquakes/volcanoes, stars and the universe, and the solar system, in this course, students will acquire knowledge through labs, lectures, demonstrations, audio/video technology, and hands-on activities. This class is required for graduation.

### **BIOLOGY I**

**1/2 credit**

**Grade: 9**

Biology I is a lab/activity-based course in which students investigate the concepts of ecology, population dynamics, communities, ecosystems, the biosphere, and an introduction to evolution. This class is required for graduation.

### **BIOLOGY II**

**1/2 credit**

**Grade: 10**

#### **Prerequisite: Biology I**

Biology II is the second course in the biology sequence in which students investigate the concepts of the DNA structure and function, photosynthesis, respiration, and the fundamentals of genetics. This class is required for graduation.

### **PHYSICAL SCIENCE**

**1/2 credit**

**Grade: 10**

Physical Science is the study of the scientific laws and principles that govern our physical world. Topics in this course will include motion, force, electricity, and waves. Students will also develop laboratory techniques through participation in scientific investigations or activities. This is recommended for students pursuing careers in Science, Engineering, and Technology. This class or Chemical Science is required for graduation.

## **OR**

### **CHEMICAL SCIENCE**

**1/2 credit**

**Grade: 10**

Chemical science is the study of changes in matter and properties in matter. Students will also develop laboratory techniques through participation in investigations and activities. This class or Physical Science is required for graduation.

**ENERGY TRANSFORMATIONS****1/2 credit****Grade: 11****Prerequisite: Algebra 1**

Energy Transformations is a class that incorporates concepts from chemistry and physics that involve changes in energy. The topics included in this course are the application of the kinetic molecular theory to phase changes, the law of conservation of energy and its application to changes in kinetic and potential energy, and how energy is obtained from nuclear reactions. Students will develop proper laboratory technique through participation in a number of laboratory investigations. This class is required for graduation for class of 2011.

**To enroll in the following courses, students must have earned credit in all of the above science courses.**

**CHEMISTRY IN THE COMMUNITY (ChemCom) 1/2 credit****Grades: 11, 12****Prerequisite — Algebra 1 or Applied Math**

This course is for students seeking an alternative to “traditional” chemistry courses. This course will incorporate a hands-on approach to exploring topics in chemistry as well as relating this information to current issues and concerns in the world.

**INORGANIC CHEMISTRY****1/2 credit****Grade: 11, 12****Prerequisite: Geometry**

Inorganic Chemistry is an elective course designed for students to explore the basic science behind chemical reactions. As a part of this course, students will learn to write formulas for chemical compounds, predict how substances will react when mixed, and perform basic chemical analysis of substances. Students will acquire knowledge through laboratory investigations, class discussions, and classroom demonstrations. This course is highly recommended for students wishing to pursue a career involving science.

**ORGANIC CHEMISTRY****1/2 credit****Grade: 11, 12****Prerequisite: Geometry and prior enrollment in Inorganic Chemistry**

Organic Chemistry is an elective course designed for students to explore the basics of organic compounds. Topics in this course will include naming basic organic compounds, reactions involving organic compounds, the chemistry of polymers, and basic biochemistry. Students will acquire knowledge through laboratory investigations, class discussions, and classroom demonstrations. This course is highly recommended for students wishing to pursue a career involving chemistry, life science, or medicine.

**ANATOMY AND PHYSIOLOGY I****1/2 credit****Grade: 11, 12**

This course covers the structure and function of the body, cells, and tissues, the integumentary (skin) system, the skeletal system, the muscular system, and the nervous system. In this course, students will acquire knowledge through lectures, labs, and discussion.

**ANATOMY AND PHYSIOLOGY II****1/2 credit****Grade: 11, 12****Prerequisite: Anatomy and Physiology I**

This course covers the endocrine system, the circulatory system, the lymphatic system, the respiratory system, the digestive system, and the reproductive system. In this course, students will acquire knowledge through lectures, labs, and discussion. Students simultaneously taking Anatomy & Physiology I & II and Allied Health during the same school year can earn 1 credit in science for Allied Health and 1 CTE elective credit for Anatomy & Physiology. Students must earn a “C” in each trimester of each course to earn credit.

**ADVANCED BIOLOGY I****1/2 credit****Grade: 11, 12**

This course covers the characteristics of life, the structure and function of cells, photosynthesis and respiration, DNA, and microorganisms (bacteria, protozoa, viruses, algae, and fungi). In this course, students will acquire knowledge through lecture, labs, and discussion.

**ADVANCED BIOLOGY II****1/2 credit****Grade: 11,12****Prerequisite: Advanced Biology I**

This course is a continuation of Advanced Biology I. Subjects covered are invertebrates and vertebrates. In this course, students will acquire knowledge through lecture, labs, and discussion.

**ELECTRICITY AND ELECTRONICS A****1/2 credit****Grade: 11, 12**

Electricity and Electronics is an introductory course that will allow students the opportunity to explore this field. Students will learn the fundamental principles that govern electrical circuits. Topics include technical careers, electrical safety, soldering techniques, schematic diagrams, measurement, voltage, current, resistance, Ohm's law, and series and parallel circuits. This course is laboratory oriented and will begin with each lab group constructing a power supply. (This course is strongly recommended for students pursuing a career in science and engineering or in technical fields such as automotive technology and welding).

**ELECTRICITY AND ELECTRONICS B****1/2 credit****Grade: 11, 12****Prerequisite: Electricity and Electronics A**

Electricity and Electronics B is a continuation of Electricity and Electronics A. Students will learn the fundamental principles that govern electrical circuits. Topics include network analysis, capacitors, magnetism, inductors, transformers, generators, and the power industry. This course is laboratory oriented. (This course is strongly recommended for students pursuing a career in science and engineering or in technical fields such as automotive technology and welding).

**PHYSICS/MECHANICS****1/2 credit****Grade: 11, 12****Prerequisite: Algebra 2**

The study of physics will give the student an insight into the principles and laws that govern our physical world. Mechanics includes one and two dimensional motion, static and dynamic forces, energy, and momentum. Students will acquire skills and knowledge through laboratory investigations, class discussions, problem solving activities, and exciting demonstrations. This course is highly recommended for students pursuing careers in engineering, science, and technology.

**PHYSICS/THERMODYNAMICS AND WAVES****1/2 credit****Grade: 11, 12****Prerequisite: Algebra 2 and Physics/Mechanics**

The study of physics will give the student an insight into the principles and laws that govern our physical world. Thermodynamics and waves includes heat transfer, sound, light, mirror and lens optics, and relativity. Students will acquire skills and knowledge through laboratory investigations, class discussions, problem solving activities, and exciting demonstrations. This course is highly recommended for students pursuing careers in engineering, science, and technology.

**FORENSIC SCIENCE****1/2 credit****Grade: 11, 12****Prerequisite: successful completion of Chemical Science or Physical Science, Biology I and Biology II**

Forensic Science is an elective course in which students learn to apply concepts learned in biology, chemistry, and physics to the area of crime scene investigation. This course has strong emphasis on laboratory work, inquiry and problem solving. Topics include blood typing, blood spatter, document and handwriting analysis, fingerprinting, crime scene sketching, and analysis of trace evidence. This class is recommended for students wishing to pursue a career involving law enforcement or science.

## **SOCIAL STUDIES**

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
World History & Geography*	1	9	2
U.S. History & Geography*	1	10	2
Civics / Government*	.5	11	1
Economics*	.5	11	1
Psychology	1	11-12	2
Social Psychology	.5	11-12	1
People, Places, and Politics	.5	11-12	1
Senior Capstone	.5	11-12	1

\*Required for graduation

### **WORLD HISTORY & GEOGRAPHY**

**1 credit**

**Grade: 9**

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. This class is required for graduation.

### **US HISTORY & GEOGRAPHY FROM 1890**

**1 credit**

**Grade: 10**

The focus of this course is to help students become acquainted with American's tradition and develop knowledge and understanding of America today through a study of its past. This course focuses on the growth and changes found in the United States and its ever changing role in the world. The content of the study will cover the years between 1890 to present. Major topics treated in this course include expansionism, imperialism, the second industrial revolution, immigration, social reform, the World Wars, the Great Depression, and the emergence of the United States as a World Power. This course strengthens students' commitment to democratic values. Emphasis is placed on understanding constitutional values that have been extended during the past century. These include: free expression, fair procedure and equality. Students also consider limitations on the power of the American government to regulate its citizens and control events. In addition, they reflect upon American democracy and competition with other political ideologies.

### **CIVICS / GOVERNMENT**

**1/2 credit**

**Grade: 11**

This course is designed to challenge students to become active and productive members of society by gaining insight into the democratic principles of the federal, state and local governments. Topics covered in this class include the Constitution, origin of the constitution, political parties, court cases, types of governments & US foreign policy.

### **ECONOMICS**

**1/2 credit**

**Grade: 11**

Students gain experience and knowledge in the economics of micro, macro and global business through the study of topics such as forgone earnings versus future gains entrepreneurship and profit, financing a business and much more. Students will gain knowledge in economic stability and the government's efforts to control the business cycle.

**PSYCHOLOGY****1 credit****Grade: 11, 12**

The objective of this class is to give the student an opportunity to achieve a better understanding of themselves and others through an examination of modern psychological theories. Students will study common forms of mental illness and their treatment. Students will improve their ability to take other people's viewpoints into account, consider the feelings of others, and to accept individual differences. They also develop respect for verifiable evidence as the basis for drawing conclusions about human behavior. In addition, they will consider ethical limits on psychological research involving human subjects.

**SOCIAL PSYCHOLOGY****1/2 credit****Grade: 11, 12****Prerequisite: Psychology**

"This advanced course investigates and interprets how and why people think and act in a variety of settings. Major topics include applied psychology at the workplace, in an educational setting, and in sports, and the psychology of family, counseling, and deviance in society. Careers in the psychology field and any human service profession will be discussed. This is a social studies elective course.

**PEOPLE, PLACES, AND POLITICS****1/2 credit****Grade: 11, 12**

This course will provide thought and discussion about current issues that concern the United States and abroad. The student will develop an ability to look at both sides of an issue, evaluate decisions made by leaders, and discuss the consequences of the decisions. Topics will cover a wide range of subjects dealing with social, political, and foreign affairs (such as human rights), scientific ethics, and the globalization of the world's economy. This is a social studies elective course.

**SENIOR CAPSTONE****1/2 credit****Grade: 11, 12**

This class will serve as a capstone to the high school experience. Students will enhance their skills needed to move on to the next step in their lives, including communication, teamwork, decision-making, interviewing & gaining tolerance for the world in which we live in. Projects will include a portfolio to showcase their knowledge and talents, develop a financial plan for the future and a persuasive project. Students will prepare a portfolio which will showcase their knowledge and talents. The final assessment will be a project of the student's choosing that illustrates their skills in their field of study and a presentation of their project to a committee of teachers and community members knowledgeable in that field.

## **SPECIAL EDUCATION COURSE OFFERINGS**

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
English 9 Skills*	1	9	2
English 10 Skills*	1	10	2
English 11 Skills*	1	11	2
Transitional English*	1	11-12	2
Reading Skills	.5-1	9-11	1-2
Reading	.5-1	10-12	1-2
Vocational Math	1	9-11	2
Pre Algebra Skills*	1	9-12	2
Earth Science Skills*	.5	9	1
Biology Skills I*	.5	9	1
Biology Skills II*	.5	10	1
Physical Science Skills*	.5	10	1
Energy Transformations Skills*	.5	10	1
World History & Geography Skills*	1	9	2
U.S. History & Geography Skills*	1	10	2
Civics / Government Skills*	.5	11	1
Economics Skills*	.5	11	1
Transition*	.5	9-11	1
<b>ELECTIVES</b>			
Worldwide Issues	.5	11-12	1
Basic Living Skills	.5	9-11	1
Career Awareness	.5	11-12	1
Tutorial	.5-1.5	9-12	1-3

**SPECIAL EDUCATION IN MICHIGAN** - The Michigan Special Education Act is P.A. 451 (1976 and 1995). This law provides for special education services for individuals from birth through 26 years of age with special learning needs.

For more information or an informative booklet, please contact the high school counseling office at 627-7191.

## **SPECIAL EDUCATION COURSE DESCRIPTIONS**

### **ENGLISH**

#### **READING SKILLS**

**1 credit**

**Grades 9-10**

Reading skills is designed for readers to enhance their beginning reading strategies. Beginner reading skills that are addressed include chunking, word families, prefixes, suffixes, consonants, vowels, context clues and rhyming. Sight word recognition and identification is highly stressed in this class. Word lists such as *Dolch Basic Sight Word List* (220 service words), *Fry's 300 Instant Word List* (makes up 65% of all printed material), and *Survival Words* are used. The enjoyment, as well as necessity, of reading is addressed on a daily basis. Abridged novels and short stories will be read aloud and discussed. Students will be writing paragraphs and one page essays on what they have read.

#### **READING I**

**1 credit**

**Grades 9-11**

This course is a skill builder, designed to increase measured achievement in reading comprehension and reading recognition. Popular and American fiction will be read. Instruction will also be given in basic sight words, Dolch Words, and 2000 most common words in the English Language. The teaching approach will be to stress phonics skills for decoding. Short stories, newspapers, and magazines will also be read. Course determination will be based upon the student's reading level, goals and objectives.

**READING II****1 credit****Grades 10-12**

This course is a skill builder, designed to increase measured achievement in reading comprehension and reading recognition. Classical, popular, American and British fiction will be read. Short stories, newspapers, and magazines will also be read. Course determination will be based upon the student's reading level, goals and objectives.

**ENGLISH 9 SKILLS****1 credit****Grade: 9**

English 9 is a survey course designed to build a solid foundation of knowledge and skills that will be refined, applied and extended as students engage in more complex ideas. Ninth graders will connect with and respond to text through the lens of Interrelationships and Self-Reliance. Units of instruction include an introduction to high school reading and writing, contemporary realistic fiction, epic poetry, and Shakespearean drama. This is a required course for graduation.

**ENGLISH 10 SKILLS****1 credit****Grade: 10**

English 10 extends the foundation of skills developed in English 9. Students add to the list of contemporary, narrative, and informational text through the lens of Critical Response and Stance. Units of instruction include American Post World War II drama, contemporary realistic satire, protest writing and the Great Depression, and the Harlem Renaissance. This is a required course for graduation.

**ENGLISH 11 SKILLS****1 credit****Grade: 11**

English 11 extends knowledge and skills in all areas of English-Language Arts including writing, speaking, reading, literature and culture, and language application. Students will move from concrete to abstract thinking in their study of British and world literature. Emphasis on ACT success is embedded in each unit of instruction. This is a required course for graduation.

**TRANSITIONAL ENGLISH****1 credit****Grades 12**

This course is designed around the workplace. Students will learn how to write memos, friendly letters, and formal business letters. Lengthier essays will be written with a research project completed. Students will learn how to read, fill out and interpret official documents. An income tax unit will be covered in this course. Surveys, interviews, resumes, and appropriate communication skills (speaking and listening) centered around the workplace will be covered also.

**MATH****VOCATIONAL MATH****1 credit****Grades: 9-11**

This course reviews the four basic operations with fractions, decimals, and percents. Topics specific to building trades, welding, auto mechanics, drafting, retailing, and food service will be emphasized. Tape measures, micrometers, calculator, and kitchen utensils used to measure will provide hands-on experience. Pre-Algebra concepts will be introduced such as, positive and negative integers, order of operations, and solving equations.

**PRE-ALGEBRA****1 credit****Grades: 9-12**

This course is designed to introduce the concepts of algebra. Students will learn algebraic vocabulary, solve problems with basic operations that include positive/integers, and simplify expression with variables. The order of operations, exponents, rules of arithmetic, and several properties will be covered. Applications of algebra and factoring are a unit in this course. The graphing calculator is taught and used during several of these concepts.



## **SCIENCE**

### **EARTH SCIENCE SKILLS**

**1/2 credit**

**Grade: 9**

Topics covered in Earth Science will include earth's history, earth systems (biogeological, rock cycle, etc.), hydrology, the earth's interior, plate tectonics, earthquakes/volcanoes, stars and the universe, and the solar system. In this course, students will acquire knowledge through labs, lectures, demonstrations, audio/video technology, and hands-on activities. This class is required for graduation.

### **BIOLOGY I SKILLS**

**1/2 credit**

**Grade: 9**

Biology I is a lab/activity-based course in which students investigate the concepts of ecology, population dynamics, communities, ecosystems, the biosphere, and an introduction to evolution. This class is required for graduation.

### **BIOLOGY II SKILLS**

**1/2 credit**

**Grade: 10**

#### **Prerequisite: Biology I Skills**

Biology II is the second course in the biology sequence in which students investigate the concepts of the DNA structure and function, photosynthesis, respiration, and the fundamentals of genetics. This class is required for graduation.

### **ENERGY TRANSFORMATION SKILLS**

**1/2 credit**

**Grade: 10**

Energy Transformations is a class that incorporates concepts from chemistry and physics that involve changes in energy. The topics included in this course are the application of the kinetic molecular theory to phase changes, the law of conservation of energy and its application to changes in kinetic and potential energy, and how energy is obtained from nuclear reactions. Students will develop proper laboratory technique through participation in a number of laboratory investigations. This class will be available in the fall of 2009 and will be required for graduation.

### **PHYSICAL SCIENCE SKILLS**

**1/2 credit**

**Grade: 10**

Physical Science is the study of the scientific laws and principles that govern our physical world. Topics in this course will include motion, force, electricity, and waves. Students will also develop laboratory techniques through participation in scientific investigations and activities. This class is required for graduation.

## **SOCIAL STUDIES**

### **WORLD HISTORY AND GEOGRAPHY SKILLS**

**1 credit**

**Grade: 9**

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. This class is required for graduation.

### **U.S. HISTORY & GEOGRAPHY SKILLS**

**1 credit**

**Grades 10**

This history course is a designed to fulfill the U.S. history requirement necessary to graduate. The course begins with the first explorers and continues on to present times. Current events will also be a part of the weekly work. Fearon's United States history text is used. Videos are also frequently integrated into the course.

### **CIVICS / GOVERNMENT SKILLS**

**1/2 credit**

**Grade: 11**

This course is designed to challenge students to become active and productive members of society by gaining insight into the democratic principles of the federal, state and local governments. Topics covered in this class include the Constitution, origin of the constitution, political parties, court cases, types of governments & US foreign policy.

**ECONOMIC SKILLS****1/2 credit****Grade: 11**

Students gain experience and knowledge in the economics of micro, macro and global business through the study of topics such as forgone earnings versus future gains entrepreneurship and profit, financing a business and much more. Students will gain knowledge in economic stability and the government's efforts to control the business cycle.

**WORLDWIDE ISSUES****1/2 credit****Grades 10-12**

This course will involve active participation in a discussion and a project centered approach to reviewing critical issues that face today's students. Articles from newspapers and magazines will be utilized, along with video clips of news broadcasts.

**TRANSITION****1/2 credit****Grades 9 and****Classes of 2012 & 2013 must take 1st tri of their senior year**

This required course is designed for students to obtain and fine tune their transitional skills from high school to postsecondary training or to the work world. The skills that are addressed during the students' 4 years in high school are disability exploration, IEP process, IEP paperwork, IEP goals and objectives, self-advocacy, community service, budgeting, social skills, school to work skills, postsecondary options, and transition skills to the postsecondary environment. Students will be gathering information and developing their transition notebook to utilize after graduation.

**ELECTIVES****BASIC LIVING SKILLS****1 credit****Grades 9-10**

This course is designed to cover two basic areas: survival skills and human relation skills. Units on food and nutrition, personal health and safety, time management, and independent living skills will be included, as well as units on relationships, stress management, and appropriate leisure time activities. This course will mirror the general education health course.

**CAREER AWARENESS****1/2 credit****Grades 9-11**

A course designed to introduce students not only to different careers, but also to the places and agencies that are available to help them. Readings, movies, and discussions will be used to research potential careers. Guest speakers will be invited to broaden the students' concepts of the workplace. Job shadowing, work based learning, timely topics, and a transition plan review will also be part of the classroom activities.

**TUTORIAL****1/2-1.5 credits****Grades 9-12**

Credit for this course is given to students who are concurrently enrolled in three to four general education courses and who may need extra support with those courses. Students are required to bring work to class. If no work is brought to class work will be completed in the areas of math, reading, writing, science, decision making skills, study skills or employability skills. Students may lose the opportunity to take the tutorial course the following trimester, if a student receives No Credit for the trimester the student was enrolled in.

## **VISUAL, PERFORMING, AND APPLIED ARTS**

**For the Class of 2011 and beyond**

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
<b>VISUAL ARTS</b>			
Ceramics	.5-1	9-12	1-2
Drawing	.5-1	9-12	1-3
Painting	.5-1	9-12	1-3
<b>PERFORMING ARTS</b>			
Speech	.5	10-12	1
Drama	.5	10-12	1
Senior Capstone	.5	12	1
Concert Band	.5-1	9-12	1-2
Jazz Lab	.5-1	9-12	1-3
Concert Choir	.5-1	9-12	2
Advanced Choir	.5-1	9-12	1-3
Pops Choir	.5	9-12	1
<b>APPLIED ARTS**</b>			
Architectural Design*	1	10-12	3
Industrial Design*	1	10-12	3
Metal Fabrication II*	1	10-12	3
Welding Technology I*	1	11-12	4
Introduction to Business	1	10-12	3
Retail Marketing	1	11-12	3
Introduction to Teaching	1	11-12	3
Early Childhood Education I	1	11-12	4
Hospitality & Culinary Services I	1	11-12	4
Woodworking II*	1	10-12	2
Web Design*	1	10-12	2
Information Processing I*	1	10-12	2

\*Prerequisite

\*\*See pages 24-31, 35

## VISUAL ARTS

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
Introduction to Art	.5	9-12	1
Art History	.5	9-12	1
Ceramics I	.5	9-12	1
Ceramics II	.5	9-12	1
Ceramics III	.5	10-12	1
Sculpture	.5	11-12	1
Painting I	.5	9-12	1
Painting II	.5	9-12	1
Painting III	.5	10-12	1
Painting IV	.5	10-12	1
Contemporary Creative Expression	.5	10-12	1
Drawing I	.5	9-12	1
Drawing II	.5	9-12	1
Drawing III	.5	10-12	1
Drawing IV	.5	10-12	1
Studio Art	1	12	2

(permission required from instructor)

### **INTRODUCTION TO ART**

**1/2 credit**

**Grades: 9, 10, 11, 12**

Students taking Intro to Art engage in sequential learning experiences that include: Art History, Art Criticism, Aesthetics, and Studio Production. The elements and principles of art and design will be explored. Students will learn basic studio skills in a variety of media both 2-D and 3-D, solve creative problems, and examine the work of notable artists. The intro student need not possess a high degree of artistic skill, but should demonstrate a willingness to experiment.

### **DRAWING I**

**1/2 credit**

**Grades: 9, 10, 11, 12**

This is a beginning course in drawing from life (portraits, still life, and landscape) and from imagination. Students will develop skills with a variety of materials such as pencil, pastel, charcoal, and ink. Pertinent drawings from art history will be examined and discussed. Sketchbooks will be required.

### **DRAWING II**

**1/2 credit**

**Grades: 9, 10, 11, 12**

**Prerequisite: Drawing I with grade of C- or higher.**

This is an intermediate course in drawing. The emphasis will be on further exploration of techniques and materials and completion of more complex work. Students will study pertinent works of art by masters. Each student will begin to assemble a portfolio. Sketchbooks will be required.

### **DRAWING III**

**1/2 credit**

**Grades: 10, 11, 12**

**Prerequisite: Drawing II with a grade of C- or higher**

This is an advanced course in drawing. Students will be encouraged to pursue individual directions with emphasis on portfolio development. Greater proficiency with materials and techniques will be expected. Each student will work independently in a well-defined direction. Frequent critiques, both individual and group, will be employed. Individual research on relevant art history topics is required. Sketchbooks will be required.

### **PAINTING I**

**1/2 credit**

**Grades: 9, 10, 11, 12**

This is a beginning course in painting from life (portraits, still life and landscape) and from imagination. Students will gain familiarity with a variety of painting materials such as watercolor, tempera, and acrylic. Pertinent paintings from an history will be examined and discussed.

### **PAINTING II**

**1/2 credit**

**Grades: 9, 10, 11, 12**

**Prerequisite: Painting I with a grade of C- or higher.**

This is an intermediate level of work in painting media. The emphasis will be on further exploration of techniques and materials and the completion of more advanced work. Students will study pertinent works of art. Each student will begin to assemble a personal portfolio.

**PAINTING III****1/2 credit****Grades: 10, 11, 12****Prerequisite: Painting II with a grade of C- or higher.**

This is an advanced level of painting. Students will be encouraged to pursue individual directions with emphasis on portfolio development. Greater proficiency with materials and techniques will be expected. Each student will work independently in a well-defined direction. Frequent critiques, both individual and group, will be employed. Individual research on relevant art history topics will be required.

**CERAMICS I****1/2 credit****Grades: 9, 10, 11, 12**

This is a course in the use of ceramic clay materials for creative expression. Students will explore clay and glaze types and develop skills in building ceramic forms, both functional (such as cups and pots) and non-functional (such as animal sculptures). Emphasis will be placed on observing the fundamental elements and principles of design. Students will develop an appreciation for the beauty of clay. Pertinent works in ceramics will be examined.

**CERAMICS II****1/2 credit****Grades: 9,10,11,12****Prerequisite: Ceramics I with grade of C- or higher.**

Students will continue to develop skills in clay. More advanced hand-building techniques will be explored, along with an introduction to the use of the potter's wheel. More advanced surface treatments and glazes will be employed. Students will analyze and criticize professional and student work.

**CERAMICS III****1/2 Credit****Grades: 10, 11, 12****Prerequisite: Ceramics II with grade of C- or higher.**

Students will pursue individual work and research in ceramics. Further advancement in the use of ceramic techniques and materials will be expected. Students will develop individual portfolios of creative work in ceramics. The portfolio will be refined and finalized. Career avenues will be examined. Research will be required, including gallery and studio visits.

**SCULPTURE****1/2 credit****Grades: 11, 12****Prerequisite: Ceramics I with a grade of C- or higher.**

This is an intermediate level course. Students will study master work and create 2 sculptures: one with plaster and the other with clay.

**ART HISTORY****1/2 credit****Grades: 9, 10, 11, 12**

This course does not require previous training in art or a high level of skill in drawing or other studio areas. Students enrolled in Art History will study the wonders of mankind's artistic history from ancient times to the present. They will also be exposed to study of artistic perception, art analysis and criticism. Students will learn to examine their visual and artistic world more closely and carefully than ever before. They will be encouraged to discuss works of art and ask questions regarding the origins of the works and the reasons for their creation. The course will include an interesting combination of slide presentations, videotapes, lecture and discussion. museum visits, research and writing assignments and hands on creative projects.

**CONTEMPORARY CREATIVE EXPRESSION****1/2 credit****Grades: 11,12**

A studio course involving creative experiences in a variety of 3D materials, such as wood, plaster, clay, metal, fabrics, wire, and found objects. Emphasis will be on contemporary 21st trends and issues. Pertinent 21st century works of art will be examined, analyzed, and used for inspiration.

**STUDIO ART****1 credit****Grades: 12****Prerequisite: Permission of the Instructor**

This course is open only to college bound art students seeking a career in art. Much like an independent study class, students will set up their own visual problems to solve and work at their own pace. The goal is for the student to produce a portfolio of quality work and a personal statement about their philosophy of art that can be submitted with their application to college.

## PERFORMING ARTS

Course	Credit	Grade	Tri
Enjoying Music for a Lifetime	.5	9-12	1
Concert Choir	1	9-12	2
Pops Choir	.5	9-12	1
Advanced Choir	.5-1.5	9-12	1-3
Concert Band	1.5	9-12	3
Jazz Lab	1.5	9-12	3

### CONCERT BAND

**1/2-1.5 credits**

**Grades: 9, 10, 11, 12**

This class is open to all interested high school students who have at least a ninth grade playing proficiency on a traditional band instrument. It is a performance oriented ensemble, and its primary instructional method is rehearsal, preparation and performance of the highest quality grade 2-4 appropriate repertoire. Students will participate in Marching Band and Concert Band, with required attendance at all scheduled performances. Required performances include home football games, school concerts, District Band Festival, the Memorial Day parade and Commencement Ceremony.

### JAZZ LAB

**1/2-1.5 credits**

**Grades: 9, 10, 11, 12**

This is a performing group specifically suited for the performance of advanced level jazz music with an emphasis on improvisation. Instrumentation is generally saxophone, trumpet, trombone, guitar, piano, bass guitar and drums, but is up to the discretion of the director. Students must be concurrently enrolled in concert band, except those students who play the guitar, bass guitar and piano. Students will audition for the group in the spring. The class meets 0 hour, and students are responsible for providing their own transportation as with all instrumental ensembles, performances are required.

### CONCERT CHOIR

**Fall/Winter Trimester**

**1/2-1 credits**

**Grades: 9, 10, 11, 12**

This class is designed to help the student improve his/her voice quality and ability to sing in harmony in a large group setting. The class provides opportunities to perform in several concerts and district festival each year. Extra-curricular rehearsals and performances are expected of all enrolled students. This is a two trimester course. Enrolling students need to commit to the class for both trimesters.

### ENJOYING MUSIC FOR A LIFETIME

**1/2 credit**

**Grade: 9,10,11,12**

This course is designed toward any student interested in learning more about music as it pertains to their life. Students will be introduced to various music styles, with a focus on American music genres like jazz and rock and their effect on history.

### POPS CHOIR

**Spring Trimester**

**1/2 credit**

**Grade: 9,10,11,12**

This course is open to all interested high school students for Spring Trimester. The class provides the students the opportunity to rehearse and perform music of a less serious nature than in the Concert Choir. Students will perform in the spring concert at the high school.

### ADVANCED CHOIR

**1/2-1.5 credits**

**Grade: 9,10,11,12**

This is a performing group specifically for the performance of advanced level choral music. Students will audition to be placed in Advanced Choir. The class meets 0 hour and students are responsible for providing their own transportation. All performances are required for advanced choir students..

## **WORLD LANGUAGES**

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
French I	1	9-12	2
French II	1	10-12	2
French III	1	11-12	2
French IV	1	12	2
Spanish I	1	9-12	2
Spanish II	1	10-12	2
Spanish III	1	11-12	2
Spanish IV	1	12	2

### **FRENCH I** **1 credit**    **Grades: 9, 10, 11, 12**

#### **Average English ability essential**

This is an introductory course with an emphasis on understanding, reading and writing French. Speaking, films, drills, and group work are used to build conversational skills. Students will be exposed to French culture throughout the year with an emphasis on geography and French speaking countries.

### **FRENCH II** **1 credit**    **Grades: 10, 11, 12**

#### **Prerequisite — Success in French I (C- or higher)**

This is a course that continues from French I. Speaking skills, as well as reading, & writing in French are developed at a more advanced level. Higher level grammar is learned. Students will use texts, tapes, films, and will also write their own skits, short stories and essays. French culture and history will be incorporated throughout the year. Travel is possible.

### **FRENCH III** **1 credit**    **Grades: 11, 12**

#### **Prerequisite — Success in French II (C- or higher)**

This course is for the student who wants to pursue in depth French literature and culture. Grammar, speaking and writing all continue and conversational skills are expanded. Focus includes the study of French history, philosophy and literature including fables and the writings of Dumas or St. Exupery. Travel is possible.

### **FRENCH IV** **1 credit**    **Grade: 12**

#### **Prerequisite — Success in French I - II (C- or higher)**

Students will continue their study of French exploring the literature, culture and history of France. Working both independently and interactively, often with lower level students, the students will utilize their speaking skills and perfect their grammar and vocabulary through daily language use. Writing is expanded upon and the course incorporates whole language use through several papers, projects and presentations. Travel is possible.

### **SPANISH I** **1 credit**    **Grades: 9, 10, 11, 12**

#### **Average English Ability Essential**

This is an introductory course with emphasis first on speaking and listening skills and second on reading and writing skills. This course includes units on culture in Spanish-speaking countries.

### **SPANISH II** **1 credit**    **Grades: 10, 11, 12**

#### **Prerequisite — Success in Spanish I (C- or higher)**

This course is a continuation of Spanish I. Expansion of writing skills, simplified Spanish literature, several Spanish language movies and cultural studies including legends of Mexico and a study of Spain are part of this course. Travel is possible.

**SPANISH III****1 credit****Grades: 11, 12****Prerequisite — Success in Spanish II (C- or higher)**

A chance to put your Spanish in practice! Some new grammatical concepts introduced. Students will expand on their reading and writing skills by reading and analyzing Spanish legends, short stories, and novels. Conversational skills will also be expanded. Students will write a children's story in Spanish and write a short research paper on a Spanish person or city. Travel is possible.

**SPANISH IV****1 credit****Grades: 12****Prerequisite — Success in Spanish III (C- or higher)**

This course goes deeper into Spanish literature. Two Spanish classic novels are read and analyzed — *El Cid* and *Don Quijote de la Mancha* by Cervantes. Higher levels of grammatical concepts are introduced. Conversational skills are expanded. Travel is possible.



## **SPECIAL PROGRAMS**

<b>Course</b>	<b>Credit</b>	<b>Grade</b>	<b>Tri</b>
Cooperative Education	1-2	12	2-3
Work Experience (paid/non-paid)	.5-1	12	1-2
Dual Enrollment(eligibility requirements apply)	2	11-12	2-3
Yearbook	1	10-12	2
Independent Study	.5	12	1

<b>INDEPENDENT STUDY</b>	<b>1st trimester</b>	<b>1/2 credit</b>	<b>Grade: 12</b>
	<b>2nd trimester</b>	<b>1/2 credit</b>	<b>Grade: 12</b>
	<b>3rd trimester</b>	<b>1/2 credit</b>	<b>Grade: 12</b>

**Prerequisite: Approval of teacher sponsor, principal and assistant superintendent for curriculum and instruction prior to the beginning of a trimester**

Independent Study is designed primarily for the purpose of providing an opportunity for students to acquire learning experiences which are not a part of the regular course offerings. It is generally limited to students who have demonstrated exceptional ability in a specific area.

The student and his sponsoring teacher prepare a formal "Request for Independent Study" which must include specific objectives of the activity, resources required to accomplish the objectives and a plan for evaluation of the work. Such projects require the approval of the sponsoring teacher, parent, counselor, principal and assistant superintendent for curriculum and instruction.

**Please note:** Independent study is not an approved course for Career & Technology Education courses.

### **CO-OPERATIVE EDUCATION** **1-2 credits** **Grade: 12**

The cooperative education program is designed to provide students with the opportunity to extend their learning beyond the classroom by working in a career related occupation while attending high school classes. Students must have already completed at least one year of the Career and Technology program that relates to their job. Students must also be concurrently enrolled in the related CTE program as well as have senior status. The cooperative education coordinator arranges appropriate placement with the local employer and completes all necessary documentation prior to beginning of program. Students must average 10 hours of paid work per week at their job. A cooperative education application, safety training meeting, copy of the student's EDP, and training plan are also required to be enrolled. A letter grade is earned in this program.

### **WORK EXPERIENCE** **.5-1 credits** **Grade: 12**

The off campus work experience program is designed to provide students with the experience of working for a minimum of one trimester within a specific career field. Placements can include both paid and non-paid work experiences and students must be in the career pathway that directly relates to their job duties. Students must average 6 hours work per week and placements can be scheduled during any school hour. Students receive credit for this program if they receive a satisfactory job evaluation from their employer as well as complete weekly time records. An application, safety training meeting, copy of the student's EDP, and training plan are also required to be enrolled.

### **WORK-STUDY** **.5-1.5 credits** **Grade: 12**

A planned program for special education students who are participating in a supervised special education school-to-work transition program. This must be included in the students I.E.P. (Individualized Education Planning meeting.). Students must average 6-10 hours of work per week at their job. Work experiences include off-campus paid jobs, off-campus non-paid jobs and in-school placements.

### **YEARBOOK** **1 credit** **Grades: 10, 11, 12**

The purpose of this class is to produce the CAHS yearbook. Students will be trained in all areas of computerized technological yearbook production. Additional training will occur in writing copy and captions, digital graphic layout, digital photography, advertising, and fund raising to support this project. This class simulates the world of work with regard to attendance, work ethic and behaviors, decision making, problem solving, and adhering to deadlines. This class does not count as an English credit toward graduation.

**DUAL ENROLLMENT  
(Effective Fall 2008)**

**Grades 10-12**

1. Dual enrollment as defined by State law and school district policy is the process of high school students taking post-secondary classes while they are enrolled in a secondary school.
2. Prior to the student registering for a dual enrollment class, he/she must meet the criteria in one of the following assessments: PLAN, PSAT, MME, or ACT.
3. Students are eligible for dual enrollment courses in the subject area(s) that he/she has passed through any the following four assessments:

**PLAN ASSESSMENT (Grade 10)**

<b>Content</b>	<b>Minimum Dual Enrollment Qualifying Score</b>
Mathematics	18
Reading	17
Science	19
English	21

**OR**

**PSAT ASSESSMENT (Grade 10 or 11)**

<b>PSAT Test Section</b>	<b>Content</b>	<b>Minimum Dual Enrollment Qualifying Score</b>
Critical Reading	Reading	44
Writing Skills	Writing	49
Math	Mathematics	45

**OR**

**MME ASSESSMENT (Grade 11 or 12)**

<b>MME Test Section</b>	<b>Content</b>	<b>Minimum Dual Enrollment Qualifying Score</b>
Reading	Reading	1100
Writing	Writing	1100
Mathematics	Mathematics	1100
Science	Science	1100
Social Studies	Social Studies	1100

**OR**

**ACT ASSESSMENT (Grade 11 or 12)**

<b>ACT Test Section</b>	<b>Content</b>	<b>Minimum Dual Enrollment Qualifying Score</b>
Mathematics	Mathematics	18
Reading	Reading	17
Science	Science	19
English	English	21

4. Dual enrollment students must be enrolled in five class periods each trimester with one or more of the five classes being dual enrollment course(s). Total class period enrollment is not to exceed five class periods.
5. Students may only dual enroll in post-secondary courses that are not available in the high school curriculum.
6. Dual enrollment may include academic courses or technical preparation programs through accredited colleges and universities.
7. Dual enrollment students must fulfill all normal college admissions requirements, such as meeting placement standards on the ACT, WorkKeys, or COMPASS tests and completing a

college application.

8. Dual enrollment courses can be posted on both high school and college transcripts and can earn both high school and college credit.
9. If a student does not wish to earn high school credit for a dual enrollment course, the student must make this request in writing during registration with the high school guidance counselor.
10. Each dual enrollment class of at least three contact hours per week substitutes for one high school class and earns 1/2 high school credit.
11. All dual enrollment classes taken for high school credit will be recorded on the student's high school transcript along with the grade earned.
12. All dual enrollment grades posted on the student's high school transcript will be included in class rank except those earned during the twelfth trimester.
13. The school district will pay for all dual enrollment tuition and fees, as long as they do not exceed the district's state foundation grant for that portion of the student's school day.
14. The student is responsible for the cost of dual enrollment books, parking, transportation, and activity fees.
15. Both the high school guidance counselor and the high school principal must approve the dual enrollment registration forms (including drops and adds).
16. All high school attendance policies apply to dual enrollment classes.
17. Students may only drop and add a dual enrollment class prior to the first day of the fall (1st) and winter (2nd) trimesters. If he/she drops after the college class has begun he/she will receive an "E" on their high school transcript.
18. Students who fail a dual enrollment class should not plan to take any additional dual enrollment classes in subsequent college semesters/high school trimesters.
19. At the beginning of the second trimester, students planning to enroll in a dual enrollment class at the college's winter semester must complete a CAHS Commitment Form. The procedure in #17 will be followed.

## **RECOMMENDATIONS REGARDING DUAL ENROLLMENT**

1. Students contemplating dual enrollment should discuss their plans thoroughly with both their parent(s) and their high school guidance counselor.
2. Dual enrollment courses should always be consistent with the student's overall career pathway and Educational Development Plan (EDP).
3. Students planning dual enrollment in academic courses should already be taking a strong academic curriculum.
4. Students planning dual enrollment should already have established excellent independent study habits.
5. Students planning to take a dual enrollment class for the first time should enroll in only one post-secondary class.
6. Students must be careful to avoid conflicts between dual enrollment classes and extra-curricular activities.

## **STATEMENT OF NON-DISCRIMINATION**

The Cheboygan Area Schools complies with all Federal laws and regulations of the U.S. Department of Education. It is the policy of the Cheboygan Area Schools that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, height, weight, gender, disability, or limited English proficiency shall be discriminated against, or excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity to which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

Questions concerning Title IX of the Education Amendments Act of 1972 (which prohibits exclusion on the basis of sex) should be directed to Mark Dombroski, Title IX Coordinator, Cheboygan Area Schools, Cheboygan, MI 49721, Phone (231) 627-4436.

Questions concerning Title VI of the Educ. Amendments Act of 1964 (which prohibits exclusion on the basis of race, color, and national origin) should be directed to Dr. Michele Ackerman, Title VI Coordinator, Cheboygan Area High School, Cheboygan, MI 49721, Phone (231) 627-7191.

Questions concerning Section 504 of the Rehabilitation Act of 1973 (which prohibits exclusion on the basis of handicap) should be directed to Jacqueline Herman, Section 504 Coordinator, Cheboygan Area High School, Cheboygan, MI 49721, Phone (231) 627-3331.